



Behaviour Policy

1. Purpose

The purpose of this policy is to promote good relationships so that all stakeholders can live well together. We want to provide an environment where everyone can feel safe, secure, and happy. This policy has been developed to ensure all stakeholders, especially school staff, promote positive behaviour and understand our approach in both our schools. The guidance and procedures are to enable consistent application of our ethos, with due regard to individual social, emotional, learning, or other needs and the needs of the wider community.

2. Aims

Clandon Primary School and Shere Infant School are inclusive schools and strive to ensure accessibility and access for all children, as outlined in the Equality Act 2010. We strive for equity, meaning that children's behaviours are supported according to their individual and sometimes complex needs, including protected characteristics. We will therefore differentiate expectations and our responses.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) – which replaces Behaviour Emotional and Social Difficulties (BSED) with Social Emotional and Mental Health (SEMH) difficulties – helps promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

We encourage all adults to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself. In effect, taking a non-judgemental, curious, and empathetic attitude towards behaviour. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome; we all have a duty to explore this vulnerability and provide appropriate support.

In our approach to behaviour, the Newlands Federation aims to:

Promote and support children to show a high standard of behaviour. Achieved when the atmosphere in our schools is consistent and caring with relationships enhanced through PLACE – Playfulness, Love, Acceptance, Curiosity, Empathy (Appendix B)

Promote self-awareness, self-regulation, respect for authority and acceptance of responsibility for our own actions. Clear expectations are agreed, understood and supported through regular activities, modelling and teaching to enable responsible behaviours. Mutual respect is endorsed between all members of the school communities for each other, belongings and the environment.

Create a safe school climate, based on structure, nurture, engagement and challenge to enable effective learning and social and emotional growth. Recognition that this can best be achieved by understanding that we all have a “window of tolerance” and may sometimes need support and regulatory activities to help us be the best we can.

Ensure that children and parents/carers understand that inappropriate behaviour has consequences which are applied with regard to the individual, their needs and the impact on themselves and others. This is a partnership responsibility between ourselves, families and support services to promote and provide appropriate boundaries and to help our children make a positive contribution to their communities and society.

3. Expectations

The Federation’s expectations of behaviour are based on the United Nations Convention on the Rights of the Child (UNCRC). This is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

Central to this agreement is the acknowledgment that every child has basic, fundamental rights. There are 54 articles which include the right to:

- **An education:** Primary education should be required for all children and should be available for free. The Newlands Federation calls this **the right to learn**.
- **Protection:** Including protection from violence, sexual abuse, neglect, and other activities that could harm a child’s wellbeing and development. The Newlands Federation calls this **the right to feel safe**.

School discipline must respect the rights and the dignity of the child.

4. Our Whole School Approach

Routines and Boundaries

We will have good routines for arrival in school. We will remember the ‘first five minutes’ and know that positive greetings count. We recognise that all transition times in the school day need support; getting changed for PE, moving around our schools, assemblies, breaks, lunchtimes and the end of the day.

PLACE:

We keep in mind that we can help to regulate behaviour and reduce conflict if we use “Playfulness, Love, Acceptance, Curiosity and Empathy” in our relationships. Dan Hughes developed this attachment focused approach which supports “connection before correction” for all.

3Rs:

An approach based on the work of neuroscientist Dr Bruce Perry to enable vulnerable children to learn, think and reflect. When a child becomes dysregulated emotionally/behaviourally they cannot reason unless we help them. This approach recommends intervention in a simple sequence; **Regulate** their emotion (fight/flight/freeze response). **Relate** and connect and only then can we **Reason** and so support the child to reflect, repair and be open and engaged enough to learn.

Modelling:

Children can learn about appropriate and inappropriate behaviour through their observations of others. They model their own behaviour on others’ responses; therefore, it is important for them to have opportunities to observe and experience positive role modelling by those who teach, care for and interact with them.

Positive Reinforcement:

The essential encouragement and reinforcement of positive behaviour is supported in many ways in our school communities. Considerate, adapted use of praise and encouragement is used for all children no matter how small their individual steps of personal progress.

5. Safeguarding Duties

All staff have a responsibility to consider if any misbehaviour might indicate a child is suffering or likely to suffer significant harm. They must, if they suspect this is the case, follow the Federation’s Safeguarding Policy and Procedures. We will also consider whether continuing disruptive behaviour might be linked to unmet educational or other needs and look to engage the service of other, external agencies if necessary.

6. Inappropriate Behaviour

By promoting an environment high in nurture and structure, we create a culture to foster our ethos and expectations. Our children require predictable routines and responses to behaviour. When behaviour is inappropriate and impacts a child’s wellbeing, safety, or opportunity to learn we will support the individual to understand the natural consequences and learn skills and strategies to better cope. Adults will evaluate the situation and use their professional judgement to respond accordingly. Adults will avoid sanctions which induce shame in vulnerable children. Inducing shame is likely to lead to more negative behaviour.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice, e.g., "good choice/ bad choice", is not always helpful. However, by staff adopting strategies from the whole school approach, the consequences of positive or negative choices will be better understood and help the student socially and emotionally in the future.

Our approach will also:

- Increase children's sense of responsibility.
- Enable children to see mistakes as part of learning.
- Remove the struggle for power.
- Be positive and regulating.
- Increase independence and reinforce positive choice to improve behaviour through the use of descriptive praise, special responsibilities/privileges, preferred activities beyond the timetabled, e.g., time outside; iPad time; bike/scooter, promote communication with carers to praise achievement.

It is important that indicators of SEMH (Social, Emotional and Mental Health) are clearly recognised so that it is not just children who are displaying observable and active/acting out behaviours (e.g., non-compliant, mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified.

Children who display more passive behaviours (e.g., those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, appear very anxious, are reluctant to accept praise, who are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging and easier to manage. It is also important to avoid viewing or labelling children whose behaviour is externalised as less vulnerable than those who internalise their emotional distress.

7. Consequences

When staff need to manage inappropriate behaviour they will be mindful of 'two hands': one to provide a boundary and containment of feelings and behaviour and the other to co-regulate and be curious about the child's motives, wishes and desires in context. Behaviour can often stem from an unmet need, e.g., think **HALT** – are they hungry, angry, lonely, tired?

We do not punish children but understand that they need boundaries to their behaviour and support after an incident to reflect on the behaviour displayed and its impact on themselves and others using PLACE ("Playfulness, Love, Acceptance, Curiosity and Empathy") and restorative questioning. This may need to follow some time after the event: **Regulate, Relate, Reason.**

Staff will inform the child that the behaviour or reaction was not appropriate, avoiding language that could lead to shame or humiliation which are detrimental to wellbeing and self-esteem.

The developmental age and specific needs of the child will be considered when deciding on appropriate response.

Behaviours	Possible Consequences
Green Active Altruistic Ambitious Attentive Caring Compassionate Conscientious – taking time to do the right thing. Creative Curious Focused Impartial Kind Logical Loyal Organised Polite Respectful Self-regulated Sincere	Considerate and adapted use of positive praise and encouragement no matter how small the individual steps of personal progress. Descriptive Praise Special responsibilities Privileges Preferred activities beyond the timetable Communication with parents/carers to inform them of high standard or improvements in a child's behaviour. Celebration Assemblies Stickers Natural consequences – healthy, happy relationships, self-esteem and wellbeing, accelerated learning,
Behaviours	Possible Consequences
Amber (Minor Incidents) Mistreating school or other property, e.g., mishandling books, wasting or not taking care of resources. Not lining up appropriately. Distracting other children with annoying behaviours. General disrespectful behaviour, e.g., talking in assemblies when not invited to Inappropriate dress/nails/ jewellery	Reflection time Learning Catch Up Reparation Parents/carers informed – at discretion of teacher. Natural consequences: loss of privileges or responsibilities, loss of preferred activities, loss of

<p>Shouting out when discouraged</p> <p>Talking out of turn</p> <p>Isolated incident</p>	<p>resources, loss of trust, damaged friendships</p> <p>damage to self-esteem and wellbeing.</p>
<p>Red (Major Incidents)</p> <p>All forms of bullying.</p> <p>Prejudiced based comments, e.g., Racist/Homophobic/Transphobic/ Faith related/Ageist.</p> <p>Gender biased comments, e.g. "You can't because you're a boy/girl".</p> <p>Verbal/written threat/swearing/ comments intended to offend.</p> <p>Cyberbullying or harassment .</p> <p>Theft</p> <p>Vandalism of anybody's property, personal or school.</p> <p>Physical attack/assault with or without use of object, e.g. punching, kicking, pushing, pinching, hitting, biting.</p> <p>Disrespect of privacy/personal space/consent.</p> <p>Throwing objects at others/turning over furniture.</p> <p>Play fighting/rough play which risks harm to others or self.</p> <p>Exclusion of peers from games or companionship that impacts on their sense of belonging.</p> <p>Bringing inappropriate items into school, e.g., alcohol, drugs, lighters, inappropriate images.</p> <p>Incident or threat of self-harm or encouragement of others to do so.</p> <p>Unsafe behaviours on site, e.g., hiding, "cat and mouse" behaviour, disengagement, open disrespect of others in the school community.</p> <p>Ongoing multiple issues in a day.</p>	<p>Internal suspension for an agreed period when this is the best interest of the child or others. The reason and purpose of this will be explained to the child.</p> <p>External suspension for an agreed period when this is in the best interest of the child or others. Please refer to the to the Federation's Suspension and Permanent Exclusion Policy.</p> <p>Permanent exclusion – please refer the to the Federation's Suspension and Permanent Exclusion Policy.</p> <p>Communication with parents/carers to discuss the behaviour and explore ways forward.</p> <p>Risk Assessment/Proactive Behaviour Plan when appropriate to ensure safety of child and others.</p> <p>Recorded on CPOMS</p> <p>Natural Consequences: damaged friendships, loss of respect and trust from peers, loss of property or resource, damage to self-esteem and wellbeing.</p>

8. Further Strategies

Learning Catch Up: Time allocated for a child to catch up learning with a member of staff alongside to allow opportunity for reflection using restorative language and PACE providing opportunity to understand reason for refusal or difficulty in lesson.

Safe place: Unstructured times, such as break times may provide an opportunity for additional reflection or regulation for some children and staff should provide an opportunity to promote self-awareness and self-regulation. It is important to “know” the child and their sensory or other needs. Some children may need active opportunities and others, quiet time. A child may find unstructured times challenging and need some adaptations to help them feel safe. This should be kept under review.

Reparation: Repairing relationships or “making good” in some way. Children generally like the opportunity to repair. By avoiding punishment and focusing instead on reparation when the time is right, the child is more likely to learn the impact of inappropriate behaviour in future, rather than being left angry and focussing on the punishment.

Descriptive Praise: Staff tell children exactly and clearly what we like about what they are doing to reinforce the behaviour we want to promote, develop our relationship, build self-esteem and thereby reduce unwanted behaviours. This applies equally to those children whose behaviours are compliant or withdrawn as it does to those whose behaviour is more challenging. This benefits all members of each school community: “I liked how you asked for a break when you needed it.” (To self-regulate); “I noticed you were being a good friend by helping John.”; “Thank you for catching up with your work so quickly.”; “I’m so pleased you came to talk about that worry.”.

Staff are encouraged to reflect on their own practice in order to better respond to future incidents.

9. Managing Transitions/Change

Change and transitions can be particularly stressful for many children and can trigger a traumatic response. A change in staffing, routine, and off-curriculum events can all be difficult, as can special dates and celebrations. Staff will be aware of the needs of individual children and provide appropriate support for “oops moments” or to prepare for transitions. Strategies that may be used include:

- PLACE and other whole school approaches
- Seeking involvement of a colleague to offer support or a change of “face”
- Use of transitional object
- Visual supports
- Adapting the routine to increase sense of safety.
- Use of sensory tools and breaks to regulate brain and body.
- It may be appropriate to “Name it to tame it” (Dan Siegel)

- Phase in transition to new class/staff to build recognition and safety.
- Use of Social Stories to prepare for change or overcome difficulty.
- Use of “Now and Next”

10. Critical/Major Incidents

In cases of absconding, assault, bullying, cyberbullying, damage or theft of property, racism, and homophobia etc (Appendix F) it is essential to ascertain the reason and level of understanding of the child.

The Headteacher should be informed.

Developmentally appropriate reflection must occur, and parents/carers be informed.

If the incident is deemed an intentional act, rather than a sensory or communication response, boundaries must be kept, as consistency is key.

A record will be made on CPOMS and wider discussions held as appropriate with the team around the child, both internally and externally to our schools.

11. Children and a significant number of incidents

The expectation is that children and teachers will begin each lesson/session with optimism. Children may have “oops moments” which are a one-off or tricky time of day. However, if children are regularly displaying a change in their “normal” behaviour it may be a sign that they are struggling emotionally or in a sensory way and we need to be curious about the reasons. Communication with parents/carers is vital and we encourage parents and carers to discuss any issues that may be causing their child some concern. Where necessary we will:

- Contact home to discuss the behaviour displayed and explore ways forward.
- Creatively explore, share ideas, problem solve and review.
- Provide 1:1 opportunities for the child to meet with their chosen member of staff.
- Consider a child’s emotional/mental health needs, if necessary, requesting consultation with Primary Mental Health Worker; Nurture Practitioner: and referral to CAMHS/Health with consent of parent/carer
- Assess the sensory/physical needs of a child through referral to health services.
- Request support through Early Help services, with parental consent.
- Risk assess to ensure safety of child and others.

There may be times when it is in the child’s and others’ best interests to have supported time away from their class/group. This may mean an agreed period with a different class/teacher, proximity to a leader, or a period of time working in a different

safe space alongside support. The reasons and purpose of this will be explained to the child, discussed with carers and recorded on CPOMS.

12. Bullying (including on-line bullying)

- We do not tolerate bullying.
- Bullying should never be ignored.
- All reported instances should be recorded on CPOMS as suspected bullying.
- Parents of all involved should be informed.
- Every reported incident must be addressed.
- Children will be taught and supported to make safe decisions in their online activities whether at school or at home. When this goes wrong, they will be supported to learn from the experience.
- We will seek the support of external agencies such as the Police when deemed necessary to reinforce the dangers and risks.
- Parents/carers will have opportunities to learn about online safety and how to reduce the risks to their child.

The Federation is committed to the inclusion of all pupils. We will not tolerate discrimination or abuse based on the protected characteristics of sex, race, disability, religion/belief, sexual orientation, gender reassignment or pregnancy/maternity.

13. Away from school visits, outings and activities

Expectations and boundaries of behaviour when “off-site” will be the same as in school. In some cases a child may require an individualised risk assessment. We will always aim to be inclusive, but there may be times when alternative plans need to be made in consultation with parents. The Headteacher retains the discretion to decide that a child remains at school rather than attend a visit/outing. This decision would only be made in the interests of children’s safety and a risk assessment would be completed in order to inform that decision.

14. Procedures for Absconding

If a child absconds from any school site, parents/carers are informed immediately. The Police will be informed.

15. Damage to Property

In line with our expectation of natural consequences to inappropriate behaviour, children are expected, at the appropriate time, to consider how they would like to make amends when they have caused damage to property. In cases of significant damage and once the degree of damage and incident have been evaluated, a decision will be made if a contribution towards repair should be requested from parents.

16. Restraint and Restrictive Physical Intervention

The Federation follows the guidance outlined in reducing the need for restraint and restrictive physical intervention (2017). Please refer to our Positive Handling Policy.

Staff are trained in de-escalation strategies and restraint will only ever be used as a last resort, in order to safeguard children from physical injury or harm.

Staff must have reasonable grounds for believing that restraint is necessary in order to justify its use. Staff will need to use their professional judgement in each case, assessing the risks involved and taking account of the needs and circumstances of the child or young person (as set out in an EHCP or risk assessment).

Planned interventions, when staff employ planned and agreed approaches to challenging behaviour, will be informed by a risk assessment. It is expected that any children requiring planned intervention will be subject to a process of assessment and support as outlined in the above paragraph. Wherever possible, physical restraint will be carried out by trained staff.

Unplanned interventions require professional judgement be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand. If such assistance is not available, any response must be reasonable, proportionate and use the minimum force necessary in order to prevent injury and maintain safety. This will be compliant with the guidance issued in use of reasonable force in schools (2013).

Following an incident involving physical intervention, parents will be informed, and the incident recorded, staff and pupil welfare addressed, and a staff reflection will be carried out.

17. Recording of incidents

Newlands Federation schools use CPOMS as a recording tool to monitor and track pupil behaviour and any concerns/contact with parents and outside agencies. This helps us to monitor, evaluate progress and highlight any areas of concern.

18. Roles and Responsibilities:

Responsibilities:

- All staff are responsible for supporting the needs of the children across both schools.
- Where a child is seen to be having a difficulty they should be treated with respect and understanding.
- Shouting and shaming should not be used.
- Staff will endeavour to have individual discussions with children to support them with issues arising and adopt the key principles contained in this policy.

Roles:

Teachers:

- Ensure parent/carers is contacted when there has been a significant behaviour issue or there are ongoing issues.
- If there has been a one-off significant issue discuss with leaders and the DSL when appropriate (see Appendix F)
- Feed back positives and make connections with parents/carers to encourage ongoing dialogue.
- Use reporting system (CPOMS) to record concerns or significant contacts with students, parents/carers or other agencies.
- Seek support and liaise with leaders and other professionals.

Parents:

- Inform their child's school of any concerns.
- Have an open dialogue with their child's school to enable supportive partnerships and when support is sought from external agencies.

Teaching Assistants:

- Provide specific support for children experiencing difficulties whether an ongoing need or immediate short-term need.
- Provide support in class and at breaks and lunchtimes.
- Provide 1:1 or group work to facilitate learning and support emotional needs.
- Support nurturing experiences such as breakfast club, enrichment clubs.

Senior Leaders, Safeguarding Team, and Nurture Practitioners:

- Lead the ethos of the Federation and this policy and ensure effective implementation.
- Ensure effective training of staff.
- Oversee the specific needs of children across both schools.
- Provide support to staff, children, parents and liaise with external agencies as necessary.
- Line manage staff as determined by staff structure.
- Ensure reporting, tracking and monitoring of incidents or additional support needs is recorded and updated.

Headteacher:

- Lead the ethos of the Federation and this policy.
- Work with the governors to consider trends and resource implications.
- Is the only person authorised to suspend or exclude a child.

Governors:

- Awareness of policy and reviewing effectiveness and development.

Appendix A

Supporting Self-Regulation and Building Resilience

Our relationships within our school communities are supported by the Staff Code of Conduct. This is the framework that helps us provide good role models for our children and our relationships with parents and other stakeholders.

"It takes a village to raise a child."
(Attributed to an African Proverb).

Our relationships with children are crucial.

"Every interaction is an Intervention".
(Dr Karen Treisman)

To foster successful, enabling relationships we need to:

- Actively earn trust and rapport by investing in relationships and promoting joy and comfort.
- Have high expectations of all children and demonstrate our belief in them being able to succeed.
- Treat children with respect and dignity by communicating clearly and carefully in a way they can access and being mindful of how we talk about their behaviour around others.
- Listen respectfully and, using our whole school approaches, make a judgement about how/when to respond.
- Consider the meaning of behaviour using our knowledge of the child and the context.
- Be non-judgemental about a child's life experiences but use our knowledge and data to inform our planning and support.
- Keep our word and see things through with reflection and restorative practice.
- Focus on strengths and skill acquisition.
- Advocate for the child.
- Apologise for our own mistakes. We are modelling repair for the children and building respect.
- Name and manage our own emotional reactions to children's behaviours to demonstrate emotional intelligence.
- Ask for support/supervision from others in a timely way if we are struggling with feelings about a child or their behaviour.
- Quietly but firmly hold appropriate boundaries for children.
- Recognise the importance of parents in supporting children's behaviour and to reflect and plan with them to enable consistency of approach.
- Work to establish and build collaborative, respectful relationships with other professionals such as from Health, Therapies, Social Care etc.
- Enable older children to act as positive role models for younger children both in learning and social contexts.

- Understand that touch is an essential element of attachment awareness and that there may be times when touch is beneficial if not inevitable. Touch, as an effective and powerful non-verbal tool, must be individual child centred, not staff centred, and meet the requirements of safeguarding and protecting children.
- Sometimes redirect or support a child, being mindful not to escalate a situation, by guiding/comforting them using a hand or arm around a shoulder. There may be times when children with physical, personal or sensory needs may require a specific intervention and individual plans will be followed.

Appendix B

PLACE

Developed by Dan Hughes and Kim Golding (2012) in their clinical work with families, but now broadly used by staff and practitioners in a range of settings as a way of “being” and to promote an attachment aware, relational approach. The approach is backed up by developments in neuroscience and a greater understanding of brain-based approaches to understanding trauma, stress and co-regulation.

Playfulness = spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can diffuse a tense situation and can help to manage minor behaviours if used appropriately.

Love = creating loving, caring attuned relationships.

Acceptance = involves unconditional positive regard for the child. Accept the child’s inner experience without judgement and make sense of why they are behaving in that way. It does not mean accepting the negative behaviour but accepting the reasons behind the behaviour. When necessary, criticise the behaviour, not the child.

Curiosity = involves wondering about reasons behind the behaviour, rather than being reactive or angry. This shows the child that you care and wish to help them make sense of their feelings, wishes, motives, experiences. Use phrases like, “I wonder if you might be feeling like this because...” to open up discussion with the child.

Empathy = involves showing the child that you “get” how hard they are finding things and it reassures them that you want to help them manage. Validate the child’s experience with phrases such as, “I know how hard that must’ve been for you...” and work together to find ways to support them.

Example of PLACE in action:

A child in a heightened state of anxiety, runs off, attempts to climb a fence and is not following instructions to come down.

Playfulness: Use playful language to de-escalate the situation. “Goodness me I really would rather you came down. Problem is that if you fall, I will have to fill out a lot of forms and I’m a bit like you – I don’t really like writing.”

Acceptance: The pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g., “I can see that this has made you feel really upset”). Avoid saying things like, “Oh it doesn’t matter, don’t be upset about a silly fall out.”

Curiosity: Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy: Show that you understand how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset, I just want to run away from everything."

Using PLACE and a calm approach, the child's anxiety decreases, and they come down off the fence. Instead of imposing consequences, once the child is calm, a discussion is had about the dangers of climbing the fence. The child is able to reflect on their behaviour and think of alternative things they could do next time.

Supporting positive behaviours in class

Routines

Consistent class/lesson/activity routines support our children to understand expectations, manage anxiety and mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. **You will need to teach routines for all activities.** The more consistency there is over routines, the easier it is for our children. Routines also support their emotional development, behaviour and prepare for learning.

Class teams should also reflect on how they support children to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practised using appropriate visual resources to allow our children to learn that changes can be managed in a positive manner.

Communication and social interaction difficulties

Many of our children need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day.

Behaviour that challenges is often the result of a breakdown in communication.

To support a child who has become dysregulated or in distress we should aim to understand the function of the behaviour, i.e. what is causing the child to become distressed.

Class teams need to have strategies in place to support children to express how they are feeling and how we can meet their needs proactively.

Class teams need to consider the following and how it can impact on our children's ability to regulate and manage their behaviour positively:

- Communication strategies should work both ways: to give instructions but also to allow our children to have a voice, make choices and express their needs.
- That many often need time to process information.
- Some of our children have difficulty with verbal and non-verbal communication (body language/facial expression/tone of voice).
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next – this can cause anxiety.

- Lack of awareness of danger or risk
- Need to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers, including friendships and bullying.

Visual resources and other communication support:

- Visuals allow time for language processing.
- Social stories.
- Visuals prepare children for transitions allowing them to feel less anxious and self-regulate better, e.g. "Now and Next" and transitional objects.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g. between home and school or when going on trips or visits off-site.
- Use of visuals is helpful when children have become dysregulated as it replaces verbal communication and social interaction which, in times of distress, can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Restorative Approach - We reflect and communicate in a non-judgemental way. We use restorative questions to promote telling the truth, taking responsibility, acknowledging harm and accountability.

Appendix D

Positive Reinforcement

We recognise that children benefit from praise and that it reinforces positive self-development and esteem. However, we are mindful that some children may find being “celebrated” difficult and so our responses need to be adapted.

Some of the tools used by Newlands Federation schools are:

- Whole School and Class/Key Stage assemblies are an invaluable way to teach and reinforce positive behaviour and whole school expectations.
- Bucket Filling is used throughout our schools by staff and children. This approach helps students to understand the positive and negative impact they can have on others and helps to develop empathy.
- Whole school focus days/weeks are also beneficial in guiding and teaching children about their rights and responsibilities as citizens of their school and wider community.
- Celebration Assemblies
- Stickers- give instant feedback for good work or attitude. Sticker cards or charts should not be publicly displayed.
- Whole class reward schemes
- Throughout our Citizenship, RSE and RE curriculum key messages and themes are linked together including the importance of respect, tolerance, kindness and empathy within school and the outside world.
- Lunchtime enrichment clubs.
- Forest School/Horticulture/Animals.

Supporting students with Social, Emotional and Mental Health needs

Children can experience a range of learning, social, emotional and health difficulties, which manifest themselves in different ways. These may include displaying challenging, disruptive or disturbing behaviour or showing difficulties of a withdrawn nature. These can potentially reflect an underlying SEMH difficulty, social communication disorders, speech and language difficulties, sensory needs associated with disability or developmental trauma, ADHD/ADD, FASD, attachment difficulties etc. It is also common for our children to experience high levels of anxiety alongside and related to other conditions/syndromes/complex health needs.

Therefore, children with complex needs and experiences may struggle to maintain a “window of tolerance” within which they feel safe, comfortable and able to learn. If the child is on high alert/dysregulated or showing signs of withdrawal, we have a duty to be curious about the reason and strive to reduce stress, fear, and to coregulate or adapt the environment or expectation that is the barrier to learning. Our understanding of the brain of both adults and children, and its response to stress/alarm supports us in recognising the need to calm the “downstairs” brain in order to bring the “upstairs” or “thinking” brain back online and able to function. (Dan Siegel) <https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Key principles in supporting the universal needs of all children:

- All behaviour (positive or negative) reflects a person’s emotional state.
- Understand brain development and impact of stress and fear on behaviour.
- Children have different ‘windows of tolerance’ at different times.
- You can’t always see the ‘trigger’.
- Behaviours communicate a need.
- Scared children can do scary things.
- Don’t take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress, children’s thinking process is distorted and confused and short-term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain.
- Children without the strategies and skills needed to manage their emotions need to be supported.

How we support the universal needs of all children:

- Use of natural consequences rather than ‘punishments’
- High Structure (Strong routines and boundaries)
- High Nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour.

How we support children with additional SEMH needs:

Most of our children will have their emotional needs met through the universal and targeted approach in school. Additional mental health needs are identified by members of staff, parents/carers, other professionals or other children raising a concern, or through the tracking of incidents logged on CPOMS.

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and discuss with parents/carers to explore the issues and develop a plan or approach (a key approach is non-judgemental listening).
- Observe the child in lessons or at other times presenting difficulty.
- Review approaches to teaching, environment, access to learning and relationships.

Following this, support will be given in a range of ways:

Regulation time:

- A safe space/member of staff
- Physical/sensory activities
- Journaling
- Animal intervention
- Breathing and yoga exercises
- Self-elected withdrawal – child with known support needs may ask to remove themselves from the situation when they are developing the skills to recognise this is a way to prevent escalation. A trusted adult will be nearby to support and co-regulate when the child is ready.

1:1 support to reduce anxieties:

- In class support
- Transition support during the day
- Daily/regular check-ins with student
- Targeted break time support
- ELSA support

In class amended provision:

- Targeted use of sensory supports, e.g., fidget toys, stress balls, social stories
- Safe space/tent, weighted lap pad, wrapping.
- Removal of shoes
- Working on floor/tummies
- Environmental positions/workstations that support focus, e.g., when a child is hyper-vigilant.

External support/ assessments/ consultation:

- CAMHS /Psychologist
- Primary Mental Health Worker

- School Nurse
- Paediatric Therapies
- Educational Psychology

NB: Self-harm or self-injury is when a child physically harms themselves in some way. This is usually a sensory seeking behaviour or a coping mechanism for managing an overwhelming emotional state.

What to do if a child is demonstrating inappropriate behaviour

Evaluate the situation

Is there an immediate risk?

YES

Ensure safety of child, self and others.

Request support from adults if necessary, to reduce the risk

Follow up as appropriate applying whole school approaches/de-escalation and actions as identified in this policy.

Record incident and notify parents, Headteacher, and other relevant professionals.

NO

Press Pause

Deploy approaches and techniques to de-escalate or calm the situation.

Use PACE to help the student regulate and use strategies from this policy to reduce stress and increase sense of safety.

Regulate

Maintain proximity/access to trusted adults to support and co-regulate without judgement of the child.

Relate

Help the child to think about the natural consequences to the behaviour and to reset and be ready to move on.

Reason

Breaks and Lunchtimes

These unstructured times are important for children to release energy, develop social skills, connect with peers and play. However, we know that these unstructured times and the transitions involved can be challenging for children with complex additional, learning and emotional needs.

Staff supervise children at these times and structured/enrichment activities are available for children to use. These provide opportunities for physical activity or for quieter clubs or pastimes. Inevitably, there are times when a child will be challenged by an incident or a falling out with a friend. They are encouraged to seek adult support and there are times when intervention is required to defuse or de-escalate a situation. In these circumstances the same approaches should be used as are used across our schools.

There may be times when it is advisable to reduce the stress and anxiety for a child by providing them with an opportunity to stay in proximity to a key adult and possibly not go out to play or socialise as they are not able to stay safe or feel able to regulate their emotional state. The child who may derive benefit from the chance to “let off steam” can also be the ones who find these unstructured periods of the day the most difficult.

Occasionally it may be necessary for some catch up time for learning missed to be used at a break time. As ever, we need to be curious about what a child is demonstrating by behaviour – if it is avoidant and whether more support is needed to build their confidence, play, and social skills. It may be that a child always finds lining up or transition back to class is difficult.

In the lunch hall children are encouraged to sit and mix with others. The lunch time experience is encouraged to support the development of social and life skills. However, some children may need additional support due to sensory issues (taste, texture, noise) or particular dietary needs or social communication/emotional triggers. Any incident or concerns at lunchtime should be recorded on CPOMS in the usual way. Close liaison with parents and other professionals is indicated if there are particular difficulties with foods, eating or other health concerns.

Appendix H

Allegations against staff

Allegations, including low level concerns, will be reported to the Headteacher or, if about the Headteacher, the Head of School. The procedure is outlined in the Statement of Procedures for Dealing with Allegations of Abuse Against Staff.

Searching students and/or their possessions

The Federation adheres to the guidance outlined in the documents, Use of Reasonable Force 2013.

When information has been received or there is a well-founded belief that inappropriate material has been brought into either school, school staff may carry out searches of children or their possessions. Consent will usually be obtained before conducting a search unless the Headteacher and authorised members of staff reasonably suspect that an item has been or is likely to be used to commit an offence, cause personal injury or damage to property. If the item is an electronic device, the relevant school may seek advice from the Police and confiscate the device if the Headteacher (or their representative) considers there is good reason to do so.

Only the Headteacher or authorised members of staff may conduct a without consent search of students or their possessions. This will only require the child's outer clothing to be removed. Neither Clandon School nor Shere School would ever conduct an intimate search.

Parents will be informed of any search conducted of their child and/or their child's possessions. The relevant school will keep a record of any searches carried out, including the result and follow up action on CPOMS.