Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy

Behaviour Regulation Policy

We Aim High, Work Hard,
Care Deeply

Member of Staff Responsible	Mrs L. Tomlinson
Position	Headteacher
Overviewed by LGB	Mrs D. Fletcher (Chair of Governors)
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Date of next review	September 2026

1. Aims, purpose & scope of this policy

Lynch Hill School Primary Academy is committed to the social, emotional and mental well-being of its, children, staff, parents and carers. We want everyone to feel safe, included and respected in our school. The purpose of this document is to outline our approach to supporting children regulate their behaviour both in and outside of the classroom.

We recognise the difficulties adults face in working with children with complex social, emotional and mental health needs and behaviours that challenge. We therefore aim to implement a whole school approach based on evidence-based principles shown to work in helping children regulate their behaviour.

At Lynch Hill, our school strapline is ***'aim high, work hard and care deeply'*** and our children need to be supported in order to become masters of this. We want to equip our pupils with the skills to be the best they can be and recognise that we need to create a positive climate, culture and learning environment to enable all pupils to thrive. This, we believe, starts with developing strong relationships: relationships between staff and pupils, parents and carers alike. We want these relationships to be grounded in mutual trust and respect and understanding that secure relationships are founded on building a sense of safety, connection and understanding. We want all our children to be strong, courageous and resilient by the time they leave us in Year 6.

We expect caregivers to implement routines and boundaries, model appropriate behaviours and help children learn to express their emotions in appropriate ways. We want to work in partnership with parents and carers and support them through regular communication across each school year.

Our aims are to:

- Ensure children feel safe, secure and ready to learn
- Ensure children feel a sense of belonging, identity and achievement
- Ensure members of staff feel supported and equipped in helping children to regulate behaviour
- Strengthen relationships between staff, children, parents, carers and members of the wider school community
- Support the development of emotional-regulation and positive mental health
- Provide consistent opportunities for children to learn from mistakes through a restorative approach

This policy is based on Legislation and statutory requirements from the Department for Education (DfE) on:

- Behaviour in Schools
- Searching, screening and confiscation
- The Equality Act 2010
- Supporting children with medical conditions at school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- Use of Reasonable Force in schools

It is also based on the special educational needs and disability (SEND) code of practice.

This policy complies with our funding agreement and articles of association.

2. What is 'behaviour'?

Behaviour is an integral part of life and is displayed by all human beings. Behaviour can be positive or negative but all behaviours are communications in response to a feeling, experience or stimulus. Everything that we do, or do not do, as human beings – our words, actions, postures, planning and organisation are all examples of behaviours.

We recognise the importance of a restorative approach, with the foundations of trauma informed practice, as an effective way of supporting children with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. We understand the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity. We want to develop resilience and courage and do this through the way we help children regulate behaviour. We aim to embed a holistic approach to behaviour regulation.

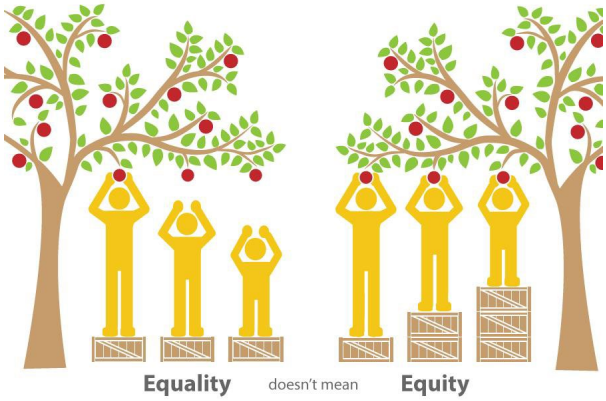
When a positive relationship is established, it enables the child to feel calm, valued, recognised, respected and comfortable.

Positive experiences create positive feelings.
Positive feelings create positive behaviour.

3. Key principles

3.1 Behaviour as a special education need

At Lynch Hill School Primary Academy, we believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this policy. Whilst there is still an expectation that children with additional needs will adhere to Lynch Hill expectations and boundaries, we do not promote a blunt approach whereby all children must receive the same (equality); but rather an approach whereby all children receive what they need (equity).



Evidence from the Education endowment Fund concluded that 'universal systems are unlikely to work for all students and for those who need more intensive support with their behaviour, a personalised approach is likely to be better.' (EEF 2019)

For some of our pupils, behaviour regulation presents as a special educational need. At Lynch Hill, we adopt an assess, plan, do, review approach in line with the SEND Code of Practice 2014. Whilst implementing all the above, we also aim to ensure that:
All pupils have their Social Emotional, Mental health (SEMH) needs met through clear, consistent and realistic boundaries and expectations which are delivered through a fair reward and consequence system. Teaching staff are trained to deliver a broad and balanced and engaging curriculum, including high-quality PSHE. They will also use coaching and restorative practices with all pupils in their care.
Some pupils at Lynch Hill will need additional support through internal SEND support interventions, including ELSA, social skills groups and mentoring sessions.
A few of our pupils will need increasingly individualised interventions in addition to support from external services including the Educational Psychology Services, Getting Help team, Behaviour Support Team and Child & Adolescent Mental health Services
We are committed to following our graduated response to support our pupils throughout their time at Lynch Hill.

3.2 Behaviour viewed within the contexts surrounding the child

Behaviours which challenge must be viewed as communication of an unmet need. Behaviour should be viewed within the context of the system around the child and within the context of important relationships. Staff should also be mindful of safeguarding concerns when supporting a child's behaviour and report this to the Designated Safeguarding Lead in line with the Safeguarding Policy.

3.3 A curious, empathetic, non-judgemental approach

Staff at Lynch Hill must take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all staff, volunteers and visitors to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

3.4 Relationships first

Human beings are designed for interdependence; therefore we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. *'We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning." (Bomber & Hughes, 2013)*

All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the school's strapline of 'Aim High, Work Hard and Care Deeply' and our IPC learning Goals of adaptability, communication, co-operation, enquiry, morality, resilience, respect and thoughtfulness.

3.5 Restoration and natural consequences

Natural rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-traumatise or ostracise children from their peer group. At Lynch Hill we use a restorative and reparative approach in which children are supported to develop insight into their emotions and behaviours, take others' perspectives and rebuild trust and relationships. We want our children to be able to regulate their behaviour effectively because they are able to do so, not simply to avoid 'sanctions'.
That said, all incidents of inappropriate behaviour will always be investigated so that a suitable resolution, and where needed, consequence can be implemented.

4. How positive behaviour is promoted at Lynch Hill

Excellent learning takes place with excellent behaviour, and Lynch Hill School Primary Academy has high expectations of all children. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two-way dialogue with children about both excellent and inappropriate behaviour.

Behaviour should not define or be used to label a child; the actions of a child are 'choices' and adults always encourage children to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. Care should be taken to not label choices as 'good' or 'bad' but as a communication of a child's needs.

Staff are committed to delivering therapeutic responses to behaviour and as such will make every effort to help the child be successful at school. Positive role-modelling from all adults is key, and we will always aim to recognise positive courses of action from children, and reward them accordingly.

We recognise the tremendous impact trauma or external events can have on children, and so we strive to employ an approach in which everyone involved in supporting each child understands their context and background, and can therefore be consistent in how they manage the challenges the child may face. This allows all our children, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone for dealing with behaviour positively.

4.1 Using positive phrasing and limited choice to support children

Staff must use clear and unambiguous language when speaking to children. There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a child feel isolated, humiliated or worthless. At Lynch Hill, staff adopt a 'loud praise quiet reprimand' approach. Staff must not use instructions which either give the child no choice or an open choice. Instead, children should be presented with an appropriate and planned limited choice such as - 'where shall we talk, in here or in the library?'

4.2 Using positive body language

Staff must not incite negative behaviour by being too close to a child (within arm's length and must respect personal space), blocking their path, using aggressive gestures or standing over them. Instead, staff must keep a good distance, stand to one side of children where appropriate, and have relaxed hands at their side and come down to the children sitting or standing height when holding a conversation. Although we recognise that there may be occasions when staff need to move closer to a child and block a path in order to keep a child safe.

4.3 School Rewards

Children are rewarded for positive behaviour. This can take a number of forms including:

- **Verbal praise**: we aim to 'catch children being good' and reward what we see, particularly those who may find it most challenging to adhere to school expectations of behaviour
- Liberal use of stickers for immediate reinforcement of expectations
- **Credits**: a special reward system for Year 6 children to encourage and reward a positive attitude in meeting challenging expectations. Year 6 children receive credit stamps, which can be collected and traded for goods in the credit cupboard. Year 6 children receive credits for good work and behaviour. These are traded for gifts from the "Credit" cupboard
- A **'Good Day Ticket'** is awarded in years 1-6 for a good day - that is no concerns have been raised over work, homework, behaviour in class and in the playground, or attitude towards all staff and

prefects during the day. These are stamped in their homework diary (so no diary, no ticket). Half Good Day Tickets can also be introduced to support some of our pupils, where deemed appropriate to meeting their needs.

- **Weekly awards** are presented each week and celebrated in the school's weekly newsletter: Praise awards to reinforce good attitude and particular effort during the week, Headteacher's Award per class for achievement throughout the week
- **Tea with SLT –** Winners of the Headteacher's award will be invited to an afternoon tea session with a member of SLT to celebrate their week and instil the positive messages
- **Showing a member of SLT good work** or good progress in their learning
- Participating in **whole class rewards** usually will take place at the end of half term; e.g. optional HW reward, good behaviour showcased throughout the half term
- **Individual recognition and reward** e.g. being awarded a treat from the teacher's prize box
- **Special awards** are also given at the end of term to recognise special achievements; e.g. in spelling tests, and significant achievements and improvements during the term.
- **Peer Mentors / Prefects/Ambassadors:** KS2 pupils who demonstrate a responsible attitude are entrusted with certain whole school responsibilities.
- **Graduation:** an end of key stage event where pupils receive further recognition and awards for full attendance, personal development and academic success. Prize-winners' photographs are displayed in the area outside each hall.

5. Graduated approach

In order to meet the social, emotional and mental health (SEMH) needs of all children, we should consider the following:

- All behaviour is communicating a message. We must avoid making judgements about an individual as a result of their behaviour. Instead, adults should respond in an empathetic and caring manner, considering the thoughts and feelings that have led to the child's behaviour.
- SEMH needs can be manifested and communicated in a number of different ways. Staff should recognise that some children may externalise their feelings, demonstrating them through disruptive behaviours such as non-compliance, mood swings, absconding or aggression. Other children will internalise their feelings and communicate behaviour by means such as becoming withdrawn, isolated, reluctant to speak or anxious. It is important to identify children who are externalising and internalising their feelings as they are equally vulnerable.

Stages of intervention	The school will…	Individuals involved
Quality first teaching practice	• Develop and disseminate a Therapeutic Behaviour Regulation Policy • Deliver an evidence based PSHE curriculum (Jigsaw) that includes the teaching of social and emotional skills • Adopt practices that aim to raise resilience of all children • Provide staff with the appropriate training to deliver inclusive quality first teaching to all children	Class teacher and support staff

Internal SEN support Delivery of evidence-based intervention and additional support	• Provide staff with the appropriate training to identify children demonstrating SEMH needs through externalising AND internalising behaviours • Identify and monitor SEMH needs • Deliver preventative and early intervention evidence-based support programmes (e.g. ELSA, Nurture Groups) and monitor progress • Involve parents/carers in all progress and review meetings	Class teacher, Year Leader, Parents **+ SENDCo/ SLT**
External SEN support Additional support from external agencies	• Seek advice from specialists (e.g. Educational Psychologist, Getting Help Team, SEBDOS, Virtual School, Young People's Service, Family Information Service, Children's Services) • Involve parents/carers in all progress and review meetings with external professionals	Class teacher, Year Leader, Parents SENDCo/ SLT **+ external specialists**

6. Strategies to support behaviour regulation

Below are examples of possible behaviours that could be demonstrated by a child and what staff should do in response. This is not an exhaustive list, but suggestions of how situations could be dealt with in a therapeutic manner.

Internalised Behaviour	Response
Refusing to complete work set (but remains seated and quiet) or Ignoring instructions	1. Talk to the child 1:1 – encourage and support (do you need resources to help? Would you like support from a partner? 2. Explain that they will have to complete work in their own time (break/lunch/after school) 3. If behaviour continues, contact parents and discuss concerns or seek advice from SENDCo.
Choosing to do another activity during learning time	1. Do not draw attention to behaviour; praise others focussed on learning. 2. Talk to the child 1:1 – encourage them to continue with learning and offer support (do you need resources to help? Would you like support from a partner?) 3. Explain that they will have to complete work in their own time (break/lunch/after school).
Hiding in the classroom/corridors/toilets	1. Ensure you know where the child is and is safe, give them a few minutes 2. Approach child and encourage them to join the class/back to their seat. If they need to talk to you about something that may be bothering them, they can see you at break time, unless it is more pressing. 3. Explain they will have to make up lost learning time in their own time (break/lunch/after school).

Externalised behaviour	Response
Calling out or shouting that they do not want to complete their learning	1. Set the rest of the class on task, before speaking to child quietly on their level. Ask if they require any support with their learning. 2. At a second attempt, quietly remind them the learning must be completed at some stage- but you know they are capable and will do well. 3. Explain that they will have to complete work in their own time (break/lunch/after school)

	4. If continues then speak to parents and formulate strategy to support behaviour.
Verbal Disagreement with peers	1. Calmly acknowledge that the child/children are not happy/angry. Explain that you can talk to them when they are ready. Give the child/children space to calm down. 2. Speak to the child 1:1. Give them a limited choice – e.g. would you like to talk to me here or in the library/outside? 3. Use a restorative conversation to explore what happened and how it made those involved feel. Get children to acknowledge the harm they have caused and suggest how they might respond differently next time.
Misusing equipment e.g., snapping pencils or sawing at table with a ruler	1. As soon as behaviour is observed, set class going immediately on a task. Talk to the child 1:1 about how they are feeling and the impact of their actions on the feelings of others 2. If pupil continues to misuse equipment, arrange a restorative consequence where the impact of this behaviour can be discussed.
Stealing	1. When first observed/suspected, talk to child 1:1 away from peers. Say that you think, or know, that they have taken something that doesn't belong to them. Explain that, when they are ready to return it, they should give it to you or put it in a box, for example. 2. If behaviour continues, talk to child about real-world implications and inform parents. Keep a log of the behaviour and of the restorative conversations had after each situation. 3. Restorative consequence - depending on child.
Refusing to follow instructions	1. Get the class to carry out a task. 2. Talk to the child 1:1 – tell them that you care and are there to listen. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry. 3. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 4. Restorative conversation at an appropriate time after to review behaviour and impact on the feelings of others. 5. Restorative consequence - depending on child.
Running out of the classroom and/or leaving the school building	1. Without speaking to the child, ensure that you know where they are and that they are safe. Ignore the behaviour as long as another adult is in the vicinity. 2. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 3. Restorative consequence – depending on child.
Sitting under table	1. Without speaking to child, ensure you know they are safe. 2. If behaviour continues, do not draw attention to it and praise those focussed on learning. 3. After a few minutes get down on their level and speak calmly to child. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to feel this way. 4. Explain to the child that you can talk to them when they are ready or give a timer. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 5. Restorative consequence – depending on child.
Making sexist comments/sexually harassing others	1. Acknowledge that the child may be upset/angry. Give limited choice of places to calm down if needed. 2. Talk to all children involved once they are fully calm. Hold a restorative conversation between children, making it clear why sexist comments/sexual harassment are not ever acceptable. 3. Record incidents and response. Inform relevant staff members and speak to parents before the end of day. 4. Restorative consequence – depending on child

	5. Monitor situation closely to ensure that such comments are not repeated
Swearing at children	1. Acknowledge that the child is upset/angry. Give limited choice of places to calm down. 2. Talk to all children involved once they are fully calm. Hold a restorative conversation between children. 3. Record incidents and response. Inform relevant staff members and speak to parents before the end of day. 4. Restorative consequence – depending on child.

Dangerous Behaviour	**Response**
Absconding from the school building/classroom/lesson	1. Ensure that the child can be seen and knows you are watching to make sure they are safe- do not chase the child. 2. Notify other staff as soon as possible. SLT to respond and support 3. Prevent child from leaving the premises by monitoring exit points and have a key person to talk to the child. 4. Restorative consequence: once calm - conversation about strategies to calm down for next time and consequence dependent on child.
Intimidation through making threats to another child or children	1. Acknowledge that the child is upset/angry. Give limited choice of places to calm down. 2. Talk to all children involved once they are fully calm. Hold a restorative conversation between children. 3. Record incidents and response. Inform relevant staff members and speak to parents before the end of day. 4. Restorative consequence – dependent on child.
Throwing equipment with force or Throwing furniture or Slamming doors with force	1. Ensure that other children are removed from the situation and inform SLT immediately. 2. Acknowledge and name the child's feelings. Explain these feelings are OK and that you are there to listen. 3. Use limited choices to distract them e.g. offering support to regulate, calming strategies and the chance to talk 4. Restorative consequence – dependent on child / repair any damage/put furniture back
Bringing dangerous items into school, or threatening to use a dangerous item	1. Speak calmly to the child and ask them to hand over the item. If appropriate ask for an adult well-known to the child to support 2. SLT to be called and child supported to answer questions about the item 3. Parents to be informed of incident by SLT 4. Headteacher or senior member of staff to call police if necessary (weapons / knives must be handed over to the police).
Hitting, kicking, slapping, scratching, biting, spitting or pushing	1. Ask the other children to move out of the way so they are safe. Ask another member of staff for support. 2. Approach the child and acknowledge their feelings and that something has happened. Explain that you are there to help. Say 'Talk and I will listen'. 3. If behaviour continues where another child or staff member are no longer safe, intervene using Team Teach training. 4. Restorative consequence - depending on child.
Misuse of devices, mobile phone, online safety etc.	1. As soon as the incident has been alerted, attempt to speak calmly to the child about it. If appropriate ask for an adult well-known to the child to support. If child has brought phone into school and has not handed it in to their teacher, ask them to do so now and discuss school policy and expectations going forward. 2. If the misuse has been identified as a result of the school's monitoring and filtering systems, ensure the evidence is stored. Talk to the pupil concerned. Make the parents aware and educate the child as appropriate. Restorative consequence as appropriate.

	3. If the incident potentially involves indecent images, do not view the contents. Follow safeguarding and online safety policy guidance, involving parents, police as necessary

7. Restorative conversations and consequences

Restorative conversations and consequences should occur as the result of a behaviour incident. This should be undertaken by the class teacher or member of support staff that has a relationship with the child. Consequences should be set within a restorative conversation and, where appropriate, set with the child.

Restorative conversations should include:

1. Children involved and adults sit together
2. Ask each child to explain their version of events, without interruption. Each child asked how the event made them feel. Adult to ask open questions such as 'Tell me what happened…', 'What were you feeling?', 'What were you thinking at the time?'
3. Ask the wrongdoer to identify and take ownership of the hurt that has been caused. Ask both children how they are feeling now.
4. Ask the wrongdoer what they think needs to happen to repair the relationship. Ask the victim if they think that this is appropriate. (However, please note, a finalised decision must be taken by the adult)
5. Adult to determine whether the consequence is appropriate.
6. Discuss strategies to avoid a repetition of the behaviour.
7. If appropriate, ask children to shake hands or recognise that the issue is dealt with

Appropriate restorative consequences should vary depending on the child. Consequences could include:

- Attending a designated space for reflection (during break or lunch), time is lost in increments of 5 or 10 minutes (EYFS, KS1/KS2 respectively), depending on the severity of the child's actions and in line with our consequence ladder. (If time lost at lunchtime, as a result of poor choices, reaches 100 minutes for the week, an after-school detention will be issued)
- Receiving a Formal Warning – this will result in the loss of all lunchtime over two consecutive days
- Having a Yellow letter sent home (usually as a result of having 3 Formal Warnings across the week, however, if an incident is deemed more severe, one Formal Warning will result in this)
- Writing a letter of apology
- Repairing any damage
- Cleaning and tidying a mess they have created
- Spending time in another classroom
- Completing a detention after school
- Working with a member of SLT/Pupil Support Lead for a period of time

Incidents of unacceptable behaviour are logged on the school's online behaviour logging system and this log is monitored each week by senior staff.

Our youngest pupils (those in EYFS) are given time-out and thinking time when behaviour is deemed unsafe, unkind or unacceptable.

The word 'consequence' should be used instead of negative language such as 'punishment' or 'sanction'. Further information about restorative questioning is included in Annex A.

8. Emotion coaching

When supporting children to regulate their behaviour, staff should employ the use of Emotion Coaching to support children in understanding and regulating their behaviour. Emotion coaching is an approach which can be embedded into everyday practice when working with children to support the development of behaviour regulation. It is an approach that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

What Emotion Coaching means in practice (how co-regulation works)
Step 1: **Being aware of the child's emotions and your own**
Step 2: **Recognising the emotion as an opportunity for intimacy and teaching** ('Would you like to talk about it?')
Step 3: **Empathetic listening and validation** ('I understand. That sounds hard.')
Step 4: **Labelling the feelings** ('This is what is happening. This is what you are feeling.')
Step 5: **Setting limits and problem-solving** ('We can't always get what we want' or 'We can sort this out.')

9. Roles & Responsibilities

9.1 All staff at Lynch Hill School will:

- Go the extra mile to develop positive relationships with all pupils – fully embracing the concept of **'connection before correction'** as advocated by the psychologist Dan Hughes
- Demonstrate understanding, respect and non-judgement, recognising that all behaviour is communicating a message
- Uphold realistic expectations for pupil behaviour and set firm but fair limits
- Act as emotion coaches to support pupils to regulate behaviour
- Adopt a 'regulate, reason and restore' approach to behaviours that challenge
- Praise acceptable behaviour actions and efforts regularly and consciously.
- Notice and reward improved behaviour.
- Use and emphasise positive reinforcements.
- Actively teach children how to be good role models and regulate appropriately, setting targets for those who need them.
- Actively promote rights, responsibilities and respect.
- Be respectful, fair and non-judgemental
- Stay calm and act as a good role model
- **Apologise to the child when wrong**
- **Once the consequence has been undertaken, the child <u>MUST</u> be afforded a fresh start.** We like to put the previous events aside and allow everyone a chance to prove that they have taken responsibility for their actions and can rise to expectations.

9.2 Teachers will:

- Get to know individuals in their class and take time to build relationships
- Ensure the classroom is welcoming and organised ready for each day
- Consistently implement the behaviour regulation policy and use restorative practice and/or emotion coaching to deal with any incidents that arise
- Communicate regularly with parents

- Use the behaviour system to log incidents and track patterns
- Recognise and report any safeguarding concerns that are linked to a change in behaviour
- Use positive reinforcement for all children

9.3 Support staff (including teaching assistants, lunchtime staff and admin) will:

- Get to know individuals they are working with and take time to build relationships
- Liaise regularly with the class teacher to implement consistent behaviour regulation strategies
- Ensure the children are engaged in activities at break times and lunch times
- Use positive reinforcement for all children
- Use restorative practice / emotion coaching to deal with any incidents that arise

9.4 The Senior Leadership Team will:

- Build positive relationships with pupils
- Support staff and children's emotional wellbeing and mental health
- Liaise with external professionals to support with specific cases
- Regularly review the behaviour log and work alongside staff to identify patterns and triggers
- Liaise with staff to ensure that all are consistently implementing the behaviour regulation policy and use restorative practice and/or emotion coaching to deal with any incidents that arise
- Regularly review and monitor behaviour in class and outside
- Liaise with parents to support positive behaviour

9.5 Parents will:

- Communicate with class teachers, sharing information that could affect their child's behaviour at school
- Work with school staff to develop consistent strategies for behaviour regulation at home and school
- Stay calm and act as a good role model
- Attend any meetings held by the school to support their child's behaviour regulation

10. Support for staff

The senior leadership team and local governing board recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. To this end, staff have been given a number of strategies to aid their own self-care including training on mental health and well-being, an 'open door policy' of the Senior Leadership Team and access to internal and external support and advice. Where appropriate, we use external services to provide coaching to staff working with children with complex social and emotional needs.

11. Persistent, ongoing or dangerous behaviour

Lynch Hill School Primary Academy is an inclusive school, but we understand that in some rare cases it is appropriate to, at the discretion of the headteacher, suspend a pupil (previously referred to as a fixed term exclusion) or issue a permanent exclusion. These decisions are not made lightly and are made in line with statutory guidance. Parents are informed of the decision and reasons for the suspension or exclusion. In the case of a suspension, a reintegration meeting is held with the parents and child on their return to school. Further information can be found in the school's Suspension and Permanent Exclusion Policy.

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
- Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).

12. Physical intervention with children

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
• Causing a danger to themselves or others
• Hurting themselves or others
• Damaging property

Physical intervention must:
• ***Only be used as a last resort*** and where the child or others is in immediate danger
• Be applied using the minimum amount of force and for the minimum amount of time possible
• Be used in a way that maintains the safety and dignity of all concerned
• Never be used as a form of punishment
• Be recorded on CPOM and reported to parents

13. Dealing effectively with sexism and sexual harassment at Lynch Hill:

We want everyone to feel included, respected and safe in our school. We will not overlook or dismiss verbal abuse, which includes name-calling and sexist comments and such incidents will be challenged. We recognise the following:

- **Sexist comments** are those which discriminate based on sex, particularly against women.
- **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will follow the processes suggested in section 6 of this policy.

In addition to this, staff, through their safeguarding training and use of the Jigsaw PSHE scheme, are aware of sexting, sexual harassment and potential abuse in relationships between peers and recognise that such things can certainly happen within a primary school setting. Staff are fully aware of their responsibilities and refer closely to section 7 of our Child Protection & Safeguarding policy.

As a school, it is important to state that we will proactively address all acts of discrimination regardless of type.

14. Monitoring and review

Our trauma informed behaviour regulation policy is reviewed annually in collaboration with the Senior Leadership Team, school governors and our link Educational Psychologist.

15. Linked policies

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- PSHE Policy
- Suspension and permanent exclusion policy
- Staff and Pupil Wellbeing Policy

Annex A:

Restorative Dialogue:

Using Restorative Questions

The basic questions for responding to behaviour are:
1. What happened, and what were you thinking at the time of the incident?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things as right as possible?

These questions act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of children's behaviour, determine the impact, repair any harm, and ultimately restore damaged relationships.

Restorative questions:

- are non-blaming and open-ended
- allow for storytelling and attentive listening
- separate children's behaviour from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with particular actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasising finding solutions rather than assigning blame
- holds people accountable and requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behaviour.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices views conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Criteria for Restorative Conversations

When using the restorative conversations staff should:

- Ask the wrongdoer to identify who has been harmed.
- Ask the wrongdoer to describe what harm was done.
- Ask the wrongdoer to describe what needs to be done to make things right.
- Require a verbal or written response from the wrongdoer.
- Ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

Staff should use Restorative Questions:

- in a non-judgmental way that communicates a genuine desire for understanding.
- in an appropriate public or private setting.

Application of Restorative Questions:
With slight adaptions, restorative conversations can be used in a wide variety of situations and settings, ranging from brief informal corridor chat, to whole class discussions.

Accountability and Natural Consequences Vs. Punishment:
When wrongdoing occurs, it is important that consequences are identified and required. The restorative questions allow for deeper exploration of impact and involve all stakeholders in the process of determining the most appropriate consequences along with the person who caused the harm. With natural consequences, children become active participants by recognising the harm they caused and by taking responsibility to make things as right as possible by following through with the identified consequences.

Natural consequences are defined as a result or effect of an action or condition, while punishment is defined as something that is imposed on someone, generally with the intention of creating pain and discomfort. Punishment allows for the person to remain a passive recipient without having to take responsibility for their actions.

Facilitating Restorative Conversations

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.

1. Engagement (to all involved in the incident)
We need to talk about what just happened.
Can you tell me what happened?

2. Reflection (to person responsible for the harm)
What were you thinking about at the time?
What were you hoping would happen?
What made you decide to do that?
What have you thought about since?

3. Understanding the harm/impact
1. First to the person who caused harm

Who has been affected by what happened?
How do you think they have been affected?

2. To the person harmed:

What did you think when that happened?
What was that like for you?
What was the worst bit?

4. Acknowledgement (to person responsible for harm)
What do you think now about what you did?

5. Agreement (to person harmed first)
What would you like to happen as a result?
Then to person responsible – *Is that fair?/ Could you do that?*
To both – *What else needs to happen to fix this?*