

Statement of intent

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging and success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools.

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupils' conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour and Relational Policy.

In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe.
- Valuing all people as individuals.
- Promoting equality and celebrating diversity and difference.
- Listening and communicating clearly.
- Encouraging openness, honesty and personal responsibility for own actions.
- Rejecting all forms of violence and aggression.
- Rejecting all forms of sexual violence, abuse and harassment.
- Rejecting all forms of bullying.
- Actively promoting co-operation, collaboration and fairness.
- Protecting and nurturing self-esteem, self-confidence and dignity.

Our school's mission and core values are aligned with that of the Trust. At St Dennis Primary Academy we whole heartedly believe that children learn best when they are happy, feel safe and are engaged. We pride ourselves on nurturing every child and recognising them as an individual with special strengths and talents. Because of this, our children feel good about themselves, are happy and love coming to school. Relationships are central to this, so we value working together with our families and the local community.

"Everyone matters, everyone succeeds, every moment counts"

This reflects that every member of the school community, including children, staff and families are important and that through partnership working, everyone can succeed. It also reminds us that we are learning in so many ways, at all times of the school day.

St Dennis Primary Academy's belief that we need to enable our pupils to be happy, healthy and confident underpins this policy.

We do this by:

- Promoting the desired behaviour.

- Promoting self-esteem, self-discipline, and the building of positive relationships based on mutual respect between members of the school community.
- Creating a culture with high expectations for good behaviour through a positive and safe school climate.
- Promoting a safe, nurturing environment, using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Noticing, praising and rewarding good behaviour whilst promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-awareness, self-control and acceptance of responsibility for your own actions.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Encouraging respect for self, respect for others and respect for the environment.
- A shared and consistent approach which involves pupils in the implementation of the school's policy and associated procedures.
- Showing commitment to staff training.

We have adopted a Trauma and Mental Health Informed School approach (*Appendix 1*) to ensure that we create a caring learning environment. Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring incidents.

St Dennis Primary Academy is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

The school focusses heavily on forming positive relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

In order to do this our school is committed to educational practices which Protect, Relate, Regulate and Reflect. The details of how this is achieved are within the school's Relationship Policy (*Appendix 2*).

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusions and Suspensions Policy
- Positive Handling Policy
- Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Anti-Bullying Policy
- Relationship Policy
- Device and Internet Acceptable Use Policy

Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (*Appendix 6*).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

Roles and Responsibilities

When children feel heard and treated as individuals, they respect adults. Therefore, consistency is key.

The Local Monitoring Committee will:

- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promote a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensure this policy is published on the school website.

The headteacher will:

- Monitor and implement this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of behaviour.
- Establish high expectations of pupils' conduct and implement measures to achieve this, as set out in this policy.
- Monitor the day-to-day implementation of this policy.
- Publish this policy and make it available to staff, parents and pupils at least once a year.
- Report to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

SLT will:

- Meet and greet children every day at the school gate.
- Model PACE (*Appendix 3*) and the educational practices of Protect, Relate, Regulate and Reflect in their own interactions.
- Regularly share good practice.
- Support staff in managing pupils with more complex behaviours.
- Regularly review (alongside teachers to enable support through guidance, modelling and consistency), pupils who need further support through Individual Support Plans (that include a safety plan)
- Ensure there is consistency in approach to the implementation of this policy.

The Senior Mental Health Lead will:

- Oversee the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Support behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO will:

- Collaborate with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertake day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Support staff in ensuring that Individual Support Plans (where needed) are clearly communicated to all staff, parents and the child.

All members of staff, including teaching and support staff, will:

- Adhere to this policy and apply it consistently and fairly.
- Promote a supportive and high-quality learning environment.
- Model high levels of behaviour.
- Be committed to educational practices that Protect, Relate, Regulate and Reflect (*Relationship Policy - Appendix 2*).
- 'Praise in public' and 'Remind in private'.
- Refer to our Golden Rules as non-negotiable.
- Be aware of the early signs of behavioural difficulties in order to provide early intervention.
- Set high expectations for every pupil and promote intrinsic motivation by rewarding behaviours for learning.
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture (*Appendix 4*).
- Be aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keep the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include the SENCo, Headteacher, Senior Mental Health Lead and Deputy Headteacher.

Teaching staff will also:

- Meet and greet all pupils at the start of the day and at the start of lessons following breaktimes.
- Plan and review support for pupils in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Teach all pupils the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.

- Be responsible and accountable for the progress and development of the pupils in their class.

Pupils will:

- Be responsible for their own behaviour both inside school and out in the wider community.
- Report any unacceptable behaviour to a member of staff.

Parents will:

- Model respect towards all members of the school community.
- Support the school's values and expectations.
- Inform the school of any changes in their child's welfare or circumstances which may affect their behaviour.
- Support their child to wear the correct uniform and to have the equipment they need, ready to learn.
- Encourage their child to achieve their full potential, and to abide by the school's rules.
- Listen to both their child's, and the school's, perspectives in resolving behaviour concerns.
- Work in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life.
- Engage positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way.
- Support the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the 'Golden Rules':

- Follow instructions with thought and care.
- Show respect and good manners at all times.
- Care for everyone and everything.

St Dennis Primary Academy's emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that every child is noticed, recognised and rewarded.

At St Dennis Primary Academy, we use **Recognition Boards** that lead to **Golden Time** (*Appendix 5*) as a whole school reward system for pupils who are noticed following the Golden Rules. In addition to this, we reward positive behaviour through:

- Verbal praise
- Non-verbal feedback e.g., thumbs up gesture, smile.
- St Dennis Star Awards.
- Headteacher Awards.
- Certificates home.
- Class based reward charts that include prizes.
- Teachers sharing good news with parents and carers.
- Use of the newsletter – St Dennis News.
- Work displayed.
- Use of social media to share success.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been discussed, pupils will be provided with a class charter which they are required to read and sign. All rules outlined in

the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Threats of actions are not used as they are a negative form of reinforcement, which causes emotional distancing between adults and children, due to fear. Threats affect children's self-esteem and cause stress. Consequently, they don't feel valued which can result in escalated behaviour. Negative reinforcements do not teach a child how to show responsible behaviour.

It is essential that knowledge of each pupil's social and development is considered. Steps should always be taken with care and consideration, taking individual needs into account where necessary. All children will be given time between steps to support them to make good choices.

Step 1	Praise in Public Consistent high-quality teaching. Use of positive praise, notice, recognise and praise the good behaviour. Phrase and state desired behaviour in a positive way. Use of PACE.
Step 2	Remind in Private Praise positive behaviours, but where it does not meet expectations, a reminder of the expectation to follow a particular school rule should be made in private.

	<p>Script</p> <p>I noticed you (noticed behaviour).</p> <p>This is a reminder that we need to follow our Golden Rules.</p> <p>You now have the chance to make a better choice. Thank you for listening.</p> <p>Repeat this if necessary.</p>
<p>Step 3</p>	<p>Use of the Script</p> <p>Privately where possible, calm approach, use child's name, child level, eye contact and deliver message.</p> <ul style="list-style-type: none"> • I noticed you are having trouble with (state the behaviour seen to separate the behaviour from the child). • I am wondering if you are feeling (...)? • You know we have three Golden Rules. It was the rule about (<i>name this</i>) that you broke. • Do you remember when you (give example of when this rule was followed)? • That is what I would like to see today. • When I come back in (<i>number of minutes</i>), I want to see your wonderful (<i>name desired behaviour</i>). Thank you for listening. <p>Walk away and return in the given time.</p> <p>This script can reduce disruption in lessons, build a positive relationship and ensure pupils have opportunity to reset their behaviour.</p>
<p>Step 4</p>	<p>Time In</p> <p>If a pupil reaches this step, they are beginning to dysregulate. Pupils will have 'time in' for regulation (linked to Zones of Regulation Board) in a space within the classroom. They will be able to use the 'Box of Calm' until an adult can speak with them privately as a co-regulator.</p> <ul style="list-style-type: none"> • Pupil will be asked to go to the Zones of Regulation where they will have access to the 'Box of Calm' containing items to support the child's regulation. Items in this box will help the pupil to re-engage the prefrontal cortex, such as breathing and grounding techniques. • Adult will have chance to speak to the pupil away from the class and will use WINE (I wonder..., I imagine..., I notice..., Empathy). • Boundaries are reset. • Pupil is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning. • After up to approximately 10 minutes, the pupil is given the opportunity to re-engage with the learning and / or follow instructions. • If this is playtime, the child should have 'time in' standing by an adult.

	<p>For there to be a positive outcome from 'time in', the focus should be on the level of connection and support. This step is about giving pupils the opportunity to be successful. This doesn't come from isolation or shame; it comes from practice and supported learning.</p>
Step 5	<p>Time in in SNUG (Recorded on CPOMs)</p> <p>If Step 4 is unsuccessful, or if a child refuses 'time in' within the classroom, then the child will attend the SNUG at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome.</p> <p>Immediate support at the SNUG will be provided (with a member of staff from the classroom) where the level of dysregulation increases risk for the pupil, other pupils or the staff member.</p> <p>Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in.</p> <p>A phone call home will be made to inform the parents and this step will be recorded on CPOMs.</p>
Step 6	<p>Individual Reward Chart (Outcomes scanned and recorded on CPOMs every week)</p> <p>If a child is dysregulating regularly, then they will have individualised targets in the form of an Individual Reward Chart.</p> <p>This will include the specific rule they will be working on and recognition of this being improved through individual reward time.</p> <p>This is created by the Class Teacher with the child.</p> <p>This remains in place for up to 3 weeks, or less if a clear improvement is evident.</p>
Step 7	<p>Individual Support Plan (Reviews recorded on CPOMs)</p> <p>If a pupil continues to be dysregulating regularly or where a pupil continues to struggle with showing improved behaviours in school, further support structures will be implemented in the form of an Individual Support Plan.</p> <p>This will be a holistic approach by putting in wellbeing interventions alongside monitoring and a safety plan.</p> <p>Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher, SENDCo and / or Mental Health Lead.</p> <p>This is reviewed every week by the class teacher and SENCo or Mental Health Lead for up to 4 weeks.</p>
Step 8	<p>Referrals (Recorded on CPOMs)</p> <p>In rare occurrences where a pupil's behaviour has not improved following targeted support, we will liaise with the Trust's Behaviour Lead and engage external agencies to assist us. Agencies involved could include:</p>

	<ul style="list-style-type: none"> • CAMHS (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate. • EWO (Education Welfare Officer) – a service dedicated to supporting pupils’ attendance o Referrals – e.g. paediatrician, educational psychologist. • SCIP (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families • Early Help Hub – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis. • Early PSP or PSP • Bloom • This list is not exhaustive and the needs of the pupil will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.
Step 9	<p>Internal or Fixed-Term Suspension (Recorded on CPOMs/Reported to LA and Chair of Governors)</p> <p>Following ‘serious unacceptable behaviour’, the headteacher may consider whether the pupil should have an internal exclusion or be suspended for a fixed term.</p> <p>Any decision to internally exclude a child must be made in conjunction with Truro and Penwith Academy Trust. Parents will be requested to attend a reintegration meeting with the Headteacher, Class Teacher and the child to reflect on successes and challenges and agree next steps.</p> <p>In both cases, consideration should be given to the appropriate level of support required when the child returns to lessons. Where a child is given a Suspension, or following a referral to outside agencies, the reports received will help review the Individual Support Plan.</p> <p>(See Trust’s Exclusion Policy)</p>
Step 10	<p>Exclusion (Recorded on CPOMs/Reported to LA and Chair of Governors)</p> <p>(See Trust’s Exclusion Policy)</p>

Restorative Conversations

Restorative approaches teach behaviour. Where a child’s behaviour needs to be addressed, holding a restorative conversation (*Appendix 7*) can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child. Once the child is regulated, the child needs an adult to lend them their thinking brain.

The following questions will allow learning to take place:

1. Can you show me what happened? (Using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to (...), I think I could help you with that.
4. How do you think (...) is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Adults consider positioning in the room, focus on the issue at hand (not previous incidents or events that are not relevant) and plan the conclusion. They use WINE (I'm wondering, I'm imagining, I'm noticing, empathy).

All staff will take responsibility for leading restorative conversations and SLT can provide support to ensure a positive outcome.

Instances of 'serious unacceptable behaviour'

For the purposes of this policy, the school will define 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Bullying (including cyberbullying) – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.

- Truancy and running away from school.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.

If a member of staff requires urgent assistance because a child has put themselves or someone else in danger, the staff member will give their lanyard to a trusted pupil and give them instructions to take it directly to a member of SLT. The member of SLT will understand that urgent help is required.

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Staff have received Positive Handling training, part of our response and a strategy for de-escalation. If a physical intervention is required, staff are trained to use positive handling techniques. These incidents will be recorded on CPOMs (noting the correct category) and parents/carers will be informed.

Instances of 'serious unacceptable behaviour' (those that are beyond Step 5) will be taken seriously and dealt with and recorded using the 'ABC' approach on CPOMs. The aim is to better understand what the behaviour is communicating. This will be recorded in concise bullet points.

The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g., X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased.

The SENCo will monitor all reported incidents to help identify pupils whose behaviour may indicate potential mental health related issues. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Following 'serious unacceptable behaviour', the headteacher may consider whether the pupil should have an internal exclusion or be suspended for a fixed term (See Steps 9 and 10).

SEND and SEMH

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour and Relational Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by

our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time.
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the child was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up, moving following silent signals and good listening. (*Appendix 6*).

Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Physical intervention

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

Smoking and controlled substances

The school will follow the procedures outlined in its Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules.

Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child.

Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

If a pupil fails to co-operate with a search, the pupil will be required to leave the school site. The school has not excluded the pupil and the pupil's absence will be treated as unauthorised.

A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (*Appendix 6*). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform

- Travelling to or from school
- Taking part in any school organised or related activity e.g. a school trip
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

Mobile Devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be handed in to the School Office. This applies to all pupils of all ages, throughout the school day.

Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support.

Pupils are not permitted to wear smartwatches.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour that does meet our standards. Our procedure is followed consistently and supports our school ethos of inclusion and equity.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension.
- Regular mentoring from an identified member of staff.
- A behaviour support plan.
- Specific intervention to address an identified need.

Suspensions and Permanent Exclusions

In line with the TPAT Exclusions and Suspensions Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusions and Suspensions Policy.

Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils.

The Local Monitoring Committee will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Suspension and permanent exclusion (DfE May 2023)
<https://www.gov.uk/government/publications/school-exclusion>
- Searching, screening and confiscation in schools - GOV.UK
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Use of reasonable force and restrictive practices in schools - GOV.UK (www.gov.uk)
<https://www.gov.uk/government/consultations/use-of-reasonable-force-and-restrictive-practices-in-schools>
- Mobile phones in schools - February 2024 (publishing.service.gov.uk)
https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

Person responsible for policy: Mrs Cathy Brokenshire

Policy updated: July 2025

Appendix 1

Trauma Informed School

Trauma Informed Schools is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

A Trauma Informed School is one that can support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

The Vision of Trauma Informed Schools is:

Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all. This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”. We are appropriately training school staff to take on this task.

Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.

We also believe that for schools to become mentally healthy places for all, the value of wellbeing has to start at the very top, with organisations such as DFE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the wellbeing of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as pupil wellbeing a key performance indicator for our schools. - (Trauma Informed Schools website)

Knowledge of social and emotional learning supports St Dennis Primary Academy in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children’s development. The Trauma Informed Schools programme supports adults in creating

a differentiated provision in response to need with reparative strategies as part of the systematic actions.

With a programme of continuous provision, St Dennis Primary Academy aims for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' - Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.' - British Educational Research Journal 2013

Appendix 2

A Trauma and Mental Health Informed Relationship Policy

St Dennis Primary Academy is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

In order to do this our school is committed to educational practices which Protect, Relate, Regulate and Reflect.

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open- door policy for informal discussions with parents/ carers;
- Staff trained in 'PACE' modes of interaction (Hughes 2015): being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions);
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze);
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically);
- Staff 'interactively repair' occasions when they themselves move into defensiveness;
- Pedagogic interventions that help staff to get to know children better on an individual basis

e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life;
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found;
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults);

- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated enough to be able to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- Staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment, affect attunement, empathy, soothing and containment.
- A whole-school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame;
- Relational opportunities for Vulnerable children with emotionally available adults to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life;
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions;
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures);
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general;
- Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' these experiences and memory re-consolidation. This includes the provision of different modes of expression, e.g. art/play/drama/ music/sand-play/emotion worksheets/emotion cards;
- PSHE (Personal, Social and Health Education) informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationship health: family, parenting, and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they

relate to others and how they choose to treat their brains, bodies and minds now and in the future;

- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, through empathic conversation in order to address children's negative self-referencing and help them develop positive, coherent narratives about their lives; and
- A behaviour policy based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations).

Appendix 3

PACE (Dan Hughes)

PACE is an approach developed by Dr Dan Hughes and it stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in interactions with children as they need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Playfulness - The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong.

Acceptance - Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away.

Curiosity - It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion.

Empathy - When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty.

We display posters in classrooms to help staff with employing these strategies.



Misconnection and connection with children and their feelings The words to say it using PACE (acceptance, curiosity, empathy)

Type of discount of a child's feelings	Examples of non-accepting, lack of curiosity and empathy	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
Disapproving	<ul style="list-style-type: none"> 'Stop crying.' 'Come on, don't make a fuss.' 'Don't get angry.' 'Now just stop that right now.' 	<ul style="list-style-type: none"> 'You are wrong to have that feeling.' 'I'm not comfortable dealing with your feelings.' 'This is a bad feeling to have.' 	<ul style="list-style-type: none"> 'I can see you are really angry/upset/disappointed by this.' 'It's really fine for you to feel like this.' 'If the child is not behaving in a safe way and you need limit-setting: 'It's really fine to feel this, but I need you to be safe so I'm going to stop you doing x....''
Dismissing	<ul style="list-style-type: none"> 'Come on now cheer up.' 'Don't be silly.' 'It's nothing to worry about.' 'Let's have a smile from you.' 'Just forget about it/move on.' 	<ul style="list-style-type: none"> 'Don't have the feeling you are having. Have a nicer feeling instead.' 'Your feelings are not important.' 'You are a burden; you need to change your feelings to suit me.' 'You are not worth listening to.' 	<ul style="list-style-type: none"> 'I can see that you are really angry with me for doing x.' 'So x is really painful for you.' 'So x makes you mad.' 'No wonder you are feeling x. it is hurtful when xx.'
Defensive e.g. child says 'I hate you'	<ul style="list-style-type: none"> 'Don't you dare...' 'Don't talk to me like that.' Guilt inducing responses – 'I've spent all morning with you and then you go and...' 	<ul style="list-style-type: none"> 'You are someone who makes other people feel bad.' 'Feel ashamed.' 'Feel guilty.' 'It's your fault.' 'Feel bad about who you are.' 	<ul style="list-style-type: none"> 'I am sorry I raised my voice. I needed you to stop (hurting x) but I should have found another way.' 'I realise I got triggered by you doing x. I apologise.' 'I can hear just how cross and angry you are with me.' Empathising with the negative transference: 'So you are seeing me as someone who is being really unfair... and if you are seeing me like that, I can imagine you may be feeling pretty angry with me right now.' Parent: 'I will come back in 5 minutes when I've thought of a good way for us to solve this problem (essential time away to self-regulate).'
Deflecting/distracton	<ul style="list-style-type: none"> Changing the subject. 'Don't worry, let's look at this book, shall we go and play in the sand?' 'Be brave.' 	<ul style="list-style-type: none"> 'Stop feeling what you are feeling.' In deflecting the child's behaviour can escalate – as they don't feel heard. 	<ul style="list-style-type: none"> Validating empathy: 'No wonder you are feeling x. It IS painful when x happens.'
Diminishing the child's experience by comparing it to another, or to your own experience	<ul style="list-style-type: none"> 'It's not that bad, Bobby has had much worse than that and he's ok.' 'I know just what you are feeling because it happened to me.' 'You're making a mountain out of a molehill.' 	<ul style="list-style-type: none"> 'You are just making a fuss.' 'You shouldn't be feeling this.' 'Your painful feelings aren't really that painful.' 	<ul style="list-style-type: none"> 'Thank you for having the courage to let me know just what you are feeling right now.' 'So, you're letting me know that you are feeling really miserable right now.... I can understand that...'
Patronising	<ul style="list-style-type: none"> 'Look when we feel angry what we need to do is xx.' 'You are just tired.' 'Now now come on, pull yourself together.' 	<ul style="list-style-type: none"> 'I know better than you.' 'What you feel is irrelevant, unimportant.' 'Your feelings are not warranted given the situation.' 	<ul style="list-style-type: none"> 'Will you help me to understand what that felt like for you...?' (curiosity) 'Will you let me know what might help you right now? If I was really helping you in the way you need what might I be saying/doing now?'

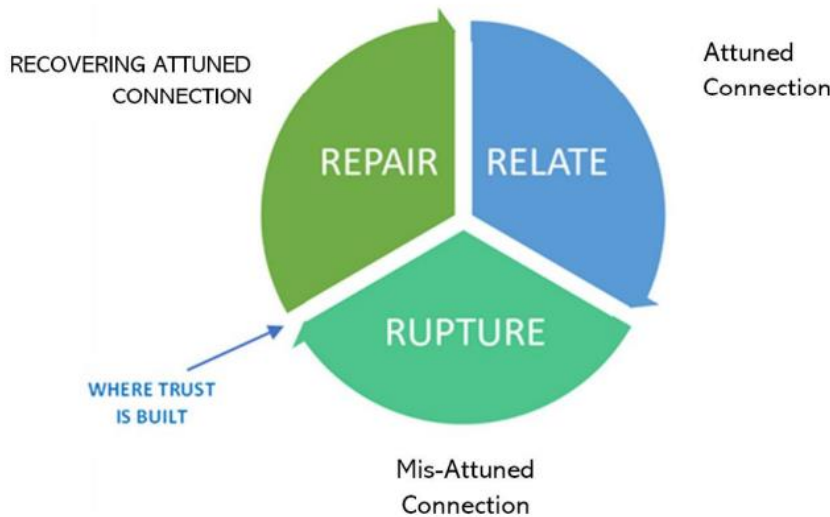


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Type of discount of a child's feelings	Examples of non-accepting, lack of curiosity and empathy	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
Advice giving, lecturing, solution focusing	<ul style="list-style-type: none"> 'Now what you need to do is...' 'You should have, you could've...' 'Just don't think about it anymore.' 	<ul style="list-style-type: none"> 'Don't feel what you are feeling, just act or think instead.' 'You always get it wrong, other children know how to do things better.' 	<ul style="list-style-type: none"> Wait until they are calm: 'Let's think together about what might be best to do now.' 'I'm wondering if we can think together of another way to deal with x as it's not OK to x.'
Clichés	<ul style="list-style-type: none"> 'Life's hard, life's not fair, man up, big boys don't cry, welcome to the real world, you need to be the man of the house now.' 	<ul style="list-style-type: none"> 'I am all wrong, my feelings are all wrong.' (Shaming) 	<ul style="list-style-type: none"> Model a full range of feelings with vocabulary to match the intensity of the child's feeling 'So I guess you felt heart-broken.' (instead of a bit sad) 'Sounds like you are furious with me.' (instead of a bit cross).
Questioning	<ul style="list-style-type: none"> 'Why did you do this?' 'Why do you feel like this?' 'Why do you feel angry?' 'Are you angry now?' (requires yes/no) 'Are you sad now?' (requires yes/no answer) 	<ul style="list-style-type: none"> 'Think about your feelings, stop feeling them.' Stress inducing and drives disconnection. 'Why' questions move the child away from what they are feeling into thinking. Questions without empathy are never therapeutic.' 	<ul style="list-style-type: none"> Curiosity 'Will you help me understand what you were feeling then?How it felt when x happened?...'
Overwhelming, over involved, Merging	<ul style="list-style-type: none"> 'Oh, my poor baby.' 'Oh, this is dreadful, see now I am crying too.' 'I feel frightened by what you are saying.' 	<ul style="list-style-type: none"> 'Look after my feelings as well as your own.' 'Take care of me now.' 	<ul style="list-style-type: none"> Show or say you are moved. Tears are fine. Sobbing uncontrollably is not!! Don't say you are scared by what they are saying otherwise they now have to deal with your feelings as well as their own. 'We must suffer the [child's] pain without getting lost in it.' (Grotstein 2005) 'The [child] is dependent on the adult's courage to experience what he cannot experience so it's safe to experience it.' (Grotstein 2005)
Ignoring	<ul style="list-style-type: none"> 'No response, or minimal response.' 	<ul style="list-style-type: none"> 'Your feelings don't matter.' 'I will only pay you attention if you stop feeling what you are feeling.' 'Ignored feelings can become part of what's known as the <i>unvalidated unconscious</i> (feelings that are never fully felt because in infancy they have never been validated by the parent). So these children end up not knowing what they feel.' (Stolorow and Atwood 1989) 'Children for whom <i>broad areas of [felt] experience</i> failed to evoke validating attunement in caregivers and, consequently, perceptions remain ill defined and feelings tend to be felt as diffuse bodily states.' (Robert Stolorow 1989) 'That which becomes off-limits in the communication with the parent eventually becomes off-limits [for the person themselves] – even in the privacy of their inner life.' (Diana Fosha, 2000, p 40). These unvalidated feelings can then transform into challenging behaviour or become psychosomatic symptoms because they have never evolved from bodily sensations to being symbolised in words (via the adult's accepting, empathising use of mental state talk). 	

Appendix 4

Recovering Attuned Connection



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
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The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.

The ‘rupture’ phase refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.

The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle, and the attuned relationship can re-establish.

RELATE	RUPTURE	REPAIR
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Appendix 5

Recognition Boards and Golden Time

In all classrooms, we have a **recognition board** that focuses on a specific behaviour for the lesson, session or day. This may be linked to something that the class need to work on.

When a child is noticed displaying this behaviour, it is verbally acknowledged, praised and their name or photo is moved to be on or near the displayed behaviour.

The aim is to have everyone's name on the board by the end of the lesson, session or day.

In EYFS and Key Stage 1, when all children are noticed displaying the behaviour, they have their Golden Time reward either immediately, or at a good time during the day.

In Key Stage 2, once a child has been placed on this behaviour, they have earned 5 minutes of their Golden Time on Friday. They can earn up to 25 minutes per week.

Children are not moved down this chart and will not lose Golden Time.

Golden Time is voted upon at the beginning of the week to promote the British Value of democracy and displayed so children know they are working together to earn this privilege.

'A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it.'

The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want, does.'

Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely.'

Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show workings'.'

When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to show praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.'

Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically... the aim is for everyone to have their name on the board.'

Extract from When the Adults Change Everything Changes (Written by Paul Dix)

Appendix 6

Core Behaviour Strategies

Consistent Language - Use of traffic lights alongside the use of consistent language for transitions – all the time

*** has nearly finished.

*** has finished and *** is starting.

*** is starting.

*** has finished.

Meet and Greet at the Door - Warm welcome with visual posters which builds positive relationships and sets a calm tone for the day.

Clear Morning Tasks - Tasks are ready with clear expectations which helps children settle quickly and start learning promptly.

Books and Materials Ready - Resources are placed on tables before lessons. Saves time and reduces distractions.

Silent Signals (1, 2, 3; Team Stop; My Turn/Your Turn) - Non-verbal cues for transitions and attention which maintains calm and consistent classroom routines.

Smart Walking - Quiet, orderly walking on the left, led by an adult which promotes safety and respectful movement around school. Adults remind children when about to walk 'Eyes facing forward, hands by your side, voices off.'

Lining Up Routine - Use of silent signals and specific line orders which reinforces structure and reduces conflict during transitions.

Lining Up Tokens - Classes earn tokens for excellent lining up. This encourages teamwork and rewards positive behaviour.

Recognition Boards - Names added for showing a focus behaviour. Promotes inclusion and reinforces expectations.

Golden Time - Earned through positive behaviour; voted on by children which motivates them and teaches democratic values.

Emotional and Relational Strategies

PACE (Playfulness, Acceptance, Curiosity, Empathy) - A trauma-informed approach to connect with children which builds trust and emotional safety.

Restorative Conversations - Structured dialogue to repair relationships which encourages reflection and accountability.

WINE (Wonder, Imagine, Notice, Empathy) - Language used to support emotional regulation which helps children feel understood and supported.

Zones of Regulation and Box of Calm - Tools to help children identify and manage emotions and supports self-regulation and reduces escalation.

Classroom and Environmental Strategies

STAR Learning – Sit up, Track the speaker, Ask and Answer questions, Respect what was said – This is used to build attentive classroom habits that support focus, respect and intellectual engagement with minimal teacher direction.

Strategic Seating - Thoughtful placement of children to reduce disruption which enables early intervention and better visibility.

Teacher Positioning - Teachers avoid turning backs and move around the room which improves monitoring and engagement.

Visual Timetables - Daily routines displayed clearly which reduces anxiety and supports predictability.

Movement Breaks and Breathing Exercises - Scheduled physical or mindfulness activities which helps regulate energy and improve focus.

Positive Noticing at End of Day - Celebrating achievements and behaviour which ends the day positively and reinforces values.

Behaviour Management Framework

Step-by-Step Behaviour Response (10 Steps) - From praise to exclusion, with clear escalation which ensures fairness, consistency, and support.

Individual Reward Charts - Tailored goals and rewards for specific children which encourages progress and builds motivation.

Individual Support Plans - Holistic plans for pupils needing ongoing support which combines wellbeing, safety, and behaviour strategies.

Behaviour Curriculum - Behaviour is explicitly taught and modelled which ensures all pupils understand expectations.

De-escalation Techniques - Calm voice, open body language, and space which prevents escalation and maintains dignity.

One-page Profiles – These are written for children who need support to manage their behaviour. They include key information about a child, such as what people like and admire about them, what they are good at, what they don't like and how best to support them.

End of Lunchtime

When the bell goes at 1250 (Years 1-3) children stand still. An adult on duty will then call classes by name, and they can walk towards their entrance to a line (in the lining up order) where their teacher will be there to meet them, at the bottom of the steps, to lead them straight in. Toys can be left out after the first session and playground leaders from Year 6 will collect all the toys and put them back into the boxes. Some children may be allowed to walk straight in, if this works best for them.

When the bell goes at 1320 (Years 4-6) children stand still. An adult on duty will then call classes by name, and they can walk to put their toys in the box and then walk towards their

entrance to a line (in the lining up order) where their teacher will be there to meet them, at the bottom of the steps or slope, to lead them straight in. Year 6 Playground Leaders will collect any other toys and put the boxes away in the shed. Some children may be allowed to walk straight in, if this works best for them.

End of Breaktime

When the bell goes, children stand still. An adult on duty will then call classes by name, and they can walk towards their entrance to a line (in the lining up order) where their teacher will be there to meet them, at the bottom of the steps, to lead them straight in.

PE Lessons

Give instructions in classroom before moving so children know what to do when they get to the hall or playground e.g. 'sit in a space with your legs crossed'

Just like in class where we have dedicated Talk Partners, consider pairs or groupings that work well for all PE lessons.

Just like in class, have all equipment out and ready to go to minimise time where children are not engaged.

Appendix 6

Banned items and substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans.
- Energy drinks containing caffeine such as 'Red Bull'.
- Lighters or matches.
- Fireworks including sparklers and poppers.
- Laser pens.
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping.
- Knives (including penknives), razor blades, catapults or any other weapon.
- Alcohol.
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs.
- Any other item that poses a risk to the safety of the school community.

The School reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Leadership Team.

We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception and an Administering of Medication form be completed by the parent/carer.

Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare.

Should a student be found in possession of a banned item the school's Behaviour and Exclusions and Suspensions Policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.