Wheelock Primary School

Policy for Relationships and Behaviour

Reviewed: September 2026
(Draft)
Review Date: September 2029

A Relational Approach (for all school staff)

The whole school community has helped to produce this policy so that children can learn and develop in the safest and securest way possible.

All children have rights and we encourage our children to support and promote the rights of others (UNCRC 1989). In our school we work together to promote the rights of everyone in our school, village, and global community.

In writing this policy we have paid particular reference to the following

Articles from the UNCRC…

All children have the right to a primary education (Article 28),

All children have the right to be listened to (Article 12)

All children have the right to be safe (Article 19)

All children have the right to live free from discrimination (Article 2)

We strive to ensure that all behaviour in school from adults and children will demonstrate our approach to rights and being respectful to each other.

Our school 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 Leads School staff and external agencies

To this end our school is committed to educational practices, which **Protect, Relate, Regulate** and **Reflect.**

Protect

- Increased 'safety cues' in all aspects of the school day, e.g., meet and greet at the school entrance
- School staff trained in 'PACE' modes of interaction (Hughes 2015) (see Appendix 1): being warm, empathic, playful, and curious (proven to shift children out of flight/flight/ freeze positions).
- School staff to ensure that interactions with children are socially engaging and not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze).
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of 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 want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.

- All vulnerable children to have easy access on a daily basis to at least one named emotionally- available adult, and these children know when and where to find that adult. If the child does not wish to connect with this adult, an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatized children in a kind and non-judgmental way from situations they are not managing well (e.g., children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground).
- Provision for children of a clear, confidential, and non- shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All school staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment (see Appendix 2): 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 at school 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

- The implementation of interventions 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 and playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti- stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order 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 to be provided with the means to symbolize painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e.g., art/ play/drama/music/sand-play/emotion worksheets).

- 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, intimate relationships, and tools for how to do life well. Curriculum content to enable 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 trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-reference and help them to develop coherent narratives about their lives
- A behaviour policy, which is based not on punishment, sanctions, and isolation, but one that models enquiry, resolution, and interactive repair. (e.g., restorative conversations).

Wheelock Primary School Relationship and Behaviour Policy

BELIEVE BELONG BE KIND

1. Policy Statement

Wheelock Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Local Advisory Board (LAB) and staff at Wheelock Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected, and praised. Behaviour which falls below the expected level needs to be understood, addressed and supported with clear strategies in place.

Children learn best and feel safe and secure in an ordered environment. This can be achieved where there is high quality classroom practice, where expectations of learning and behaviour are consistently high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Wheelock Primary school is committed to becoming a Gold UNICEF UK Rights Respecting School. This award is based on principles of equality, dignity, respect, non-discrimination, and participation. The Rights Respecting School Award helps to put the UN Convention on the Rights of the Child at the heart of the school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.

Our Relationship and Behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values of **BELIEVE BELONG BE KIND**

2. At Wheelock we aim to:

- Foster excellent relationships between all members of our Wheelock community by displaying genuine care, trust and understanding in all situations so we can all work together to create the very best learning environment
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable, and nurturing environment where we can all be the best we can
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards
- Help children develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

- Consistently use restorative approaches to maintaining relationships
- Build a community which values and models kindness, good humour, tolerance, and empathy for others

3. Purpose of the policy

To provide simple, practical procedures for staff and children that:

- recognise behavioural norms
- positively reinforces behavioural norms
- promote self-esteem, self-discipline, and self-regulation
- teach appropriate behaviour through positive relationships and interventions
- recognizes the impact trauma can have on children's ability to self-regulate
- support's children in co-regulation and teaches self-regulation when necessary

4. Fundamental principles

All members of our school community have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness
- be treated with empathy and understanding

The fundamental principles which underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils
- a no shouting policy
- a focus on making children aware of the basic principles of how their brain works and that thoughts, feelings, and behaviours are all connected.
- A focus on supporting children with strategies to make practiced and conscious behaviour choices rather than subconscious reactions to situations
- adults recognizing when a child is unable to make a choice due to dysregulation

4.1 The main reasons for using a language of behaviour as a choice are:

- Teaching children self-management and reflection of behaviour choices (when possible) i.e., there are always different behavioural options. Having said this it does need to be understood that dysregulation can make it impossible for a child to make behaviour choices in the moment and that teaching self-regulation by modelling co-regulation is the ultimate aim.
- Staff and children need to understand the basic model of the brain and how chemical changes can impair the ability of children to make good choices in certain circumstances.
- Recognising, acknowledging, and rewarding pupils for their positive choices and use of our three Wheelock Behaviours of Aspire, Respect, Responsibility
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour bespoke to the needs of the individual child.
- Adopting a positive and assertive approach, where clear boundaries are set and expected consistently, fairly, calmly, and firmly.
- Using Emotion Coaching techniques and the 'Hand Brain Model' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging children to be proud of their classmates through peer nominations of praise awards.
- Using 'Circle Time' and Jigsaw activities as appropriate to teach children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging children to be responsible for their own behaviour goals (either academic or social) and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, Wheelock Primary School acknowledges the need for consistency in approach whilst recognising that treating children fairly does not necessarily mean treating them the same.

- Consistent **language** from all staff and consistent response: simple and clear expectations reflected in all conversations about behaviour (see Appendix 3)
- Consistent **follow up:** ensuring "certainty" at the classroom and Senior management level. Never passing problems up the line, all staff taking responsibility for behavior interventions, seeking support but never delegating (i.e., standing alongside colleagues rather than passing issues on)
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging, and celebrating
- Consistent **consequences**: defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours which impact significantly on others
- Consistent **expectations:** referencing and promoting appropriate behaviour
- Consistent **respect from the adults:** especially in the face of dysregulated children
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, all staff as role models for learning
- Consistently **reinforced routines** for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent **environment code of conduct** evident of our values

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." **Paul Dix**

The aims of this policy will be met by everyone observing our 3 agreed behaviours. These are:

1. **Aspire: Aspire to be the best that you can be**
2. **Respect: Respect yourself, each other and the environment**
3. **Responsibility: Take responsibility for yourself and your actions**

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 Teachers every day will:

- Meet and greet children at the classroom door (see appendix 4)
- Refer to **Aspire, Respect, Responsibility:** the behaviours they expect to see
- Model positive behaviours and build relationships
- Plan and support highquality lessons that engage, challenge, and meet the needs of all children
- Use a visible recognition mechanism throughout every lesson (count down from 5 will be used across the school)
- Be calm and allow time for the child's stress response to leave the body when going through the steps: always aim to prevent before sanctions.
- Follow up every time, retain ownership, and engage in reflective dialogue with children
- Record all incidents on CPOMS.
- Never ignore or walk past children who are making / displaying poor behaviours
- Where safe to do so, give children space to express their emotions appropriately

5.2 Leaders -subject leaders / UPS teachers:

- Leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our children
- Meet and greet children at the beginning of the day (see appendix 4)
- Be a visible presence to encourage appropriate conduct

- Support staff in returning children to learning by sitting in a reparation meeting and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of house points, golden tokens, wow slips, postcards home and positive phone calls.

5.3 Senior leaders will:

- Meet and greet children at the beginning of the day (see appendix 4)
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders, and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing children with more complex challenging behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies

5.4 Pupils will:

1. Aspire: Aspire to be the best that you can be
2. Respect: Respect yourself, each other, and the environment
3. Responsibility: Take responsibility for yourself and your actions

5.5 Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
- Foster good relationships with the school and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of the school behaviours and expectations

6. Recognition and rewards for effort

We recognise and reward children who work hard to be the best that they can be all or the majority of the time and also those children who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

6.1 Classroom level

- Praise for choice
- Postcard home
- Phone call to parents.

6.2 Whole School level

Praise certificates

House Token

Golden Tokens (Whole class rewards)

7. Practical steps in managing and modifying behavior which falls below the expected level

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps to support the child should always be gone through with care and consideration, taking individual needs into account where necessary. When a child is dis-regulated, the adult should use strategies of co-regulation to support the child in the moment (see Appendix 5 for examples). Staff should **always and consistently in every lesson be praising the behaviour they want to see**.

Children are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All children must be given time for their stress response to leave their body to give them time in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

8. Stages of behaviour

Sometimes a child may need repeated reminders to support them in regulating their behaviour. It is expected that for these children additional support would be sought both from within the school and from specialist outside agencies where appropriate. Adults supporting these children should follow the stages in a behaviour plan (see Appendix 6).

Staff will always deliver any of the strategies in the behaviour plan calmly and with care. Staff must not confront challenging behaviour with anger.

8.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, Mid-day staff will consistently 'catch children being good' and share this with them. Mid-day staff are encouraged to hand out house points to reinforce this message.

Behaviour incidents should be managed at lunchtime in line with the policy. During unstructured times, some children struggle to display the school behaviours. Children who are not displaying the school behaviors should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to go to a calm classroom to regulate their emotions. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

8.2 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5 of the behaviour plan (see Appendix 6). This conversation can only take place once the child has been supported to regulate their emotions. This conversation should include an adult with whom the child has a positive relationship wherever possible.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses

What happened?

What were you thinking/feeling just before/ at the time of the incident?

What feelings / thoughts have you had since?

How do you think this made other people feel?

Who do you think has been affected?

How do you think they have been affected?

What do you think we can do to put things right?

How can we all do things differently in the future?

Responses should be saved to CPOMS.

7. Principal's Support

If children consistently find it difficult to display the school behaviours as shown by internal referrals, lunchtime duty logs or their behaviour becomes a cause for concern, a formal meeting of all staff involved will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks in the cycle of Assess, Plan; Do; Review. These targets will also include targets for staff (i.e., referrals, changes in teaching approaches, reasonable adjustments etc.). This will be known as the child receiving the 'Principal's Support.' Parents will be informed at this stage and invited in to work with the school. Work with the child towards agreed targets will be done discreetly. We do not advertise poor behaviour to other children.

8. Suspensions:

Suspensions will only ever be considered by the Principal or the Deputy Principal. Suspensions will only be given for very serious offences, in line with statutory guidance. It is expected that school and parents would have been working together for some time prior to either a fixed term or a permanent exclusion being given. Parents will always be informed at the earliest opportunity once a suspension has been given and a meeting will be arranged to discuss the reasons for the suspension and positive steps forward. Before the child returns to school, a reintegration meeting will be held with the child and the parent. Exclusion is always a very last resort.

The following are recognised categories of behaviour that may justify a suspension in a Cheshire East primary school. However, none automatically requires a suspension; each incident must be considered individually.

Reason	**Examples**
Physical assault against a pupil	Punching, kicking, biting, deliberately hurting another child
Physical assault against an adult	Hitting, kicking, biting or deliberately injuring a teacher or TA
Verbal abuse or threatening behaviour	Serious swearing directed at staff, threatening to hurt someone, intimidation
Persistent disruptive behaviour	Repeatedly disrupting learning, refusing reasonable instructions or repeatedly breaching the behaviour policy
Bullying	Repeated intimidation, harassment or targeted harmful behaviour
Discriminatory abuse	Racist, homophobic, transphobic or disability-related abuse
Damage to property	Deliberately destroying school equipment or damaging school property
Theft	Stealing another pupil's or the school's belongings
Weapons or prohibited items	Bringing in or threatening to use a dangerous item

9. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to exemplary behaviour and need to be adhered to by all staff. Staff are responsible for noticing and supporting excellent behaviour of all children in the school:

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom, put their belongings away and start the early morning activity that is ready for them. Staff will encourage the children to work at a level of noise suitable to the activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and to expect the children to line up quietly ready to go back to their learning. Teachers will supervise the children walking back into the classroom modelling the mindful walking they want the children to emulate.
Transition	Children are expected to walk calmly and quietly in the corridors while walking between lessons or when leaving the classroom to go to break or lunch. We call this mindful walking. All staff are expected to support the children in remembering this behavior by modelling it consistently and reminding children.
Lunchtimes	Children line up quietly while waiting for their lunch and eat calmly and without raising their voices. Children use mindful walking when they are walking around the dining hall and when they leave the dining hall to go out to lunchtime play. Children ensure they have cleared their space when they have finished eating. **All staff**, including Mid-day staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children. Visible presence by SLT.

10. Managing behaviours beyond the School Gate

Whether to intervene regarding behaviour which has occurred outside the school gates is at the Principal's discretion (or at the discretion of staff authorised by the Principal) in conjunction with DfE guidance.

If it is deemed necessary to intervene, any actions will be applied in line with the Behaviour Policy.

The LAB strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that

they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol or illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Principal and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

12. Positive Handling

Positive Handing and Reasonable force

Wheelock Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at Wheelock Primary School have had the appropriate Team Teach training to use positive handing, force, and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on a Care and Control form (see Appendix 7) and this is recorded on CPOMS. Parents will be informed of any incident where

physical intervention has been used on their child. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff **will not** chase children as this may cause them to run into further danger but will observe from a distance and keep in contact with the school via mobile phones.

If a child is known to have left the school site the police will be contacted immediately for the safety and wellbeing of the child. In this situation contacting the police is the school's priority, however as soon as it is possible for another member of staff to call parents this will be done.

If a child runs away from staff and cannot be located on the school grounds, and it is suspected that they may have left the school grounds, the police will be called within 5 minutes of the last sighting of the child.

13. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy.No member of staff will discriminate against, harass or victimize children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g., Educational Psychologist, behaviour consultant, Social services, or CAMHS.

A reduced timetable may be put in place in line with guidance from Cheshire East. Children on reduced timetables will be reported to the LAB, and the Primary objective is for these children to return to full time provision as soon as possible.

A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g., attending school trips but only if the behaviour is dangerous.

14. Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers, and appropriate way to respond.

All adults who will be teaching a group of pupils are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's SFP (School Focused Plan). Teachers need to use SFPs to understand what works and what doesn't work for that child. For example: If a child has ADHD tendencies and possibly has difficulty keeping calm and focused, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their SFP which will be monitored by the Senco. A children's triggers for negative behaviour need to be on their SFP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure SFPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

17.1 Behaviours that children with SEND that might exhibit to try and communicate with you

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focusing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be, so they feel noticed and to also feel reassured

15. Parent concerns

If a parent is not satisfied with the manner in which their child's behaviour has been dealt with, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher / team leader
- Arrange an appointment to see the Deputy Principal or the Principal

If, after talking with teachers and/or the Principal, parents are still not satisfied then they are able to make a formal complaint using the complaint policy which can be found on the school website.

16. Accountability

It is the responsibility of the Principal to:

- Provide a framework for consistent behaviour monitoring in school

- Ensure that all staff are following the policy and review the policy accordingly
- Issue fixed term and/or permanent exclusions to individual pupils

17. LAB members

The LAB has the responsibility of monitoring this policy and establishing overall aims on standards of behaviour, and of reviewing the effectiveness of this policy. The LAB members support the Principal in implementing this policy. The Principal has day-to-to-today responsibility to implement the school relationship and behaviour policy but must keep LAB members updated.

18. Is the policy working?

With all of the above approaches we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school for all categories of staff?
- Are staff developing appropriate relationships with children to support them in their behavior choices?
- Are staff curious in their investigations into behavior incidences to ensure the whole picture has been established?
- Are suitable interventions being offered for children to enable self-regulation?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents therefore developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use the school behaviours to make positive choices rather than just use them to reflect on their own behaviour?

Related policies

Safeguarding

Home School Agreement

DfE guidance – Beyond the School gate https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_Principals_and_School_Staff.pdf

DfE guidance – Searching, screening and confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

DfE Statutory Guidance - Exclusion https://www.gov.uk/government/publications/school-exclusion

DfE Statutory Guidance – Reasonable Force https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Appendix 1

PACE: VITAL Map for Change in Mental Health

	**Play** P	A playful, warm and spontaneous way of interacting with the child to support them to feel safe with you and to promote trust. When children are connected with in this way, they are freer to open up, reflect, laugh, play, share their true feelings with you. Use of a warm light tone of voice is key (storytelling voice).
	**Acceptance** A	At all times accepting the child's intentions, thoughts, feelings and inner life, without any judgment or criticism. As a result, the child builds trust that you will never be shaming or critical. Accepting and acknowledging the feelings fuelling the child's presenting behaviour. (You can be firm on behaviour while at the same time truly accepting the feelings that triggered the behaviour).
	**Curiosity** C	Active interest, totally non-judgemental, in how the child is experiencing an emotionally charged event (past or present). 'Will you help me understand...?' 'I wonder if...?' Curiosity lets the child know that you really want to understand their meaning of an important life event and then help them with their understanding. Curiosity the child to become aware of their inner life, start to reflect and come to understand themselves.
	**Empathy** E	Feeling into the emotional pain of the child (without getting lost in it) not just experiencing their pain cognitively or defending against it in other ways. Finding the words to convey your empathy. Having understanding of and compassion for your own traumatised inner child, so that you can be with the child's pain in a profoundly connecting way, resulting in the child truly 'feeling felt by you' (Dan Siegel). Empathy conveys to the child that s/he is no longer alone with her painful feelings and stories of distress.

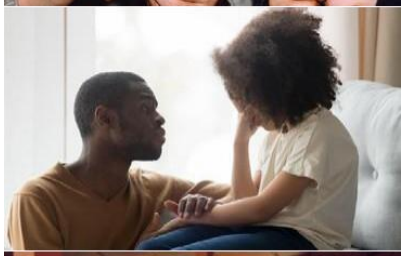
PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website https://ddpnetwork.org

Appendix 2

Key relational skills to support vulnerable children and young people



Affect Attunement	Being able to meet the child/young person's emotional intensity (positive or negative) on an energetic level, so as to connect with them in their pain or their joy. Riding the same emotional energy contour in this way brings about 'moments of meeting' (Daniel Stern). The child/young person can experience this as a deep enlivening connection with you.



Active listening and empathic response	Active listening requires the listener to really focus, imagine in, hold in mind what the child/young person is saying, and then to respond empathically. Active listening means precisely that: *actively listening*, rather than just *passively hearing* (poor focus, no response or a perfunctory "*ah, um, oh dear, poor you.*") The empathic verbal response will often include curious empathy, a gentle wondering about what the emotionally charged event has meant to the child/young person. Accurate empathy will show the child/young person that you have understood what is centrally important about their painful or pleasurable emotional experience.



Containment	Being able to bear a child/young person's pain so that, "*What is shareable becomes bearable*." (Dan Siegel). Being able to stay thinking about and feeling into their pain in order to validate their feelings instead of deflecting into action, distraction, trying to make it all better. Three key quotations: "*Previously unmanageable feelings become more manageable, they become less terrifying than before, because another person has actually felt them and has been able to tolerate the experience of those feelings*." (Patrick Casement 1985) and "*Is the [adult] able to get his mind around infinite pain and not wince and therefore tolerate the experience?* " (James Grotstein 2005). "*The [child] is deeply affected when they realise that they are with someone who is surviving what they are communicating, when they did not believe anyone could survive it*." (Patrick Casement 1990)



Soothing	Being able to relate to children/young people in such physiologically and emotionally regulating ways that it brings down their toxic stress to tolerable stress and then over time, tolerable stress to regular states of calm, where well-being neurochemicals are repeatedly optimally activated in their brains (opioids/oxytocin). Soothing and calming the child/young person's emotionally dysregulated states will over time develop effective stress regulating systems in their brains and establish good vagal tone in their bodies. With unprocessed trauma, stress systems in brain and body can be set on high alert leading to long term mental and physical health problems and early death. This is known as chronic stress.

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Appendix 2

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact (where possible), deliver.

message then move away to give take up time.

Reminder:

I noticed you chose to…. (noticed behaviour).

This is a reminder that we need to think of the Wheelock Behaviours (Aspire Respect Responsible). You now have the chance to make a better choice if you are able to.

Thank you for listening.

Warning:

I noticed you chose to…… (noticed behaviour)

This is the____time I have spoken to you.

If you choose not to follow the Wheelock Behaviours again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.

(learner's name), do you remember when__(model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you have been working on making the right choice. Thank you for listening.

Consequence/ calming time:

I have noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back/ to class X. I will come and speak to you in three minutes.

If need-be – call the office to request support of pastoral leader / SLT.

Appendix 4

Meet and Greet Protocol

For all humans, connection is a biological imperative (Porges). Strong, positive relationships and secure attachment with another not only has a profound impact on self-esteem but also on our physiology. Eye contact with someone who is significant and important to us, contingent touch and social joy release brain and body biochemistry that reduces stress hormones, increases activation of our prosocial systems, and cements our connection to others.

Establishing a meet and greet protocol for all in our organisation means that children and young people, staff and parents are better able to engage with others, be more available and ready to learn and lessens the stress load that may accompany them as a result of their experiences. It is a fundamental element of PROTECT, increasing safety cues and creating psychological safety for all. For children who have not yet established a secure attachment being seen, heard, and responded to grounds them and gives them a sense that they matter.

In addition, a meet and greet protocol that is planned for and embedded into practice has been shown to increase academic attainment, decrease disruptive behaviour and as a result adds over an hour of learning a day (*Cook et al*, 2018). Adults also report an uplift in their wellbeing.

Where possible, all children should be greeted at the point they enter the school grounds, ideally by the Head or a member of the senior leadership team. This allows for the team to be both visible and accessible for children, parents, and carers. A member of staff should also be positioned at the point of entry to the school building if children enter via a reception area.

On entry to the classroom, at the door, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the four at the door format.



Greet the child using their preferred NAME.



EYE CONTACT with the child, where it iscomfortable for the child to do so.



Offer the child some form of non-verbal, friendly,appropriate HUMAN CONTACT



CONNECT to the child on a personal level with acomment or question.

Transitions and movement around the school will increase both the alarm states and cortisol levels. After children have changed learning environment, meet and greet will once again play a significant role in reducing this and re-establishing social engagementand psychological safety as well as promoting strong positive relationships.

There will be some children who have trauma or attachment difficulties or who are experiencing painful life events that may require a more robust meet and greet, particularly at the start of the day.

The Safeguarding and Learning Mentor will have arrangements for a meet and greet for these children, appropriate to their needs. Examples of enhanced meet and greet would be:

Delight in the child should be evident increasing the cues of safety. Be mindful of proximity, facial expressions, body language, and the prosody of the voice. Appropriate touch can support connection and regulation if the child is comfortable with it.

Ensure the child has your full attention. Sit alongside the pupil, against a wall and where there is full view of the area. Support the child to reflect on their journey to school, the previous evening and on the day ahead. Demonstrate holding the child in mind, recall something about the previous day or a special interest they have.

Be mindful of transitional objects the child may have brought with them from home. If these are too big to be kept in a pocket or are of special value, place them carefully in a special box that has a lid, or in a personal tray and locate them somewhere visible to the child.

Prepare the child for the day, with a visual timetable or planner. Take note of any subjector relationship that might require additional input. Highlight any changes in routine and prepare the child with social stories or strategies to manage.

Remind the pupil that they will be 'kept in mind' and when they will next see you. A Post-it note or a sticker in the planner can reinforce this.

Where the child attends a breakfast club, the process should be replicated with the adult par2qticipating in the sharing of food with the child.

Bomber, L., n.d. *What about me? - inclusive strategies to support pupils with attachment dif*. (London: Worth 2010)

Cook, C., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E., Thayer, A. and Renshaw, T., 2018. Positive Greetings at theDoor: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. *Journal of Positive Behavior Interventions*, 20(3), pp.149-159.

S. Porges, *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (New York: Norton, 2011)

Appendix 5

Examples of strategies to support children when co-regulation is necessary.

Proprioception (perception or awareness of the position of the body) can be achieved by lifting, pushing or pulling heavy objects. There may be an opportunity to ask the child to do a job that involves lifting, pushing or carrying something. It may be that you allow the child to dangle or swing from monkey bars or a climbing frame. Proprioception can be achieved through carrying a heavy rucksack or doing press-ups. Yoga can be effective, as can using a trampoline or a body sock.

Vestibular (sense of balance associated with the inner ear) interventions will be anything that involves spinning or swinging – or even hanging upside down. Cartwheels, playing on playground swings and dancing are all useful vestibular interventions.

Tactile (sense of touch) interventions involve light touch, deep pressure massage, messy play activities and play dough. Younger children will respond to dressing up or trying hot and cold foods. Playing in sand or dirt or working in the school garden will also act as a tactile intervention. The well-managed use of fidget toys will also help.

Auditory (sense of hearing) interventions can simply involve listening to live or recorded music or natural sounds. Waves, rainfall or bird song can be powerful. Specialist calming music can be played softly in the background in classrooms and shared areas of the school, giving an extra calming influence throughout the day. Binaural beats – which occur when the brain processes two sounds that are at different frequencies at once – are ideal for meditation and calming.

Visual interventions can simply involve the use of colour for calming or stimulating attention. It may be that in the classroom a teacher needs to be aware of any 'visual clutter' that can be distracting and to consider solid walls in neutral, soft colours. Teachers can also be conscious of where a child sits in the classroom to avoid visual distractions. In many classrooms, teachers will sit the most challenging children at the front of the class, but here they may be constantly turning around to seek visual stimulation. It may be easier to sit them at the back of the classroom where they can see everyone. You may wish to use visual timers for activities or even allow children to wear sunglasses. Lava lamps can be a good addition to a classroom or a calming space for children who require visual interventions.

Olfactory (sense of smell) interventions can simply involve removing odours that may upset children and being aware of those that overstimulate. Certain smells can be calming and therefore may soothe or even stimulate children. Try scented play dough or an essential oils diffuser.

Taste interventions link strongly with smell. Strong tastes can be used in games and to stimulate a child who is withdrawn. Mints, sour sweets or other strong-tasting foods can help to stimulate an under-sensitive child. However, always be aware of any food allergies, intolerances, or cultural and religious implications before using any food as an intervention.

Appendix 6

Stage 1 - Redirection

Positive reinforcement of other children around them "X thank you for sitting so beautifully.

A visual cue to the child that you want them to make a good choice this could include.

- a 'look'
- a visual point to what you expect.

Stage 2 - Reminder

A reminder of the expectations **Aspire, Respect, Responsibility** delivered privately whereverpossible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positivechange.

Children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Stage 3 - Warning

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Children will be reminded of their good previous conduct toprove that they can make good choices.

Scripted approaches at this stage are encouraged (see Appendix 2) if appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive

change.

Stage 4 - Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset (clear explanation of behaviours that are not acceptable and consequences)
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)
- Consequences are put in place:
    - Time out in an allocated space within the classroom / just outside the door.
    - Time spent working in another classroom
    - Child will spend part of their play time reflecting on the behaviours – time allocation is

age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.

- If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category.
- Class teacher to inform parent at the end of the day / phone call home.

- If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SLT and parents/carers will be arranged, and a behavior contract (see appendix) will be put into place. This must be recorded on CPOMS.

Stage 5a Internal referral – Lunchtime duty with SLT/ Safeguarding and Learning Mentor

If the behaviour escalates / child refuses to move to time out, then Safeguarding and Learning Mentor /member of SLT is called

Internal Referral – Lunchtime duty

If the step above is unsuccessful, or if a learner refuses to take time out then a learner will be asked to leave the room and go to their parallel partner class. If necessary, the learner may need to work outside their teaching area with a member of SLT.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with thechild the choices they made and how this can be improved.

- Whenever an adult is called, staff are to log incident on CPOMs – under behavior category.
- Adult who dealt with the initial stages of behaviour will start the log.
- Safeguarding and Learning Mentor / SLT will need to log child onto lunchtime duty tracker.
- After lunchtime duty has been completed, Safeguarding and Learning Mentor / SLT will ensure someone in the office sends a letter home to the family informing them of the incident.
- Lunchtime duty will take place in the child's classroom.

Stage 5b – Non-negotiable behaviours

If a child displays a non-negotiable behaviour they will automatically spend lunchtime with

SLT.

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Principal or the assistant in her absence. Examples of behaviours which may result in an exclusion would be:

(N.B. this is not an exhaustive list)

- Deliberately not following hygiene rules in place e.g., spitting
- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Deliberate damage to school property

- The member of staff who dealt with this incident is required to complete the lunchtime duty tracker and log incident on CPOMs, including Mid-day staff. (Mid-day staff to complete a cause if concern form located in the safeguarding and learning Mentor's office)
- After lunchtime duty has been completed, SLT will ensure someone in the office informs the parents/ telephones the parent / sends a letter home to the family informing them of the incident.
- Lunchtime duty will take place in the child's classroom.

Stage 6 – Violent behaviours

The following non-negotiable behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

Individual behaviour plans- Reflection to Success Plan

This targeted intervention provides increased monitoring, encouragement, and pastoral support to help pupils successfully meet the school's behaviour expectations.

Criteria for Consideration

A pupil may be considered for a Reflection to Success Plan if they meet any of the following thresholds:

- Reflections for three consecutive weeks.
- More than five reflections within an academic year.
- More than four reflections within a half term.

When a child is near one of these thresholds, an email will be sent home to the child's parents to share this so that support from home can be gained.

Where one or more of these criteria are met, the case will be reviewed by the Senior Leadership Team. Following discussion, SLT will decide whether a Reflection to Success Plan is appropriate or whether an alternative support strategy is required.

What the Reflection to Success Plan Involves

The Reflection to Success Plan lasts for an initial period of two weeks.

During this time, pupils will:

- Carry a Reflection to Success booklet each day.
- Receive a stamp for every lesson and playtime/lunchtime session where expectations are met.
- Report to a designated member of SLT at the end of each school day for a review of their progress.
- Obtain a daily SLT signature to acknowledge their achievements and discuss any areas for improvement.

The plan is intended to be supportive rather than punitive, helping pupils recognise and celebrate positive choices throughout the school day.

Missing Stamps

Where a pupil does not receive a stamp, a restorative conversation will take place between the pupil, the class teacher and/or the designated SLT member. These conversations will focus on:

- Understanding what happened.
- Reflecting on the impact of choices made.
- Identifying strategies for success.
- Supporting the pupil to make positive choices moving forward.

End of Plan Review

At the end of the two-week period, SLT will review the pupil's progress and determine one of the following outcomes:

- The plan has been completed successfully.
- The plan is extended for a further period (this could either be a continuation of the plan or it could be in the form of a reward chart in the classroom).
- Additional support or intervention is required.
  The total number of stamps collected will contribute to this review.
  Success Criteria
- 45–50 stamps: Outstanding Progress Award
- 35–44 stamps: Excellent Progress
- 25–34 stamps: Good Progress
- Under 25 stamps: Further support and target review required

Further Support

If a pupil does not successfully meet the targets of the Reflection to Success Plan, the school will consider whether additional adjustments and interventions are required. This may include:

- Adaptations to classroom provision.
- Additional pastoral support.
- Individual behaviour interventions.
- Consultation with external agencies or specialist services where appropriate.

All pupils placed on a Reflection to Success Plan will receive a Thrive assessment to help identify any underlying social, emotional or developmental needs. Appropriate Thrive interventions may then be implemented to support the pupil's success.

For pupils with identified Special Educational Needs and Disabilities (SEND), provision will be tailored to meet individual needs. This may include highly visual behaviour support systems, adapted targets, personalised resources and additional adult guidance where appropriate.

The Reflection to Success Plan forms part of our commitment to helping every child succeed through positive relationships, clear expectations and targeted support.

Educational Visits and Residential Trips

At Wheelock Primary School, we are committed to ensuring that all pupils have the opportunity to participate in educational visits and residential experiences.

Pupils who are currently supported through a Reflection to Success Plan will not be automatically excluded from participating in school trips or residential visits as a result of being on this plan.

Where additional support is required to ensure the safety, wellbeing and successful participation of the pupil, the school may request that a parent, carer or another agreed adult from home accompanies the child. This arrangement is intended to provide additional support in managing behaviour expectations, promoting positive engagement and ensuring a successful experience for the pupil and others attending.

Any additional supervision arrangements will be considered on an individual basis, taking into account the pupil's needs, relevant risk assessments and any reasonable adjustments required. The school will work collaboratively with parents and carers to identify appropriate support arrangements that enable the pupil to participate safely and inclusively.

Appendix 7

Seen by Principal:		Date:		Log Number:	
Name of child:		Class / Year group:		Date and time of incident:	
SEN Status:	Safeguarding Status: CP/CIN/CAF/None	Person reporting:	Witnesses:	Location of incident:	

Reason for physical intervention / restraint: □ criminal offence being committed □ injury to pupil / staff / other pupils □ serious damage to property □ disruptive behaviour □ pupil running out of bounds □ pupil in immediate danger □ immediate danger to another child □immediate danger to staff member □ other (give details)	**Describe the lead up to the behaviour/ incident:**	
De-escalation techniques attempted: □ verbal advice & support □ distraction □ humour □ time out offered □ choices/ options offered □ take up time □ step away □ reassurance □ calm talking □ time out (offered) □ time out (directed) □ Non-threatening body language/ facial expression □ other (give details)	**Precise details of the incident:**	**Forms of Physical control used as taught by TEAM TEACH:** □ Held by 2 or more □ Friendly hold □ Single elbow □ Guided escort □ Double elbow □ Taken to chair □ Taken to floor **Approximate duration of physical control:**

Medical Intervention (Where appropriate)					**Injury Suffered by Child**	Yes		No	
Child checked by:					Treatment Required	Yes		No	
Referred to First Aider	Yes		No		Specify:				
Referred to G.P.		Hospital							
Parent/Carer informed by:	Phone		Letter						
Injury suffered by staff	Yes		No		Damage to Property	YES		NO	
Specify:					Details:				

Action Taken (tick as appropriate)

Follow up talk		Parents/Carers called into school		Review Meeting later date	
Complete work missed		Recommend part-time		Exclusion	
Returned to Class		Referred to Police		Other Sanction	
Phone call to Parent/Carer		Letter to Parent/Carer			

Signed (person reporting): …… Date of signing: …….

Signed (Principal): …….. Date of signing: …….