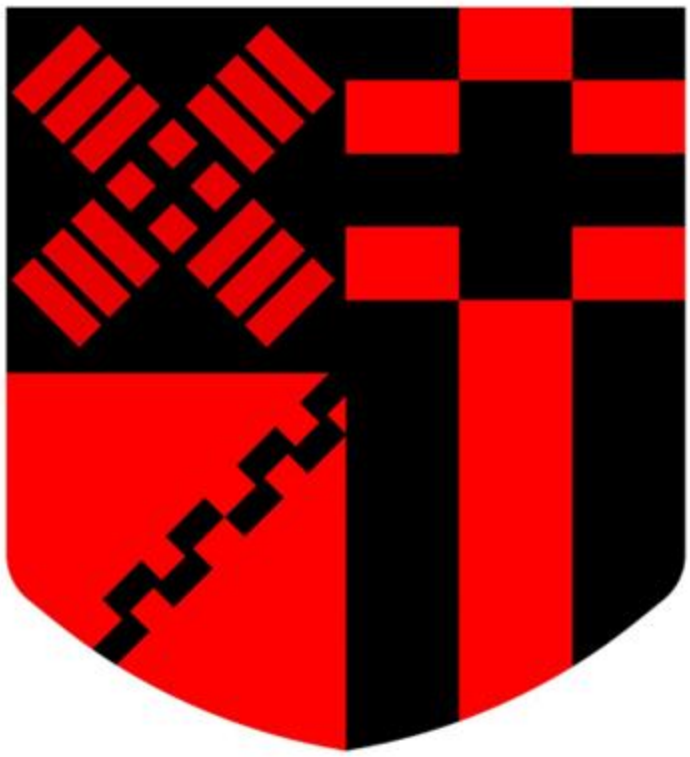


NEWTOWN PRIMARY SCHOOL BEHAVIOUR POLICY

Approved by:	LGB Simone Chesney-Ly
Date:	01/07/2026
Last Reviewed on:	July 2026
Next Review by:	July 2027

STOUR VALE ACADEMY TRUST

Relationships and Behaviour Policy

Context

At Newtown Primary School, we have a higher-than-average number of vulnerable children. The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop, our physical and mental health, and our thoughts, feelings, and behaviour. Two important factors to think about when considering our mental wellbeing are the quality of our attachment relationships and our experience of *ACEs. The number of children at Newtown who have experienced an Adverse Childhood Experience (ACE) and have insecure *attachments are significantly higher than average.

Some of the thing's exposure to ACEs and insecure attachment can impact:

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to manage behaviour in school settings.
- The ability to manage emotions safely without causing harm to self or others.

This means that, for many children at Newtown, their behaviour needs a response that promotes relationships, consistency, reliability, trust, predictability, is restorative and based on kindness, empathy and understanding.

***ACE –** *an Adverse Childhood Experience is defined as "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust, or bodily integrity." (Young Minds, 2018).*

Examples of ACEs:

- *Physical abuse*
- *Sexual Abuse*
- *Emotional Abuse*
- *Living with someone who abused drugs*
- *Living with someone who abused alcohol*
- *Exposure to domestic violence*
- *Living with someone who has gone to prison*
- *Living with someone with serious mental illness*

- *Losing a parent through divorce, death or abandonment*

Some of the other thing's exposure to ACEs can impact, are:

- *The ability to recognise and manage different emotions.*
- *The capacity to make and keep healthy friendships and other relationships.*
- *The ability to manage behaviour in school settings.*

Difficulties coping with emotions safely without causing harm to self or others.

***Attachment -** the pattern of the relationships we have had with our parents or carers early in our lives. It is the emotional bond that forms between a parent and child from birth and has a huge impact on our development. The way a parent or carer responds to their child will impact on the child's attachment style. This attachment style becomes a template for how we build future relationships with others in our lives, and also a template of how we feel about ourselves and other people. If we have experienced a relationship with a parent or carer which has been positive, we will develop a positive template for other relationships as well as positive feelings about ourselves and others. But sometimes how children are cared for is not so positive, for various reasons, and this can make it harder for people to make and maintain positive relationships in the future, manage their feelings and behaviour, or feel good about themselves or others. When our early attachments have been negative and these lead us to go on to have difficulties with relationships and our mental wellbeing, this can sometimes be described as attachment difficulties.*

-based on a theory originally developed by John Bowlby 1907-1990

As a result of our context, our behaviour policy needs to be focused on modelling and nurturing positive, trusting relationships and explicitly modelling and teaching behaviour with a restorative approach that fosters kindness and empathy. This is further supported by a curriculum that further develops, teaches and models appropriate behaviour and relationships through PSHE, RSE, SMSC Overview, Values Curriculum, Wider Curriculum Experiences, OPAL, Nurture, Peer Mediation and Mindfulness.

Our vision and values are at the core of Newtown Primary School's Behaviour Policy.

At Newtown we strive to enable every child to become **successful learners**, **responsible citizens** and **resilient individuals**. Our curriculum and provision are

designed to allow for all children to develop and embed these attributes. Each child's starting point will differ from the next, but it is our mission to ensure each child embodies these characteristics to belong, believe and achieve at Newtown and throughout their lifetime.

Policy Statement

Newtown Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning, with the belief that it is a joint responsibility to create an environment where learners feel respected and safe. Through exciting teaching and learning opportunities and consistency with behaviour management, we strive to ensure that all members of the school community can reach their full potential and beyond and are equipped with the skills needed to live in our society. As a school, we follow three rules: Be Ready, Be Respectful and Be Safe. These rules can be applied to a range of situations and are taught throughout our curriculum.

Aims

This policy aims to:

- ensure that systems are applied consistently across Newtown Primary School so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination; considering SEN needs and disabilities as well as the additional challenges that some vulnerable children may face.
- define what we consider to be unacceptable behaviour, including bullying and discrimination – see our Anti Bullying Policy for additional information.
- outline how pupils are expected to behave.
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions.

Legislations and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Bullying - Please refer to our Anti-Bullying Policy.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

Newtown Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils- and staff are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include behaviour management in accordance with this policy. Our school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
    - manage the incident internally
    - refer to early help
    - refer to children's social care
    - report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Roles and Responsibilities

Children

- to contribute to the formulation of the class rules, setting out the expectations in the classroom following our school values
- follow the expectations of the Behaviour Policy
- adhere to the overarching school values that are taught, modelled, and shared regularly, reflecting of behaviour, and understanding consequences

- use the phrase 'I don't like what you're doing, I'm giving you a warning' to empower themselves to encourage positive behaviours where children are not Ready, Respectful, Safe.
- know and use our STOP anti-bullying systems: **S**everal **T**imes **O**n **P**urpose, **S**tart **T**elling **O**ther **P**eople including the role of the bystander

All Staff

- to create a culture of exceptionally good behaviour through modelling, explicitly teaching what positive behaviour looks like, building routines and reflection
- to be visible around school, including greeting the children on the playground as they come into school
- to treat everyone fairly, consistently, showing respect and promoting good relationships
- ensure inclusivity and adjust the Behaviour Policy accordingly to meet the needs of all children
- to ensure the Behaviour Policy is followed
- to support pupils to take control of their own behaviour and be responsible for consequences
- to support pupils who need extra support
- liaise with external agencies as necessary to support individuals, groups, classes and cohorts of children
- keep behaviour records up to date (SIMS, Individual Behaviour Plans)
- to communicate with parents where necessary
- to ensure when consequences are actioned all children understand the reason behind it
- regularly celebrate students' successes and encourage a positive ethos around school.

Parents/Carers

- to encourage positive behaviour
- to communicate with school any challenges and changes that affect behaviour in and out of school including Adverse Childhood Experiences for example trauma, bereavement, family disputes so that school can support to ensure positive behaviour is maintained through parental partnership, 'linked together'

- to attend parent meeting with teacher / Senior Leader as set out in the Behaviour Policy and school values
- to work alongside school, to support actions from behaviour incidents, pastoral plans and other plans set out both in school and via external agencies

At Newtown, staff:

-address inappropriate behaviour with an emotionless response

-address behaviour 'behaviour is everyone's responsibility'

-greet all children at the start of each day with a smile, eye contact and say hello; the same is expected at home time

-focus on the immediacy of addressing behaviour

-use a scripted restorative response to inappropriate behaviour

-use a set and fair currency when distributing house point rewards

-give instructions in sets of three with visual cues (fingers) e.g.

1: stand up; 2: walk to your desks; 3: sit down OR

1: write the date; 2: miss a line and write the LO; 3: stick in your sheet next to the margin

-use TROGS to establish predictable and consistent routines (Time & Task, Resources, Outcomes, Grouping, Stop signal

-use visual timetables so that the children know what is happening now and next

At Newtown, staff do not:

-shout, lose your temper, get visibly angry or frustrated (emotional reaction)

-ignore behaviour

-improvise when addressing behaviour

-use our default methods to address behaviour based on our own experiences

-focus on the severity of sanctions and punishments

Rewards for exceptional behaviour:

-Post-cards written weekly for one child per class to celebrate how children have demonstrated the school values.

-Sent to a school leader/subject leader to share learning/success and earn stickers

-Children and families invited to exceptional contributors' assembly once a term to celebrate exceptional examples of being successful, resilient and responsible

Rewards for positive behaviour:

-verbal praise and encouragement

-stickers

-house points (awarded consistently as per rewards currency)

Children also receive other positive behaviour & attitudes rewards as outlined below:

-WOW – walk to school badges

-3 x a week home-reading badge

-100% weekly attendance stickers

-96% or above Dudley Zoo family attendance rewards

-2 of your 5 a day sticker

-Food wastage trophy

-Positive recognition boards (a weekly focus is identified by the class teacher for example 'I can greet others' or 'I never give up when challenges occur') children are then added to the board when they display these positive behaviours

Visible Consistencies

-Greet and be greeted

-Line up in register order

-Walk on the left, in single file, quietly and sensibly

-Walk into assembly silently

-Holding the door open for others

-A weekly behaviour focus will be introduced in assembly and modelled by all staff to reinforce expectations around school

Responding to poor behaviour

The approach and language use to address inappropriate behaviour is consistent and delivered in a calm, emotionless manner with a monotone (see appendix). It follows a process of restoration with a focus on 3 – 5 appropriate questions when the child is ready.

Restorative Behaviour Script

Status	Actions
1) Redirection	**Gentle encouragement, a 'nudge' in the right direction, small act of kindness.** -A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. -Repeat reminders if necessary. -De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. -Praise will be given if the learner is able to model good behaviour as a result of the reminder. **Remind the child to be Ready, Respectful, Safe and rephrase what child has done in a positive e.g.** *-We use kind hands/feet.* *-We show good listening when others are talking.* *-We walk sensibly and quietly.* *-We put our hands up when we have an answer.* *-We share resources/equipment.* -You're really good at.....

2) Reminder	**A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible with an explanation of why this rule needs to be followed and the impact that this will have on others e.g.** *-We use kind hands and feet otherwise our friends will be sad.* *-We show good listening, or we won't know what to do.* *-We walk sensibly, or we could bump into someone.* *-We walk quietly, or we might disturb Year 4's learning.* *-We put our hands up or Miss won't know that we have something to say.* *-We wait our turn because that is polite.* *-We say thank you because that is good manners etc.*
3) Warning	**A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ……..make the right choice" "think carefully about your next step"** (Start reflection with) This is a warning because you have continued to ..... (Select the most appropriate) · Was that a sensible choice? · What will happen if you continue to make this choice? · Was that a choice you are proud of? · Is that a choice that is helping you and those around you to learn? (End reflection with) · If you continue with this behaviour, you will need some time out because you are not showing me you are ready; not being respectful; not being safe. If you make good choices you will show me that you are being RRS.
4) Time Out OR	**Give the learner a chance to reflect away from others.** Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. The sooner this takes place, the better e.g. there and then, at the end of the lesson, at break/lunch time.
Cool Off (if needed)	**Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space.** It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

5) Internal referral	**At this point the learner will be referred internally to another room in the key stage for the remainder of the lesson**. All internal referrals must be recorded on SIMS – Internal Referral. Any 1:1 child will be accompanied by an adult.
6) Repare – restorative conversation	**A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line a leader who will support the reparation process.** Repair Restorative Conversation - 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
7)Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Suspension/ Exclusion	**A meeting with the teacher, learner and a leader, recorded on SIMS with agreed targets that will be monitored over the course of two weeks.** If a child has two incidents in a week requiring reflection, the class teacher must inform parents. This must be recorded on SIMs as Consequences Meeting - Teacher. 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. This must be recorded on SIMs as Consequences Meeting SLT. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a suspension.

A Serious Breach is an incident that may lead to a suspension. Alternatives to suspension, where appropriate, include community service and payback.

Recording Behaviour Incidents

All behaviour incidents are to be recorded on SIMS identifying the following:

Behaviour Type	Vandalism Defiance Continued Disruption Homophobic Abuse Physical Abuse on a Pupil Physical Abuse on a Teacher Racist Incident Verbal Abuse – Pupil Verbal Abuse – Teacher Sexually Inappropriate – Adult Sexually Inappropriate - Child
Activity	Class teacher lesson Cover teacher lesson Offsite lesson Outside lesson PPA lesson
Location	Classroom Dining Room Corridor Playground Toilets
Time	AM Break Lunch Morning Lesson Afternoon Lesson
Status	1) Redirection 2) Reminder 3) Warning 4) Cool Off 5) Internal Referral 6) Repair 7) Consequence Meeting with Teacher 8) Consequence Meetings with SLT

This information will then be used to analyse behaviour incidents on a termly basis to ensure behaviour management is effective within the school.

Information will also be used to identify possible bullying incidents for recurring behaviour patterns linked to individuals or groups of children.

Safeguarding

Newtown Primary School recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

For pupils with an Education, Health and Care Plan (EHCP):

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Allegations

All allegations against staff will be taken seriously and procedures followed as set out in our Safeguarding and Child Protection Policy. All allegations against pupil will be taken seriously and procedure followed as set out in our Anti-Bullying Policy and Safeguarding a Child Protection Policy.

Malicious Allegations

Allegations that are subsequently proven malicious will be dealt with by the Headteacher. Cases will be dealt with on a case-by-case basis but may lead to suspension or permanent exclusion. When a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, Newtown Primary School will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, Newtown Primary School will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, our school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Newtown Primary School will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Permanent Exclusion

When issuing a permanent exclusion, Newtown Primary School will follow the DfE statutory guidance which states:

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

A decision to permanently exclude is made on a case-by-case basis. Usually, permanent exclusion results from consistent breaches of our School Behaviour

Policy over time or escalation of extreme behaviours where other sanctions from the Behaviour Policy have failed to address the behaviour exhibited in school. However, in some cases when behaviour is so extreme that permanent exclusion is issued immediately. In such serious cases, advice is sought, and guidance followed from Sandwell Local Authority. Stour Vale Academy Trust will be informed. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

Training

Staff are trained specifically in building a positive culture and climate for learning as part of their continual professional development.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be because of additional needs, including mental health and wellbeing. If such needs are identified, we will do all we can to ensure that the child receives appropriate support.

Our staff are provided with training in managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

De-escalation and the use of CPI-SI

We have a duty of care to ensure that our children are always safe. It may sometimes be necessary, and in the best interests of the child, to use safety intervention on a child to safeguard the individual, other people or prevent significant damage to property. It should only be used as a last resort when other less intrusive options have been considered and judged to be ineffective or inappropriate. Any form of restraint (whether it be to guide, support, hold, escort or secure) should be reasonable and proportionate to the circumstances it was intended to prevent in relation to the context in which the action was applied. All forms of restraint should be reported to the Head Teacher. In cases where it is deemed necessary, the child may be given a 'Positive Handling Plan' which will be discussed with the child's parents. This is logged on CPOMs as Crisis Prevention Safety Intervention.

Confiscation, Banned Items and Searching Pupils

The headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

Only the headteacher, deputy headteacher and SENDCo – Mrs Chesney-Ly, Mr Clayton and Mrs Merrix respectively, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search. This will only be outer clothing, and a staff member of the same gender will be actioned.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes
- pornographic images
- flammable items such as matches, lighters and fireworks
- anything else perceived to pose a threat to pupils at the school

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

- to commit an offence, or
- to cause personal injury to/damage to property of any person (including the pupil).

Responding to a child in crisis

For various reasons, a child may become dysregulated which could escalate to a point of crisis. This could happen to any child, at any time but our vulnerable and SEMH children could be more susceptible to experiencing this.

1. Think – all behaviours are a form of communication, what is the child telling me?

Crisis Behaviours	Translation
Shouting, crying, screaming	I am frustrated and upset. I am really not ok.
Running away, trying to escape	I feel threatened, scared and overwhelmed.
Hiding/climbing under furniture or into small space	I don't feel safe and I need a safe space.
Hitting, spitting, biting, punching, kicking, throwing objects and furniture	My feelings are hurt. I want others to feel how I am feeling.
Destroying property: work, displays, organised resources	I feel so bad about myself and have such low self-esteem. I don't like what I've done but I don't know how to fix it.
Dangerous actions towards others and self	I have such a low opinion of myself and feel unsafe/unloved.
Swearing, name calling,	I want you to go away. I am hurt. I don't trust you.
Climbing	I need to get away to regulate. I feel out of control.
Withdraw, hiding face, ignoring, head down on table, disengaged	I don't feel safe or trust you. There's no point in trying.
Obsessive attachment to an object or person	I am scared you'll leave me. I don't feel safe.

2. Reflect – all behaviours have a trigger, what was the trigger?
3. Learn - is there a pattern? Can I solve the trigger or prevent this from happening again?

Triggers	Prevention
Feeling tired, hungry, unwell	Breakfast on arrival as part of daily routine. Ask if they've eaten on arrival.
Attention needing	Regular praise; work 1:1 or in small groups; check ins from an adult.
Making a mistake	Reminder that mistakes should be celebrated and model how to cross out neatly with one line.
Sharing, turn taking, not being chosen, not being first	Let them line up first. Speak before hand 'you will be chosen but it's if you want to share your ideas you can share them with me.'
Carpet time, independent work, learning tasks, finding a task difficult/too easy	Careful deployment of adults, groupings, adaptive teaching strategies.
Fancy dress, new adults, change to routine/timetable, new experience	Pre-warning to child/parents, making appropriate changes.
Praise, compliments, showing love and care	Encourage child to notice success themselves.
Sensory overload - noise, loud sounds, music, smells, clothes, lots of people, lights	Be aware and make appropriate changes.
Separation from attachment (staff member or parents)	-Leave an item of yours or an item from home with the child and let them know that you will be back later to collect it -Let children know in advance and be prepared
Directed not guided, no choice, confrontation, demands, authority, boundaries	-Be aware and respond accordingly.
Threat of sanction	-We don't do this.
Transition times: break, tidy away time, end of lessons, lining up	-Visual timetables, pre-warning, timers.
Talking negatively about the child,	-We don't do this.

For children with an **ambivalent attachment** pattern, here are some strategies to support:

- Provide reliable and consistent adult support.
- Keep the child in mind
- Notice them regularly and explicitly
- Pay special attention to beginnings, separations, changes and endings
- Use visual timetables and task boards
- Use Transitional objects to manage times apart
- Use Memory books to support transitions
- Differentiate tasks into small independent steps
- Use timers to provide structure
- Provide turn-taking activities
- Use praise books / proud books
- Provide responsibilities - for tasks not people

For children with an **avoidant attachment** pattern, here are some strategies to support:

- The relationship between the pupil and the teacher is made safe by the presence of the task
- Use tasks / games which are highly structured with clear rules and outcomes
- Provide concrete activities rather than creative ones that allow for some choice and demonstrate thoughtfulness from the teacher
- Use visual timetables and task boards
- Provide opportunities for children to work in pairs or small groups to build proximity and moderate the intensity of the teachers proximity
- Allow older children to act as mentors for younger children
- Use choice boards
- Using writing frames, alternative methods of recording
- Explore feelings through characters in books, on TV etc.

For children with a **disorganised attachment** pattern, here are some strategies to support:

- Early identification
- Reliable and predictable routine using visual timetables and task boards
- Opportunities for physical containment / safety such as a personal workstation, pop up tent, time out space

- Provision of calm, non-confrontational responses and empathy / wondering out loud
- Using language appropriate to the child's emotional level
- Use of visual prompts / social stories
- Use of a calm box / provision of sensory breaks
- Provision of a special play box containing concrete, mechanical and rhythmic activities to help soothe the over-aroused child
- Use of physical exercises, massage, games and music
- Develop safety routines and plans e.g. a safe / time out room
- Give older children a permission card to use when they need to go to a safe place.

-based on research by Heather Geddes 2006

4. **Respond** – how you respond to a child in crisis will not only determine how they react but will affect their next steps. Your actions will also build trust and pave the way for your future relationships. Emotional intelligence is key in knowing what this child needs from me.

   Stay calm, take your time to plan your next move, you are in control.

   Do they need me to leave them alone and give them space?

   Do they need me to soothe them?

   Do they need me to distract them and deescalate the situation?

   Who is the best person for this child right now.

   Not all strategies will work, and some may work well on one day and another day they can lead to causing a child to dysregulate, so it is important to know a child well before responding.

De-escalation Strategies
Give choices.
Use humour to lighten the mood.
I see where you're coming from.
Talk about something they like.
Let them talk without interruption.
Avoid trying to get the last word.
Ignore the behaviour and don't react if possible.

Suggest a drink or snack in case they are hungry.
Distract with a toy, conversation about something else or new activity.
Avoid the word 'no'.
Avoid making demands.
Suggest going for a walk.
Use what a child responds well to e.g. key adult, safe space, comfort object etc.
Use emotion coaching.

'We are faced with a choice. Either we give up, overwhelmed by their needs, or we can set off on a journey together."
(Bomber, 2007)

5. **Notice -** when you have witnessed a child in crisis, you can feel dysregulated yourself. Make sure that you have time to regulate yourself so that you can think clearly and give an emotionless response. If you feel extremely dysregulated, then let another member of staff know so that they can support you or give you some time out to regulate yourself.

   Signs of being dysregulated: feeling annoyed, feeling angry, feeling upset, an urge to punish, improvising and not following the script.

6. **Resolve and Restore –** when a child is completely regulated and 'red mist' has descended, they are now ready for a restorative conversation. The restorative script is now ready to be used. This needs to be logged on SIMS. If the incident has led to an internal referral, then this will also need to be tagged on SIMS, as, so that these can be monitored.

Appendix

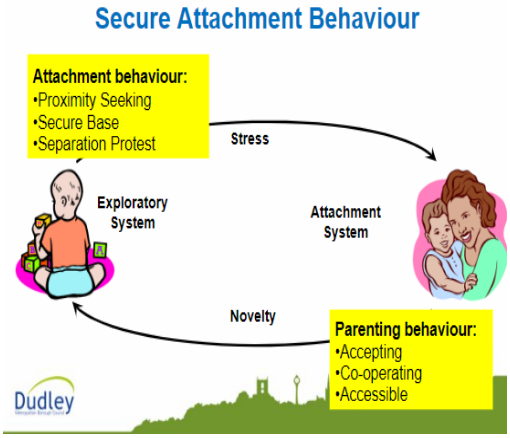
Rewards – House Points Currency

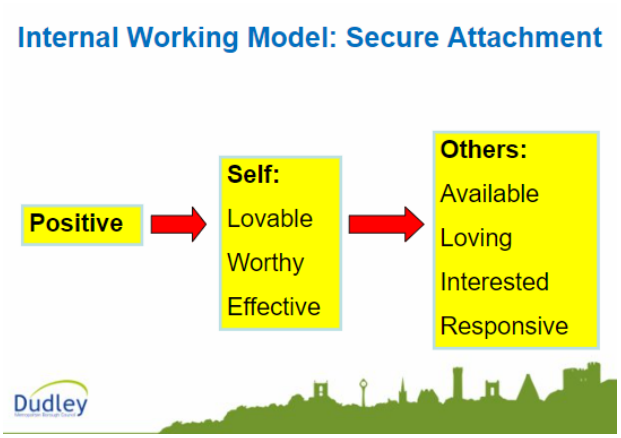
Rewards

House Points	Successful Learners	Responsible Citizens	Resilient Individuals
1-2 House Points	Excellent participation in learning. Excellent classwork. Spotting/learning from mistakes. Excellent effort	An act of kindness. Great Sportsmanship. Making the right choice. Showing excellent manners. Encouraging other children to make the right choices in a kind manner. Ready, Respectful, Safe.	Perseverance. Problem solving. Overcoming personal challenges. Managing stressful situations. Stepping out of your comfort zone. Showing a growth mindset. Being optimistic.
3 House Points	Excellent contribution to learning. Excellent progress or achievement. Self-motivation. Supporting others with their learning.	Taking excellent care of the environment in school or the wider community. Taking excellent care of yourself, school community or wider community. Reporting a safety or bullying issue to a member of staff.	Resolving conflict. Excellent achievement in overcoming a problem or succeeding in achieving in challenging circumstances. Overcoming a fear. Look for the 'silver lining' Using calming strategies
5 House Points	Sustained improvement. Weekly postcard in assembly for the child who has demonstrated this value best throughout the week. Being an excellent role-model for any or all of the three values.		
Headteacher Award	Outstanding progress or achievement.	Outstanding contribution to school or wider community.	Outstanding achievement in overcoming a problem or succeeding in achieving in challenging circumstances.

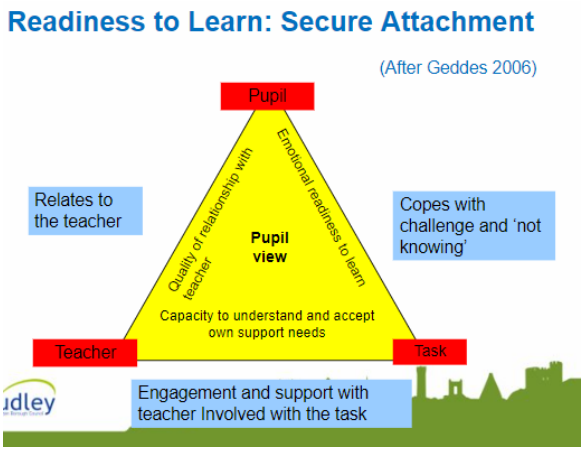
- ‘Serve and Return’ interaction shapes brain circuitry.

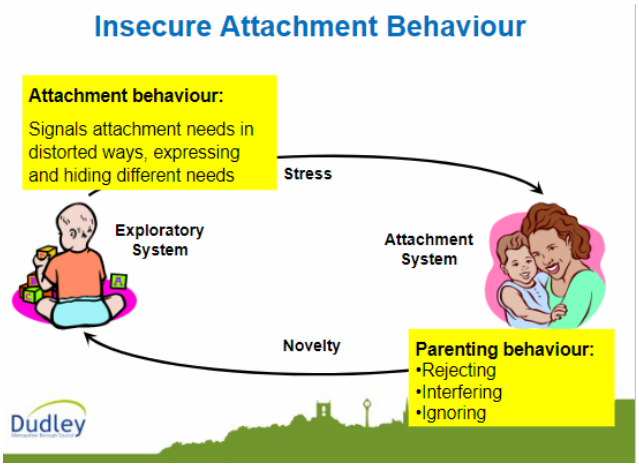
https://www.youtube.com/watch?v=m_5u8-QSh6A

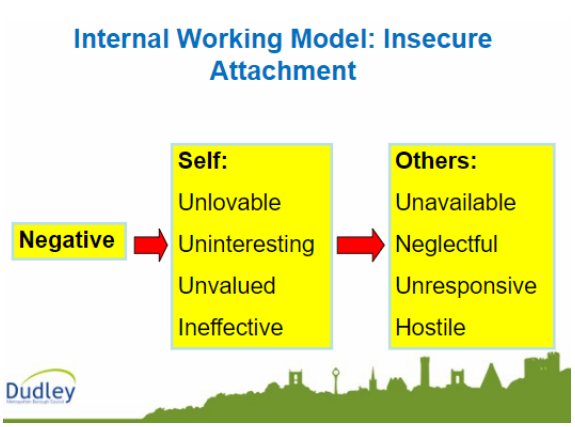


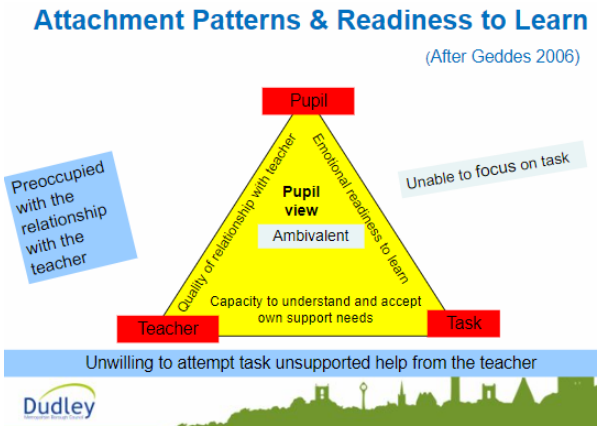


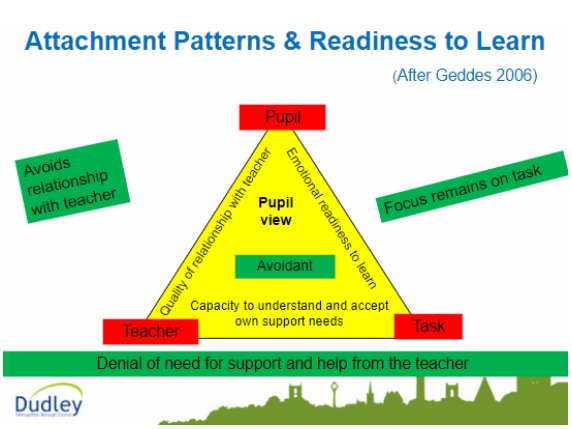
- Still Face Experiment - https://www.youtube.com/watch?v=YTTSXc6sARg

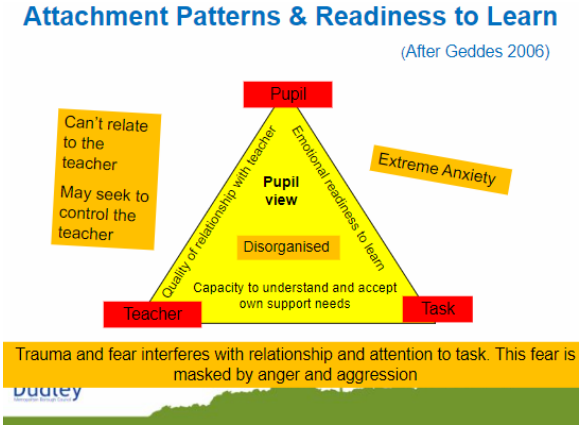












- Toxic Stress Derails Brain Development

https://www.youtube.com/watch?v=rVwFkcOZHJw&t=1s

- Research by Professor Bruce Perry found:

-scans show the brains of two toddlers who are the same age – yet one is bigger

-one is of a healthy 3-year-old brought up in a nurturing environment
-the other shows a smaller brain which is of child who's suffered extreme neglect

