

Regulation, Relationships and Readiness to Learn: A Behaviour & Relationships Policy

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Rationale

Yarborough Academy has embarked on a brain based and science led approach to behaviour, wellbeing and learning. Just as with all areas of learning in school, this behaviour approach is grounded in scientific research acting as an evidence base and guiding our decision making.

This approach recognises behaviour as a form of communication. When children lack the skills to communicate their needs and emotions, these are often played out through distressed behaviour. Our approach recognises the stresses that children and families experience and the impact that these can have on behaviour.

As led by research, we have decided to use a restorative approach which is based on modelling healthy relationships. Relationships change the structure of the brain both positively and negatively and healthy relationships in childhood can help us manage stress more effectively throughout our lives.

If a child struggles with phonics we would teach them rather than punishing them, when a child struggles to regulate their behaviour, our approach will teach the skills to help them regulate their behaviour.

1. Aims

This policy aims to:

- Embed our school values so that every child can GLO - show growth, love and go over and above.
- Offer co-regulation as a route to self regulation of emotions and behaviour.
- Teach children the skills they need to communicate and regulate effectively throughout their lives.
- Establish a universal evidence-based approach to behaviour that all staff can use effectively and consistently with nurturing care, high levels of support and high expectations.
- To promote YA as a place where children can't wait to attend and develop a love of school life and learning.
- Communicate our approach to supporting children to grow into the GLOWiest versions of themselves to make society a better place for everyone.

2. Legislation, statutory requirements and statutory guidance

Lots of research and legislation underpins this approach. This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

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[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.

3. Behaviour & The Roots of Distressed Behaviour

Behaviour is a form of communication. It can tell us a lot about how a person feels, whether they are finding something easy or difficult and acts as an indicator of their internal world. There are many reasons why children may have difficulties with relationships, following rules, adapting to the school environment and the ability to cope with their emotions.

These can include:

- Children still learning how to be in the world, they simply don't have the skills yet
- Children who have or are still experiencing Adverse Childhood Experiences (ACEs)
- Children who have experienced toxic stress
- Children who have experienced disrupted attachment
- Children who are neurodiverse
- Children who are having a tough day
- Children who are going through tough things at home
- Children with Special Education Needs

Whatever the roots of distressed behaviour, It is our responsibility to repair and heal through our positive relationships, working hand in hand with families and external agencies to develop the skills needed to thrive in school.

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4. Our Approach: The YA Way

4.1 A Tour of the Brain

Behaviour does not occur in isolation. Behaviour is a form of communication that indicates how a person is feeling, functioning and experiencing the world around them.

The brain develops from the bottom up and follows a sequential developmental pattern, this means that functions that adults have mastered such as reasoning, planning and reflecting might not be fully available to children as their brain is still developing. If you think about how many times you can tell a little one what to do and what not to do, they often still end up doing it! This is because we are using mismatched parts of the brain to communicate, the grownups are using the parts of their own brains that the children just don't have access to yet. This model of brain development and the related social and emotional functioning is known as The Neurosequential Model of brain development and was developed by Dr Bruce Perry.

The regions of the brain are broadly split into three areas for simplicity, these are:

- The brainstem - responsible for movement, heart and breathing rates, eating
- The limbic system - responsible for emotions and relationships
- The cortex - responsible for reflecting, reasoning and academic learning

Because children's brains develop from the bottom up, when distressed behaviour occurs, we start to calm the lowest regions of the brain first before moving up to the higher parts. Firstly we calm the sensory systems and body, then we recognise the emotions the child is feeling, empathising and connecting with them, only then can we reflect and learn from behavioural incidences and reflect and repair.

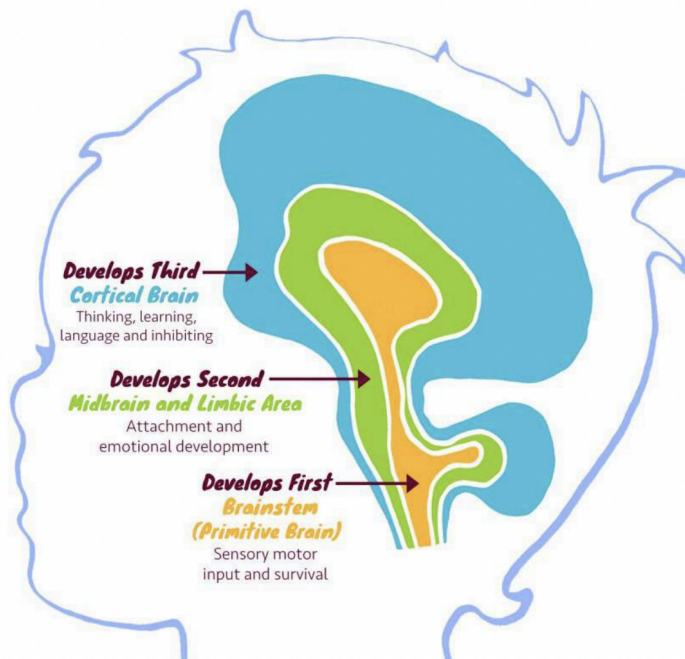
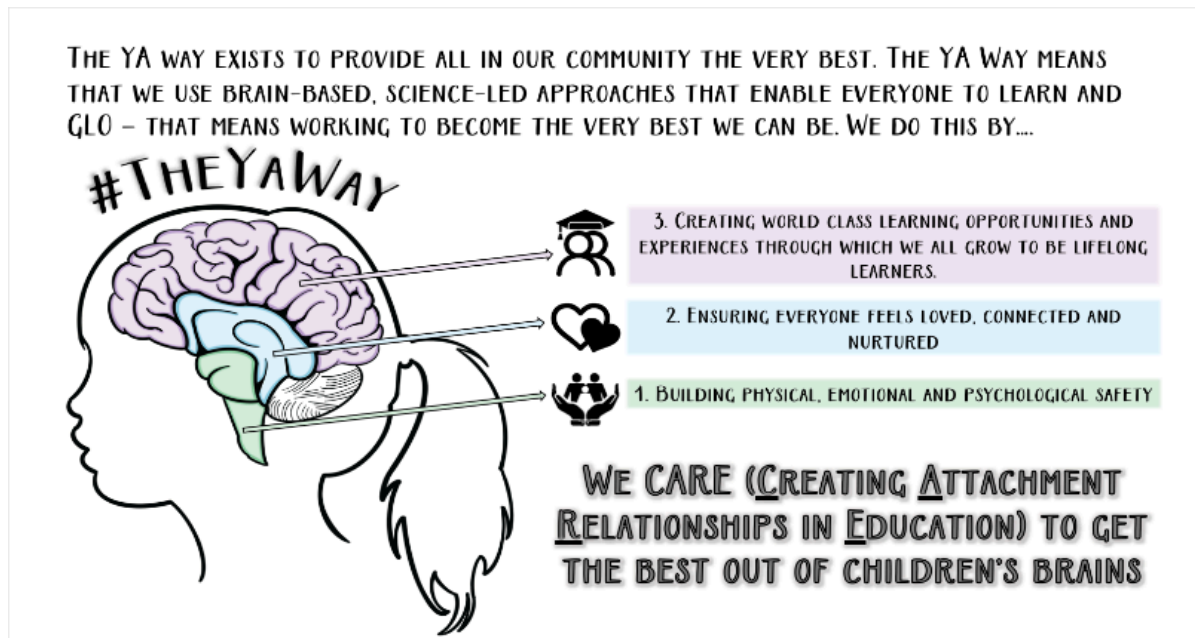


Image: Beacon House

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4.2 Our Mission Statement

Our school environment, our interactions with each other and the learning opportunities that we provide are all based on this scientific research. We know that children's behaviour and self regulation skills are at their best when their brain is well regulated and their needs are met, this is reflected in our mission statement and is the basis of positive behaviour. Without these steps, we wouldn't be able to reach the learning parts of our brains.



The YA Way: School mission statement reflecting the brain-based, science led approach of all aspects of school life.

4.3 No Shout and Shame School

We are a No Shout and No Shame School. *Shouting has a significant negative impact on child development (See Images below).* Shouting simply triggers the lowest regions of the brain which signal to the child that they are not safe. We will not scare children into behaving in an appropriate way. Frightening children does not teach them self-regulation skills, it teaches them to mask and suppress which can lead to distressed behaviour at home or when the grown-up is not looking.

Safety shouts are permitted, if a child is about to do something that is unsafe and their attention is needed quickly, staff will shout to prevent further harm. E.g. they are crossing a road unsafely or climbing on equipment unsafely. Following this incident, the staff member will model the model and reflect with the child, owning their feelings and concerns at the time.

Likewise, we do not shame children into changing their behaviour. Shame teaches children that they are inadequate and flawed. Children do not behave better by being made to feel worse, shaming a child means that they are likely to develop a view of themselves which is negative or protect themselves through minimising, defiant or angry behaviours, none of these are productive for improving behaviour, instead they damage relationships which are central for regulated behaviour.

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If grown-ups could imagine accidentally getting into a car accident, if someone came to you and shouted and said in front of lots of people just how terrible you are and they are not surprised that you've had an accident because you are so useless. You would be firstly likely to feel embarrassed and bad about yourself, you are also less likely to be able to resolve the issue because you might feel angry or want to get away from the situation as soon as possible. If we approach situations with calm and understanding, this means we are more likely to be able to take responsibility for our actions and learn from our mistakes with help.

Why We Are A No Shout School 1

In our school, we do not shout at each other.

We work hard to regulate the regions of the brain needed for learning. Shouting activates the lower regions of the brain and the fight or flight response, triggering distressed behaviours and subsequently stopping learning in its tracks.

Shouting
(including aggressive communication, shaming, ridiculing, name calling & mocking)

- Inhibits learning, not just for the person being shouted at but for those witnessing it too.
- Causes children to lose confidence to try new things, they fear failure & they go into survival mode, the learning part of the brain switches off.
- Is harmful to the developing brain due to changes in cortisol stress hormone reactivity (Jafee et al 2015) & causes worsened developmental outcomes (Wang et al 2014).
- In terms of brain development & functioning shouting is as harmful as physical abuse (Teicher et al 2006).
- Means that children learn you're not safe. They fear you & feel you don't like them. Nobody learns when they don't feel liked, instead they are hypervigilant for signs of you disliking them.
- Reduces brain volume in memory, learning and emotional regulation regions (Suffren et al 2021).
- Reduces language processing skills (Tomoda et al 2011).
- Creates adverse childhood experiences, it has a negative impact on a child's health & wellbeing throughout the lifespan (Miller, Chen & Parker 2011).
- Increases anxiety and depression in children (Suffren et al 2021).
- Is the very thing that we are asking a child not to do. This models to them that shouting is what we do when we are upset. We want to teach our children healthy ways of communicating their needs.
- Leads to worse behaviour (Wang & Kelly 2013).
- Is primarily aimed at children who already have difficult lives and are likely to experience shouting at home. This means that shouting is most likely directed at vulnerable children.
- Think about a time when you have been shouted at, how did you feel? Maybe humiliated, angry, embarrassed? The reason that we so vividly remember these experiences is because they have been frightening & have impacted on the shaping of our self-image. What do you think about the person who shouted at you? What did you think about yourself?

YARBOROUGH ACADEMY

Why We Are A No Shout School 1

In our school, we do not shout at each other.
And here's what we do instead...

How many times have you told someone how to behave?
If shouting worked, it would have done by now. We need to work with a child's developing brain to teach them the skills to behave.

If we can control ourselves not to shout at the other adults in school, then we can certainly control how we communicate with our children.

We must model the model; we promote a language of peace and peace begins with us. We cannot ask our children to do something that we are not willing to do.

We all have a duty to step in and help regulate a situation when we see a member of Team YA shouting, we can do this without shame and with high support. We are all human and all trying to do our best!

What can we do instead?

- Regulate yourself first
- Communicate your emotion
- Model emotional regulation
- Follow our Behaviour Branches
- Verbalise your feeling "I feel angry about this" rather than blaming the child "you are making me angry".
- Once regulated, look for the teachable skill that is missing.
- Step up & towards and offer support if you hear an adult shouting. Do not walk away.
- When mistakes happen, model a good apology and repair.

No Shout School Graphics: Posters displayed around school showing the evidence and research regarding the impact of shouting and shaming children and what to do instead.

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4.4 PACEfulness

Throughout any interactions with children all staff utilise PACE. PACE is an approach to communication developed by Dr Daniel Siegal and stands for

P - Playfulness - we use and keep a light tone

A - Acceptance - we accept a child as they are, even when we do not accept their behaviour

C - Curiosity - we wonder about what is going on for the child to trigger these behaviours

E - Empathy - we feel compassion and stay with the child in their difficult experience

The aim of PACEful communication is to improve children's distress tolerance, they learn that big feelings are not scary and can be supported with a grown-up's help. Through this approach, children are supported to feel better which enables them to do better.

The YA PACE Wheel is a guide for staff to respond to distressed behaviour in the moment and brings the elements of PACE together.



4.5 Regulation, Relating, Reasoning & Repairing

When distressed behaviour occurs, a child is typically using the lower regions of their brain and the cortex (the intelligent reasoning part of the brain) is not accessible - a little bit like reasoning with a cave person! Staff will use their judgement, training and knowledge of the child in their care to know which area of regulation to begin with.

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4.5.1 Sensory Regulation

To regulate the brainstem a range of activities might be used, these include:

- Deep breathing activities
- Movement
- Rhythmic, repetitive movements
- Sensory Circuits
- Visiting the peace corner
- Using fidget toys provided by the school
- Rocking motions
- Drinking through a straw or chewy snacks

4.5.2 Relating & Connecting

To regulate the limbic system, staff can use a range of strategies:

- Emotion coaching
- PACEful communication
- Name it to tame it strategies (whereby the grown ups wonders about the child's internal experience of emotions)
- Validation of emotion
- Child initiated comfort such as when children ask for a hug

Following these stages, staff may be able to tentatively reflect and reason with children.

4.5.3 Natural & Logical Consequences

Once emotionally regulated, we can start to explore the learning from this behaviour and explore associated consequences because the cortex is back online and working. Natural and Logical consequences are an essential part of our approach as they teach children to link cause and effect and that they are responsible for their actions throughout their lifetime.

If a child gets a calculation in maths wrong, we would not punish them. Likewise if a child makes a mistake with their behaviour, our approach is to help them understand the natural and logical consequences of their behaviour, meet any unmet needs and learn a skill to fill this gap in social and emotional functioning.

Traditional approaches to punishment often resort to arbitrary consequences where the harm caused by the child is not related to the punishment. This makes it hard for children to understand the impact of their actions on others, therefore the consequence must be related to the incident of harm due to distressed behaviour.

Natural consequences are ones that occur without a grown-ups intervention, for example a child refuses to put on their coat to go outside as requested by the grown up, this would lead to them getting cold.

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Logical consequences are related consequences that grown-ups have influenced. For example, a child refuses to engage in learning during teaching time, the child uses their own time to catch up at home. Likewise, if a child talks over a teacher during lesson time, they may be asked to pay back this time by helping with a classroom job such as helping the teacher hand out the books. Another example is a child is playing in the sand, they throw sand at another child, they are then expected to clean up the sand and take care of their peer too.

4.5.4 Restorative Practice and Relational Repair

Once regulation has been achieved, a restorative conversation will be held. Restorative conversations or circles can involve just two people or the whole class depending on the impact of the incident. These circles are not unfamiliar to children as they take part in them every day as part of their Morning Meeting as a community building tool.

Restorative practice seeks to give children the skills to communicate effectively, reflect on their behaviour and repair any harm. There are a set of restorative questions that move from past to future in tense and take us from the behavioural incident to the future behaviours that we need to see instead.

1. What happened?
2. What were you thinking at the time?
3. How did you feel at the time?
4. How do you feel about what happened?
5. Who has been affected by what happened?
6. What needs to happen to make this right?
7. How do you feel now after talking about this?

Restorative approaches focus on repairing harm to the injured party. If you threw a plate on the floor and it smashed, the pieces wouldn't jump back together if you said sorry. Instead, restorative approaches take time to glue the pieces back together which takes careful effort. This means that children will need to take time to repair their relationships with their peers after an incident, this might be through a letter, doing something kind for their peer, making up for the harm they have caused. By encouraging 'showing sorry rather than saying sorry', our children will be able to have healthy relationships throughout their lives and into adulthood.

4.6 The Behaviour Branches: A guidance tool for staff

The Behaviour Branches are a guide for staff to understand how to put our approach into action in the classroom, it gives examples of interactions and responses. These are suggestions for staff and are not a one size fits all approach.

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| Branch One | |
|---|---|
| Definition: Realigning behaviour through individual or small group approach | |
| Types of Behaviour: Wobbly walking Talking over the teacher Not following instructions Swinging on chair Classroom Disruptions No care of school resources Calling out | |
| Realigning Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Minor Connect before correct "I know you're _____, if I was doing that I'd be _____ too, I'd like to see _____" Positively 'notice' expectations demonstrated by another pupil Non-verbal communication or touch if appropriate. Refocus the child. Quiet word. Use child's name. "You okay? Do you need anything?" "Bob, all okay?" "Bob, you're talking and we're working quietly in this lesson" Use restorative sentence stems "When you do _____, I feel _____, I need _____" Refer to GLO values "Which core value are you not showing when you _____?" Circle up. Increasing Direct an adult or give extra support. Wondering Question: "Bob, I'm wondering if sitting to close to Phil is making it difficult for you to concentrate on your work. Come sit here where I can help you." Distraction/Redirection: "Bob please pop next door and ask Miss if I can borrow a _____" Name the need: "You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week." Frequent: All of the above plus... "What do you need?" - Regulate, Relate, Reason - Peace Corner - Brain break - Busy Box (Sensory Box) | Repairing Harm & Problem Solving Ensure relationship is maintained. After frequent disruption... Group circle to discuss impact & feelings. Problem solve & share ways to repair. Do small job with great love e.g. handing out sheets, saving the teacher time as a way to show sorry & reconnection with the community. Fresh start after repair. |
| Communicating: Record on CPOMS if repeated | |
| Responsibility: Classroom Staff | |
| Next steps: If behaviour is frequent or out of character, speak to Special Grown-up on collection | |

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| Branch Two | |
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| <p>Definition: Reaffirm the boundary, offer support where possible and enable skill building and reparation of harm when necessary. This branch signifies a loss of free time, focused on skill building, establishing cause and effect through logical and natural consequences. It does not mean this loss of free time is used as an arbitrary punishment.</p> | |
| <p>Types of Behaviour: Escalation & continuation of Branch One Behaviours Rudeness & Disrespect Refusal (work and cooperation)</p> | |
| <p>Repairing Harm Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots. All steps in Branch One must have been used before escalating to Branch Two. Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____." "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____ as I've asked you already I'm going to need you to miss your play time so I can help you to do the right thing" A Branch Two interaction triggers a loss of free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time. Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.</p> | <p>Repairing Harm & Problem Solving Regulate, Relate, Reason. Ensure relationship is maintained. Loss of free time - breaktime or the number of minutes that have been lost. Group circle to discuss impact & feelings. Problem solve & share ways to repair - this can be creative! Fresh start after repair.</p> |
| <p>Communicating: Record on CPOMS</p> | |
| <p>Responsibility: Classroom Staff</p> | |
| <p>Next steps: If behaviour is frequent or out of character, speak to Special Grown-up on collection</p> | |

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| Branch Three | |
| Repairing Significant Harm Through Skill Building. Branch Three recognises significant ongoing disruption and first-time serious breaches of school rules and expectations | |
| Types of Behaviour: Escalation & continuation of Branch One & Two Behaviours Swearing at staff Targeted harm to others Damage to property Inappropriate physical contact | |
| <p>Repairing Significant Harm Through Skill Building Make a decision & act on it. Remember this branch and agreed action may be visited daily for some children at first. Keep going. Remember our roots.</p> <p>All steps in Branch One & Two must be followed before Branch Three is utilised if the behaviour is a continuation of Branch One & Two behaviours. If the behaviour is new and fits the Branch Three Criteria, Branch Three can be used immediately.</p> <p>Action: "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____." "I can see that you're really struggling, it is okay to find things tricky and [the behaviour] is not okay. I need you to do _____ as I've asked you already I'm going to need you to miss your lunch time play so I can help you to do the right thing"</p> <p>A Branch Three interaction triggers a loss of extended free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. This time in approach gives adults and children time to repair and invest in their relationship. It will not be used as an arbitrary loss of free time.</p> <p>Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.</p> | <p>Repairing Harm & Problem Solving</p> <p>Regulate, Relate Reason.</p> <p>Ensure relationship is maintained.</p> <p>Extended loss of free time - Lunch time or the number of minutes that have been lost to either catch up or repair the harm/show sorry.</p> <p>Group circle to discuss impact & feelings.</p> <p>Problem solve & share ways to repair - this can be creative!</p> <p>Fresh start after repair.</p> |
| Communicating: Record on CPOMS | |
| Responsibility: Classroom Staff & CARE Team | |
| Next steps: Speak to Special Grown-up on collection | |

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| Branch Four | |
| <p>Repairing Complex Harm signifies the loss of multiple break times to facilitate complex repair and learn alternative coping mechanism and behaviours. Complex harm requires complex repair and complex skill building.</p> | |
| <p>Types of Behaviour: Escalation & continuation of Branch One, Two & Three Behaviours Bullying and targeted harm Violence Malicious behaviour towards staff and pupils Significant damage to property Significant Inappropriate physical contact Intentional prolonged opposition or attempt to abscond</p> | |
| <p>Repairing Complex Harm</p> <p>Remember our roots.</p> <p>Regulate, Relate, Reason.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Call for the CARE Team, this may not be immediate if the behaviour is continuation. An agreed plan will be drafted and discussed.</p> <p>Escort the child to the CARE Team room at lunchtime. A restorative circle will be held which will focus on repairing the harm. Complex harm will require a Harm Repair Plan which agrees the actions, outcomes and sessions to be missed. See Appendix. The child will be supported to achieve the steps. The child must be collected by classroom staff at the end of lunch.</p> <p>Ensure that steps are taken to repair or maintain your relationship with the child.</p> <p>A Branch Four interaction triggers multiple losses of free time. This loss should be used to teach the required skill, repair the harm or host a restorative circle. It will not be used as an arbitrary loss of free time. Suggesting significant skill building is needed.</p> <p>Any significant loss of free time should be met with consideration of regulation needs. Playtimes are important, so an opportunity for movement breaks should be considered if necessary and safe to do so. If active repair is possible, this should be used.</p> | <p>Repairing Harm & Problem Solving</p> <p>Regulate, Relate, Reason.</p> <p>Ensure relationship is maintained.</p> <p>Extended loss of free time - Complete Harm Repair Plan to be utilised over multiple lunch times to teach the skills missing and restore relationships and repair harm.</p> <p>Restorative circle with victim and perpetrator to discuss impact & feelings to be implemented by CARE Team.</p> <p>Problem solve & share ways to repair - this can be creative!</p> <p>Fresh start after repair.</p> |
| <p>Communicating: Record on CPOMS.</p> | |
| <p>Responsibility: CARE Team & Classroom Staff</p> | |
| <p>Next steps: Inform Special Grown up by telephone call.</p> | |

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| Branch Five | |
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| <p>Internal Intensive Support (formerly Internal Exclusion) is CARE Team led and will require classroom staff to provide work for children to complete in the presence of the CARE team or a member of SLT, away from the child's class. The motivation for internal exclusion is to envelope the child in nurturant care to break the cycle of poor behaviour without further shaming or disengaging from the child but also to reflect the seriousness of the incident.</p> | |
| <p>Types of Behaviour: Serious bullying and targeted harm Targeted derogatory and discriminatory language Serious unprovoked or disproportionate violence Serious malicious behaviour towards staff and pupils Serious damage to property Serious inappropriate physical contact Serious intentional prolonged opposition or attempt to abscond impacting on multiple others</p> | |
| <p>Internal Intensive Support</p> <p>Remember our roots.</p> <p>Call for The CARE team.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Prepare work for the child to complete whilst away from the classroom, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning.</p> | <p>Repairing Harm & Problem Solving</p> <p>Regulate, Relate, Reason.</p> <p>Ensure relationship is maintained.</p> <p>The child will be removed from the classroom and work with a member of school staff for an appropriate amount of time. This will not be punishment based but aid refocusing, repairing and breaking the classroom or social cycle that is feeding the behaviour.</p> <p>Classroom Group circle to discuss impact & feelings to be implemented by Classroom Staff.</p> <p>Problem solve & share ways to repair - this can be creative!</p> <p>Fresh start after repair.</p> |
| <p>Communicating: Record on CPOMS</p> | |
| <p>Responsibility: CARE Team, SLT & Classroom Staff</p> | |
| <p>Next steps: Inform Special Grown up by telephone call.</p> | |

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| Branch Six | |
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| <p>Breathing Space is operationalised through fixed term exclusion is SLT led and will be used in response to persistent breaches in school expectations or one off significant and dangerous incidents. Behaviours must be deemed as dangerous by three members of the school community (a child witness, an adult witness and an impartial member of staff). Fixed term exclusion is used as 'breathing space' to reset, evaluate risk and update risk assessments and plans to ensure that future poor behaviour can be prevented or minimised.</p> | |
| <p>Types of Behaviour:</p> <p>Persistent serious bullying and targeted harm Persistent and/or serious targeted derogatory and discriminatory language Severe unprovoked or disproportionate violence Severe malicious behaviour towards staff and pupils Severe damage to property Severe inappropriate physical contact Severe intentional prolonged opposition or attempt to abscond impacting on multiple others</p> | |
| <p>Breathing Space (Fixed Term Exclusion)</p> <p>Remember our roots.</p> <p>Call for The CARE team.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Call for a member of SLT.</p> <p>Prepare work for the child to complete whilst away from school, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning.</p> | <p>Repairing Harm & Problem Solving</p> <p>Regulate, relate, reason.</p> <p>Ensure relationship is maintained.</p> <p>SLT will meet with the child using our Roots Approach and call for their parent or guardian. It will be clearly explained as to what has happened, the expectation which has been breached and how the harm may be repaired.</p> <p>Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and share their feelings.</p> <p>A brain-based reintegration plan will be completed at the reintegration meeting. Staff will treat parents and children with dignity and respect regardless of the incident.</p> <p>Fresh start after repair.</p> |
| <p>Communicating: Record incident on CPOMS</p> | |
| <p>Responsibility: CARE Team, SLT & Classroom Staff</p> | |
| <p>Next steps: Provide work for time away from school & implement Reintegration Plan and review with CARE team as necessary</p> | |

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| Branch Seven | |
|--|---|
| <p>Permanent exclusion is an extreme sanction and is only administered by the Head Teacher. The main categories of misconduct that may lead to permanent exclusion are described below; these are not limited to this list. Permanent exclusion will be used in response to persistent dangerous breaches in school expectations which significantly risk the wellbeing of others. Behaviours must be deemed as dangerous by three members of the school community (a child witness, an adult witness and an impartial member of staff).</p> | |
| <p>Types of Behaviour (Repeated or one off significantly dangerous): Verbal and physical abuse/targeted attacks towards pupils, staff and others Persistent and/or serious targeted derogatory and discriminatory language Dangerously inappropriate or sexual behaviour Dangerous deliberate damage to school property Possession of weapons Blackmail Intimidation Racism Persistent bullying Carrying or brandishing an offensive weapon with intent and threatening staff or pupils Arson</p> <p>Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour Other serious misconduct by a pupil which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.</p> | |
| <p>Permanent Exclusion</p> <p>Secure adult and child wellbeing.</p> <p>Call for The CARE team.</p> <p>Use Team Teach if necessary (if the child is in imminent danger).</p> <p>Call for a member of SLT.</p> <p>Prepare work for the child to complete whilst away from school, this can be both typical of the classroom but should also include something that is logically linked to the incident which can facilitate learning.</p> | <p>Repairing Harm & Problem Solving</p> <p>SLT to action local authority protocol and follow steps outlined by NELC.</p> <p>A transition meeting will be held with the child and their family if appropriate to aid a positive transition to a new setting.</p> <p>Classroom staff will sensitively share the news with their class in a restorative circle, giving chance for children to reflect and share their feelings.</p> |
| <p>Communicating: Record on CPOMS</p> | |
| <p>Responsibility: CARE Team, SLT & Classroom Staff</p> | |

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4.7 Physical Restraint - Team Teach Incidences

At times, children's dysregulation can become dangerous for themselves and others, including peers and Team YA staff. As a priority, de-escalation should be used to reduce the need for physical restraint. Reasonable and proportionate physical restraint will only be used when all other options have been tried or the situation requires immediate intervention for safety. Physical intervention should not be used either to make a child comply with the grown-up's requests.

Situations that may lead to physical restraint are outlined in the Behaviour Branches from Branch Four onwards.

All staff are trained in Team Teach, this is a certified approach to de-escalation and crisis management and involves techniques to physically intervene and restrain using specified evidence-based movements.

4.7.1 Our Team Teach usage:

- Only staff trained in Team Teach 'Positive Handling Strategies' should use physical intervention techniques unless they are required to intervene under their 'Duty of Care'
- Where practical, if a situation is escalating, support from the SLT should be sought as outlined in the Behaviour Branches
- Physical intervention must be used as a last resort, using the minimum force required, and be for the shortest period necessary
- Only techniques taught by Team Teach should be used

4.7.2 Aftercare

The use of physical intervention with a child is a stressful and often traumatic experience for both the pupil and the staff members involved. Children should be given space to regulate and find calm afterwards with a safe and trusted grown-up in school. Likewise, staff involved should take time away from the classroom to reflect if they require it and there will always be the opportunity to talk through the incident with a senior member of staff. Should this be necessary the member of staff must make the Headteacher or Deputy Head aware of this so that they can make cover arrangements.

Just as with any other incident, relationship repair is necessary after any type of physical intervention. Opportunities to reflect, reconnect and begin the process of repairing any damage done to the relationship between the staff involved and the child. This process should follow the restorative practice steps outlined in this policy.

4.7.3 Reporting and Recording Arrangements

- The Team Teach incident must be recorded on CPOMs and a description of the Team Teach technique used.
- If physical intervention has been used, caregivers must be informed.
- If either the child or member of staff is injured during a restraint or are victims of violence and aggression, first aid reporting and recording procedures must be followed.

4.7.4 Responsibilities

- The Designated Safeguarding Lead will ensure that relevant staff receive appropriate de-escalation and positive handling training at least every 3 years.
- All staff are responsible for the implementation of this policy.

4.7.5 Complaints

We understand that any situation that could involve physical intervention with children is likely to be emotive and worrying. As such, the availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but understandably, it may not eliminate them. Where the nature of any complaint made (by a child or caregiver), in relation to the use of physical intervention within the school, the school's complaints policy will be followed.

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4.8 Exclusions - Breathing Space and Being Matched Elsewhere

In serious and complex situations, exclusion may be used to find a better solution to the distressed behaviour. Exclusion is never a punishment and instead is used as time to better meet a child's needs.

4.8.1 Breathing Space (Fixed Term Exclusion)

If a child is persistently breaching the safety behaviours outlined in the Behaviour Branches or engages in a one off significant or dangerous behaviour, a fixed-term exclusion will be applied. This provides time for the team around the child to look carefully at the support a child has in place and develop a plan to help them be more successful in school. This decision is made through the agreement of two senior leaders who have examined the situation and feel that Breathing Space is necessary for the safety and wellbeing of the child, their peers and the adults working in school.

4.8.2 Reintegration Meeting

Following Breathing Space, a child and their Special Grown-up will be invited to meet with senior school staff or CARE team staff to reconnect on their first morning back to school. This meeting will give an opportunity to reflect on the behaviours that led to the Breathing Space and a reintegration plan will be shared and signed by everyone involved.

The reintegration plan will follow the school mission statement and the Neurosequential Model and prescribes activities which meet the needs of each part of the child's brain to help them be more successful in school. It is through these actions that we hope children will learn from the incident and develop the skills and empathy to not find themselves in this situation again.

4.8.3 Matched Elsewhere

If there are persistent breaches of the Behaviour Branches or a significantly dangerous or damaging one off event, the Headteacher can enact a permanent exclusion whereby a child is matched elsewhere by the local authority in an attempt to better meet their needs. A governor attended meeting will be hosted following this event, this will listen to the decision making process of the school to ensure that all options have been considered. This is an extreme step and is very rare and reflects the exhaustion of all other options and or seriousness of the behaviours, usually indicating that a child's needs could be better met by an alternative educational provider.

4.9 Behaviour Support in School

Team YA is committed to giving every child an enriched universal provision, this is a prevention based approach whereby we invest heavily in universal provision around social, emotional and behavioural regulation so that any issues do not escalate further down the line.

4.9.1 Universal Approaches to Regulated Classrooms

Lots of factors influence behaviour and regulation in school, these include relationships with others, feeling safe in the classroom, feeling inspired to learn as well as many other factors such as recognition of effort and valuing each child individually. Team YA will use a range of strategies to promote readiness for learning.

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4.9.2 Supporting Behaviour & Relationships through Quality First Teaching

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. The grown-ups make the weather, is it sunshine or thunder clouds? The grown-ups set the tone. When children are engaged, delighted in and feel safe to be themselves, great brain growing moments can occur!

Our Team YA staff, inline with Section 7 of the Teachers' Standards, will:

- Demonstrate that they are the safe boss and the captain of the ship in their classroom.
- Offer clear, direct boundaries, with high expectations, high levels of support using connection before correction.
- Prioritise a relationships first approach with children, ensuring they feel valued and cared for and stories positively.
- Create world class learning opportunities that engage every learner in their class.
- Model the model for emotional regulation, conflict resolution, social skills and learning behaviours at all times.
- Make appropriate adaptations in the moment to meet a child's needs wherever possible.
- Work with support staff to share the safe boss role and coach support staff whole class regulation and leadership.
- Follow up and support opportunities to repair harm and skill build following incidents.
- Be able to understand and explain the brain-based approach outlined in this policy to both children and their caregivers.
- GLO wherever they go!

4.9.3 Staff Training

Team YA staff will be offered continuous professional development regarding behaviour each year. New staff will be offered a range of reading, video training and interactive online training to explain The YA Way and elements of this policy. Strengths-based coaching for all Team YA staff is available through the CARE Team.

4.9.4 Celebrating GLO through Relational Recognition

All children want to do the right thing, we all feel good when we do what's right rather than what's easy and we impress those who matter to us. If you can imagine, you see an elderly person crossing the street, as they do, they drop their purse. We want our children to return the purse, not because they think they will get a reward, but simply because it is the right thing to do. Therefore all celebrations of GLO will be celebrated through relational recognition.

Relational recognition is centred on the research that shows that connected relationships with children are the main motivator of children's behaviour, children simply behave better when they feel valued and seen in safe relationships with grown-ups. Children want to please. As such children will receive relational praise from key adults that recognises the effort they have made, the impact they have had on others and the value their actions have brought to our whole school community.

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This happens by:

GLO stickers

These ask Special Grown-ups in school and at home to ask what the child has done today to GLO, extending their connections with caregiving adults. All staff should stop children with a GLO sticker to enquire how they have achieved it and how they feel about this. This is an opportunity to delight in the child and recognise their effort.

GLO Postcards

GLO postcards are sent home by Team YA staff, they are based on the idea that we've 'caught' children GLO-ing rather than caught them doing the wrong thing. These postcards are a way to celebrate the wonderful efforts that children have made with special grown-ups at home.

The GLO Mo Show

This is a relational weekly celebration of GLO! During the week, each class meets to host a GLO Circle. During the circle each member of the class family has the opportunity to nominate someone (either a peer or themselves) for showing a feature of GLO e.g. "I am nominating Daisy for showing Growth in our swimming lessons. She was so brave this week and managed to swim the whole length of the pool." Or "I am nominating Cole this week as he has shown love by doing a charity bike ride in the community, he raised lots of money and awareness." Or "I am nominating Belle this week because she took care of me when I fell over on the playground, she was showing love". or "I am nominating myself this week, I have gone Over and Above. Last week I found maths really hard, so I took it home to practise and even taught my little brother how to do it too! Now I am the mini teacher in maths lessons" There is no voting during the circle, instead the class decides together which GLO Mo (a moment of showing GLO) is most inspirational to our whole school and which feels right in our hearts to share.

This GLO Mo is then recognised in our weekly GLO Mo Show assembly. We join together and sing a special song, The Greatest GLO and children are cheered for and celebrated for all the ways they have shown GLO. Children are given a glow band as a symbol of their bright light of inspiration they are sharing with others. Children receive relational praise such as "you are so good/if I could bottle your wonderfulness I would/how lucky is our school to have someone as fabulous as you attending".

4.9.5 Relationships First Approach

As can be seen on the diagrams of the brain, the relationships part of the brain (the limbic system) is like the glue that holds the learning part (cortex) and the survival part (brainstem) of the brain together. Therefore it is vital that relationships are at the heart of all that we do. Healthy relationships can help children learn to soothe themselves through repeated experiences of being soothed and having their needs met by trusted grownups. We learn to trust, try and retreat in safe relationships which we feel are central to learning behaviours.

As a result, we have a significant Everyday Essentials offer for all children, boosting their relational capital and reducing their risk of distressed behaviour.

EVERYDAY ESSENTIALS FOR CARE

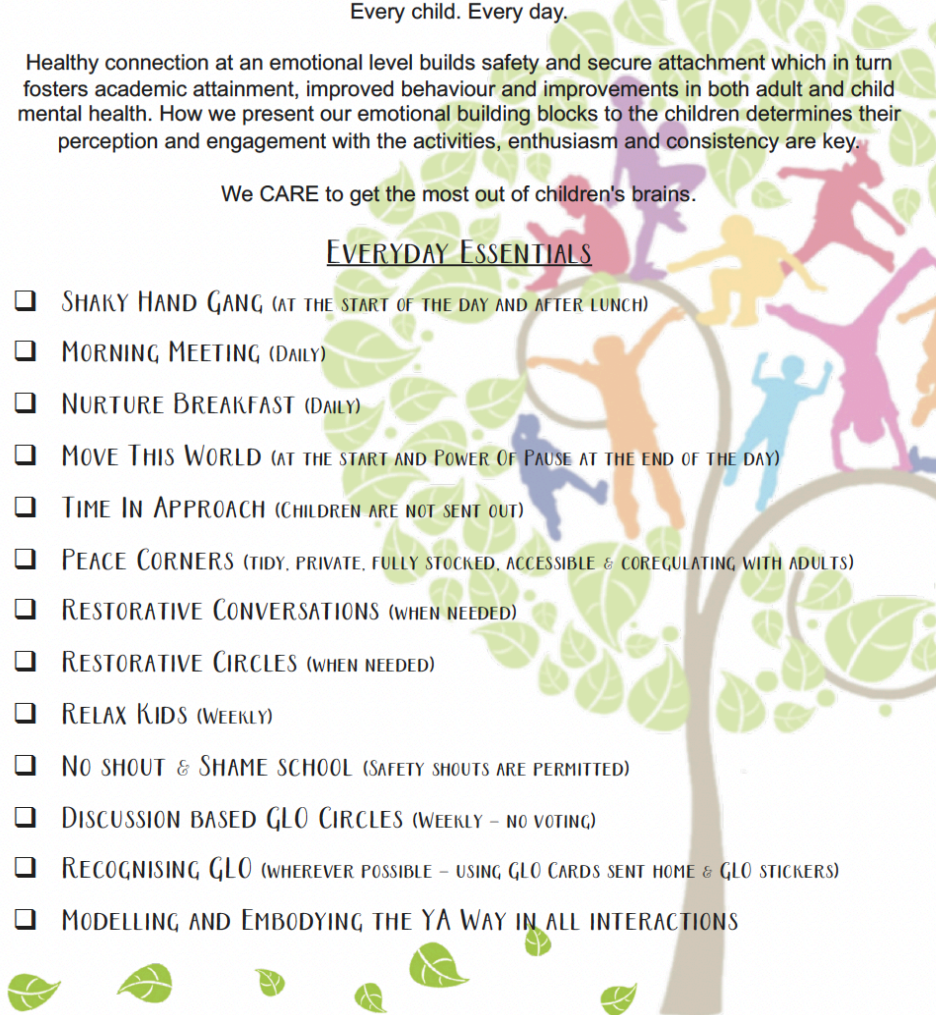
Everyday Essentials are the core building blocks of universal CARE experienced by every child, every day. They are essential elements of our universal strategy for psychological wellbeing and regulatory capacity which enable learning. These Everyday Essentials are evident in every classroom and will be seen in action in all areas of the school. We cannot be trauma-informed if only a few people are involved, it takes everyone!
Every child. Every day.

Healthy connection at an emotional level builds safety and secure attachment which in turn fosters academic attainment, improved behaviour and improvements in both adult and child mental health. How we present our emotional building blocks to the children determines their perception and engagement with the activities, enthusiasm and consistency are key.

We CARE to get the most out of children's brains.

EVERYDAY ESSENTIALS

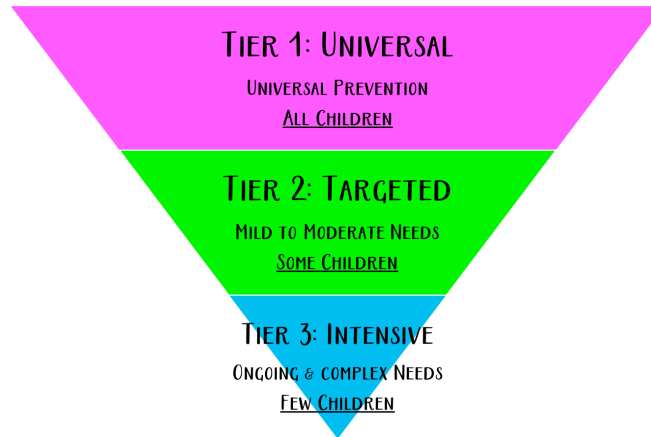
- SHAKY HAND GANG (AT THE START OF THE DAY AND AFTER LUNCH)
- MORNING MEETING (DAILY)
- NURTURE BREAKFAST (DAILY)
- MOVE THIS WORLD (AT THE START AND POWER OF PAUSE AT THE END OF THE DAY)
- TIME IN APPROACH (CHILDREN ARE NOT SENT OUT)
- PEACE CORNERS (TIDY, PRIVATE, FULLY STOCKED, ACCESSIBLE & COREGULATING WITH ADULTS)
- RESTORATIVE CONVERSATIONS (WHEN NEEDED)
- RESTORATIVE CIRCLES (WHEN NEEDED)
- RELAX KIDS (WEEKLY)
- NO SHOUT & SHAME SCHOOL (SAFETY SHOUTS ARE PERMITTED)
- DISCUSSION BASED GLO CIRCLES (WEEKLY – NO VOTING)
- RECOGNISING GLO (WHEREVER POSSIBLE – USING GLO CARDS SENT HOME & GLO STICKERS)
- MODELLING AND EMBODYING THE YA WAY IN ALL INTERACTIONS



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4.9.6 Tiers of CARE

CARE is the pastoral provision available to help children with their mental health, distressed behaviour, and social and emotional needs. This offer takes a tiered approach whereby all children receive the enhanced universal offer to keep them well regulated and emotionally well, some children receive small group interventions to support skill building or meeting their needs in a more specific way. Whereas few children receive intensive support for complex difficulties which impact on their ability to regulate their emotions and behaviour.



| | Wellbeing Boosting Activities |
|---|--|
| Tier One: Universal Provision All Students | <i>Activities in this sector are available to all students. These may not be running at all times but are available without referral throughout children's time in school.</i> |
| | Morning Meeting |
| | Move This World |
| | Relax Kids |
| | Roots of Empathy |
| | Restorative Conversations & Circles |
| | Shaky Hand Gang |
| | Whole class Sunshine Circles |
| | Peace Corners |
| | Empathy Heroes |
| | Presley The Pug lessons |
| Tier Two: Targeted Provision Some Students | <i>Activities in this sector are available to some students. These may not be running at all times but are available via teacher referral to the CARE team.</i> |
| | Tea and Biscuits Club |
| | Lego Therapy |
| | GLO Buddies |
| | Group Play Therapy |
| | Gilly The Giraffe sessions (self-esteem) |
| | Binnie The Baboon sessions (anxiety) |
| | Home-school communication diary |
| | Small Group Sunshine Circles |
| | Peer Video Interaction Guidance |
| | Parenting for Wellbeing Group |
| | Parent & Child Reflexology |
| | Watch, Wait, Wonder |
| Referral to Compass Go small group therapy (pod) | |
| Referral to Early Help (Behaviour at home) | |
| Tier Three: Intensive Provision Few Students | <i>Activities in this sector are available to few students. These may not be running at all times but are available via teacher referral to the CARE team, following intervention at the Targeted level.</i> |
| | Theraplay |
| | Play Therapy |
| | Building Underdeveloped Sensorimotor Systems |
| | Parent & Child Video Interaction Guidance |
| | Referral to Compass Go |
| | Referral to Young Minds Matter |
| | Therapeutic Parenting Coaching |
| Access Pathway Referral | |

Examples of tiered interventions to support behaviour and wellbeing.

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4.9.7 CARE Pathways

There are clear pathways for accessing support for emotions and behaviours through the CARE team, these are accessed by the class teacher. This support is highly specialised and is not appropriate for all children, therefore there are specific pathways for children's therapeutic journey to follow. For example children who struggle with emotional regulation will not typically be immediately referred to Young Minds Matter (CAMHS), they will be offered a graduated response to support so that we can see the impact over time, this might look like a caregiver-child group, a 1:1 piece of work and then a referral if still necessary.

4.9.8 Class Mixing and Moving

At times, Team YA will mix classes as they transition to their new year group, this means that we can better balance personalities and needs and ensure children can GLO as much as possible. These class mixes take place with current classroom staff and ensure that children remain with their friends where possible and when this is helpful to their learning.

On rare occasions children are moved between classes during the school year. Typically this occurs due to breakdowns in regulatory capacity of the child and as such they require a fresh start with different peers and staff with different skill sets to meet and teach their needs. This decision is not taken lightly but is communicated to Special Grown-Ups on a 1:1 basis.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing, scrutinising and exploring this policy with senior leaders to ensure their understanding and ability to explain the policy to other stakeholders.
- Working with senior leaders to monitor the policy's effectiveness
- Holding the headteacher to account for its implementation.
- Modelling the model and GLO-ing!

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that all processes in school contribute towards an environment that promotes feeling well in order to behave well.
- Ensuring that staff deal effectively with distressed behaviour
- Ensuring that breaches of this policy are addressed either as a skill gap or an opportunity to realign staff to model the model.
- Monitoring how staff implement this policy to ensure its application promotes equity amongst all children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Modelling the model and GLO-ing!

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5.3 Senior Leaders

Senior Leaders are responsible for:

- Supporting and advising staff, caregivers and children following this brain-based approach and modelling the model in all interactions.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in relational approaches
- Ensuring this policy works alongside the safeguarding policy to teach children appropriate behaviours for life.
- Ensuring that breaches of this policy are addressed either as a skill gap or an opportunity to realign staff to model the model.
- Modelling the model and GLO-ing!

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils where the grown up is the safe boss.
- Establishing and maintaining clear boundaries with high expectations.
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children, caregivers and colleagues.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectation
- Modelling the model and GLO-ing!

5.4 Parents and carers

In attending our school and entrusting their children to our care, caregivers should:

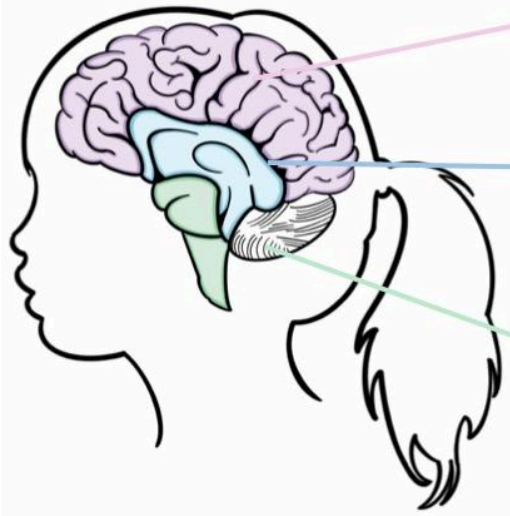
- Get to know, read and ask any questions about our policy, utilising the Responding To Behaviour at Home using the YA Way if suitable.
- Support their little one in following to the school's behaviour policy
- Keep school staff updated of any changes in circumstances that may affect their child's presentation and capacity to regulate ready to learn.
- Be open to discussing any concerns around regulation with school staff, accepting calls and meetings from the school when possible.
- Engage with school staff and support proposed interventions to improve and support positive regulation.
- Be actively engaged in repairs when necessary, modelling how to repair harm when it has occurred e.g. making something with your child to recognise harm that has been caused.
- Raise any questions or concerns about regulation with the school directly and modelling our model of peaceful and respectful, restorative problem solving.
- Embrace school life, model the model and GLO - children learn best through their role models at home!

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RESPONDING TO DISTRESSED BEHAVIOUR AT HOME

USING THE YA WAY

TRY THESE TIPS WHEN YOUR LITTLE ONE IS STRUGGLING TO FEEL CALM



STEP THREE: REASON, SET LIMITS & REPAIR

- "IT IS NOT OKAY TO..."
- "I WONDER HOW _____ [OTHER PERSON] IS FEELING..."
- WHAT WERE YOU THINKING AT THE TIME?
- HOW CAN YOU MAKE THINGS BETTER FOR [OTHER PERSON], BECAUSE...?"
- USE A NATURAL AND LOGICAL CONSEQUENCE THAT REPAIRS THE HARM

STEP TWO: CONNECT & VALIDATE FEELINGS

- NAME IT TO TAME IT – NAME THE FEELING
- "NO WONDER YOU FEEL UPSET"
- "IF THAT HAPPENED TO ME, I WOULD FEEL LIKE THAT TOO..."
- DO YOU NEED A HUG?
- IF NO, "THAT'S OKAY, I'M HERE WHEN YOU'RE READY"
- STAY NEARBY "I CARE ABOUT YOU SO MUCH TO LEAVE YOU WITH THIS BIG FEELING"

STEP ONE: CALM THE BODY

- WALK WITH YOUR CHILD AWAY FROM THE SITUATION
- PATTERNED RHYTHMIC MOVEMENTS USING BOTH SIDES OF THE BODY
- MODEL YOUR BREATHING – HAND BREATHING
- GET A DRINK WITH A STRAW, BLOW BUBBLES IN IT & DRINK
- CHEWY SWEETS/FOODS

5.5 Pupils

Pupils are responsible for:

- Making sure they GLO everywhere they go!
- Working to embody and show the school values of Growth, Love & going Over and Above
- Being willing to engage in our regulation and restorative approach
- Repairing harm and showing sorry when needed
- Understanding that there is a consequence for every action, whether this leads to recognition or repair.

6. Specific Topics relating to Whole School Regulation

6.1 Mobile phones

We understand that children's safety is their family's top priority and that sometimes means bringing a mobile phone to school with them. Likewise, we want to create a calm, safe and focused learning environment that is free from the pressures of online presence. In line with the DfE's [mobile phone](#) and [behaviour](#) guidance, we advise that only upper Key Stage Two children can bring a mobile phone to school and this should be handed into the school office at the start of the day and collected at the end of the day. Families wishing to contact their children during the school day should do so via the school office.

Mobile phones are not to be used during the school day unless for medical reasons e.g. health tracking apps such as diabetes monitoring. If mobile phones are needed for this purpose, the usage will be supervised by a member of Team YA staff.

Mobile phone usage outside of school hours and the appropriateness of app usage given children's ages remains the responsibility of caregivers. Online safety lessons will routinely be taught in school to support this. Just as our children's brains are developing, their social skills both in the real world and

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online will take time to develop, as such the age restrictions on apps are there to reflect a child's ability to cope with this style of interaction and content.

6.2 Safeguarding

Distressed behaviour is a normal reaction to sad or scary events. Team YA understands that life isn't always easy for families and children, we know that changes in circumstances and sad or frightening experiences can lead to changes in behaviour which might be an indicator that a child is in need of help or protection and that maybe something more serious is going on. Team YA will be mindful as to whether a child's behaviour might be a sign that they are suffering or likely to suffer harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Searching, screening and confiscation

We appreciate that every child deserves the right to privacy, however on very rare occasions, school staff may need to search a child or their possessions and remove these items for safety purposes. Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any searching will be conducted by a member of Team YA staff who has been instructed by the headteacher, another member of staff will be present for any searches too. Staff will alert our Designated Safeguarding Lead before any searches occur and the rationale for the search will be explored. Prior to searching, Team YA staff will work with the child to address the concerns whilst seeking the child's cooperation e.g. "I am worried that the scissors that we've been working with are no longer in the room, I am concerned that you might have them, it would be helpful if you could share what you have in your pockets." Searches will be conducted where possible by a member of the same sex and any searching that is deemed necessary but without the child's agreement can still go ahead if the safety needs of others are at risk.

6.3.1 Confiscation

If items which are deemed as a risk to self or others are found on a child or within their belongings, these will be removed from their possession. These will not be returned to children and this will be communicated to caregivers and relevant external agencies if necessary.

6.3.2 Support following Searching and Confiscation

Following any searching or confiscation, the incident should be recorded on CPOMs and the DSL should be informed. If the search or confiscation indicates a safeguarding risk this should be reported to the DSL. Additionally, the child's caregivers will be made aware of the incident if safe to do so. A period of time for regulation and relational repair should be offered for the child and a safe grown-up, following the PACE steps outlined in this policy.

6.4 Online misbehaviour

Team YA are proud to represent our school in all elements of life, this includes whilst outside of the school building and online, we have a duty to GLO wherever we go! As such, our behaviour branches can be applied when online behaviour (with evidence):

- 1) harms or threatens to harm a peer during the school day

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- 2) plans to disrupt learning for other peers
- 3) harms the reputation of Team YA
- 4) brings the school's reputation into question when a pupil is identifiable online as a member of Team YA.

It is essential that caregivers monitor their child's online behaviour at home. There are age restrictions on social media apps to protect children from the harms they may bring, this also reflects their age and stage of development. No child in Team YA meets the age requirements for Facebook, Tiktok, Snapchat, WhatsApp, Instagram or X and therefore should not have access to these, nor can Team YA staff be responsible for engagement with these apps outside of school. We ask all caregivers to monitor any usage of these. Online safety lessons will be delivered in school routinely to promote digital safety, health and wellbeing.

6.5 Suspected criminal behaviour

In school we have well developed links with our local policing team who are often present on site for community engagement. If a child is suspected of criminal behaviour, this will be discussed with our allocated Police Community Support Officer. All relevant information will be shared with the police, as well as any evidence. If a decision is made to report the matter to the police, a member of senior leadership or CARE Team staff will make the report. The DSL will also report the incident to children's social care.

6.6 Malicious allegations

Malicious allegations are rare. However, in the rare incidence of an allegation being made against a member of staff or a peer which after investigation is unfounded, senior leaders alongside external partners (if involved) will decide whether the child is in need of additional help or support. If so an appropriate referral to social care or an alternative may be made. School staff will also consider the needs of the accused peer and whether additional support may be needed.

6.7 Pupil transition

6.7.1 Welcoming New Team YA members to our community

Team YA will meet with new children and their caregivers prior to starting their educational journey with Team YA. During this meeting, whether this occurs in a home visit or in school, the expectations, values and systems outlined in this policy will be shared with both the caregivers and children so they know what to expect.

6.7.2 Preparing Team YA children to transition to new settings or classrooms.

We know that children function best when they are well prepared for their next steps. This includes moving on to new settings or classrooms. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher, they will visit the new classroom and get to know the staff who will be supporting them. In addition, our staff host transition meetings whereby children's needs can be discussed and strategies of success can be passed onto new teachers and settings, paving the way for success.

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7. Responding to dysregulation for pupils with SEND

7.1 Recognising the impact of SEND on behaviour

Team YA knows that children's behaviour may be impacted by a special educational need or disability (SEND). As such with any element of education, adaptations will be made in the moment and will be made on an individual basis. For example, a child may struggle understanding the impact of their words if they have difficulties in social communication and interaction, as such an adjusted repair and supported opportunity for learning may be needed.

When considering dysregulated behaviour for pupils with SEND, especially where their SEND impacts on their behaviour, Team YA staff will take their legal duties into account when making decisions about applying our Regulation, Relationships and Readiness to Learn Policy. This policy is written to be inclusive and accessible for all learners. 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 children 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 cooperate with the local authority and other bodies

7.2 Adaptations and Awareness of Triggers:

Being aware of all children's needs, especially those with SEND will enable us to adapt the environment around the child to ensure that they are given the best opportunity to thrive. Below are some examples of what this might look like for all children and those children with SEND.

- Identifying, preparing for or minimising triggers for dysregulation where known and possible.
- Brain breaks to promote bilateral stimulation and brainstem regulation through movement.
- Consider the seating position of a child, for example sitting them closer to the teacher for relational support, or allowing them visual access to the classroom door so they can maintain a level of safety.
- Training for all staff in SEND awareness and best practices.
- Use of breakout spaces for regulation.
- Positive Handling Plans

7.2.3 Educational Visits with pupils with SEND

Every child has a right to an inclusive, inspirational and world class education. As such we always want to include all children in as much school life as they are comfortable accessing, this includes educational visits and school trips. To make these experiences safe and positive we will try everything in our ability to increase staffing and support around the child. When we anticipate there may be significant triggers associated with an educational visit, we will endeavour to invite family members to support their child to co-regulate and access the visit in a way which is meaningful and safe, this request for family support will only be made once all other options have been explored and exhausted.

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7.2.4 Part-time and Flexible Timetables

School should be a place of fun, safety and learning and for some children with additional needs, this can be tricky to establish a balance. When a child's experience of school is leaning towards more negative experiences than positive, we will request that children will attend school on a part-time timetable. This is a temporary measure with the aim to reset a child's experience of school, and ensure that the time that they do attend is positive and successful and within their coping capacity. With careful monitoring and planning, the part-time timetable will be increased back to full-time gradually, focusing on success and the needs of the child.

7.3 Adapting sanctions for pupils with SEND

When considering a natural and/or logical consequence for a child with SEND, Team YA staff will consider whether:

1. The child was unable to understand the boundary or instruction
2. The child was unable to respond differently at the time as a result of their SEND
3. The child was likely to behave in a dysregulated way due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to offer a consequence to the child for the behaviour. Senior Leaders will then assess whether it is appropriate to use a natural and/or logical consequence and if so, whether any reasonable adjustments need to be made to the consequence.

7.4 Keeping SEND in mind

Behaviour is communication and there is a strong possibility that a child's dysregulation could be an indicator of an unmet need or SEND. Our special educational needs co-ordinator (SENCO) will work with classroom teachers to observe and understand whether communication of distress through dysregulation may be a sign of an underlying SEND.

Following our SEND policy and graduated response approach, support, advice and intervention may be sought from external and internal providers such as the CARE Team, Educational Psychologists, doctors, school nursing and many others. We will work with caregivers to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and Team YA staff will cooperate with the local authority and other bodies wherever possible. If significant concerns regarding the regulatory capacity and behaviour of a child with an EHCP are raised, the SENCO will work with the local authority to explore next steps, for example calling an emergency annual review of the EHCP.

8. Frequently Asked Questions

8.1 The YA Way Approach

Yarborough Academy has embarked on a new approach to behaviour and wellbeing. This shift is based on the idea that behaviour is a form of communication. When children lack the skills to communicate their needs and emotions, these are often played out through distressed behaviour. Our approach recognises the stresses that children and families experience and the impact that these can have on behaviour. We have decided to use a restorative approach which is based on healthy relationships.

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Relationships change the structure of the brain and healthy relationships help us manage stress more effectively. Children are unlikely to misbehave if they feel liked and like the adults in school and feel safe in their company. Simply, people do not want to hurt the people that they love. If a child struggles with learning we would teach them, when a child struggles to regulate their behaviour, our new approach will teach the skills to help them regulate their behaviour.

Why have we changed our approach?

- Shouting and punishments have not worked. Caregivers and staff identify the same children that repeatedly struggle to meet behavioural expectations. Over the years this has been managed at home and at school through a range of traditional behaviour management techniques, including punishments and shouting and yet the same children struggle with distressed behaviour in the classroom and beyond.
- Children repeat behaviours that they have experienced. For example, we punish children for doing exactly as the grownups in their life have done to them, shouting, intimidating and punishing others. These types of behaviour management are contagious. The grownups in a child's life set a template for behaviour and it seems silly to think we might shout at a child for shouting. Simply, if we shout at a child and scare them into behaving better, the child is more likely to go on to shout and scare others.
- Children cannot make better choices by being made to feel bad. Instead children are now encouraged to find ways to restore relationships and repair harm caused by distressed behaviour. Lots of children expect to be shouted at and then the problem is fixed. In the grownup world, being shouted at does not fix problems, we must find a way to put the problem right. We want to teach children that being shouted at or punished does not fix the harm that has been caused and instead the child must think of a way to repair the damage they have caused whether that is to a person or property.
- To show love, children must feel loved. Punishment based approaches create resentment and distance and children demonstrate that towards staff. If children feel supported and understood, they can develop the capacity to show kindness and understanding towards others too.
- We no longer use rewards to bribe children to behave in a desirable way. We want children to want to behave in a safe and respectful way because it is the right thing to do, not because they will get something for it. We feel that this will set them up for life.
- Caregivers may ask 'what will happen at secondary school if they don't have the same approach as Yarborough Academy?' Our approach aims to give children the skills to be able to manage in secondary schools that use compliance-based systems. Children that struggle to regulate their behaviour in primary school usually struggle with the behavioural expectations of secondary school, falling foul of behaviour systems, receiving detentions and not enjoying school. This approach gives children the skills to manage these expectations in a way that doesn't trigger fight or flight behaviours.

9. Monitoring arrangements

9.1 Monitoring and evaluating behaviour

Team YA keep detailed records of behaviour using CPOMS, this data will be scrutinised termly during a Senior Leadership Meeting. This review will allow staff to assess which children could need additional support and how best to match these children to the best fit support.

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This process will also enable leaders to assess whether staff need further support or training in our brain-based approach to regulation.

9.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

10. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Anti-bullying Policy

Staff Code of Conduct

CPOMS

Equality