

# The Welbeck Federation Behaviour Policy



## 1. Our School Ethos:

At The Welbeck Federation our vision is working together on our journey to success. This is driven across our Federation, in our approach to behaviour with the consistent use of our 3 behaviour expectations:

-  **Be Ready**
-  **Be Respectful**
-  **Be Safe**




Everything we do starts with positive relationships – building, maintaining, and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions. All staff will be curious about unsafe and unexpected behaviours and seek to support the individual, to understand the underlying causes.

At The Welbeck Federation, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. *Unmet Needs*: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem.
2. *Individual Influences*: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school.
3. *Relationships*: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

We understand it is important to consider behaviour as a method of communication and adults working with children will always attempt to identify what a child is trying to tell them first. The word 'behaviour' covers a wide range of actions and staff within our school are given support and training to enable them to identify unsafe and unexpected behaviours.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our school ethos.

-  We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
-  We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
-  We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.




At The Welbeck Federation, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreement has been created and agreed by staff and children collectively.

## **Promoting good behaviour**





Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

## **2. Our School Agreement:**

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Expectations" are displayed in every classroom and around school. Our "School Expectations" are as follows:

-  Be Ready
-  Be Respectful
-  Be Safe

Our school expectations are underpinned by our School Values. The expectations are woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:

-  Work Hard
-  Kind
-  Pride
-  Responsible



### 3. Policy Aims and Objectives:

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

The Welbeck Federation is committed to the emotional mental health and well-being of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

### 4. A Positive approach:

The focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unexpected behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Expectations' should be established at the beginning of each school year, and these are regularly revisited through assemblies and in classrooms.

## **5. Whole School Reward Systems:**

### **Class Dojo:**

It is a firm belief that pupils at The Welbeck Federation are recognised and celebrated for their positive behaviour and actions in line with our school values and ethos. While following our school rules is an expectation for all pupils, Dojo Points are awarded to those pupils who are reflecting our school values at a high level or contributing positively to our school community.

Dojos are awarded for pupils demonstrating that they are "Ready, Respectful and Safe" or who are showing kindness, pride, respectfulness or working hard, the reason for receiving the point should be clearly communicated with the pupil.

Dojo Point totals are regularly shared with pupils and half-termly children are given the opportunity to spend them at our dojo shop.

All staff – teachers, support staff, office staff, lunchtime staff and site staff – may award Dojo Points both inside and outside the classroom. To ensure consistency and fairness, only one Dojo Point may be awarded at a time.

The Class Dojo Platform allows parents and carers to instantly see the positive behaviours their child is demonstrating throughout the school day. Staff also use dojo to communicate positive messages to parents about pupils' behaviour and learning.

### **Achievement Assemblies:**

Achievement assemblies are held every Friday to celebrate pupils who demonstrate our values and ethos. Each week, one child from every class is awarded a certificate linked to a specific value or focus that is being celebrated across the school. These assemblies provide an opportunity to recognise positive behaviour, effort, and attitude, helping pupils understand and take pride in living out the school's shared values.

### **Postcards:**

Postcards home from teachers are used to celebrate pupils who are seen demonstrating the school's values in their everyday school life. They are given in the moment when a teacher recognises positive behaviour, effort, or attitude, allowing immediate recognition and reinforcement. The postcard is taken home by the child to share with parents and carers, helping to strengthen positive home-school relationships and celebrate pupils' achievements.

### **Head Teacher's Hot Chocolate:**

Headteacher's Hot Chocolate is a weekly reward that recognises pupils who consistently demonstrate all of the school's values. Each week, one child from every class is chosen to receive a hot chocolate, which is delivered to them as a special treat to enjoy on a Friday afternoon. This reward celebrates positive behaviour and attitude over time, helping to reinforce the importance of living out our values in a meaningful and enjoyable way.

## **6. Our Behaviour Curriculum:**

# The Welbeck Behaviour Curriculum

## (how we do it here)

### Transition/ moving around school.

#### **Entering the Hall**

- 🌐 Class line up silently in the classroom - class line order is organised by teacher.
- 🌐 Class walks down the corridor quietly on the left. Teacher leads but ensures that the line can be always seen by them (continuously looking back). Teacher stops the line if the noise level/behaviour is not acceptable and lets the children know this in a calm and quiet manner – non-verbal communication is preferable whenever possible.
- 🌐 Class makes a line in the hall facing the speaker, they wait to be told to sit down by the teacher.
- 🌐 Class to be praised at each of the stages above so that they know what they are doing well. Children are reminded to be ready, respectful and safe.

#### **During Assembly**

- 🌐 Encourage all children (non-verbally) to participate. During singing, staff to model singing and signing as appropriate.
- 🌐 Throughout the assembly, staff to continuously check for appropriate behaviour:
  - Legs crossed
  - No talking
  - Respect for the speaker at all times
  - Joining in, hands-up when requested

Class to be praised (non-verbally) at each of the stages above so that they know what they are doing well. At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention. If behaviour needs addressing, staff to correct it silently, if possible, through gestures. Positive behaviour to be praised silently through gestures.

#### **Leaving the Hall**

- 🌐 As entering the hall
- 🌐 Children are quiet until they are back in the classroom – praise on return.

#### **Transitions**

- 🌐 Children should walk on the left-hand side of the corridor in single file.
- 🌐 Children should be silent when walking down corridors.
- 🌐 An adult should be at the front of the line but be able to see down to ensure standards are maintained.

### P.E/Class Activities in the Hall

#### **Entering the Hall**

- 🌐 Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. "Once in the hall, find a space, sit silently facing the front."
- 🌐 Class to be praised at each of the stages above so that they know what they are doing well.

#### **During the Lesson**

- 🌐 Noise can compromise safety, particularly in a physical activity; explain this to the class.

## **Leaving the Hall**

- 🌐 As entering the hall
- 🌐 Children are quiet until they are back in the classroom – praise on return.

If staff find themselves giving the same message repeatedly regarding inappropriate behaviour, staff should stop, re-evaluate, (ask for advice if necessary) and take action. As the class learn the expectations, a gentle reminder will be all that is needed as well as praising all those who are doing what is expected.

## **In and Around the Classroom**

### **Environment**

- 🌐 The classroom will be tidy, well-ordered and well-resourced at all times.
- 🌐 Children's work areas will be tidy as they work and after each lesson.
- 🌐 The classroom will be a place where children and adults alike enjoy spending time; they feel comfortable and welcomed.
- 🌐 Working walls and classroom resources will be clear and consistent in every room, supporting the learning of all children and removing the need for pupils to learn new routines when they move between classes.
- 🌐 Teachers will have resources ready before the start of every lesson.

### **Learning Behaviours**

- 🌐 Eye contact will be given to the speaker.
- 🌐 No one will speak over anyone else.
- 🌐 Body language will be positive and respectful.
- 🌐 Following our 'Signal – Pause – Insist' model, adults will attract children's attention using "Active listening.3...2...1." raising one hand in the air to signal. Pupils will raise their arm to show that they are listening.

### **Child Behaviour**

- 🌐 Children will always use good manners e.g. greetings, please/thank you ...
- 🌐 A calm and respectful tone will be used so that all can be treated with dignity.
- 🌐 Children will treat peers and adults as they would want to be treated themselves.

### **Adult Behaviour**

- 🌐 Adults will always use good manners e.g. greetings, please/thank you ...
- 🌐 A calm and respectful tone will be used so that all can be treated with dignity.
- 🌐 Adults will treat peers and children as they would want to be treated themselves.

## **7. A Restorative Approach to Challenging Behaviour:**

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.




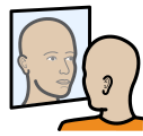
At The Welbeck Federation, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.


It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the school expectations, and this will be explained clearly to the child.

## **8. Consistent, whole school responses:**

At The Welbeck Federation, we all actively partake and promote expected behaviours following our values and expectations. At The Welbeck Federation, we recognise that this is not always possible and that on occasions there may be unwanted and unsafe behaviours. We strive to ensure a consistent and predictable approach to dealing with these behaviours. See below:

**Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:**


Step	Strategy	Approach	Script
1	A reminder of expectations and rules 	To the whole class, reminder of the expectation that has not been met and thank children who are following the rule(s).  Return positively to the task.	<i>"I can see you're feeling ____ right now. Our expectation is _____, and I know you can get back to it. Let me know if something would help you."</i>
2	A verbal warning (x2)  	<b>First verbal warning:</b> <ul style="list-style-type: none"> <li>Given quietly and privately at the child's seat.</li> <li>Adult names the unmet expectation and explains what is expected instead.</li> <li>Emotion coaching and Zones of Regulation language used.</li> </ul> <b>Second verbal warning:</b> <ul style="list-style-type: none"> <li>Child is <i>invited</i> to move to a quieter area within the room.</li> <li>Adult explains this is to support focus and success to help the child reengage with learning.</li> <li>Expectations are restated with a clear example</li> </ul>	<i>"I can see this is still difficult for you. The value we're not showing right now is _____. That looks like _____. Help me understand what you're feeling, and we'll find a way for you to be successful."</i>  <b>(See Appendix I and II)</b>
3	Reflection Time in Class (Calm Corner) 	If behaviour continues, the child will be invited to move to the calm corner in the classroom to help them regulate: <ul style="list-style-type: none"> <li>Child moves to the calm corner.</li> <li>5 minutes to re-regulate using agreed strategies.</li> <li>Adult checks that the child is calm and ready to reengage in learning.</li> <li>Child returns to learning once calm</li> </ul> <b>If the child is not calm after the agreed time, then refer to step 4.</b>	<i>"I can see this is feeling overwhelming. Let's move to the calm corner for 5 minutes so you can reset. I'll come and check in when you are ready to return to your learning."</i>  <i>"I've noticed that you're feeling..."</i> <i>"I might feel... if that happened to me".</i> <i>"I wonder what could help right now?"</i> <b>(See Appendix II)</b>
4	Time Out in an Alternative Space	<b>Where:</b> Sensory room, nurture room, library, home room (see appendix VI)  <b>What this looks like:</b> <ul style="list-style-type: none"> <li>Used when the child is unable to regulate within the classroom.</li> </ul>	<i>"It seems you need a little more space to feel calm and ready. Let's go to _____ so you can have 5 minutes to reflect and regulate. When you are ready, we can speak about this later."</i>

		<ul style="list-style-type: none"> <li>• An adult always remains with the child for safety, supervision, and support.</li> <li>• Adult supports calming and regulation first.</li> <li>• Restorative conversation once calm</li> <li>• Clear plan agreed for returning to class</li> </ul> <p><b>If the child is not ready to return:</b></p> <ul style="list-style-type: none"> <li>• Regulation strategies continue.</li> <li>• Senior staff are informed if needed.</li> </ul> <p><b>Class Teacher to assess whether behaviours lead to reflection time and a reflection sheet being completed.</b></p>	
5	<p>Restorative Reflection (Break or Lunch – approx. 5 minutes)</p> 	<p><b>Class teacher</b> to discuss the unexpected behaviours and the impact that this has on them and others. Teachers to use the language around emotions coaching and zones of regulation.</p> <p>Discussion focuses on:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was affected and how?</li> <li>• How can we repair it? (Decide and complete a natural consequence. E.g. Because the learning was missed, the child completes the work in their own time.)</li> <li>• How can we make sure this doesn't happen again?</li> <li>• A reflection sheet may be completed only once the child is calm and regulated.</li> <li>• Child returns to break/play if regulated.</li> <li>• If not regulated, calming activities are provided and parents and carers informed before the end of the day.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Parents informed by class teacher (Dojo or phone, depending on behaviour)</li> <li>• CPOMS completed if safeguarding or significant behaviour concerns are identified.</li> <li>• The completed reflection sheet is completed and is uploaded to CPOMs and may be shared with parents where appropriate.</li> </ul> <p><b>(See Appendix IV and V –</b></p>	<p><i>Example message home:</i></p> <p><i>'Hello [Parent/Carer Name],</i></p> <p><i>I wanted to let you know that</i>  <b><i>[Child's Name]</i></b> <i>reached Step 4 of our behaviour policy today because</i>  <b><i>(details of behaviour)</i></b></p> <p><i>At this stage, because the behaviour continued after earlier reminders and support, [Child's Name] reflected on their behaviour with me and</i>  <b><i>(give details of natural consequence)</i></b></p> <p><i>This message is simply to keep you informed. If you would like to discuss this further or would prefer a brief phone call, I'm more than happy to arrange one; just let me know.</i></p> <p><i>Thank you for your continued support,</i></p> <p><b><i>[Teacher's Name]</i></b></p>

**Class teacher to select the appropriate form according to child's level)**

If the behaviour continues, or, a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe, or the behaviour is deemed too serious for the steps above e.g. verbal/physical abuse, racism, bullying or linked to one of the protected characteristics.

The teacher or support staff will request the support of SLT straight away. SLT will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

6	<p>Senior Leader Involvement</p> 	<p>Restorative conversation with a senior leader. Discussion focused on:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was affected and how?</li> <li>• How can we repair it? (Decide and complete a natural consequence. E.g. Because the learning was missed, the child completes the work in their own time.)</li> <li>• How can we make sure this doesn't happen again?</li> </ul> <p>Class Teacher Actions:</p> <ol style="list-style-type: none"> <li>1. Phone call to parents/carers by the class teacher.</li> <li>2. Incident recorded on the school behaviour monitoring system (CPOMS).</li> <li>3. Behaviour monitored for the remainder of the day/week by SLT member involved.</li> </ol> <table border="1" data-bbox="456 1039 1273 1149"> <tr> <th colspan="4"><b>Who to seek support from...</b></th> </tr> <tr> <td><b>NIS</b></td> <td>Phase Lead</td> <td>DHT</td> <td>HoS/EHT</td> </tr> <tr> <td><b>EJS</b></td> <td>DHT</td> <td>HoS</td> <td>EHT</td> </tr> </table>	<b>Who to seek support from...</b>				<b>NIS</b>	Phase Lead	DHT	HoS/EHT	<b>EJS</b>	DHT	HoS	EHT
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7	<p>Behaviour continues to escalate after above actions.</p>	<ol style="list-style-type: none"> <li>1. Phone call home by Class Teacher supported by SLT</li> <li>2. Follow up meeting with family, SENDCO and member of the SLT – record on the monitoring system.</li> <li>3. Potential Internal Suspension.</li> </ol> <p>Class Teacher Actions:</p> <p>Develop personalised plans (safety passports) in collaboration with parents/carers and the SENDCo.</p> <p>This may include a SEND Support Plan and/or Safety Passport which is agreed and reviewed with parents and carers at least half termly.</p>												
8	<p>Relevant External agency support</p>	<p>Class Teacher:</p> <ol style="list-style-type: none"> <li>1. Update all personalised plans with strategies recommended from external agencies involved.</li> <li>2. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.</li> </ol>												
9	<p>Fixed term suspension</p>	<p>Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body.</p> <ul style="list-style-type: none"> <li>• Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols.</li> <li>• Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. TAC meeting may be requested.</li> </ul>												

		<ul style="list-style-type: none"> <li>Reintegration meeting held with parents and carers which is led by the Headteacher/Behaviour Lead and supported by relevant staff. Child then readmitted into school. BL, SENDCo and Headteacher to monitor.</li> </ul>
10	Permanent exclusion	Determined by the Headteacher and Governing Body.

After any of the above steps, the staff continue to adopt **unconditional positive regard** so that child knows that they can move forward.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

### 9. Adaptations to our approach:

At Welbeck we understand the needs of our learners vary and some pupils may need a bespoke approach to support them in succeeding during their time in school.

To ensure that a needs-based and emotionally informed approach is inclusive, staff must adopt personalised and flexible strategies that consider individual differences in communication, sensory processing, and emotional regulation. Key adaptations include:

<b>Soft Start</b>	<p>A 'soft start' is available for children who face challenges at transition times – the start of the day, registration after lunchtime. Soft starts create a calm and nurturing environment that focuses on building positive relationships and helping children transition smoothly into the learning activities ahead. This approach recognises the importance of emotional well-being and the impact it has on a child's ability to engage with their studies effectively.</p> <p><u>The Start of the Day:</u> We recognise that some pupils find initially coming into school a challenge, to support with this transition, a soft start is offered in one of our nurture spaces. This is an opportunity to check in with our pupils and engage in an activity, led by the TA, to ensure a positive start to the day. Pupils can have a drink, talk about their morning and discuss the upcoming school day. A positive start to the day provides the best chance for pupils to be successful throughout their time in school.</p> <p><u>Transitional Soft Start:</u> Teachers identify who needs a soft start at the end of lunchtimes / between lessons. Staff ensure children have time to calm before being ready to access lesson. Teachers may identify patterns to a child's behaviour and organise to facilitate a soft start for these children.</p> <p>If a child has had reflection time in line with the behaviour policy, it may be decided that they need a soft start before re-entering the classroom.</p>
<b>Inclusion and Equality Plans</b>	Learners with SEND may require specific regulation strategies that align with their sensory and emotional needs. These should be documented in personalised support plans and consistently followed by all staff.
<b>Safety Passports</b>	For learners who demonstrate unsafe and unexpected behaviours regularly a safety passport will be completed collaboratively between the child, home and school to identify specific triggers and adult responses to these two co and self-regulate. <b>(See appendix III)</b>

<b>Alternative communication</b>	Some pupils may struggle to express their emotions verbally. Visual supports (e.g., emotion cards, communication boards, or assistive technology) and key phrases adapted to their communication style can help them articulate their feelings and needs.
<b>Sensory regulation support</b>	Many learners with SEND experience sensory processing differences. Access to sensory breaks, fidget tools, movement opportunities, and calm spaces can support self-regulation and reduce distress.
<b>Adapted Restorative Practice</b>	Restorative conversations should be tailored to the child's level of understanding. Some pupils may benefit from simplified language, visual aids, or social scripts to help them reflect on their behaviour in a supportive and constructive way.

## **10. Behaviour that Challenges:**

The Federation adopts a tiered approach to challenging behaviour to respond fairly, consistently, and proportionately to the needs of all pupils. For some of our pupils, we realise that additional support may be needed to support them in meeting our expectations. We recognise that behaviour is a form of communication and that children may display challenging behaviours because of unmet needs, emotional dysregulation, trauma, or developmental difficulties. A tiered system enables early identification, targeted intervention, and appropriate escalation of support while maintaining high expectations for safety, respect, and learning.

This approach is underpinned by restorative practice, nurture principles, and a commitment to inclusion. It ensures that children are supported to develop self-regulation, emotional literacy, and positive relationships, while safeguarding the wellbeing and learning of the wider school community.

<b>Tier</b>	<b>Actions</b>
<b>Tier 1</b> – children displaying dangerous behaviours. (Refusal to carry out instructions, swearing repeatedly, deliberate provoking of others, prejudicial behaviours, hitting/hurting with intent)	<ul style="list-style-type: none"> <li>• Fortnightly review with parents (phone call or in person) with class teacher supported by SLT.</li> <li>• Class Teacher supported to identify areas of need by SENDCo using SensePath.</li> <li>• Safety passport completed (see appendix III)</li> <li>• Counselling services considered.</li> <li>• SEMH pathway completed and access to SEMH curriculum considered.</li> <li>• Identification of frequency of dangerous behaviours for baseline</li> <li>• Bespoke programme of nurture put in place e.g. ELSA, soft starts, counselling, access to home room.</li> <li>• Restorative practices implemented.</li> <li>• Activities to help children understanding their emotions e.g. Roots to fruits, mood diary's, Hidden Chimp, Zones of regulation.</li> </ul>
<b>Tier 2</b> – Children frequently displaying low level behaviours which prevent others from learning	<ul style="list-style-type: none"> <li>• Fortnightly review with parents (phone call or in person) with the class teacher supported by SLT until behaviour improves.</li> <li>• Restorative practice work completed when necessary.</li> <li>• Lunchtime Reflection with the teacher as needed.</li> <li>• Access to SEMH curriculum considered if behaviour does not show improvements after a half term.</li> </ul>
<b>Tier 3</b> – Children in need of preventative intervention due to vulnerabilities (bereavement, loss, trauma)	<ul style="list-style-type: none"> <li>• Parental consent obtained for therapeutic intervention</li> <li>• ELSA/ counselling</li> <li>• Bereavement counselling considered as needed.</li> <li>• Restorative practice work carried out</li> </ul>

At The Welbeck Federation, we recognise that children’s 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 child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with unexpected behaviours from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account 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 child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

**Considering whether a child displaying challenging behaviour may have unidentified SEND.**

At The Welbeck Federation, the school’s special educational needs co-ordinator (SENDCO) will evaluate a child who exhibits unexpected behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan and Safety passport will be put in place in partnership with parents and carers. These plans will be reviewed termly.

**Children with an education, health, and care (EHC) plan**

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

**11.Roles and responsibilities of staff:**

The Team				
Senior Leadership Team	ELSA/ Counsellor	Behaviour Lead	Teachers	Teaching Assistants / SEND Support
<ul style="list-style-type: none"> <li>• Communicate a clear and consistent strategy.</li> <li>• Provide CPD for staff, including those who</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with team members to provide contextual safeguarding information and follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure timetables appropriately meet the needs of specific,</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the behaviour management strategy consistently and fairly in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the behaviour management strategy consistently and fairly in</li> </ul>

<p>volunteer or are new to the school.</p> <ul style="list-style-type: none"> <li>• Communicate strategy to parents and the wider community.</li> <li>• Support staff to meet parents (either by rehearsing a script or being in attendance of Tier 1 and 2 pupils)</li> <li>• Complete necessary documentation – Eg Internal Exclusion forms</li> <li>• Add 'Incidents' to CPOMS</li> <li>• Follow ups to be added to incidents of CPOMS.</li> <li>• Restorative process carried out with children.</li> <li>• Adapt timetables to meet the needs of the children</li> </ul>	<p>on actions to maintain safety and wellness of pupil.</p> <ul style="list-style-type: none"> <li>• Plan for and provide ELSA activities and interventions for pupils identified.</li> <li>• Record progress on CPOMs and communicate with SLT, teachers and parents as needed.</li> <li>• Carry out assessments of pupil need resulting from teacher/ SENDCo/ SLT referral.</li> </ul>	<p>targeted children.</p> <ul style="list-style-type: none"> <li>• Develop systems for recording and monitoring behaviour.</li> <li>• Report to SLT and Governors about behaviour.</li> <li>• Support staff who work with targeted children, developing in class strategies and reviewing impact.</li> <li>• Work alongside local specialist schools, who can advise and support strategies within school.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with behaviour scaffolds (sticker chart / bespoke timetables if needed)</li> <li>• Early identification of need</li> <li>• Attend meetings which promote the safety and well-being reviews.</li> <li>• Use positive phrasing.</li> <li>• Log behavioural incidents onto CPOMS.</li> <li>• Complete pupils' individual plans/passports.</li> </ul>	<p>the classroom.</p> <ul style="list-style-type: none"> <li>• Ensure a child's bespoke timetable is followed.</li> <li>• Be proactive and pre-emptive.</li> <li>• Use positive phrasing.</li> <li>• Provide feedback to the teacher.</li> <li>• Be flexible, supporting / covering in the event of an incident.</li> <li>• Deliver 'Soft Start' where appropriate.</li> </ul>
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### During Structured Times

1. Create a Predictable Environment – Use clear routines, visual timetables, and explicit expectations to help all pupils feel secure and reduce anxiety.
2. Emotion Coaching in the Moment – Acknowledge pupils' feelings using phrases like, *"I wonder if you're feeling frustrated; that must be tough."* This validates emotions before guiding behaviour.
3. Flexible Expectations Based on Need – Adapt demands for pupils who may struggle with transitions, sensory overload, or processing difficulties (e.g., allowing movement breaks or using alternative learning methods).
4. Co-Regulation Before Correction – Support pupils in regulating their emotions before addressing behaviour, ensuring that any restorative conversations happen only when the child is calm.
5. Use Low-Demand Language – Avoid escalating situations by using non-confrontational communication, offering choices, and giving processing time instead of immediate responses.
6. Recognise Signs of Dysregulation Early – Staff should be observant of subtle changes in pupils' behaviour and intervene proactively with supportive strategies before escalation occurs.
7. Recognise that there is an option to 'tag out' with another member of staff to be fully supportive and co-regulate with children.

### During Unstructured Times (e.g. break times)

1. Be visible and engaged, using a proactive rather than reactive approach to behaviour.
2. Remain Curious About Behaviour – Approach unexpected behaviours with curiosity rather than judgment, considering the underlying need behind them.
3. Support Emotional Regulation – Offer access to quiet spaces, sensory tools, or movement breaks as needed, especially for pupils with SEND who may struggle with unpredictable environments.
4. Use Positive Reinforcement – Acknowledge and encourage pupils when they use self-regulation strategies or display positive social interactions.
5. Facilitate Social Inclusion – Actively support pupils in navigating peer relationships, using social scripts or structured games if needed to help develop social skills.
6. De-Escalate, avoiding negativity – If a pupil becomes dysregulated, staff should calmly support them to regulate rather than impose immediate consequences, ensuring a restorative conversation happens later when they are ready.
7. Consistency Across Staff – All adults should model and reinforce the same emotionally aware, low-arousal approach to ensure predictability for pupils.
8. Recognise that there is an option to 'tag out' with another member of staff to be fully supportive and co-regulate with children.

<b>Classroom Environment</b>	<p>It is the responsibility of the staff in each classroom to maintain a tidy and orderly space which is well-organised to maintain calm and order through clear and predictable routines.</p> <ul style="list-style-type: none"> <li>• Each classroom will display (when possible) the Class Dojo dashboard.</li> <li>• Each classroom will display The Welbeck Federation Values.</li> <li>• Each classroom will display Our School Expectations.</li> <li>• Each classroom will have a "Calm Corner" in line with the behaviour policy.</li> </ul>	
<b>Positive phrasing stem sentences</b>	<ul style="list-style-type: none"> <li>• You're late!</li> <li>• You've already missed an hour of learning!</li> <li>• Don't run in the corridors!</li> <li>• _____ stop talking when I am.</li>   <li>• I'm getting fed up / annoyed now.</li> <li>• Don't talk like that.</li> <li>• Do I need to separate you?</li> <li>• What a mess!</li>   <li>• I explained how to do this already.</li> <li>• Calm down.</li> <li>• Stop shouting.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm really pleased you're here today.</li> <li>• You're here in time for English, that's great!</li> <li>• Remember to walk in corridors.</li> <li>• It's great to see _____ listening whilst I'm talking.</li> <li>• It makes me happy when you _____.</li> <li>• We use kind words here.</li> <li>• Would you benefit from a break apart?</li> <li>• It looks like you've had fun here. How can we get it cleaned up?</li> <li>• Maybe I can show you another way.</li> <li>• Breathe. I'm here to help.</li> <li>• Take a deep breath, then tell me what's happened.</li> </ul>
<b>Restorative Practice</b>	<p>All staff have a role in helping to support restorative conversations. The restorative process is used to encourage children to talk through the incident, the emotions that they were feeling before, during and after and the aim is to develop strategies to support the child in managing their own behaviours so that it doesn't happen again.</p> <p>The restorative process is used to discuss these <b>5 key questions</b>:</p>	

	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were your choices at the time?</li> <li>3. Who else was affected by your behaviour?</li> <li>4. What have you thought since?</li> <li>5. How can we make this right?</li> </ol> <p>All documentation is added to CPOMs.</p> <p>Further activities that children will be exposed to are:</p> <ul style="list-style-type: none"> <li>• Axis of emotion</li> <li>• Breakwell Assault Cycle</li> <li>• Friendship Venn</li> <li>• Blob Blanks resources.</li> <li>• Roots to Fruits</li> <li>• Mood Diary Scale</li> <li>• Reflection sheets</li> <li>• Stress container questioning.</li> </ul> <p>Children may require a 'soft start' to integrate back into the classroom – this could be working outside of the classroom before re-joining the lesson.</p>
<p><b>Logical and Natural Consequences</b></p>	<p>As part of our approach to behaviour at Welbeck, we enrol logical and natural consequences for all our children. Depending on the situation, repercussions or outcomes relate directly to a child's actions or choices. No child will be sanctioned for their choices in behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will have to restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions.</p> <p>Examples:</p> <p>If a child is in a state of dysregulation and is throwing equipment around a classroom, the staff member will reassure the child that they are available to support them and remind them that they will have to restore the area. The time at which the child restores the area is decided by staff– this may be during a break time, where there is less disruption to the other children.</p> <p>If another child or member of staff is hurt, a meeting will be held by SLT and will involve all parties. This will provide the opportunity for the person hurt to explain how they feel because of the child's actions. The child will be given the opportunity to apologise. With the support of parents/carers, the local PCSO may be invited to the meeting to reinforce what it means to be a good citizen.</p>

## **12. Bullying and 'relational conflict':**

Nottinghamshire Local Authority use the definition of bullying provided by the [Anti-Bullying Alliance](#):

***"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."***






At The Welbeck Federation we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At The Welbeck Federation, we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

## **10. Supporting Staff:**

At The Welbeck Federation, we recognise the importance of providing emotional support to all staff to help manage stress and protect wellbeing. We do this by:

-  SLT and Inclusion Team are always available to help and advice.
-  Offering time for reflection.
-  Creating and maintaining a culture where staff have the confidence to share questions, ideas and feelings.
-  Having a team approach to finding solutions (you are not on your own)
-  Investment in CPD for staff




We understand that staff need to be regulated in order to support others. Sometimes incidents can be overwhelmingly stressful and upsetting; we encourage staff to recognise when they need to remove themselves from a situation, finding alternative support for the child and instructing colleagues to take over.

## **13. Who is this policy for?**

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

## **14. Equality Duty:**

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

-  Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
-  Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
-  Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share

## **15.Safeguarding:**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.




## **16.Recording**

We log all of behaviour incidents on CPOMS. Factual details are included and any intervention from staff involved. Any behaviour incident that comes under the DFE guidelines regarding behaviour is logged e.g. child on child, online/cyber, sexual harassment, racial, homophobic or transphobic, indirect, coercion or extortion. Parents are informed of any incident whether the child is the victim or the perpetrator of the behaviour. Any incident under 'the protected characteristics' are also recorded on CPOMS. All staff have training annually following the update from 'Keeping Children Safe in Education' document to ensure their understanding of incidents related to child-on-child abuse are recorded accurately.

## **17.Confiscation, Screening and Searching:**

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation (July 2022) guidance.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher. An authorised person may search a pupil's pockets or possessions. The authorised person will only carry out a search if they believe:

-  a pupil is in possession of a prohibited item.
-  not doing the search would put the pupil, other pupils or staff at risk
-  the search does not pose a safeguarding risk.

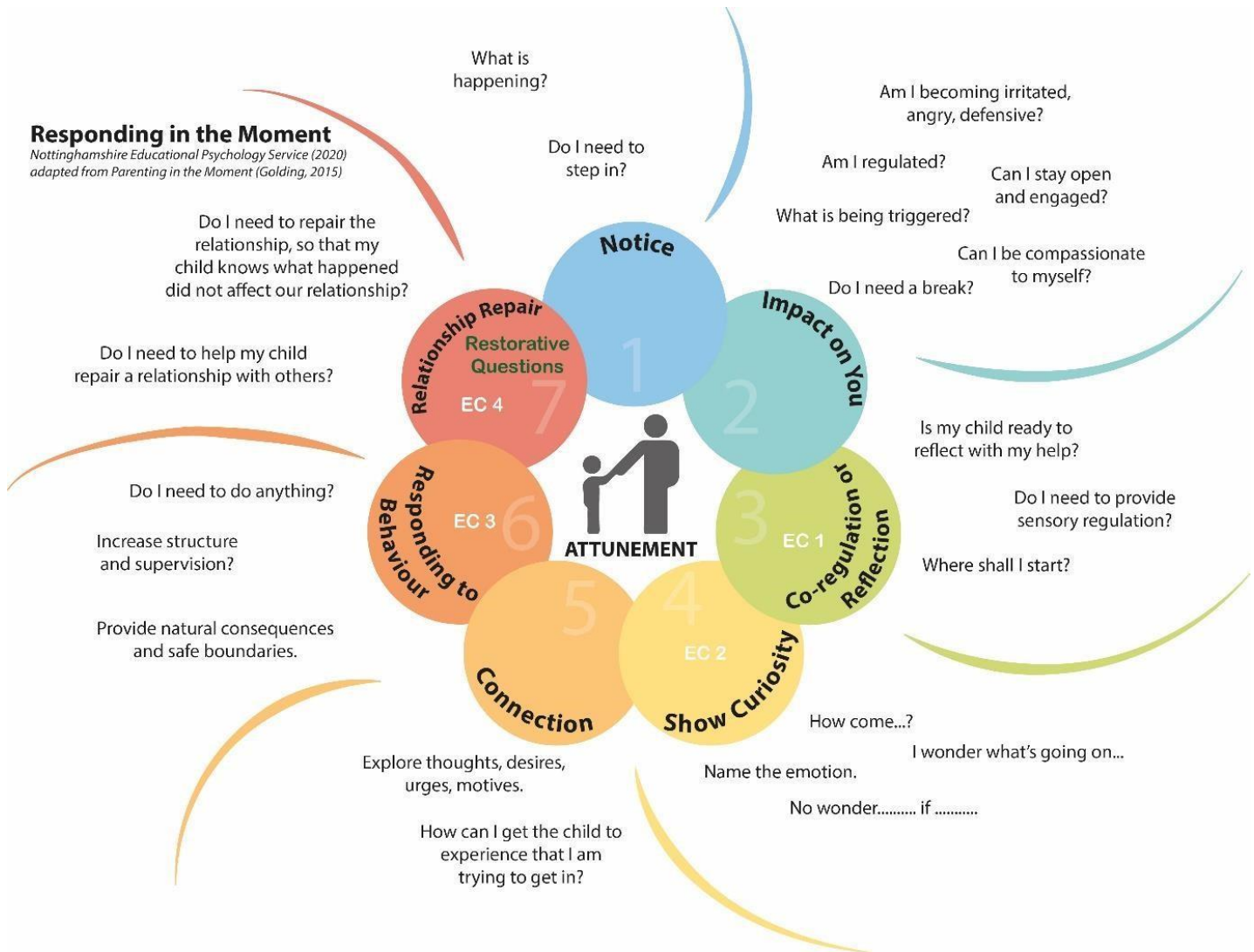
The search would be explained to the pupil, and they would be requested to co-operate. For example, "I would like you to show me inside your bag and turn out your pockets".

If the pupil refuses to co-operate the authorised staff member would inform the headteacher who would determine the next steps on a case-by-case basis. The staff member who carries out the search should inform the DSL without delay of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and/or if they believe the search has revealed a safeguarding risk.

All searches will be recorded on the school's online system (CPOMS) and parents/carers will be informed as soon as reasonably practicable. Any prohibited items will be confiscated and parents/carers informed. If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

# Appendices

## Appendix I: Responding in the moment.



## Appendix II: WINE (I Wonder, I Imagine, I Notice, Empathy)

### WINE (I wonder, I imagine, I notice, empathy)

- **I wonder if...** (e.g. it felt like no one understood you).
- **I imagine...** (e.g. that was horrible when that happened).
- **I notice...** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said...** (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and you feel freed from a terrible burden).
- **That sounds...** (e.g. painful because you were all on your own). [empathy]
- **This is my drawing about what you said** (show drawing).
- **I respect you for...** (e.g. your courage).
- **Will you help me understand x?...** (e.g. what it was like for you when your mum went to hospital?).

After voicing your curiosity, e.g. 'Will you help me understand' always follow up with **empathy** e.g. 'So when you Mum went to hospital your say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her.' (This should not be simply a parroting of what they said but showing that you have understood the main emotional themes in their response.

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WINE was originated by Chris Davies (Head of Training Trauma Informed Schools East of England)

**TRAUMA  
INFORMED  
SCHOOLS**

<b>W</b>	I wonder... If it is too noisy in here for you at the moment? If you would like to go for a walk outside?
<b>I</b>	I imagine... That was very frightening. That was very upsetting. That was disappointing. That was very confusing
<b>N</b>	I notice... That you have pushed that away, shall we move it? That you are looking warm, do you want to take your jumper off? I notice you are fidgeting a lot, would you like a movement break?
<b>E</b>	Empathy...  Remember to validate child's feelings and maintain a sense of compassion.

## Appendix III: Safety Passport

### Safety Passport (Risk Assessment)

---

Child's Name:

Class/Year Group:

Date:

Adults supporting:

#### **Things that help me stay calm and regulated are:**

*Think about what helps this child feel calm, settled and ready to learn.*

*What specific activities, tools, or types of support regulate them best?*

#### **Support:**

*Use this section to describe the specific supports that help this child regulate and stay engaged in learning. E.g.*

- *When during the day does the child benefit most from movement breaks?*
- *When is a concentration tool appropriate, and what type supports the child best? (Concentration tool)*
- *How does the sensory circuit support the child's regulation at key moments?*

<p align="center"><b>Stage 1</b> <b>Anxiety Behaviours</b></p>	<p align="center"><b>Stage 2</b> <b>Defensive Behaviours</b></p>	<p align="center"><b>Stage 3</b> <b>Crisis Behaviours</b></p>
<p>Stage 1 behaviours are early signs that the child is becoming dysregulated. These behaviours are not deliberately defiant, they show that the child is beginning to feel anxious, unsettled or overwhelmed.</p> <ul style="list-style-type: none"> <li>• What are the first, subtle signs that this child is struggling?</li> <li>• What do you notice before behaviour becomes more overt or challenging?</li> </ul>	<p>Stage 2 behaviours show that the child is now becoming increasingly dysregulated. They may appear defensive, resistant or oppositional. Reminder that the behaviour may still be driven by anxiety, overwhelm or a need to gain control/demand.</p> <ul style="list-style-type: none"> <li>• What behaviours show that the child is becoming more outwardly reactive?</li> <li>• What does defensiveness look like for this child?</li> </ul>	<p>Stage 3 behaviours indicate that the child is now in crisis. At this point, they are overwhelmed, highly dysregulated, and unable to use previously taught strategies. Safety becomes the priority.</p> <ul style="list-style-type: none"> <li>• What behaviours show that the child has moved beyond defensiveness into crisis?</li> <li>• What behaviours place the child or others at risk?</li> <li>• What are the non-negotiable safeguarding actions staff must take at this stage?</li> </ul>
<p align="center"><b>Structured</b></p>	<p align="center"><b>Structured</b></p>	<p align="center"><b>Structured</b></p>
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Dismissive eye contact</li> <li>• Low level defiance</li> <li>• Refusing to speak</li> <li>• Changes in breathing (Becomes more agitated)</li> <li>• Excessive scribbling</li> <li>• Excessive rubbing out.</li> <li>• Hesitating to start work</li> <li>• Asking repeating questions</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Hiding under the table, leaving her seat</li> <li>• Noise level increases</li> <li>• Shows signs of defiance.</li> <li>• Pushing and kicking tables through frustration</li> <li>• Tense body position.</li> <li>• Shouting 'go away' or 'leave me alone'.</li> <li>• Avoiding work by verbal refusal or negotiating</li> <li>• Becoming argumentative or oppositional</li> <li>• Making dismissive or sarcastic comments</li> <li>• Pushing boundaries (e.g., leaving seat repeatedly, challenging rules</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Shouting at adults</li> <li>• Disruptive behaviour- shouting in class, refusal</li> <li>• Inappropriate words used</li> <li>• Throwing or pushing classroom furniture</li> <li>• Knocking items off desks</li> <li>• Complete withdrawal / hiding / refusal to move.</li> <li>• Aggressive tone or body language</li> <li>• Crying, screaming, or uncontrollable emotional distress.</li> </ul>
<p align="center"><b>Unstructured</b></p>	<p align="center"><b>Unstructured</b></p>	<p align="center"><b>Unstructured</b></p>
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Standing on the edge of play rather than joining in</li> <li>• Following peers around but not engaging positively</li> <li>• Becoming easily annoyed by normal play interactions</li> <li>• Trying to control games or insisting things are done "their way".</li> <li>• Overreacting to small disputes or changes in routine</li> <li>• Drifting away from peers and isolating themselves</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Trying to control games or dictate rules.</li> <li>• Withdrawing when frustrated</li> <li>• Overreacting to minor disagreements</li> <li>• Increasingly rough or impulsive play</li> <li>• Dominating interactions to avoid feeling vulnerable</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Physical hitting and kicking</li> <li>• Shouting</li> <li>• Hurting other children with an intent to harm</li> <li>• Damaging property</li> <li>• Throwing or kicking</li> <li>• Objects</li> <li>• Absconding from school grounds</li> </ul>
<p align="center"><b>Possible Adult Responses:</b></p>		
<p>Which adult responses are going to support the young person? How are we going to support regulation?</p> <ul style="list-style-type: none"> <li>• Reassurance</li> <li>• Support in learning</li> <li>• Regular check ins (T/TA at start, within and at the end of the lesson)</li> <li>• Praise for doing the right thing.</li> <li>• Tactical ignoring/proximal praise</li> <li>• Intervened early</li> <li>• Offered reassurance.</li> <li>• Used humour.</li> <li>• Divert or distract by another topic or task.</li> <li>• Positive reinforcement</li> <li>• Use of emotion coaching language</li> <li>•</li> </ul>	<p>Which adult responses are going to support the young person? How are we going to support regulation?</p> <ul style="list-style-type: none"> <li>• Remain calm.</li> <li>• Positive reinforcement</li> <li>• Distraction or diversion</li> <li>• Set desired behaviours.</li> <li>• Offered clear choices.</li> <li>• Set enforceable limits to their behaviours.</li> <li>• Offered a clear exit choice to limit any public shaming.</li> </ul>	<p>Stage 3 behaviours indicate that the child is now in full crisis. At this point, they are overwhelmed, highly dysregulated and unable to use any previously taught strategies. Safety, supervision and reducing stimulation become the immediate priority.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Time and space to calm down.</li> <li>• Change of face</li> <li>• Guided assertively out of the classroom to prevent harming other children.</li> <li>• Dynamic risk assessment – remove any chairs, tables, objects that could be used as a weapon</li> </ul>

## Behaviour Scripts:

Use these scripts to guide what adults say and do during dysregulation. Adapt wording to the child's needs. Keep language calm, validating and consistent. Include clear boundaries and simple choices.

### Stage 1 Script (Early Anxiety)

*"I can see this is getting a bit tricky. It's okay to feel like that.*

*You're safe, I'm here to help.*

*Let's choose something to help your body calm: a short break, a fidget, or sitting near me.*

*What do you think will help you right now?"*

### Stage 2 Script (Defensive / Escalating)

*"I can hear you're feeling upset. I want to help, not argue.*

*It's okay to feel frustrated, but I can't let things become unsafe.*

*Here are your choices: take space, work with me, or have a short reset.*

*You choose what helps you get back to calm."*

### Stage 3 Script (Crisis)

*"You're not in trouble; your body is showing me you don't feel safe.*

*I'm going to give you space and keep everyone safe.*

*I won't ask you to talk right now. When your body feels calmer, I'll be here."*

## Child's Voice

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## Parent Voice

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**Reviews**














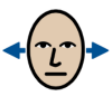
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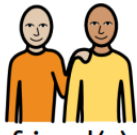

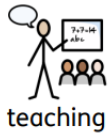










**Appendix IV: Reflection sheet A**

Name:

Date:

What happened?

 worried	 confused	 frustrated	 upset	 sad
 silly	 <b>What were you thinking or feeling?</b>			 lonely
 excited				 bored
 jealous	 angry	 mad	 out of control	

 me	 friend(s)	 teacher(s)	 teaching assistant(s)	 playworker(s)
 my parents	 <b>Who has been affected and how did they feel?</b>			 my family
 upset				 angry
 sad	 frightened	 worried	 mad	



walk away



take deep breaths



talk to an adult



use a calm space



explain how you feel



think before you do



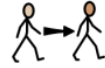
What could you do next time?



listen to others



use kind words



follow instructions



say sorry



Talk to an adult



write an apology



draw a sorry picture



talk about your feelings



help the person



How can you make it better?



mend what is broken



tidy up



share with others

Further reflections:

















# Appendix V: Reflection sheet B

Date:

Reflection

1. What happened?

2. Who else was affected by your behaviour?  
How were they affected?

<b>BLUE ZONE</b>		<b>GREEN ZONE</b>	
 sad	 tired	 happy	 calm
 sick	 bored	 feeling ok	 ready to learn
<b>YELLOW ZONE</b>		<b>RED ZONE</b>	
 frustrated	 worried	 angry	 panicked
 silly	 excited	 terrified	 elated





3. What were your choices at the time?

4. How can we make this right?

Discussed with Parents:



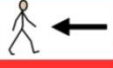






Follow up:

## Appendix VI: Provision Spaces.

<p>Calm Corners</p> 	<p>Classroom calm corners provide a consistent, supportive space in every classroom where pupils can pause, reflect, and regulate their emotions when needed. While all calm corners offer the same core features to ensure familiarity and fairness across the school, they are adapted slightly to reflect the age, developmental stage, and specific needs of the learners in each room. Each calm corner is designed for individual use and includes a range of regulation tools and visual strategies, such as breathing prompts, sensory resources, and emotional check-ins. These strategies are explicitly taught and shared with all pupils, ensuring children understand how and when to access the calm corner independently and appropriately.</p>
<p>Sensory room</p> 	<p>The sensory room is a small, quiet space within the school designed to support pupils when regulation strategies within the classroom have been unsuccessful. It provides a low-arousal, controlled environment where children can step away from sensory or emotional overload and be supported to calm and regulate. Access to the sensory room is carefully managed and always supported by a member of staff, who guides pupils through agreed regulation strategies and emotional coaching. The purpose of the sensory room is to support de-escalation, emotional regulation, and readiness to return to learning, ensuring pupils feel safe, supported, and able to re-engage positively with the school day.</p>
<p>Nurture room</p> 	<p>The nurture room is a small, supportive space used to provide targeted emotional support for pupils through ELSA sessions, as well as small-group and 1:1 intervention. It offers a calm, predictable environment where children can explore emotions, develop social and self-regulation skills, and build positive relationships with trusted adults. In addition, the nurture room is used to support transitional soft starts and emotional resets for some pupils, helping them to begin the school day or return to learning in a regulated and settled state. The purpose of the nurture room is to promote emotional wellbeing, inclusion, and readiness to learn by meeting pupils' needs in a structured, nurturing way.</p>
<p>Home Room</p> 	<p>The Home Room is a welcoming, calm space designed to support pupils' emotional regulation and learning. It provides a safe environment where pupils can regain a sense of calm, build confidence, and prepare for learning at their own pace. More informal than a traditional classroom, the Home Room is thoughtfully set up to feel relaxed and nurturing, helping to ease transitions into the school day. It is used for 1:1 support and small-group work, allowing pupils to receive targeted guidance in a low-pressure setting. The flexible layout and calm atmosphere encourage positive relationships, engagement, and readiness to return to the wider classroom when pupils feel settled and ready.</p>

## Appendix VII: Expectations Posters.

<b>Assembly</b>			<b>Classroom</b>		
Ready	Respectful	Safe	Ready	Respectful	Safe
 Hands Up	 No Talking	 Legs Crossed	 Right Equipment	 Face the Front	 Sitting on your Chair
 Joining In	 Walking in and out in Silence	 Hands on Knees	 Making Contributions	 Active Listening	 Hands to Yourself

<b>Corridor</b>			<b>PE Sessions</b>		
Ready	Respectful	Safe	Ready	Respectful	Safe
 Facing Forward	 Walk Quietly	 Walk on the Left	 Hands Up	 Follow Instructions	 Keep Noise to a Minimum
			 Joining In	 Active Listening	 Be Safe

<b>Playground</b>		
Ready	Respectful	Safe
 Hats & Coats if Needed	 Be Kind	 Take Turns
 Stop When the Bell Rings	 Listen and Respond to Adults	 Tell an Adult if you Go Inside

## Appendix VIII: Assault Cycle

1	2	3	4	5	6
Anxiety / Trigger	Defensive / Escalation	Crisis	Recovery	Depression	Restoration
Need for diversion, support and reassurance	Need for diversion, reassurance, clear limits, boundaries and choices	Possible need for Intervention appropriate for the service user	Need for coordinated letting go. Support, reassurance	Need for observation, support and monitoring - recovery and repair	Reflect Repair Reconnect

**Anxiety/trigger:** something sparks a behaviour. Even though a trigger may have been something from 1 minute ago, 1 day ago or even 1 week ago, it is more than likely that it exists. Working to find this out pays dividends in understanding how a crisis might be avoided in the future.

**Escalation:** with the trigger and behaviour not understood or diffused, escalation is likely. This stage is key as there is still a chance that at this point, the young person displaying the challenging behaviour may still be able to reason. But the likelihood of these decreases as the anxiety or severity of behaviour increases.

**Crisis:** this may look different at different times. It can range from violence to extreme withdrawal but one thing that is very likely at this stage is that the young person will need support. For them, it may be as though they have dug themselves into a big hole and can't get out of it on their own; they will need someone to throw them a ladder. It is extremely unlikely that a young person will be able to reason at this point, as rage will have taken over. The key focus here is to make sure that everyone involved is as safe as they can be and that the young person is supported with strategies to help them de-escalate. This will look different depending on the behaviour and the young person. Sometimes positive touch will help, sometimes it won't. Knowing the young person and what they may respond to is invaluable at this stage.

**Recovery:** at this stage, it's about reducing the intervention that was put in at the crisis point. It's really key to watch for signs of calming and to respond to them.

**Depression:** this is where the reality of the situation can kick in; no-one wants to feel out of control but at this point, it may register that they have been. A young person may feel disappointment, shame or a whole host of other negative feelings. Again, knowing the young person is key here. They may need close support at this point or they may need space.

**Restoration:** this can never be valued enough. Supporting a young person in crisis can be a relationship changer for everyone involved. There is a small chance it could improve the relationship; 'I went into crisis, needed someone and you were there'. It could also damage the relationship as actions and their consequences may shake the trust in a relationship. When rage takes over in a crisis, the actions of a young person are very rarely, if ever, personal. However, the effects can be devastating. It is really important to acknowledge how hard it was but then make a committed effort to restore the relationship.