Carrington Junior School
Carrington Schools Federation

Positive Behaviour and Relationships Policy

September 2026

MISSION STATEMENT:

Rooted in community, we place children at the centre, combining strong relationships, excellent teaching, and ambitious standards, guided by respect, kindness, and honesty, ensuring all belong and succeed.

VISION:

Working in partnership to develop happy, resilient children with the knowledge, skills, and self-belief to excel.

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Introduction:

Carrington Junior School Positive Behaviour and Relationships Policy aims to ensure that all members of the school community feel secure in their relationships with others, through a trauma-informed approach to interactions and daily life at the school.

This policy relates to all members of the school community: pupils, staff, parents, governors and visiting professionals.

Purpose:

At Carrington Junior, we believe in providing every child with the opportunity to experience an outstanding education academically, emotionally, and socially. We recognise that every person in the school community has different life experiences, some having experienced several Adverse Childhood Experiences, and this approach considers the whole child and provides the necessary support for pupils to achieve and develop.

We aim to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning, through maximising the protective factors of school, as an environment of safety that has strong, positive and supportive relationships at its heart.

In order to create an environment of increasing psychological safety, it is essential that adults consistently apply the strategies outlined in this document, ensuring members of the community have regulated, emotionally available adults, who are capable of providing calming frameworks within which they can be supported through overwhelming events, situations or feelings.

Whole School Approach:

At Carrington Junior School we embrace a **relational approach** for all children, staff and visitors, that will also aid and support those who have experienced trauma.

Providing an environment that has safety, connection and compassion at its heart ensures that we maximise protective factors for children and staff through conscious interactions within relationships.

What is trauma?

We define trauma as potentially resulting from any event that a person experiences as frightening, painful or out of control, where children do not have support to mitigate the impact of the experience of toxic stress coming from such events. We recognise that different children can experience the same thing, possibly common life events, such as divorce, severe illness in the family, homelessness, moving house or bereavement, and according to the support at the time, may be affected by trauma.

What are ACEs?

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

Examples of ACEs:

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Living with someone who abused drugs

- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

While nearly half the population experience ACEs, prolonged experiences, or experiencing more than 3 ACEs, which applies to 9% of the population, can have significant impacts upon health, education and maintaining and repairing relationships.

Positive relationships

We aim to support all children through building positive relationships with known, emotionally available adults, and providing additional time for this for children who have been affected by trauma. Our most specialised and trained staff, with specific trauma-informed training, will support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Supporting behaviour in relational terms, in a trauma-informed and attachment aware way, is not contrary to having high expectations for behaviours of pupils and adults at school. Consistent expectations and approaches from adults, support children by creating a reliable and, therefore, safe set of expectations.

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in and access their learning and wider life at school. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Carrington Junior School that all staff, regardless of role act in this way

Practical response framework

The response of adults in school to behaviours indicating distress and behaviours that challenge, should be supportive and focus on the long-term goal of supporting children so that they are able to interact with and relate to the world and each other in a healthier way. Adults in our school will not employ punitive sanctions that are detrimental and inappropriate to the child's development.

How we respond positively as adults: *'The self you bring says a lot about how it goes.*'

To respond well to children who need our support, adults in school need to:

- Be aware of their own regulation when approaching a situation or individual which may need their support.
- Understand the value of positive relationships with children, staff, families and visitors.
- Be professionally curious and aim to understand why a behaviour is happening.
- Model the empathy, kindness and respect we expect from others to the children we support.
- Interact with children in a way that will make them feel safer and provides a positive framework to return to expected behaviours in a supportive way.
- Use the trauma-informed and attachment aware practices and strategies outlined in this policy in their daily practice.

In addition to this, senior leaders and designated safeguarding leads will:

- Seek to understand the underlying causes of dysregulated or attachment seeing behaviours
- Work pro-actively with external agencies which may be able to support children and their families

How we identify children that may need additional support:

Children may be identified by their class teacher, any member of staff who recognises a need, or through parental contact. There may be a significant change in behaviours, or knowledge of a significant event.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgmental working alliances with all our parents.

Our school is invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and senior leaders

School staff and external agencies.

We recognise that some children require additional support to achieve the same outcomes in relationships and wider school life. Just as some children require glasses for academic work, some children will require adapted approaches and responses to feel emotionally safe and to thrive. This is an equitable response to a diverse range of life experiences.

Children affected by trauma may require differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, Adverse Childhood Experiences (ACE) and/or neurocognitive or neurochemical profile.

Protective model: 'Protect, Relate, Regulate, Reflect'

At Carrington Junior School we are committed to educational practices which follow the evidence-based model **'Protect, Relate, Regulate, Reflect'** (PRRR) (TISUK, 2020).

PRRR prioritizes secure attachments and safe environments

- "**Protect**" - promotes emotional attunement, where the intensity (but not the tone) of emotion is matched, triggering opioid and oxytocin release
- "**Relate**" - supports cognitive and physiological self-regulation
- "**Regulate**" - unblocking goal-directed energy such as motivation, enthusiasm and tenacity;
- "**Reflect**" - liberates mental capacity to reflect and integrate new learning.

This is achieved through adopting the following practices:

Protect

• Increased 'safety cues' in all aspects of the school day;

- 'Meet and greet' at the classroom door and throughout school
- recognising and seeking to support early stages of dysregulation
- an open-door policy for informal discussions with parents/ carers.

• Staff trained in 'PACE' modes of interaction (Hughes 2015);

- being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

• Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

• A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

• Staff are self-aware and 'interactively repair' occasions when they themselves move into defensiveness.

• Staff get to know children better on an individual basis

- e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Personal greeting
- Time to talk
- 'Noticing' positives and passing them on to family

• Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

• School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.

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

Relate:

• A whole-school commitment to enabling children to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger or self-blame.

• Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate:

• Using relational interventions specifically designed to bring down stress hormone levels (e.g., from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed, and safe.

- This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Adopting contextual discussions to allow children to express where there are in an unthreatening way. The difference between "Is today a good day or a bad day?" - a question with a possible perceived right or wrong, and "What number would you give today out of 5 (or 10) as a starting point for conversation"

• Use evidence-based interventions supported by trained staff members

• The emotional well-being and regulating of staff is treated as a priority:

- to prevent burnout,
- stress related absence,
- or leaving the profession through stress-related illness,
- secondary trauma

- and/or feeling undervalued, blamed or shamed.

Reflect:

• Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

• Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

• Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful past or present life experiences:

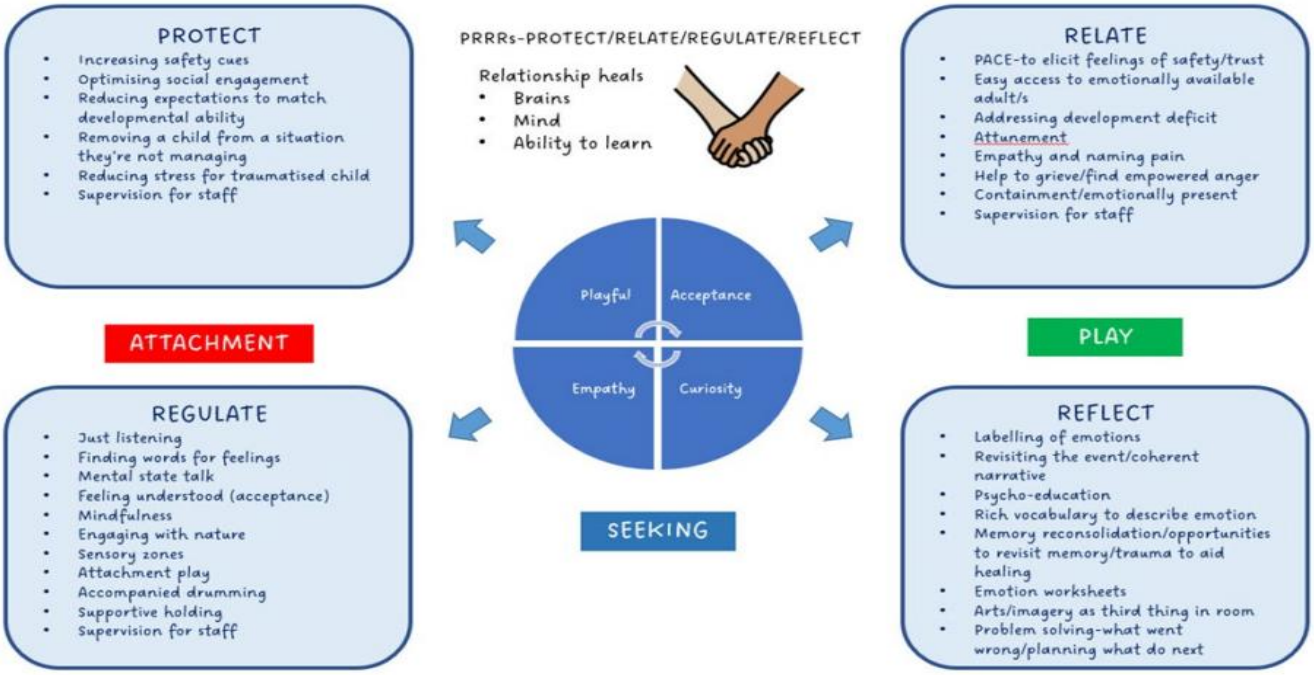
- through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. (e.g. thoughts, feelings actions drawing to reflect collaboratively)
- Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

• PSHE (Personal, Social and Health Education), informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media, and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies, and minds.

• Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences.

- Staff learn to do this through:
  - empathetic conversation,
  - addressing children's negative self-referencing
  - helping them develop positive, coherent narratives about their lives.

• A relationship and behaviour policy based on natural and logical consequences, resolution and interactive repair (e.g. restorative conversations).



WINE – I Wonder, I Imagine, I Notice, Empathy – sentence stems for reflective conversations with children

- 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 felt you were to blame. 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.

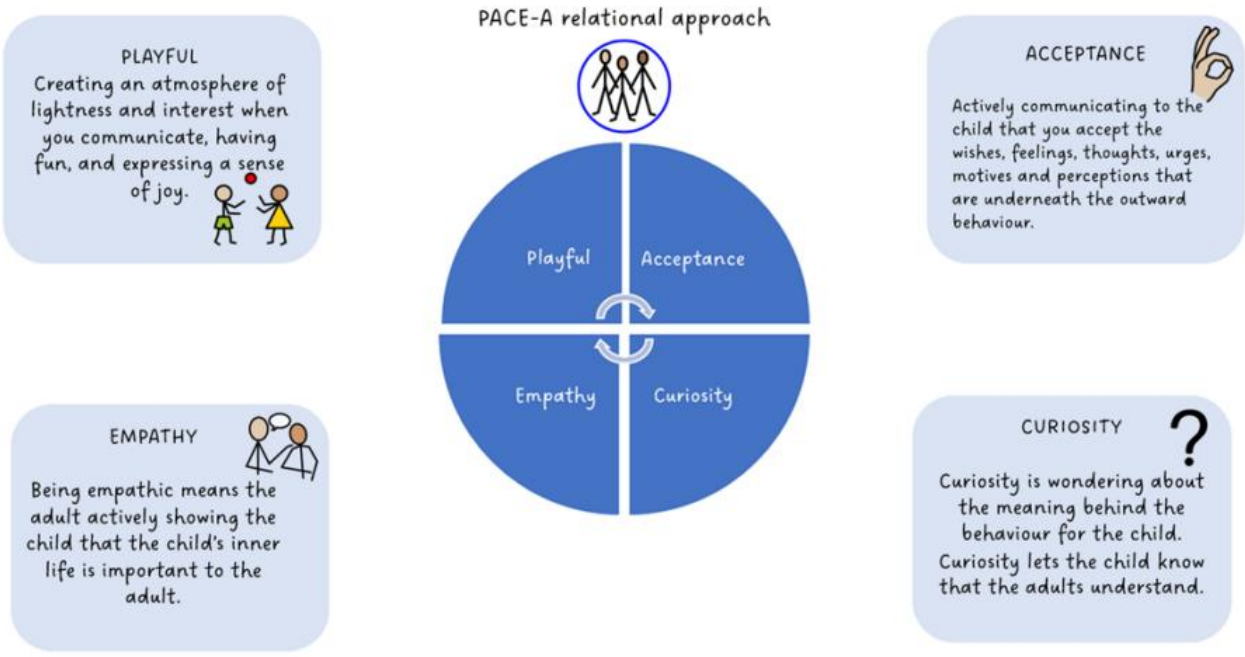
- I respect you for… (e.g. your courage).

- Will you help me understand x?... (e.g. what it was like for you when your mum went to hospital?).

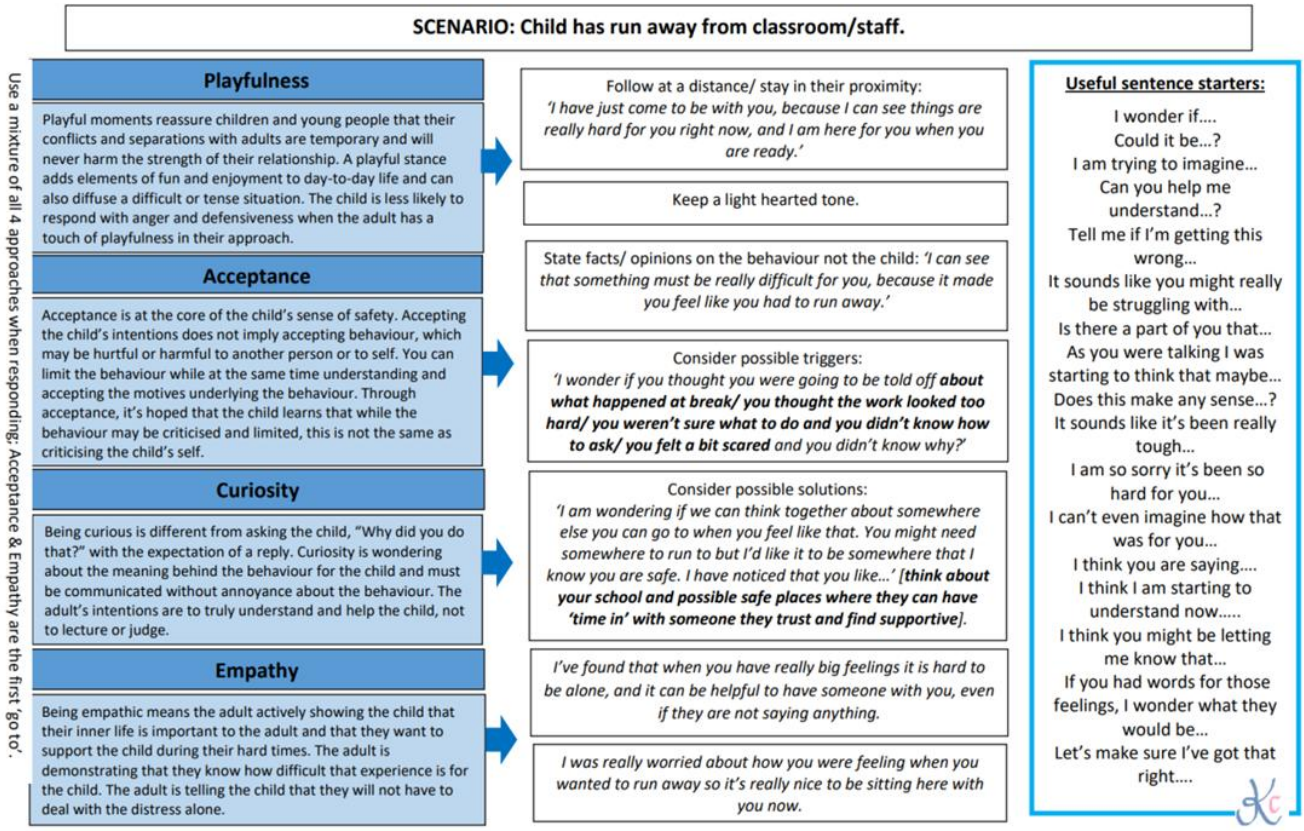
After voicing your curiosity, e.g. 'Will you help me understand' always follow up with empathy e.g. 'So when your Mum went to hospital you say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her' (This should not be simply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

PACE- Play, Acceptance, Curiosity, Empathy

PACE, an approach developed by Dan Hughes in order to support children in building positive social engagement systems, children can start to build relational pathways with others that will lead to increased social trust.



Examples of PACE in classroom:



SCENARIO: Child is refusing to engage e.g. head on desk.

Use a mixture of all 4 approaches when responding; Acceptance & Empathy are the first 'go to'.

Playfulness

Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship. A playful stance adds elements of fun and enjoyment to day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their approach.

Acceptance

Acceptance is at the core of the child's sense of safety. Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can limit the behaviour while at the same time understanding and accepting the motives underlying the behaviour. Through acceptance, it's hoped that the child learns that while the behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity

Being curious is different from asking the child, "Why did you do that?" with the expectation of a reply. Curiosity is wondering about the meaning behind the behaviour for the child and must be communicated without annoyance about the behaviour. The adult's intentions are to truly understand and help the child, not to lecture or judge.

Empathy

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

Keep a light hearted tone.

Try and soften your facial expressions, and lower your body to their level, so not to tower over them.

Use playfulness to acknowledge big feelings.

State facts/ opinions on the behaviour not the child: *'I can see that this feels too difficult for you to start right now. '*

Maintain a presence/ provide take up time:
'I'm going to get everyone else started, and then I am going to come back to you.'

Consider possible triggers:
*'I wonder if you are feeling [**really angry/ really scared/really overwhelmed/ really sad**]?'*

Consider possible solutions:
*What I would like to try is that we'll look again together at what you need to do so that you feel really confident. How about **I start you off/ we do one together/ we take turns** and then I will check back in with you **in allocated time slot/ after specific number of completed tasks**, how does that feel to you?*

I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. So I will keep checking in with you until you feel ready.

Useful sentence starters:

I wonder if....
Could it be...?
I am trying to imagine...
Can you help me understand...?
Tell me if I'm getting this wrong...
It sounds like you might really be struggling with...
Is there a part of you that...
As you were talking I was starting to think that maybe...
Does this make any sense...?
It sounds like it's been really tough...
I am so sorry it's been so hard for you...
I can't even imagine how that was for you...
I think you are saying....
I think I am starting to understand now.....
I think you might be letting me know that...
If you had words for those feelings, I wonder what they would be...
Let's make sure I've got that right....

SCENARIO: Child has damaged/ destroyed their work.

Use a mixture of all 4 approaches when responding; Acceptance & Empathy are the first 'go to'.

Playfulness

Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship. A playful stance adds elements of fun and enjoyment to day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their approach.

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Keep a light hearted tone: e.g. *'Oh my goodness, look at that worksheet, it looks like a little mouse has nibbled right through it!'*

Try and soften your facial expressions, and lower your body to their level, so not to tower over them.

Use playfulness to acknowledge big feelings.

State facts/ opinions on the behaviour not the child: *'I can see you're finding it hard to sit down and do your work today. '*

Acknowledge emotions:
'Work can sometimes be really difficult and it's horrible when we feel like we can't do something. It's a really awful feeling.'

Consider possible triggers:
*'I wonder what's making things so tricky today? Perhaps you're feeling [**really confused/ overwhelmed/ frustrated**]?* It can be hard to focus if you're **worried about getting it wrong/ feeling anxious/uncertain about what you have to do**.'

Consider possible solutions:
*What I would like to try is that we'll look again together at what you need to do so that you feel really confident. How about **I start you off/ we do one together/ we take turns** and then I will check back in with you **in allocated time slot/ after specific number of completed tasks**, how does that feel to you?*

*'I know things can feel really awful and tricky sometimes but if we work together we can find another way for you to let me know when you feel rubbish. Sometimes, when I feel that way I **take deep breaths/ have a 5 minute break/ use a signal to show people I need to be left alone**... Do you think one of those might work for you?'*

Useful sentence starters:

I wonder if....
Could it be...?
I am trying to imagine...
Can you help me understand...?
Tell me if I'm getting this wrong...
It sounds like you might really be struggling with...
Is there a part of you that...
As you were talking I was starting to think that maybe...
Does this make any sense...?
It sounds like it's been really tough...
I am so sorry it's been so hard for you...
I can't even imagine how that was for you...
I think you are saying....
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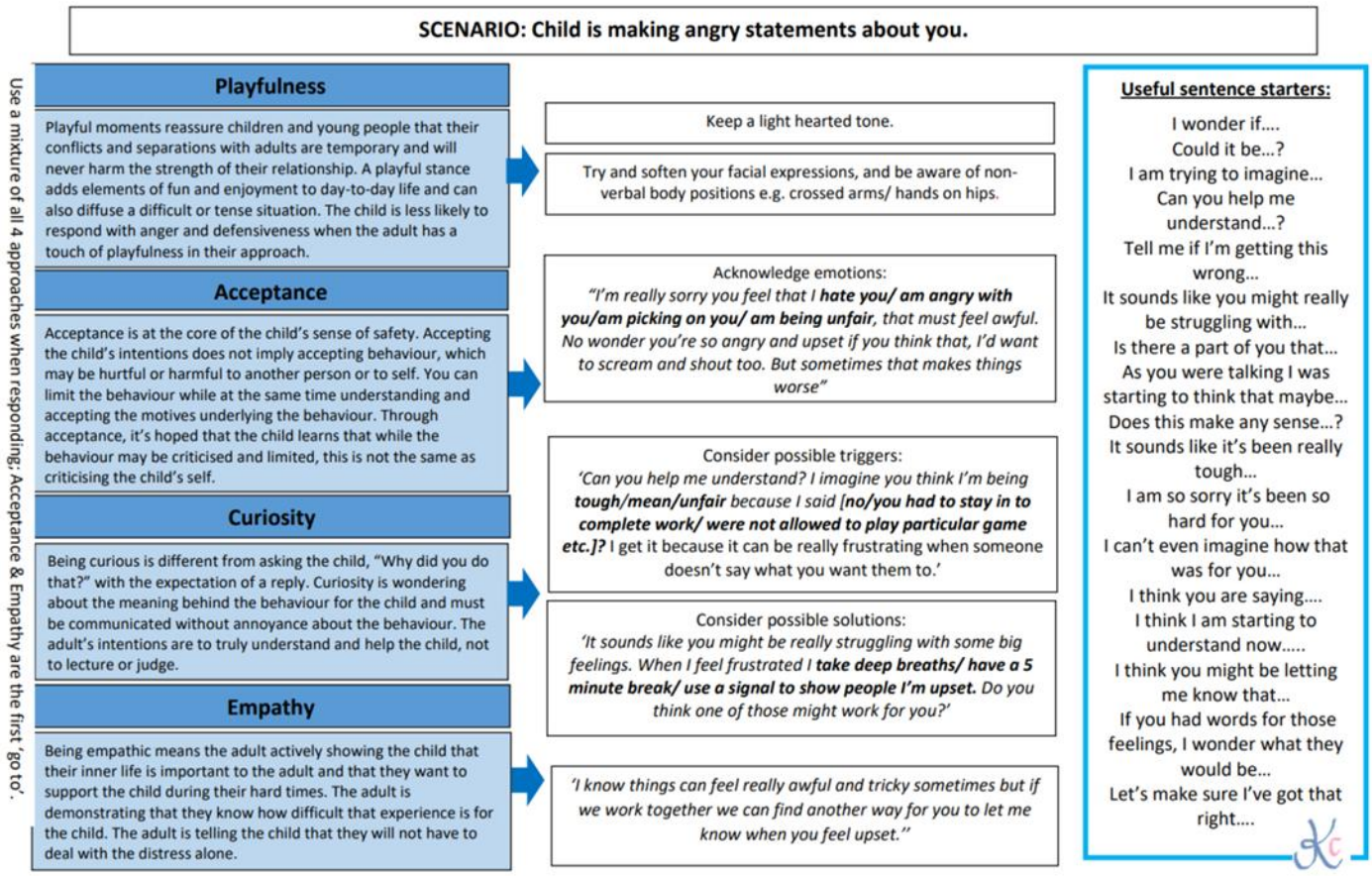
If you had words for those feelings, I wonder what they would be...
Let's make sure I've got that right....



Natural and logical consequences, and repairing relationships

This policy recognises that on occasion children's behaviour may fall below the standard expected of them. On these occasions there will be a logical consequence to the activity or action they have done.

This response should be appropriate for each individual child's level of development, recognising that some children may not have a developmental age equal to their chronological age.

Some examples of natural consequences include:

- Completing work in their own time
- Supporting an adult to, or independently, remedying a situation (e.g. tidying a book corner, fixing a pencil pot, replacing spoiled resources)
- Moving a child to a different space to work, if they are disrupting the learning of others. (This may be a different part of the classroom, or another classroom, or supervised space)

In instances relating to safety, children will have a restorative conversation with an adult and some time away from their peers for reflection time, appropriate to the action they have undertaken. This reflection time may be a break time, part of a lesson, or part of (or all of) a day. This reflection time may need to happen off site as an external suspension, followed by a reintegration meeting. Wherever possible, this should be supported by one of the child's trusted adults.

Children will be supported to put right any actions which adversely affected another. This might include a card, a drawing, or an apology.

Instances where a different approach may be required:

If pupil behaviours can be supported with further time and space for de-escalation, this must be the first course of action, including the following strategies:

- Removing the audience, including excess adults, or swapping adults out/ bringing in a trusted adult
- Providing a change of environment
- Giving more time and space

Supporting a child in crisis:

When dealing with a child in crisis it is essential that adults remain regulated. They should ask themselves:

- What am I feeling right now?
- What does the pupil appear to feel, need or want?
- Is the pupil in the right place to begin de-escalation?
- How can I respond to help?

Adults supporting children in crisis should remember that they are unable to reason or discuss until they are regulated. Staff should use as little language as possible in these situations. It is likely that children in crisis may have a personal plan and this should be followed.

- One of the pupils 'trusted adults' should be sought.
- Staff should attempt to co-regulate with the pupil, when they are ready, using scripts and prompts from PACE and this policy.
- Offer a range of ways to review what has happened, ONLY WHEN THE CHILD IS REGULATED. This may include comic stripping – What happened? What were you/they thinking? What were you/they feeling? Visuals will often be helpful at this stage.
- Provide continued support for reintegration if this is possible. An outwardly 'calm' pupil who has been through crisis, will need considerable time to return to a self-supported regulated state, and they are likely to require intensified support throughout the remained of the school day.

Use of Reasonable Force : This must be read in conjunction with the Use of Reasonable Force Policy 2026

Where behaviour means that a child is at risk of hurting themselves or others, or in the case of dangerous behaviours, the use of reasonable force or suspension may be necessary in order to maintain the safety and well being of other pupils and staff at school.

- Maintaining positive relationships with pupils
- Using careful language choices when dealing with incidents o Phrases such as: "I'm wondering if…" "I can see that you are …." " Your body language tells me " ,
- Using movement breaks and walking with children to help them calm down
- Modelling how to respond to peers
- Investigating incidents and supporting regulation and repair, once children are calm and safe
- De-escalation steps and co-regulation: Dialogue, diversion and de-escalation should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. Restraint should be reasonable, necessary and proportionate. If this is the case, then the following points should be noted:
    - Staff should have good grounds, such as the risk of injury to persons or damage to property.
    - Only minimum force should be applied.
    - Restraint should be relaxed as soon as possible.
    - Where possible, other staff should be present to assist or to act as a witness.
    - When restraint has been used it must be recorded on Cpoms.
    - Parents/carers must be informed.

- Restraint must never be used as a punishment.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

Suspension and exclusion

The school considers suspension as a last resort, and we will do everything we can to avoid this. However, in exceptional and most serious incidents where the safety of others has been repeatedly placed at risk or behaviour is in breach of this school policy, a pupil may be excluded for up to 45 days in any one school year at the discretion of the head teacher. There may be occasions when, for severe inappropriate behaviour, a permanent exclusion is put into place.

The types of external suspension or exclusions are:

- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

When a pupil is suspended, the Head of School will arrange for learning to be completed at home, and it will be marked when the pupil returns to school. Lunchtime suspensions are equivalent to half a day's suspension. During lunchtime suspensions children must be collected from site and returned for afternoon learning. Fixed term suspensions may be used for a single occurrence of serious misconduct or for persistent misbehaviour.

Examples which may lead to fixed term suspensions include but are not limited to:

- Physical assault against a pupil/ adult
- Verbal abuse/ threatening behaviour against pupil/adult
- Persistent bullying, including cyber bullying
- Persistent racism
- Peer on peer abuse
- Drug and alcohol related incidents
- Damage to school or personal property
- Malicious accusations against pupil/adult

This list is not exhaustive and the Head of School maintains the right to consider each incident separately under this policy.

Extreme or repeated incidents of these, or other serious behaviours, may result in permanent exclusion.

Permanent exclusion will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy.

It may be an appropriate sanction for a single incident of extreme misconduct.

Parental Responsibilities in the case of suspension or exclusion

Statutory Requirements Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to a suspended pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period of suspension. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid and after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Education and Inspection Act 2006 also requires the school to arrange full time education from, and including, the sixth day of any period of fixed term suspension, of six days or longer. Days of fixed term suspensions are not aggregated and the regulations apply from the sixth day of each fixed term suspension. In applying this policy, the school will adhere to the Equality Act 2010.

Decisions to suspend pupils will be made in accordance with DfE guidance and in a fair way. The school will inform the Local Authority inclusions team and governors promptly of all exclusions. In the case of permanent exclusions, the school governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to.

Depending on the type of suspension or exclusion, in many cases, parents have the right to make representations to the governing body (or discipline committee).

In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil until the sixth school day of any fixed period of suspension of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Whilst reserving the right to use suspensions and exclusions, every effort will be made to avoid implementing any form of external suspension. The school will use the Local Authority's latest guidance on suspensions and exclusions in all cases.

Once a decision to exclude has been made, parents and carers will be contacted at the earliest possible opportunity, by telephone if possible. The suspension will be confirmed by a letter signed by the Head of School, or designated teacher in charge.

Staff wellbeing

We recognise that supporting children in crisis can be demanding at times, and staff may need time away from a situation in order to keep themselves regulated and maintain their own wellbeing.

All staff will be given the option for decompression time after a challenging occurrence. Staff will also be invited to take part in internal debrief sessions, or external supervision (which is available on request for all staff but is not compulsory.)

Child on child incidents:

Child-on-child incidents will be dealt with in line with this policy. Parents will be informed of any child-on-child incidents.

Child-on-child sexualised behaviour incidents will be dealt with using the NSPCC 'Stop -define -state -enforce' model, using correct anatomical names.

STOP- Tell the child to stop the behaviour (this step may be omitted for a past incident)

DEFINE- Define what they were doing (This step avoids confusion for the child about which action was not correct. In the case of a child who is being abused they may not realise an action is not appropriate)

STATE- State that it is not appropriate

ENFORCE- Enforce expected behaviour

Child on child incidents will be dealt with sensitively, and the stop, define, state, enforce model will be used alongside a supportive conversation. Following a child on child incident, it may be necessary to put in place a personal behaviour or safety plan. In this instance, this plan will be shared with the child, the parents of the child, and ALL professionals.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

This behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity,
- Wearing school uniform,
- In some other way identifiable as a pupil at the school. The behaviour policy may extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the school.

USE OF SOCIAL MEDIA

Social media in all its forms, should not be used to:

- damage the school or its reputation even indirectly;
- defame school staff or any third party;
- harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- make false or misleading statements;
- impersonate staff, other pupils or third parties;
- express opinions on the school's behalf; use school logos or trademarks.

Misuse of social media should be reported to the class teacher in the first instance. Responsible use of social media is encouraged in line with our school e-safety agreement. Breach of the policy on the use of social media may result in disciplinary sanctions. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material. Suitable web filtering and monitoring within school will be in place.

SCREENING AND SEARCHING PUPILS

Searches Without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- Mobile phones (unless used on medical grounds such as diabetes)
- alcohol
- Vape
- illegal items including drugs
- stolen items
- age restricted items
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
    i) to commit an offence,
    ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
    iii) taken from the owner without their consent.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent. Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a

member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school will follow statutory guidance issued by the DfE when deciding what to do with a seized prohibited item. Searches with consent The school may search pupils with their consent for any item.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Extent of search When conducting searches, pupils may be asked to remove outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. Any formal complaints about searches should be made in accordance with the school's usual complaints policy. Confiscation of articles School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. The school will follow the DfE guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies.'

QUESTIONS OR CONCERNS

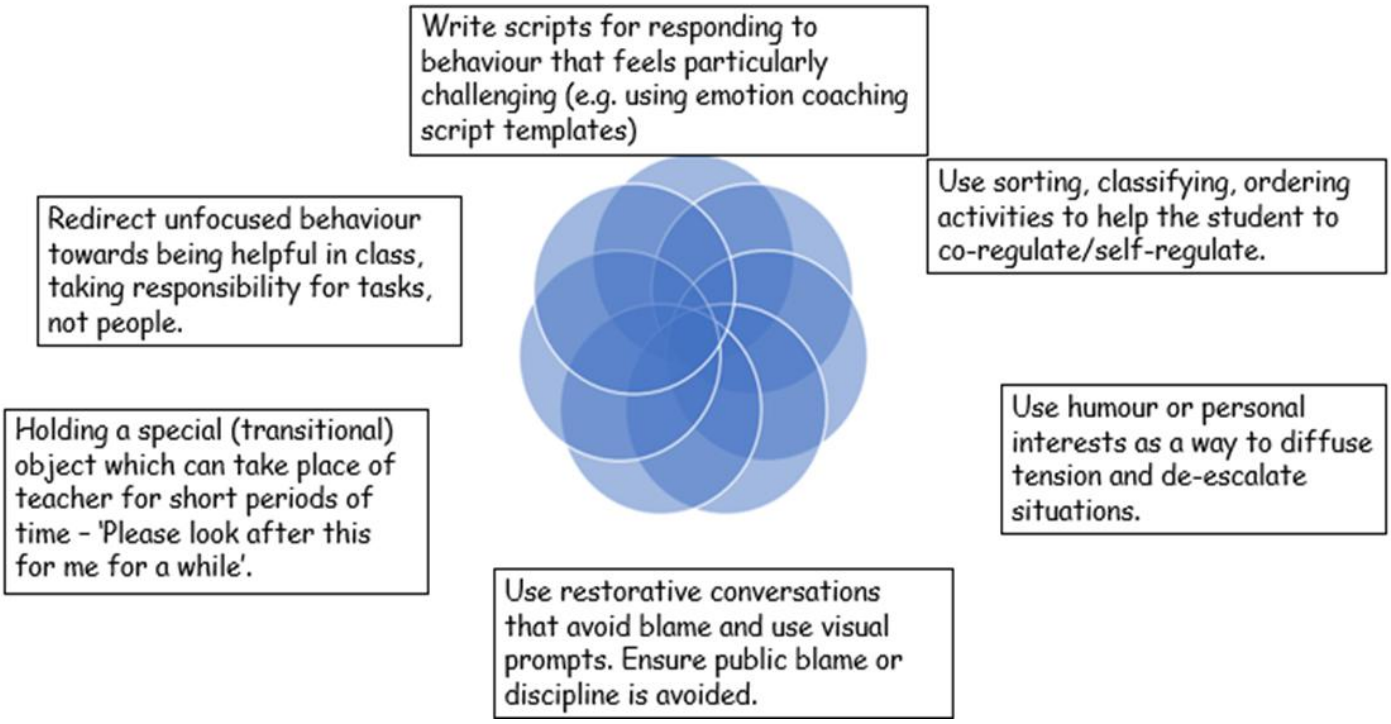
Should a parent/carer have any questions or concerns relating to behaviour within the school they should first discuss this with the class teacher. Following this if you are you not satisfied with the outcome then please make an appointment with a member of the senior leadership team detailing the nature of your concern and who you have spoken to about it. Appointments can be made by contacting the school office. Any sanctions following an incident should be consistent with this policy.

Appendix 1: Definitions – Glossary

Relational environment	this kind of environment that can provide a safe place for young people to be transparent and vulnerable. As trust between adult and young person grows deeper, this kind of environment encourages accountability and spiritual growth. The aim is to develop close, nurturing individual relationships with the children and facilitate an emotionally safe and secure milieu that fosters an effective and challenging learning environment.
Behaviours that change	Any behaviours that interfere with learning. These behaviours may include non – compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Toxic stress	Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.
Tolerable stress	Tolerable stress activates the body's alert system to a greater degree and generally occurs within a time-limited period. If it is buffered by supportive caregivers/relationships that assist the person to adapt, this gives the brain an opportunity to recover from potentially damaging effects
Traumatic stress	Traumatic stress is a normal reaction to a traumatic event such as a natural disaster, motor vehicle accident, plane crash, violent crime, or terrorist attack.
Emotional literacy	Emotional Literacy is the term used to describe the ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt
Self-regulation	Self-regulation involves controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and impulses.
Executive functions and skills	Executive function is responsible for a number of skills, including: Paying attention. Organizing, planning, and prioritizing. Starting tasks and staying focused on them to completion. Understanding different points of view. Regulating emotions. Self – monitoring (keeping track of what you're doing).
Interventions	Interventions provide students with the support needed to acquire the skills being taught by the educational system and address functional skills, academic, cognitive, behavioural, and social skills that directly affect the child's ability to access an education
Relational interventions	Intervention that is designed for children who have experienced relationship-based trauma
Debrief	Debriefing (reviewing an experience) through a structured process aids staff through reflection, by sharing experiences, gathering information, and developing ideas moving forward. Whether things went well or not all involved have likely learned from the experience. By debriefing we can capture lessons learned to ensure better outcomes
Secondary trauma	Secondary trauma can be incurred when an individual is exposed to people who have been traumatized themselves, disturbing descriptions of traumatic events by a survivor, or others inflicting cruelty on one another
ACEs	There are three direct and six indirect experiences that have an impact on childhood development. The more adversity a child experiences the more likely it is to impact upon their mental and physical health

Appendix 2

Trauma Informed Classroom Strategies



Appendix 3

Trauma Informed Language

Words are important. The language we use can positively reinforce or negatively impact a child and their relationships and feelings of safety, with simple rearrangements of sentences, or carelessly used words.

As a trauma informed school, we seek to use language carefully, to support the needs of our children. It is important that staff adopt a reflective practice around their use of language and are open to continuously learning adapting; no less, because different children will respond differently to language, dependent upon their prior experiences.

The examples below provide a starting framework for a conscious professional use of language.

Language to avoid:

- Language that reinforces staff control, for example 'enforce', 'punishment', 'isolation', 'naughty corner', 'removal', 'rule', 'power', 'control', 'confiscate', and 'impose'
- Language that places negative judgement on a child or young person or their behaviour, including 'attention seeking', 'malicious', 'choice', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty', 'immoral'
- Including, 'They've done X' with indicated disapproval.
- Focus on the individual, not the event- 'What have you done?'
- Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

Language that can be particularly helpful:

- Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated', 'why is this behaviour taking place', 'attention needing', 'feeling unsafe', 'presenting as distressed', 'requiring co-regulation support'
- Approaches that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour, for example:
  'Attention seeking' could be considered to describe the surface-level behaviour, but not the underlying need. Instead, 'attachment needing' might reframe the behaviour as being the function of an unmet need
- Phrases such as 'trying to find a way to have their needs met' or 'feeling insecure in their relationships with others' might be more appropriate. *To replace, 'Manipulative' is another word that describes the surface-level behaviour and has negative connotations within society.*
- Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we…, so we need to…' 'It's time for...' 'At school we....' (rather than saying 'you need to').
- Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. 'You were very thoughtful when you… so you did brilliantly at showing me our 'be kind' expectation'.

Often, children and young people who have received regular feedback on their behaviour can develop reputations amongst staff and other children/young people. These reputations often relate entirely to their behaviour, and are often powerful, pervasive and dominating.

For children who are struggling to feel safe and secure in relationships, their behaviour can become a form of shield, which can become bigger than they are.

As staff, we can work to challenge these narratives by:

- Speaking about children from a baseline position of support, and seeking to like the person.
- Speaking about children between professionals, and with their families that recognises difficulties they may be having.
- Talking to other staff about exceptions, e.g. ‘Jay was so kind today when she…’ (N.B. it is important to talk about exceptions in a way that avoids isolating other staff members/avoids a ‘she behaves fine for me’ discussion)
- Reinforcing an alternative identity, e.g. ‘Zak, you’re my ICT expert, can you help me…’
- Seeking opportunities to reinforce exceptions in the classroom, e.g. ‘Sami, it was really kind of you to get a pencil for Jack as well as yourself’

Non-trauma informed language	Trauma informed language
What’s wrong with you? Implies there I something ‘wrong’ with the child, stigmatising and potentially triggering	**How can I help you?** Invites collaboration, respects autonomy and acknowledges the child’s agency in determining their own needs
You / He / She / They could speak fine the other day! Implies the person is ‘faking’ communication needs. Not understanding of the impact of trauma on language.	**I notice you seem quieter today, how are you feeling? Can I do anything to support you?** Validates that their communication needs may fluctuate, offers support and understanding.
Stop being so sensitive! Invalidates the person’s emotions. Can induce feelings of shame and guilt.	**It’s oaky to feel emotions deeply; your sensitivity is a strength.** Reframes that feeling emotions is good, demonstrates sensitivity as a positive trait

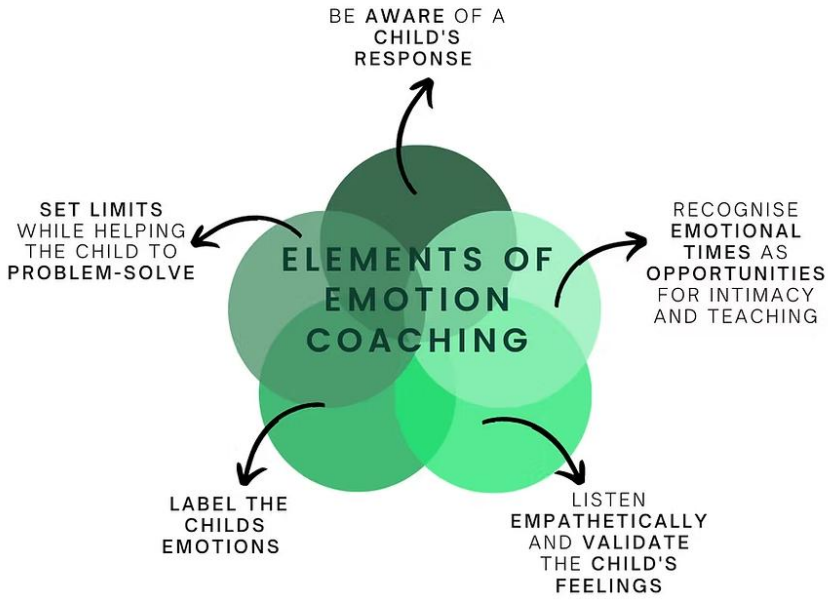
Appendix 4

What is Emotion Coaching?

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.

Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.



Step One: Recognising the child's feelings and empathizing with them.

This first step does not require physical action, but is the internal acknowledgement of the adult that the child is experiencing an emotional moment. It allows the necessary pause for thought and is important because it gives the adult the time to bear witness to the child's emotions, but it may involve some action such as simply cuddling a child to help them to calm.

Step Two: Validating and labelling with the emotion the child is feeling in the moment.

This step may seem awkward and unnatural at first. Watching an angry person enacting their anger and telling them that you can see that they are angry may seem patronizing and unnecessary. But

research tells us that just by naming the emotion the other person is feeling, we are encouraging the regulatory processes to engage and reconnecting the thinking brain with the limbic system (Lieberman, 2013). By being with the person as they are experiencing a heightened state and through naming that emotion, we are communicating that a) we understand how they are feeling and b) it is ok to feel like that. The acknowledgement and validation of feelings can help a child's brain to feel heard and soothed. You don't always have to state categorically what emotion the child is feeling. You can be more inquisitive and tentative but this still communicates that you understand, that you empathise with the feeling and that you are here to help. You might say 'I wonder if you're feeling fed up about not going outside. I can understand how that might feel. I get frustrated too'.

Step Three: Set the limits/ positively reinforce expectations.

It's important to recognise that just because you have demonstrated empathy and validation in Step Two, Emotion Coaching isn't about ignoring the fact that some behaviours aren't acceptable. A positive and empathic way of doing this is to simply state what is the acceptable behaviour or what you would like to see the child doing in this scenario. For example, 'when we have had enough to eat we can put our cutlery on the plate and/or take our plate to the sink' rather than "we do not throw food around the room". A good example of this would be to consider a sad seven-year-old who has just hit out at a friend. Acknowledging the child's sadness identifies you as an understanding and empathic adult and as the child begins to calm, stating, 'I understand you're feeling really sad today, remember one of our golden rules is kindness, so 'we use kind hands when we are with our friends' becomes perfectly logical. This is the key to Step Three: making clear which behaviours are and are not acceptable.

Step Four: Problem Solving - children and young people have the capacity within themselves to develop self-regulation skills to cope with their own emotional worlds.

In step four, the adult works with the child to consider what they could do when they feel those strong emotions next time. Wherever possible, new solutions should be driven by the child or young person, but there are times, especially when the child is new to the process, when some ideas will need to be given about how to control their temper or manage their fears. For example, 'I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help you figure out how to manage your frustrations next time.'

Appendix 5

Carrington Junior School Anti-Bullying Statement

Statement of Intent

We take all bullying incidents very seriously. All incidents which are reported to staff are quickly and effectively dealt with through this policy.

This policy should be read in line with our Equality and Cohesion Policy.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

There are many definitions of bullying but they have three common factors:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves N.B. There may be incidents between the same children weeks apart, which are not necessarily bullying, but two individual incidents. Logging behaviour records is important in being able to spot patterns between particular children which may meet the definition of bullying.

The main types of bullying are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading malicious rumours, excluding someone from social groups
- Cyber/ Online bullying- malicious emails or posts, attacks on social media or internet sites

A bullying incident may be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Aim

We aim to provide a secure environment for all the children in our care by protecting them from bullying.

Objectives

- To identify those children who are frequently involved in bullying incidents, either as protagonists or those that have been bullied.
- To identify specific areas of the school where bullying occurs.
- To ensure adequate supervision of children at all times on the school premises.
- To use the curriculum to help build an anti-bullying ethos in the school, including e-Safety.
- To create an environment where children are unafraid to report instances of bullying.
- To deal with instances of bullying promptly and appropriately.
- To monitor reported bullying to ensure that bullying does not recur.

- To adequately train staff to tackle bullying behaviour.

Anti-Bullying strategies – what we do

Every opportunity is taken to clarify for both adults and children:

- What bullying is.
- What effects bullying has on both the bully and the bullied.
- What they should do when they know or suspect that bullying is going on:
    - Children are encouraged to report any instances of bullying to an adult or a teacher.
    - If the situation remains unresolved the head teacher and parents are informed and they then work together with the children involved to reach a resolution.
    - Incident to be recorded on our online system.