Carrington Infant School (Carrington Schools Federation) Behaviour Regulation and Relationship Policy

July 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.

Executive Head signature: K.Cliffe

Chair of Governors signature: N.Zachary

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Trauma Informed and Attachment Aware – written by Carrington Infant School Exec Headteacher
Date: July 2026 Signed: Kate Cliffe

Policy rationale:

Carrington Infant School is committed to being a 'Trauma Informed and Attachment Aware' community.
As a school we are aware that to ensure everyone in the school community feels safe, the educational environment needs to be high in both **nurture** and **structure.**
All children and young people need predictable routines, high expectations and consistent yet caring responses to behaviour. These fundamentals must be in place and modelled appropriately. **'Trauma Informed and Attachment Aware'** approaches are embodied in our school's aspiration to build a nurturing and caring ethos alongside **clear and consistent** boundaries. We wish the children at Carrington Infant School to experience joy during their time at our school.

Improving and maintaining the social, emotional and mental health and well-being of our staff, pupils and parents / carers is a priority. In addition, we recognise that for children and young people to **thrive** and **progress** in their learning, we must first address their need for a **sense of safety and belonging** (Maslow's Hierarchy of Needs). We wish to work towards these important goals in all aspects of school life, and to provide an ethos, environment and curriculum that supports the whole school community.

It is acknowledged that members of the Carrington Infant school community may have vastly different parenting experiences and views on behaviour.
However, the aim of our 'Behaviour Regulation and Relationships Policy' is to bring us all together to adhere to some key principles and practices that reflect our school ethos. **Relational** responses are the cornerstone of this approach.

Interoception

Interoception is the science of noticing, understanding, and regulating our internal bodily sensations.
At Carrington Infant School we teach the children to understand big emotions and help them to notice and understand their own personal body signals.
Interoception guides us away from behaviourism, which is grounded in superficial assumptions about a person's actions—attributing behaviours to surface labels such as "attention-seeking" or "task avoidance."

These labels shut down our curiosity.

We need to understand the 'whys' to truly support our community.
Why is a child struggling?
Why are they "needing attention" or "avoiding a task?"
What is happening internally?

We need to help children explore their inner experiences, so we can all understand the 'whys' and collaboratively problem-solve effectively. Only then can we truly help them flourish in the classroom.

Our Carrington Infant School values of **KINDESS, RESPECT** and **HONESTY** are at the heart of the positive relationships we build between adults, children and the wider school community.

Kindness
Staff treat the children and each other with kindness. We teach our children how to show kindness to each other and themselves.

Respect
We are respectful towards the children and one another. We work to communicate and model respect towards the children and towards parents.

HONESTY
We are honest with our feelings and actions.

Policy Scope

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

Policy Aims:

Our policy embodies the principles of 'Trauma Informed and Attachment Aware' approaches.

It aims to:

- Ensure that all members of Carrington Infant school community feel safe and secure.
- Prioritise connectedness, trust and transparency so that relationships between all members of the school community can flourish, enabling our children to be 'ready' for learning.
- Empower our children to **self-regulate** using **pro-social** coping strategies.
- Teach our children how to communicate their thoughts and feelings safely (using emotion coaching), in order that they might use this important life skill in adulthood.
- Support our children through explicit pro-social modelling, to **develop** a strong sense of morality and empathy that allows them to take on board the thoughts and feelings of others
- Maintain high expectations of behaviour from all of our children while using a **caring**, **nurturing** approach
- Esteem children and adults as individuals and respect their rights, values and beliefs.
- Encourage our children to take pride in their school and the school environment
- Provide a highly structured 'planned environment' which promotes positive learning for all.

- Challenge and support where there are any behaviours involving bullying, harassment or discrimination.

Policy Links

This Behaviour Regulation and Relationships Policy links to the following other policies we hold in school:

- PSHE Policy
- Equality, Diversity and Inclusion (EDI) Policy
- Health and Safety Policy
- KCSIE
- Online safety policy
- Positive-handling policy
- SEN policy
- Attendance Policy
- Staff Code of Conduct

Purpose of the Behaviour Regulation and Relationships Policy:

To provide guidance to governors, all staff, parents /carers and children that can be:

- Accessible and applicable at all levels within the educational setting.
- Used to create and embed a **nurturing**, **inclusive** whole school ethos that reflects the aims of the policy.
- Monitored and evaluated as part of a plan-do-review cycle, with input from children, parents, carers and governors.

Roles and Responsibilities

Senior Leader Expectations:

At Carrington Infant School our Senior Leadership Team recognise the majority of children are able to function well in an educational environment which is high in both **nurture** and **structure.** However, we are also aware of the inextricable causal link between unidentified special needs and the impact of trauma and attachment difficulties on: attendance, physical and mental health, behaviour regulation and (as a consequence) progress in learning. We aim to address this complex issue by ensuring:

We create the conditions needed for all of the key members of staff responsible for these interconnecting disciplines to work closely and meet regularly; this includes: the Executive Head, Co- Head of Schools, Designated Teacher and the Designated Safeguarding Lead.

- We are persistently seeking to identify the underlying ‘causes’ of dysregulation or attachment seeking behaviours at the earliest opportunity via our **multi-disciplinary working.**

- We support our multi-disciplinary teams to implement appropriate interventions using a joined-up approach.

Staff Expectations:

- We value our relationships with children and their families and this is evident in our personalised, responsive approach.
- We strive to understand the function behind a child's behaviour; we are professionally curious.
- We assume complexity in our approach / interactions and seek to support children to feel safe.
- We take an empathetic stance which asks, 'What happened to you?' instead of 'What is wrong with you?'
- We consistently model the empathy, kindness and respect (including using inclusive, trauma informed language) we expect from our children when we interact with colleagues and pupils.
- We always give children a fresh start as required - we practise '**unconditional positive regard'**.
- We ensure that we support and implement the agreed 'Trauma Informed and Attachment Aware' approaches in our day-to-day interactions with all our children.

Pupil Expectations

Our school values of **Kindness, Respect** and **Honesty** explained to our children as soon as they start their school journey with us.

We believe that the three words are easily understandable and relatable for our children

- We are kind and respectful to everyone
- We respect ourselves and others
- We are honest even at times when it might be hard

Environmental Consistency

At Carrington Infant School, we recognise that consistency and routines help children to feel safe. We aim to ensure that:

- All school staff have read the school's Behaviour Regulation and Relationships Policy and feel confident in applying it fully.
- All school staff are aware of the strategies being used to support individual children with additional needs (including acknowledgement and awareness of the responsive co-regulation plans – ***see appendix 1*** **for an example**).

- All school staff are trained in and able to use emotion coaching (**P.A.C.E**) see page 11 to support children self-regulate and reflect so that they are then able to re-engage.

- All school staff are aware of the philosophy ***'connection before correction'*** when addressing dysregulated / connection seeking behaviour.

- All school staff are trained in basic neurological development theory and use this knowledge to **respond** and **not react** to children and young people.

- All staff are involved in regular refresher training on 'Trauma Informed and Attachment Aware' approaches.

- As a school, we refer to the school's values every time we provide feedback / reprieve, in which we explain how a behaviour has / has not embodied these expectations

- There is a whole school application of natural / logical consequences where they are required, with a focus on educational and protective outcomes

- All staff provide problem solving and restorative opportunities for children and young people when they are emotionally ready / back at base line.

A Graduated approach:

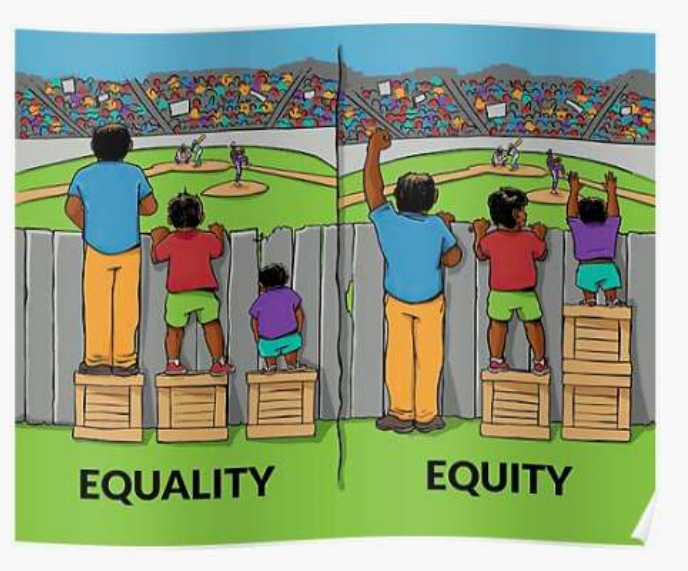
Context

'*Behaviour and discipline in schools: Advice for head teachers and school staff*' draws on the Behaviourist principles of 'reward and sanction' which although may help to modify the behaviour of many children and young people, **do not work for all children**. This is particularly true for those who have historic or current 'Adverse Childhood Experiences' **(ACEs).**

Our school policy reflects these principles as follows:

- We will take an **adaptive approach** with our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some children, this approach will require an individualised, responsive co-regulation plan

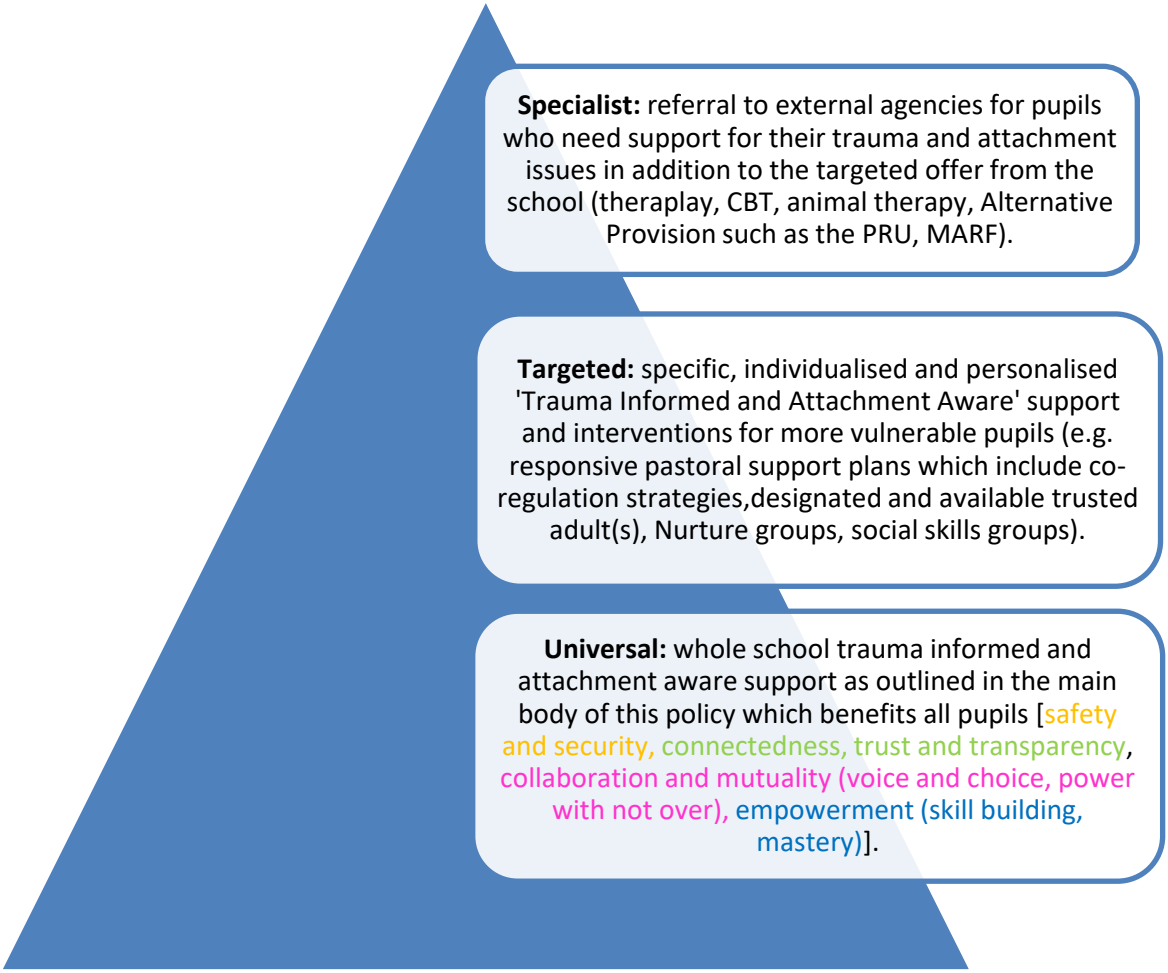
- It is our aim to inform parents / carers at the beginning of each year about our adaptive approach in order for them to understand that ***"being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)"*** (Brighton and Hove Council, 2018).



- Children have a wide range of individual needs which change over time. As such, they will require a flexible approach within an overall structure of consistency. Whilst we envisage that our 'Universal' behavioural approach (please see below) will be effective for the majority of children at Carrington Infant School, **some children will require extra support in order for us to ensure an equitable school environment**.

- A graduated response to behaviour allows the school and individual staff to **support children according to their current level of need**. The pyramid below provides some examples of support offered at each wave of our graduated response. Children will be provided with support based on their level of need. Given that Carrington Infant School views **behaviour as a communication of need**, frequent difficulties will be seen as an indication that the **level of support may need to be increased** (e.g. a child receiving support at universal level would be assessed using an appropriate tool and then supported at the targeted level). Decisions about the level of support required will always be made in consultation with the child (where appropriate) their parents / carers and external professionals as appropriate.

A graduated approach to support



Whole school graduated approach in action

Step 1

Building resilience and developing self-regulation:

At Carrington Infant School we take a proactive whole school approach to promoting **prosocial behaviour**. We recognise that an important part of this approach involves **building resilience** and improving our **children's' ability to self-regulate**. This is aligned with a 'Trauma Informed and Attachment Aware' approach and will benefit the whole school community while addressing the needs of pupils who have experienced trauma and attachment issues. Building resilience and improving self-regulation involves direct and indirect learning. **Direct learning can only occur when pupils are functioning at baseline (not at times of crisis).**

Direct learning opportunities:

- Social values such as kindness and empathy are valued and promoted through day-to-day interactions and the curriculum including lessons such as our Carrington Bear's P.S.H.E. Curriculum.
- Explicitly teaching emotional literacy to all pupils as part of the school curriculum (recognising the physical representation of emotions, labelling emotions).
- Explicit, age-appropriate teaching of the functions and interactions of the triune model of the brain (brain stem - fight or flight, mid brain - emotions, higher brain – problem solving and emotional regulation) otherwise known as 'psychoeducation'.
- Teaching some simple self-regulation strategies to all pupils so they can manage stress and conflict, building their resilience (grounding strategies, mindfulness etc).
- Creating opportunities to use / practise self-regulating activities for all pupils as part of the school day, in order to create a community of regulation.
- Teaching children to understand the senses of ; Interoception, Proprioception and Vestibular and why these are important

Indirect learning

- Children at our school are supported by staff who understand the importance of seeing all behaviour as communication.
- Children at our school are supported by staff who assume complexity and trauma may be present and therefore use their professional curiosity alongside positive language to **respond** rather than react.

Step 2

Rewards and positive reinforcement

The intrinsic reward offered by warm relationships, verbal praise and stimulating a curriculum are the most effective form of reward for all children and young people. However, Carrington Infant School recognises that for many children a more tangible rewards system, which recognises all forms of social and academic achievement and which regularly communicates this 'good news' is necessary.

As a whole school:

- Rewards and reinforcement are linked to **achievement** and **improvements / progress in both academic and social and emotional functioning** (including the small steps for some).
- Rewards and reinforcement are given as quickly as possible after the positive behavioural / academic success.

- Every child experiences some success and recognition – we recognise this is especially important for our vulnerable cohorts who may be struggling to conform and manage their emotions.
- There are multiple opportunities during the day / week for a **fresh start**
- We use Class Dojo in KS1 and Tapestry as an electronic recognition board. The class work together so that all children achieve recognition for the class focus.
- Every class is different and therefore the points awarded through Class Dojo are bespoke and agreed in each class.

As an individual staff member:

The most powerful reward a staff member can bestow on a child or young person is positive attention.

Children need feedback regularly to help them improve academically. They also need regular feedback to help them develop socially and emotionally. **Praise and acknowledgment** can be very effective in this regard.

- Frequent 'positive noticing' is as a powerful and effective form of positive reinforcement *(Thank you for being so helpful today … I noticed how you asked for help today when you were unsure … I liked how politely you …).*
- Praise and acknowledgment are most effective when they are experienced as genuine and specific (and for children who have experienced trauma, focus on an outcome or a concrete action rather than the individual).
- Praise and acknowledgement can be communicated through other means including displaying and celebrating achievements.
- There is acknowledgement that some children and young people respond positively to public praise, whereas others may need more private recognition.

Step 3

Establishing and maintaining relationships

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation." *(Bruce Perry, PhD, MD, researcher & child psychiatrist)*

In Carrington Infant School we place great emphasis on relationships and relational responses. Helping **all** children to realise the value of relationships, and importantly, how to keep them healthy and thriving, is a lifelong skill and one which will positively impact their mental health and well-being into adulthood.

Relationships are the most therapeutic and healing aspect of a 'Trauma Informed and Attachment Aware' approach. They will need to firstly be **established** and then **maintained**.

To achieve this goal, we aim to:

- Understand that we as adults need to identify and manage our own triggers.
- Recognise that as adults our own values and beliefs will interact with cultural, ethical, and generational differences.
- Meet and greet our children at the school gates and classroom door so they feel 'seen.'
- Help children / young people feel 'held in mind' *(I thought about you the other day when …. I remember you like ….)*
- Follow through with things we say we will do, especially the positive things.
- Role model acknowledging **our own** mistakes and negative emotions, showing how we learn from them in order to move forward.
- Recognise that 'Human to human interactions are physiological events' (B. Perry, 2015) and as a result, children and young people are 'regulated and rewarded' by warm, positive interactions, however brief.
- Maintain high levels of self-awareness as adults so that we can **make deliberate use of positive body language and other non-verbal communication.** This is crucial because '… gestures, facial expressions and vocalisations that appear "safe" turn off the brain stem.' (S. Porges, 2006).

Step 4

De-escalation of dysregulated / connection seeking behaviour:

Providing high quality, **adaptive teaching** alongside **practicing resilience, regulation and relationship building** are all major factors in ensuring a positive learning environment for all; this will go a long way towards minimising dysregulated /connection seeking behaviour. However, the school recognise there will be times when children do still struggle to regulate themselves and / or accept the boundaries which are clearly communicated to them. It is at this stage that a consistent approach using a 'shared language' is most important.

Connection before correction using P.A.C.E.

P.A.C.E. (Dan Hughes) is an evidence-based approach to communication with children and young people who have experienced trauma. However, as it is based in neurological responses to human interaction, it is **an effective approach for all pupils**. It can be used very effectively alongside the Step On scripts (*see appendix* C for more P.A.C.E. scripts).

Playfulness:

- Using a playful tone of voice, warm gestures and humour can go a long way to diffuse low level behavioural dysregulation or when children and young people are 'seeking connection'. *(It's lovely to see you today. What's all this about … I am sure we can work on this together.)*

- Offering limited choices can also be a very effective light-hearted way to address low level dysregulation *(Ok so you are having a bit of trouble getting started. Let's see how we can get this show on the road: you can write this by hand or use the laptop).*

Acceptance:

- Accept their intentions and redirect (**Accept**: *When you make silly noises you are letting me know that you are finding things difficult right now.* **Redirect***: I'm here to help. You talk, I'll listen and we'll resolve this together / Remember, in the classroom we work quietly so everyone can concentrate. Yesterday you worked quietly in Maths. That's who we need to see today. Just put up your hand if you want some help*).

- Be consistent, kind but firm.

Curiosity:

- Listen to and observe the child's communication, it may not be verbal, then reflect back what you have observed *(I can see that you are agitated / distracted / demotivated right now … I wonder if you are struggling with … I guess you might be worried about …)*

- A response may not be forth coming initially. Give take up time where possible and let them know you will *'return to see how they are doing'* in a few minutes.

- When you return keep the tone light but remind them of the expectations and use positive language as much as possible *(Ok it's been a few minutes. It's good to see you have picked up your pen / lifted your head off the table / settled down in your seat and are more ready to make a start. Let me remind you of what you needed to do.)*

Empathy:

- Acknowledge and validate feelings then redirect (**Acknowledge***: I hear / see that you are not happy about …* **Validate**: *I understand it's hard when …* **Redirect**: *Remember, in our **school** we are respectful to each other so **when** you … **then** we can look at …*).

- Be tolerant but not permissive – remember **high nurture** and **high structure** are key.

Step 5:

There will be times when a P.A.C.E. approach does not result in positive behavioural outcomes ***within the classroom environment.*** At this point there is a need to seek additional support for children.

Additional support:

- Removing the audience can be very helpful, this includes other adults.
- A change of environment may be needed. Support should be sought from the team to accompany the child to a space of safety. This may be the Sensory Nook in Key Stage 1, the Sensory Room by the ARP or outside. These spaces will be agreed prior to escalation in need.
- **Regulate** (time and space to calm down – soothe the brain stem using various strategies which may be outlined in pastoral support /co-regulation plans where relevant).
- **Relate** (connect with the child– P.A.C.E. may be effective now without an audience and with time to regulate).
- **Reason** (reflect and articulate – some learning is needed to move forward and this can be achieved through P.A.C.E. initially to make the '**connection**' and then the '**correction**' or thinking about alternative behaviours can follow on).
- **Repair** (problem solve together on how this temporary rupture in the relationship can be repaired – simple apology, restorative conversation, restorative action which may happen in their free time). Once this step is complete there is a **fresh start**.
- Additional support is most likely to be effective for children (particularly those who have trauma and attachment difficulties) if the adult involved in giving the support is one of up to five adults they have identified as 'trusted, safe adults'.



Step 6:

Supporting children in a crisis:

Sometimes, despite our best efforts, children people can become very dysregulated and as a result they will experience a crisis. At this stage, their fight or flight response will be engaged and therefore their 'thinking' brain / 'higher' brain will be offline. The following are important steps when supporting children in crisis:

- **Start by regulating yourself.** Ask yourself the following four questions which help you respond and not react:
- What am I feeling right now?
- What does the pupil feel, need or want?
- How is the environment affecting the young person?
- How do I best respond?
- Acknowledge that their brain is in flight or fight so say very little initially and be aware of your body language and tone of voice - **93% of communication is non-verbal**.
- Follow any individual pastoral support / co-regulation plans, particularly for vulnerable pupils who are in crisis.
- Use co-regulation strategies and emotional first aid scripts such as P.A.C.E. / Step On (validate and name emotions, connect and use the relationship, use active listening skills - verbal and non-verbal). Keep sentences short, language unambiguous and trauma informed.
- Seek support from one of the child's five 'trusted, safe adults' as a priority.
- Only attempt to address solutions to problems or any consequences when the pupil is back at baseline – be aware that returning to baseline can take up to an hour even when a child 'appears calm'.

Step7:

Restoring and repairing relationships:

Carrington Infant School recognises that ruptures in relationships are a normal part of everyday life. We aim to support all of our children to restore and repair ruptures where they inevitably happen from time to time. Taking a restorative approach is the most effective way of restoring and repairing relationships and in Carrington Infant School this is our main objective. Where specific consequences are needed in addition (this is not always necessary), they will be educational and / or protective. In order to facilitate a restorative culture of restoration and repair we aim to:

- Offer time and space for everyone (staff and children) to reflect and take responsibility, avoiding a blame approach – restorative meetings may need to wait until the next day in some circumstances.

- When the time is right, arrange for planned and appropriately chaired restorative meetings between peers and / or pupils and staff.

- Use restorative conversations in meetings with a solution focused approach in the form of ***Life Space Interviews*** *(see appendix D for scripts / prompts):*

    - I Isolate the conversation
    - E Explore the event from the child' perspective
    - S Summarise what they have said (reflect)
    - C Connect feelings and actions / behaviours
    - A Alternative actions / behaviours discussed
    - P Plan and practise new behaviours
    - E Enter back into the routine / classroom

- Help pupils learn new coping skills / strategies following their transgression – this may involve a short-term intervention.

- Practise ***'unconditional positive regard'*** for all pupils from all staff so that they feel a sense of belonging and acceptance following a rupture in relationships.

- Model how to repair relationships, including acknowledging and owning our own mistakes / misunderstandings / negative feelings as adults and apologising where appropriate.

- Use a collaborative approach when agreeing a way forward which listens to all involved and makes appropriate compromises.

- Offer limited but credible choices for children who struggle to accept consequences and take responsibility for their actions.

- Ensure any additional consequences are either purely ***educational*** or ***protective and educational:***

Educational	**Protective and educational (these consequences are supported by interventions to teach alternative behaviours)**
Reading social stories before identified trigger points	Increased staff ratio (e.g. at beak times) alongside reading a social story before breaktimes (time limited)
Role playing / rehearsing alternative behaviours regularly for a period of time	Limited access to social spaces / activities alongside role play / rehearsing of alternative behaviours in these spaces (time limited)
Assisting with repairs	Removal of privileges (related to the circumstances
Conflict resolution / mediation meetings	

Use of suspensions:

Carrington Infant School recognises the potentially detrimental impact of suspensions, particularly with our vulnerable cohorts, and consequently avoids using them as far as possible as a response to dysregulated or attachment seeking behaviours.

In order to avoid suspensions, we will:

- Consistently follow steps 1 to 7 above as a whole staff team from classroom level to senior leadership.

In addition, we will:

- Identify and meet the need being communicated through a dysregulated / attachment seeking behaviour at the earliest opportunity, acknowledging that punitive approaches are ineffective for children who have experienced trauma and / or have attachment difficulties.
- Use a relational approach to behaviour support which places an emphasis on relationships as the key to good practise and long-term meaningful change.
- Inform the Buckinghamshire Virtual School if a child or young person is a Child Looked After, adopted, on a Special Guardianship Order or known to social care (or has previously had a CIN / CP plan) and is **at risk** of a suspension or permanent exclusion as a priority.
- Inform the Education Entitlement Team where any child / young person is receiving increased numbers of suspensions or is at risk of permanent exclusion as a priority.

Although Carrington Infant School aims to focus on positive reinforcement and relational approaches alongside educational and protective consequences, there are unfortunately occasions when some children may engage in behaviours which put themselves and / or others at risk of harm, both physically and / or psychologically.

Possible reasons suspensions may be considered are outlined below:

- The child is using violence and /or verbal aggression as a means to intimidate staff and / or their peers.
- If the child exhibits a level of violence which is so dangerous that the Head of School feels unable to reasonably keep the other pupils and staff safe.
- There is persistent and / or severe bullying (including targeting any of the protected characteristics) despite support and interventions.
- The child exhibits a behaviour which is potentially a safeguarding issue for themselves and others on the premises.
- The Health and Safety of the child/children is at risk due to harmful behaviours e.g smearing, child is unsafe on site

We want our children in school every day but sometimes children need to have their needs met by having a shorter school day or a reduced timetable. This will happen only after consulting with parents and with Buckinghamshire Council Exclusions and Reintegration Team, and will be reviewed on a two-weekly cycle.

This is not an exhaustive list. The Head of School will analyse and assess every incident individually, taking into account the circumstances and the individual needs of every young person on a case-by-case basis.

When suspensions are used, we will:

- Maintain contact with the child and their family throughout the process (e.g. telephoning the parents at the beginning and end of each day, to check how they are doing and how the work they have been set (if appropriate) is going.
- Use a structured reintegration meeting using a Life Space Interview approach to ensure the crisis is used a learning opportunity and is solution focused (I.E.S.C.A.P.E.)
- The school will seek support from the Exclusions and Reintegration Team
- Use a collaborative approach to reintegration, placing the child's (and parent's/carer's) voice at the heart of each step of the process. (This may not be possible if the child is preverbal).
- Hold a debrief and reflective session with a focus on 'learning' for all staff directly involved in supporting the child leading up to the crisis and the suspension.
- Make arrangements for any restorative conversations between the child and their peers and / or staff, (where appropriate) keeping the focus on 'restoring and repairing' the relationship.
- Ensure any follow up support / interventions are in place for children and staff.

Allegations against school staff:

The Department for Education (2016) requires that school behaviour policies "set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff". In line with our trauma informed approach to behaviour management, any malicious and unfounded accusations made against school staff would be investigated on an individual basis, with staff, the child or young person and parents/carers working together to understand the possible functions of this behaviour. If appropriate, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child and the staff member, whilst aiming to avoid eliciting shame in the child. The member of staff involved would also be provided with access to emotional support, and / or counselling if required.

Engagement with parents/Carers:

Carrington Infant School values parents / carers as experts in their own child's life. We will provide feedback on pupils' emotional wellbeing at parent / carer meetings but will also make contact immediately if we have any concerns about a child's wellbeing. We also place great value on feedback from parents / carers about the wellbeing of our pupils. Parents / carers should contact the school to share any concerns. This may be via a phone call or email or direct conversations which may be agreed between the school and the parent / carer.

- Parent to contact the class teacher in the first instance
- Following a period of 2 weeks, should the concern not be resolved families can contact the Head of School

Use of Reasonable Force

The DfE is updating its guidance on the Use of Reasonable Force within schools following a consultation that ended in April 2025.

Until this new update is published, we will be guided by the 2013 DfE publication at this link here DfE advice template

In some circumstances, staff may use reasonable force to restrain a pupil to prevent:

- Them causing harm to themselves or others including staff
- The child damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Confiscation of banned items and searching pupils

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

We respect the rights of our children to a private life in line with the Human Rights Act 1998. Staff must have reasonable grounds to suspect a child could cause injury, distress to others or may commit an offence, before they search a child. The staff must ensure the child understands why they are being searched and that this is being done sensitively and with another adult present. The staff must make sure they have taken into consideration the

additional needs of any pupil (SEND, mental health needs, vulnerable pupils) before carrying out a search.

The Executive Head, Head of School and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. This includes items which are frightening for our young pupils and may be linked to television programmes or computer games which are not age appropriate.

The Executive Head, Head of School and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.
Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation.

Banned Items List

- Alcohol
- Items that relate to TV programmes or computer games that are not age appropriate for our pupils
- Drugs
- stolen items
- knives
- weapons
- pornographic material
- fireworks
- anything else perceived to pose a threat to pupils or staff at the school

Parent and Pupil Conduct Outside the School Gates

- The Head of School will investigate reports of concerning behaviour from pupils or parents in the local community after school hours.
- Sanctions may be applied where a pupil or parent has used inappropriate behaviour off-site. For a pupil this may be when representing the school e.g. on a school trip, travelling to and from school, when wearing school uniform.

How the school supports staff well-being and reflection

Carrington Infant School recognises the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. We encourage self-care in the first instance. Staff are offered the opportunity to debrief with their line manager or senior leaders where appropriate following incidents. Some staff members, in particular classes, may receive formal supervision where they are possibly experiencing secondary trauma on a daily basis as part of their role.

We have a **Reflection Hour** available for any member of staff where they are offered an hour to either:

- Seek advice from a professional body
- Take time for themselves – this can be off site or within school
- Use the time to catch up on any outstanding work
- Anything else agreed by school

The SENDCo facilitates this offer and all requests for time are managed by this member of staff.

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.
It is the responsibility of the Head of School, and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head of School and the Senior Leadership Team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.
This policy is subject to annual review by the Chair of Governors.

Useful links:

Pastoral support: Emotion coaching (headteacher-update.com)

Supervision in Education - Healthier Schools For All - Main report_0.pdf (barnardos.org.uk)

Self-care for mental health problems - Mind

Supportive Phrases

Key message from staff underpinning each of the phrases below: I am trying to understand you, I'm interested in you, I'm invested in this relationship with you.

You're letting me know that…
e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that…
e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that…
e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is, so I can help you. (Provide the child with take up time if they need it by saying 'when you're ready I'll be…')

I wonder what it is you are trying to tell me
e.g.it feels like you have something to say and you are having difficulty finding the words.

I worry that ...
e.g. You want me to know you need some help, maybe a sensory break, some time out of the classroom to help you get back to the green zone.

You want me to know that…
e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the Lego (low stress level activity chosen using the 'first' and 'then' approach to their learning).

It's not a problem…
e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok…
e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it xxx will know and she will understand.

It feels like/as if…
e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

…Let's sort it out/ do it together…
e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

…We can fix this…
e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this, I believe you can/in you

e.g. you can do this, all you need to do is walk straight to xxx to pick up the work, and we will come straight back out to your work station.

I can understand that…has upset you/made you feel…because you thought/felt
e.g. I can understand that xxx has made you feel upset because you thought you were allowed to go out to play today, but you are not allowed to. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

…I need to keep you safe
e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...
e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be…
e.g. when you're ready we can talk about it, I'll be by this table sorting out the books.

Let's think of a way you can let me know next time?
e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?

… we just need to keep you safe.
e.g. You can be angry, we just need to keep you safe.

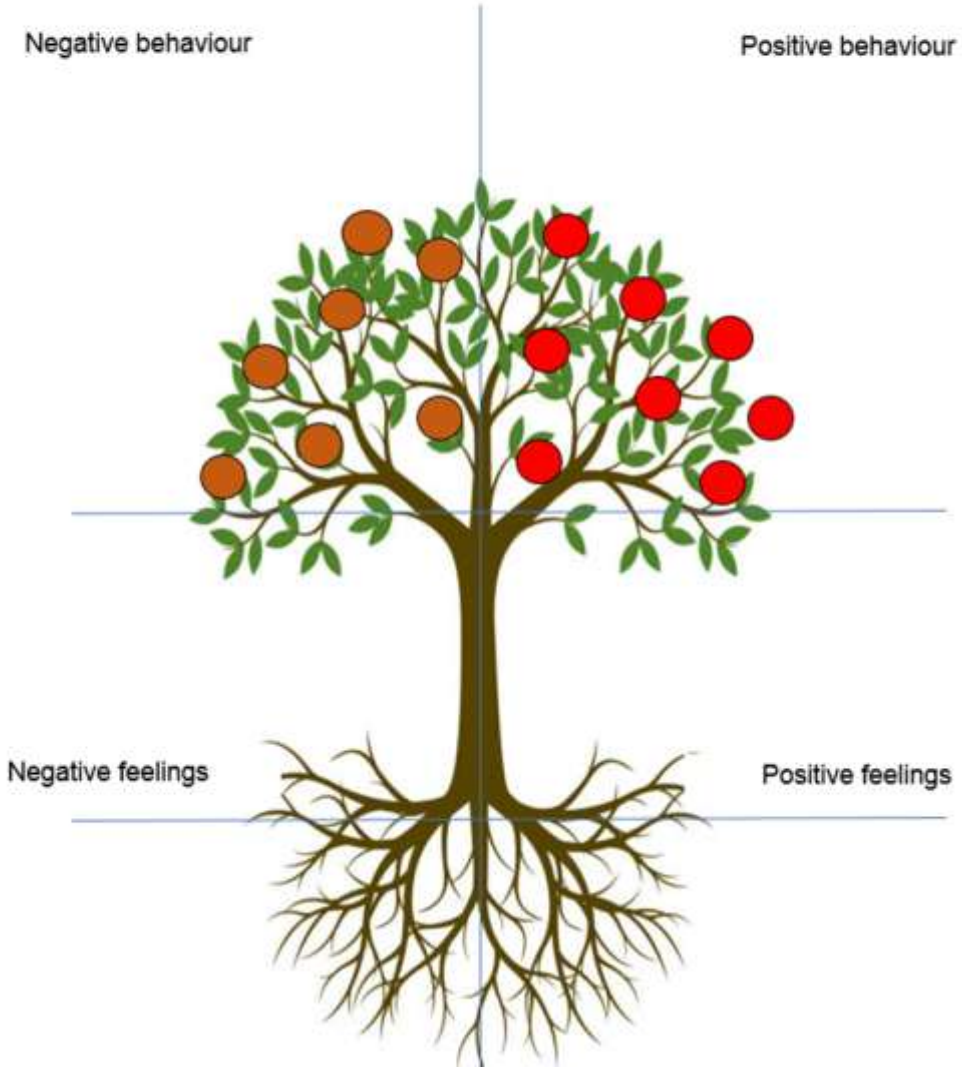
…It's ok you're safe.

Appendix A

Roots and Fruits Analysis and Positive Intervention Plan template (PIP)

Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



Appendix B

Positive Intervention Plan

Name:	DOB:	Date:	Version of plan: Review Date:

Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see / have:
Differentiated measures to promote / support positive behaviours:	

	POSITIVE behaviours you will see:	What you will say:	What you will do:
	DIFFICULT behaviours you will see:	What you will say:	What you will do:
	DANGEROUS behaviours you will see:	What you will say:	What you will do:
	Next Steps:		

Signature of plan co-ordinator…… Date …….
Signature of parent / carer…… Date …….
Signature of young person (if appropriate)……Date…….

SEMH Support Plan		
Pupil Name:		**Photo**
Staff ratio to support crisis:		
Class:		
Plan creator:		
Date plan created/reviewed:		
Approved:		Date:
Reason for SEMH plan:		
Main form of communication:		
Likes 	**Dislikes** 	

SEMH target: **(To reflect information documented in EHCP)** *What goal are we working towards?*	
Triggers *Known events & factors that can impact and cause dysregulation*	
Micro-signals *Early communications/warning signs – passive and active.*	
Complex behaviours: *What does this look like for the child?*	
Strategies for de-escalation: *E.g. Positive commentary,", motivators, sensory room*	

Planned restrictive physical interventions: *There must be significant evidence to justify planned intervention. "Restraint should be proportionate, reasonable and justifiable*". Staff should be team teach trained.	
Date shared with parents/ carers:	
Post crisis strategies: *If cognitively aware – pupil to self-reflect to enable self-regulation & debrief e.g. social stories*	

Additional Information for staff – Knowing our children

Behaviour is a form of communication

What could the communication signify? (Function/Reason/ Unmet need)	**Micro signals?**	**Potential additional strategies/resources?**
e.g. • Hunger? • Uncomfortable pad? • Requiring toilet? • Inform of constipation? • Medical reason – e.g. Eczema/itchy skin? • Tiredness? • Noisy environment? • Overstimulating environment – bright colours, lights, too much movement? • Long journey to school? • Change in routine? • Unfamiliar peers/adults? • Communication, to express emotions? • Pain/feeling unwell? • Escape or avoidance? • Tangible reward, to get something they want eg food? • Sensory, because it feels good? • Social attention, to get noticed?	**e.g.** • Vocalisations. • Body language. • Eye contact, or lack of. • Pacing. • Laughing/giggling. • Indicating desire to leave the room. • Closely watching a peer's behaviour. • Physical prompting of adult (leading). • Seeking favoured space or toy. • Facial expressions.	**e.g.** • Change of face. • Change of environment. • TEACCH structure. • Now and next board. • Offer (appropriate) visual prompt – Object/photo/symbol? • Team Teach. • Weighted blanket. • Pressure vest. • Massage. • Motivator box. • Chewelry.

Appendix C

PLAYFULNESS

A C E



The P in PACE

A Care-giving Formula by Dan Hughes

EdPsychInsight

https://www.epinsight.com | Twitter - @EPInsight

What is PACE?

An open and engaged approach for children who have experienced trauma, which is designed to promote safety, develop trust and enhance understanding and regulation of emotions.

What is Playfulness?

A playful approach focuses on eliciting positive emotions and moments of shared joy, during interactions between an adult and child.

We can help the child to keep difficult thoughts and feelings in perspective, through words, gestures and actions which are light-hearted and spontaneous.

Why is Playfulness important?

It shows that you really like the child – something which may not be easily understood or trusted. It can also reduce the authority of an adult's role and convey a sense of connection and optimism.

It has physiological benefits – the release of dopamine and oxytocin hormones help children (and adults!) to feel pleasure, suppress pain and reduce the experience of stress and shame.

Ideas for developing a Playful Approach

- Warm and personalised classroom greetings – high five; fist bump; waving; quoting their favourite TV show or film.
- Show – with your eyes, eyebrows, smile and tone of voice – that you are interested in and delighted by what the child is doing.
- Find moments for silliness – use a sing-song voice; wear a funny hat; talk to a teddy bear or puppet; be forgetful; make mistakes.
- Play games which build to a finish – peek-a-boo; hide-and-seek; ready-steady-go with bubbles; pop-up pirate; Jenga; dominoes.
- Incorporate rhythmic actions into teaching – clapping; jumping; tapping; dancing; passing a balloon or beanbag; musical chairs.
- Defuse stressful demands – make a game out of getting organised; practise socialising using fun role-play; use humour to divert from conflict; give the child a job during a busy transition.

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The A in PACE

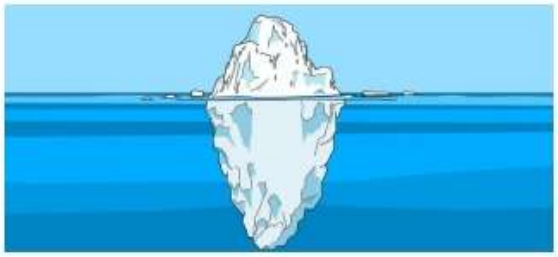
A Care-giving Formula by Dan Hughes

ACCEPTANCE

P

C

E



Defining Acceptance

Acceptance is not about tolerating or condoning inappropriate behaviour, nor does it mean withholding discipline or not setting limits.

It is about creating the conditions for unconditional positive regard. Accepting the thoughts, feelings, perceptions and memories which lie underneath the behaviour. "All behaviour is communication".

Why is Acceptance so important in trauma-focused care?

Children with a background of abuse, neglect and loss can be prone to toxic shame. They have great difficulty making sense of their thoughts and feelings and expressing these in socially appropriate ways.

Acceptance shows the child that we understand and allows him or her to safely explore and communicate their inner experience. It's a way of saying "I get that this is a big deal for you".

Why can Acceptance be so difficult?

- We can be quick to evaluate behaviour...but this activates the child's defensive systems and triggers shame rather than guilt.
- We can prioritise traditional behaviour management...but the child's trauma-impacted brain is ill-equipped for thinking about consequences.
- We are keen to change behaviour...but the child may have lacked the experience of regulating thoughts and feelings through relationship.

Some Examples of Acceptance

"I can see how you feel this is unfair. You wanted to play longer"

"You probably think that I don't care about what you want"

"You were letting me know that you were really scared when you ran out of the classroom".

"I know you were angry about what he said last time, but hitting can hurt. Let's try talking to him about it."

"I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down".

"I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you".



CURIOSITY

The C in PACE
A Care-giving Formula by Dan Hughes

The "I don't know" approach

Curiosity is a process of discovery. We put our own assumptions and expectations aside and explore the child's inner thoughts and feelings. A curious stance is open and non-judgemental; it allows us to gain new perspectives on the reasons behind a behaviour.

The toxic effect of trauma on Curiosity

When early relationships lack sensitivity, responsiveness and positivity, the child may develop negative self-perceptions. This impacts their ability and willingness to explore, trust others, take risks and tolerate challenge and uncertainty in future environments and relationships.

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A health warning about Curiosity

- It's tough! We must inhibit our natural instinct to change or correct negative thoughts and feelings expressed by the child.
- A curious stance can be met with initial mistrust or rejection. The child may have lacked this type of interaction in the past.
- We can get it wrong...and we have to be honest about this and thank the child for telling us how they're actually feeling.
- When we experience what the child is experiencing, this can have implications for our own emotional regulation and self-reflection. This is why it's important to have protected time for supervision and debriefing after a difficult day.

Examples of Curious Questioning

"I'm wondering if you're finding this work difficult and that's why you're asking to go to the toilet more often this morning".

"I'm thinking you're a little nervous about the new teacher in our class today and this explains why you're a little quieter than usual".

"I've noticed that you've been coming up to me for a chat over the last few days. Maybe you might be worried about something".

"I'm a little confused. Usually you love going to PE, but today you don't want to go. I'm wondering what's different about today".

"When she didn't sit beside you in the dinner hall, I'm guessing that you thought she didn't want to be your friend anymore".

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Feeling the Feelings

Unlike Sympathy - an expression of care and concern - Empathy is a genuine desire to "feel with" another person – to step into their shoes and connect with their emotional perspective. This acknowledgement and validation of feelings enables compromise and problem-solving.

The impact of Trauma on Empathy

When children have experienced relationships as rejecting, uncaring or inconsistent, they may react with initial mistrust, confusion or anxiety. Remember that Empathy may have been lacking in past relationships.

Negative responses to Empathy can be stressful for us. We must resist the urge to minimise, reassure or lead with discipline. This runs the risk of the child complying out of fear or with lingering resentment.

Looking after our Empathy

- Feeling more short-tempered or exhausted lately?
- Perceiving situations to be hopeless or even pointless?
- More prone to assigning blame?
- Focusing more on control and compliance?

All of the above are signs of compassion fatigue. When stress overwhelms our ability to empathise, we need to engage in self-care and seek support from others for debriefing & non-judgemental reflection.

PACE EMPATHY

The E in PACE

A Care-giving Formula by Dan Hughes



Some Examples of Empathy

"You are SO upset about this right now. This is really tough!"

"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock."

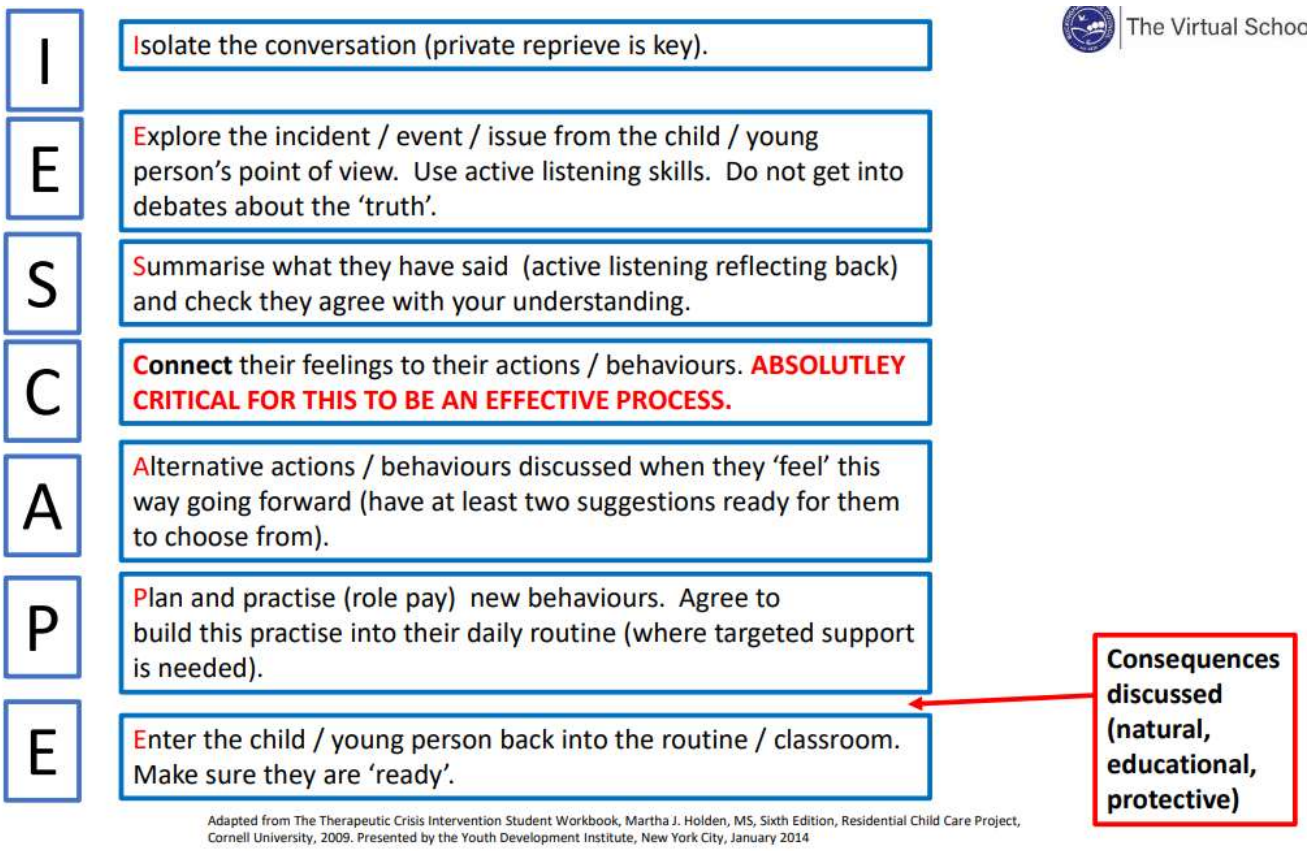
"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".

"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".

"I know it's hard for you to hear what I'm saying.".

"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".

Appendix D


I
Isolate the conversation (private reprieve is key).
E
Explore the incident / event / issue from the child / young person's point of view. Use active listening skills. Do not get into debates about the 'truth'.
S
Summarise what they have said (active listening reflecting back) and check they agree with your understanding.
C
Connect their feelings to their actions / behaviours. ABSOLUTLEY CRITICAL FOR THIS TO BE AN EFFECTIVE PROCESS.
A
Alternative actions / behaviours discussed when they 'feel' this way going forward (have at least two suggestions ready for them to choose from).
P
Plan and practise (role pay) new behaviours. Agree to build this practise into their daily routine (where targeted support is needed).
E
Enter the child / young person back into the routine / classroom. Make sure they are 'ready'.
Consequences discussed (natural, educational, protective)
Adapted from The Therapeutic Crisis Intervention Student Workbook, Martha J. Holden, MS, Sixth Edition, Residential Child Care Project, Cornell University, 2009. Presented by the Youth Development Institute, New York City, January 2014

Appendix E

SESS BEHAVIOUR RESOURCE BANK

SPECIAL EDUCATION SUPPORT SERVICE
building on ability

Advice Sheet 23

LIFE-SPACE INTERVIEW / I-ESCAPE: A REPAIR AND REBUILD TECHNIQUE

This is a specific technique which was originally developed by Fritz Redl and David Wineman and later expanded by Nicholas Long and Mary Wood. It is used as a follow-up / repair and rebuild technique after an incident with a pupil. Generally the staff member who was involved in or witnessed the incident should conduct this interview. It can be a very effective strategy for teaching the pupil self-responsibility and exlporing alternative behaviours / replacement skills with the pupil. From the adult's perspective, it enables us to:

1. see the incident from the pupil's point of view
2. help the pupil to see the connection between their feelings and their behaviour and
3. encourage the pupil to take responsibility for their own behaviour / actions.

The LSI should happen as soon as possible after the incident, once the pupil is sufficiently calm to sit down with the adult.

There are seven stages to the process:

I – Isolate the pupil: find a quiet place to talk, decrease external stimuli

E – Explore the pupil's point of view: ask them to tell you what happened and to explain why it happened. It's important to listen carefully (see Advice Sheet 1: *Active Listening*..) and use open questions / encouragers to get the pupil to elaborate. Convey a feeling of support and understanding for the pupil's point of view (even when this is very difficult to do). Try to put an order on the chronology of events – what led to what?

S – Summarise the pupil's feelings and content of what they say: remind the pupil of what they have said in relation to both what happened and how they were feeling during the incident

C – Connect the pupil's feelings with the behaviour: this is the critical step – to make a link between what the pupil was feeling and the behaviour that resulted e.g. *"You were feeling upset because Ann made comments about your clothes (work / Mam / friend) so you went over and thumped her".* Then check with the pupil if this is an accurate assumption.

A – Alternative behaviours explored: discuss with the pupil what s/he might have done differently – try to get the pupil to suggest these. Some may not be more appropriate so try to direct the pupil to see which behaviour / option might be a more appropriate choice. Sometimes we may need to suggest alternatives for the pupil.

P – Practise new behaviour to be used in future: plan and rehearse what to do the next time a similar situation / feeling begins to develop – perhaps role-play a scenario where the adult acts as the 'other' person and the pupil practises how to respond more appropriately

E – Enter the pupil back into the regular routine: ask pupil if s/he is ready to re-enter and explore what s/he might say or do on re-entering. Encourage the pupil to think and act positively on their return to the class.

For more: http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/LSI.html (gives more information on Life Space Interview & more recent technique: Life Space Crisis Intervention)

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