

Behaviour regulation policy and statement of behaviour principles

Cippenham Nursery school



Approved by:	Full Governing Body	Date: 18 October 2023
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Next review due by:	October 2024	
Updated on School Website:		

Signed: (Chair of Governors)

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(Headteacher)

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The Behaviour policy is a statutory policy and is reviewed annually.

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Aims

We at Cippenham Nursery School are committed to establishing a learning environment that promotes positive behaviour and relationships where children, staff and parents treat each other with care and respect.

We are a trauma informed practice school. We recognise the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity.

We aim to embed a holistic approach to behaviour regulation. We strive to be an Attachment aware, Trauma informed practice school adopting strategies underpinned by evidence-based principles (See appendix 3).

Cippenham Nursery School is committed to dealing with bullying behaviour and we are happy to state that we have never had cause to use the optional 'Bullying' section of the SEAL programme.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our Mission Statement

Happy to be Here - To play, learn, care, share and be ourselves

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our practice

Cippenham Nursery School promotes acceptable social behaviour for staff, parents and pupils. Bullying, harassment or name-calling are unacceptable. We adhere to the rules of the Nursery to ensure a safe and secure environment.

Attitudes we expect:

Care and respect for oneself and towards others	Sympathy for the emotions and feelings of others
Friendliness, kindness and politeness	Respect for the environment and equipment
Fairness, justice, honesty and truthfulness	Respect and appreciation of the work of others
Respect and understanding of differences	Using kind words in communication

Skills we Teach:

Sharing, co-operation and turn taking	Self-esteem and self-regulation
Using calm controlled voices and movement around the Nursery	Tidiness and cleanliness

4. Bullying

At Cippenham Nursery we have never had cause to use the Bullying section of the SEAL programme which is taught throughout the year during circle times. We do teach the children about respect towards others and being kind, polite and friendly. We actively promote the British values of tolerance, democracy, rules and individual liberty through a rich diverse curriculum. There are five aspects in the programme: self-awareness, managing feelings, motivation, empathy and social skills. SEAL teaches the behavioural skills we all need to manage, live and learn effectively.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the full governing board
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 11.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils and go the extra mile to develop strong and empathic relationships with pupils
- › Demonstrate understanding, respect and non-judgement
- › Uphold realistic expectations for pupil's behaviour and set firm but fair limits
- › Implementing the behaviour regulation policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Act as good emotion coaches and support pupils to co-regulate in times of difficulty
- › Adopt a 'regulate, reason and restore' approach to behaviours that challenge
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly and reporting to the safeguarding team

The senior leadership team (SLT) and FSW will support staff in responding to behaviour incidents.

We also recognise 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. To this end, staff have been given a number of strategies to aid their own self-care including training on mental health and well-being, an 'open door policy' of the Senior Leadership Team and where we can, we use external services to provide coaching to staff working with children with complex social and emotional needs.

5.4 Parents and carers

We foster open and honest relationships with our parents and carers. The strength of the child-caregiver relationship lays the foundation for behaviour regulation. We expect caregivers to implement routines and boundaries, model appropriate behaviour and help children learn to express their emotions in appropriate ways. We understand that parenting is no easy task and we strive to support parents with behaviours that challenge through regular teacher meetings and yearly behaviour regulation workshops

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending parent workshops or engage with the school family support worker)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to collaboratively develop the school's behaviour rules and routines and implement these during school times.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Implementation:

- › We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting. There may be 'time in' for children who have been identified as needing an adult to co-regulate their responses to stressful situations. Individual support with a trusted adult, who is aware of attachment issues, helps the child to begin to co-regulate, followed by working towards managing their own behaviour.
- › We use the Ferre Laevers scales of Well-Being & Involvement to RAG rate the children and put appropriate interventions in place. We baseline and revisit once each term.
- › Monitoring the WB&I enables us to organise the indoor and outdoor learning environments so they have a positive impact on behaviour in terms of space, access and choice of activities.

- The nursery team evaluates together, at the end of each session. Changes and strategies can then be agreed together.
- We use the SEAL programme, which develops the children's social and emotional aspects of learning.
- We have a Family Support Worker, who can support and advise parents, so that we can work together to improve behaviour.
- We take a positive and consistent approach towards managing children's behaviour.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We involve the children in making suggestions for nursery rules
- We display the rules and children's suggestions. We refer to them and children are able to remember them and recite them to their peers as a reminder.
- We provide photo prompts as reminders for routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour on a Child Concern Form which is shared with parents and uploaded to Cpoms.
- Where reasonable force was required to manage the incident, a Behaviour recording form will be completed and shared with the parents (Appendix 2)
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.
- If needed, we observe and record what led up to the incident, the behaviour and the consequence on an ABC sheet- Antecedent, behaviour, consequence. This can help us identify triggers and try some interventions. We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children acceptable behaviour in all areas of learning and experiences.
- Each term we ask the children, what makes them happy/sad and record their responses on a discussion sheet and share any concerns with parents
- We encourage the children to express openly their feelings/likes and dislikes during discussion times and free-flow.
- We help the children to understand the consequences and effects of their behaviour on others.

7. Encouraging positive behaviour

7.1 Classroom management

- Children learn our "Happy To Be Here...." Mission statement. They hold hands and recite this regularly at the end of direct teaching sessions.
- We use praise specifically related to the children's actions or behaviours.
- We wear expression cards on our lanyards. These express how certain behaviours make staff or others feel and can be understood by children regardless of language or ability.
- We use the green face for as much positive reinforcement as possible. We sometimes use the yellow face. This gives the children the opportunity to think about and modify their own behaviour. We very rarely use the red face.



If appropriate we use stickers or refocus the child's attention on another activity.

- We focus on activities and routines to encourage: sharing, negotiation and co-operation.

- We encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We encourage the children to be assertive, so they can continue the activities they enjoy, even when their peers are trying to convince them to give up and go with them.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise to child
- Communicating praise to parent
- Certificates or sharing achievement at group times or a leaf on the kindness tree

- Positions of responsibility, such as special helper or being a friend buddy
- Whole school behaviour target i.e., Star in the Behaviour jar
- Recognition from the headteacher receiving a special headteacher sticker

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Parents will be informed of any sanctions put in place

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Time on the thinking chair (3 mins for 3-year-old) then time in to explain why and what they can do next time to manage the situation
- A verbal reprimand and reminder of the expectations of behaviour
- Referring the pupil to a senior member of staff
- Communicating repeated undesirable behaviour to parents
- Completing an ABC sheet to help identify triggers and implement interventions with parental involvement
- Refer to other agencies with parental consent for further support

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All staff have received positive handling training by Team Teach which is a recognised in the UK as an appropriate training model with a clear ethical framework. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents (see appendix 2 for a Behaviour log)
- Be recorded on Cpoms by a SLT member

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Cippenham Nursery school do not search or screen children entering the premises, however on very rare occasions a child may bring into nursery a prohibited item which would not be suitable or safe to leave in their possession until home time. In these incidents the item will be kept with the keyworker and returned to the parent at the end of the day, advising them of the unsuitability of the item and the dangers.

8. Responding to behaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for group times
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, SEBDOS and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The steps are highlighted in section 6 of this policy.

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Staff are provided with regular training on managing behaviour, including training on:

- › Positive handling using Team Teach approach
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour
- › Emotional regulation training
- › Emotion coaching
- › Five to thrive

Behaviour management will also form part of continuing professional development.

- › Nisha Gill (Headteacher and DSL), Kathy Li (Deputy-head and SENCO), and Satpal Badhan (FSW), have the skills to support staff and liaise with other agencies for further advice and expertise.
- › Staff have had attachment training disseminated during INSET days.
- › Cippenham Nursery submitted their first Attachment Audit to the Virtual School in the Summer term 2019. We are an **Attachment Aware school**, which enables us to be more understanding of individual children's behaviour and to support them in a more positive way.
- › NO staff, including students and volunteers, use any form of physical punishment.
- › NO staff, including students and volunteers, use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.

- ALL staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- As part of the SEAL program, staff support the children with developing relationships with other children and resolving conflict successfully.
- ALL staff promote high expectations of children's behaviour within Cippenham Nursery School
- The headteacher, deputy head and family support worker have attended training on Trauma informed practice which is used to support parents and staff with any behaviour concerns.

Reference to EYFS Standard.....

Managing children's behaviour

3.53. Providers are responsible for managing children's behaviour in an appropriate way.

3.54. Providers must not give or threaten corporal punishment to a child, and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Source: Statutory framework for the early years foundation stage (Sept.2021)

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance
- Surveys for staff, governors, parents and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies

- Safeguarding Child protection and policy
- Positive handling policy
- SEN policy
- Complaint's policy

Appendix 1: Written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Behaviour log

Cippenham Nursery School – Behaviour Recording Form

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE?	Date: Time:
WHAT HAPPENED?	
WHO WAS INVOLVED? INC CHILDREN AND STAFF	
WHAT ACTIONS WERE TAKEN, INCLUDING HOW THE CHILD WAS HANDLED AND ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (DSL, DDSL, GOVERNORS, PARENTS):	
SIGNED:	

Appendix 3: Definitions

Emotion coaching

Emotion coaching is an approach which can be embedded into everyday practice when working with CYP to support the development of behaviour regulation. It is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only CYP but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion (Gus, 2018).

What Emotion Coaching means in practice (how co-regulation works)

Step 1: **Being aware of the child's emotions and your own**

Step 2: **Recognising the emotion as an opportunity for intimacy and teaching** ('Would you like to talk about it?')

Step 3: **Empathetic listening and validation** ('I understand. That sounds hard.')

Step 4: **Labelling the feelings** ('This is what is happening. This is what you are feeling.')

Step 5: **Setting limits and problem-solving** ('We can't always get what we want' or 'We can sort this out.')

Co-regulating behaviour

It is normal for all CYP to experience strong emotions and overstep the boundaries. CYP who have not experienced effective co-regulation in the home environment may present with more frequent moments of dysregulation and find it harder to meet behavioural agreements. Education professionals are therefore pivotal in co-regulating behaviour which, when repeated over and over again, supports CYP to begin to internalise behaviour regulation strategies and manage difficult situations with independence.

Trauma informed practice

Trauma informed practice is an approach to working with CYP that takes into consideration experiences of adversity. It focuses on establishing a sense of safety and security that may be missing for those who have experienced trauma. Trauma informed practice is an effective way of supporting pupils with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills.

A full description of trauma informed practice is not within the scope of this document. However, we believe it to be the best approach to behaviour and aim to embed this approach through training and review.

Attachment

Developmental psychologist John Bowlby first coined the term '**attachment**' in the 1960s to describe the relationship between our early caregiving experiences and subsequent social and emotional development. It is a growing area of interest in education and a necessary framework for understanding behaviour.

Early caregiving experiences are pivotal in shaping our internal working models; the set of expectations and beliefs about ourselves, others and how we need to behave in relationships. CYP who have experienced trauma through caregiving are more likely to develop maladaptive internal working models, having low self-worth and believing others to be unreliable, untrustworthy and, at worst, frightening. This has a profound impact on the way CYP behave in relationships.

Nevertheless, it is worthy of note that Bowlby used the term internal 'working' model to draw attention to the fact that internal beliefs and expectations can be changed by positive experiences in relationships. This is why we believe it is important to take a trauma informed and relationships-based approach to behaviour regulation.

Trauma

Trauma is an emotional response to an extremely distressing event and/ or set of circumstances. Complex developmental trauma, which is often interpersonal in nature, arises from chronic and prolonged exposure to adversity. It is known to have a profound effect on brain development, cognition, emotional regulation and attachment behaviour (Hughes, 2016). Therefore, when a child or young person is presenting with behavioural challenges, it is important to view their behaviour within the context of a possible trauma response to adversity.

Childhood adversity

Childhood adversity refers to a set of circumstances or events that pose a risk to the physical and psychological well-being of CYP. The term is relatively broad and encompasses both single and prolonged events. Examples include experiences of:

- deprivation
- parental conflict and separation
- parental ill health
- prejudice and discrimination
- authoritarian and permissive parenting approaches
- maltreatment (including abuse and neglect)
- bereavement, loss and separation (including entering out of home care).

It is important to remember that the experience of adversity will be different for every individual. Many children will be surrounded by protective factors that help them to remain resilient or recover from initial signs of distress. But for others there may be a trauma response; and for some this response may be enduring, having a lasting impact on well-being and mental health (Brennan et al. 2019).

Restoration and natural consequences

Natural rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-traumatise or ostracise children from their peer group. We are in favour of restorative and reparative approaches in which CYP are supported to develop insight into their emotions and behaviours, take others' perspectives and rebuild trust and relationships. We want children to be able to regulate their behaviour effectively because they are internally able to do so not simply to avoid 'sanctions.'