



Relationship based Behaviour co-regulation policy

Policy Number 27

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1. Aims

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber 2007)

“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context” L.Bomber, 2012

This policy aims to:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help children to form positive internal working models of self
- To help children to develop the ability to self-regulate following a period of co regulation
- To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

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](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

2. Implementation of our Aims

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction"
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Staff use PACE and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Staff will support pupils to develop positive internal working models, form positive relationships, meet their need for belonging and safety to open up to learning in order to develop their ability to:

- Follow instructions from peers (on appropriate occasions e.g. prefects / buddies and adults.
- Be kind to others in words and actions
- Respect other people and their property.
- Move safely and sensibly around the school.
- Challenge themselves in their learning

Holmer C E academy School staff will do the following to help our pupils meet these expectations:

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during timeout to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will respond calmly to help pupils become calm

- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime to help manage social time.
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Demonstrate unconditional positive regard
- Empathise

3. Pupils who experience high anxiety:

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies.

To help lessen anxiety and help pupils to self-regulate they also have access to

- Safe spaces in classrooms
- Outside space to physically cool down
- Office
- Interventions specific to their needs
- Plan on a Page
- Key Workers / Mentors
- ELSA trained staff
- Counsellors trained in CBT

4. Supporting Appropriate Behaviour:

Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency (....) The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

Holmer C E Academy is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers - Staff acknowledge and reward pupils' appropriate behaviour
- Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility)

4.1.Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. We also recognise that some children find it difficult to accept praise and in other situations it is m

Positive reinforcement may take the form of different approaches across each Key Stage:

- Acknowledgement of good behaviour through awarding green positive points for a wide range of positive behaviours from listening, contributing orally, trying hard, showing kindness
- Certificate when 200 positive points collected
- Star badge when 400 positive points collected
- Positive messages communicated to parents / carers through certificates
- Individual reinforcement such as sticker charts
- Responsibilities around the school
- Inspiration party invite
- More subtle forms of praise for pupils who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school.

5. Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos. Emotion coaching is used to help pupils understand their emotions and their responses to these emotions

6. Communication – Appropriate language Restorative Approach

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 2) Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education

7. Structure and boundaries to help to create a safe harmonious community.

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Refer to Appendix 1)

Staff should ensure consistent routines for their classroom and for when their pupils are around the school. These expectations are reinforced through assemblies and interaction of all adults with Pupil. It is everyone's responsibility to support children where these expectations are not met but equally to comment positively when they are. Appropriate levels of staff supervision will ensure these unstructured times are as successful as possible.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes
- Start and finish of the day

Thinking of a child as behaving badly predisposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

8. Consistency in application of rules, rewards and consequences

We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment.

Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A pupil is ALWAYS spoken to (warned) that their behaviour is not consistent with the expectations for the school before any consequence is given. A consequence (yellow) may simply be a 2-minute conversation at the end of a lesson. Following a consequence an adult will always try to promote positive behaviour so a pupil can quickly experience success.
- Consequences will never involve taking away a previously earned privilege or any intervention time – However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour. We always apply R.I.P (reprimand in private) and P.I.P (Praise in public)
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.
- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success.

9. Persistent Inappropriate Behaviour

If a pupil's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers (social worker and VS if looked after) to identify any possible causes of difficulties, for example a change in circumstances at home.

- The class teacher will discuss their concerns with the pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported. The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the pastoral need if necessary. A plan-do-review approach will be taken, with records kept
- If after an agreed time the pupil continues to struggle, the pupil will attend a meeting with the teacher, pastoral lead and SENCo. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them. A plan- do-review approach will be taken, with records kept.
- Solution circles request made by class staff and carried out with teacher / teaching assistant/ pastoral staff and SLT. The creative problem-solving tool will help staff to plan, do and review. (Appendix 3) and identify any additional support, external or internal that may be necessary.
- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the Head Teacher and Pastoral Lead will arrange a meeting with their parent/carer to discuss the issues being faced. This may be supported by the SENCo
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class, for example with another member of staff or, in consultation with the pastoral team, in the pastoral office.

Holmer C E Academy holds a strong ethos of non-exclusion where possible. However, exclusion may be used on the grounds of health and safety if the behaviour displayed is potentially harmful to themselves or others (absconding, assault, bullying including cyberbullying, damage to property, repeated racism or homophobia)

Exclusion will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the headteacher may exclude a pupil, or the Deputy Head Teacher acting in the position of Headteacher in the absence of the Headteacher.

See guidance:

<https://www.gov.uk/government/publications/school-exclusion>

If a pupil struggles at more unstructured times such as break and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or have their break indoors. This will be within an agreed timescale through a plan-do-review process.

10. High Structure and Boundaries

Work – Catch up.

Pupils will receive time to catch up on work lost. Time will be allocated for the pupil to catch up with an individual member of subject staff. During this time it is the expectation for staff to ascertain reason behind the pupils disengagement rather than simply catch up with the work. The onus is on understanding the antecedent to the behaviour and devising strategies to prevent reoccurrence. This is to be discussed using a restorative approach.

Time available for pupils to attend lost learning

- Break Time
- Lunch break time
- Golden Time

Behaviour – Reflection

After all other avenues have been exhausted pupils will be given additional time for reflection. During this time a member of staff will work collaboratively with the student to develop strategies, and interventions which will help promote the pupil's awareness and self- regulation of behaviours.

Time allocated for reflection :

- lunch
- Discuss with parent for work to be sent home
- Break time
- Golden Time

10a . Bullying

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

TYPE OF BULLYING	DEFINITION
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

Details of our anti bullying policy can be found:

[Policies | Holmer CofE Academy \(secure-primariesite.net\)](#)

11. Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

12. Procedures for Absconding

If a pupil absconds from the school building, parents / carers are informed immediately and a dynamic risk assessment is conducted by the SLT in order to establish next steps. We will make a missing persons report and inform the Police. If a pupil does not return home after the normal school day, after permission has been received for them to walk home alone, it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person

All incidents of absconding must be reported as a safeguarding concern.

13. Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit.

Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. This could be after school or in extreme cases, during the school holidays.

If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the Head Teacher.

After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers.

Decisions will be made on an individual basis.

14. Example limit-setting approaches:

Normal classroom management strategies should be in place to support positive behaviour. The Praise to criticism ratio should be 5-1 and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships.

Restorative chat	Initially a restorative reminder should take place with the pupil. This should be done with purposeful and positive reminder that the pupil can meet the expectations set.
5 min reflection (orange)	A restorative chat demonstrating empathy and concern to take place at the end of the lesson stating clearly and calmly behaviours to change. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating through the use of emotion coaching wondering aloud techniques
Break reflection (yellow)	A further reminder following a 5-minute loss of free time can trigger a 10-minute loss of free time. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating
Lunch time reflection/lost learning	Persistent inappropriate behaviour throughout the school day leading to unacceptable points will result in a lunchtime consequence for loss learning and/or reflection time Parents will be informed at the end of the school day.
Loss break/ lunch reflection time to complete tasks and reflect on behaviours. (Red)	Persistent and/or serious breaches of school rules. For example: <ul style="list-style-type: none"> • Repeated refusal to work • Repeated verbal abuse • Damage to property – Staff are to inform Head Teacher and contact parents informing of potential costing. • Bullying • Racism

Parents / carers will be informed Police involvement may occur Meeting with parents / carers Involvement of other agencies Individual out of classroom support Potential exclusion on the grounds of health and safety Bespoke package to increase one to one staffing where possible Discussion with LA inclusion team Discussions and support from Virtual School Head and Virtual School EP Emergency interim review of EHC plan	<ul style="list-style-type: none"> • Serious malicious behaviour towards staff or pupils • Fighting • Repeated inappropriate/sexual behaviour • Repeated deliberate damage to property including vandalism and computer hacking • Blackmail, intimidation, racism or persistent • Serious actual or threatened violence against another pupil or a member of staff • Sexual abuse or assault • Carrying an offensive weapon – Police MUST be informed if a knife is brought into school by a pupil. • Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour • Other serious misconduct by a pupil or parent (by association) which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises <p>Holmer C E Academy will endeavour to help pupils to self-regulate and manage their behaviour more successfully, if any of the behaviours mentioned above are displayed by pupils, this dependant on the nature and frequency, may trigger a meeting with parents and involvement of other agencies to support identification of needs and additional ideas as to what behaviour may be communicating</p>
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15. Recording behaviour

Holmer C E Academy monitor pupil's behaviour and records incidents – positive and otherwise using trackit-lights. This includes Physical Restraint.

Detailed chronologies are kept up to date for each pupil and are managed by class teacher and SLT through trakit-lights. This helps Holmer C e Academy triangulate pupil progress or highlight areas of concern. We also monitor pupil's emotional well being through pupil questionnaires.

16. Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe

Dedicated, identified staff at Holmer C E Academy are trained in the use of Team Teach and follow the policy and procedures for Physical Intervention. Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019)

Physical intervention must be recorded on My Concern A meeting will be held with the Head Teacher to discuss the intervention and debrief. A Positive intervention plan will be put in place and the risk assessment updated to help prevent the need for future physical intervention.

It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Please see guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

17. Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures in line with Keeping Children Safe in Education. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Holmer C E Academy will consider whether support systems such as an Early Help Partnership Meeting are needed to be put in place and whether liaising with external agencies is necessary or appropriate. This could also include working with the SENCo to establish if there are any unmet SEMH or other SEND needs.

18. Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils and/or their possessions. Only the Head teacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Head

teacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of Holmer C E Academy and any other item identified as such by law. Parents will be informed of any search conducted of their pupil and/or their pupil's possessions. The school will keep records of all searches carried out within My Concern, including the results of the search and any follow up action taken.

Pupils at Holmer C E Academy are not permitted to have mobile phones or similar devices within their possession at school. Any devices brought into school with parents permission must be turned off and handed to the class teacher who will store them securely for the school day. Some children travel independently to school; therefore mobile phones used during travel are permitted as long as they are handed in to the staff on the door. Pupils found to be in possession of a mobile phone during the school day will have the phone confiscated andl parents/ carers are will be expected to collect it and their child from the school.

Please see guidance:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

19. The Role of Parents

Parents / carers have a vital role to play in their pupils' education. It is very important that parents / carers support their pupil's learning and co-operate with the school to promote positive outcomes. The school is very conscious of the importance of having strong links with parents and good communication between home and school therefore the school works collaboratively with parents. The school will ensure that parents are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

The School's Relationship and Coregulation Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school

If the school has to implement consequences for pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in this relationship and Coregulation Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

20. The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

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

21. Staff wellbeing and supervision

A school setting can be an incredibly rewarding place to work. It can also be difficult and stressful. We recognise that in order for staff to be truly present and able to support pupils they need to be supported to stay well themselves. In order to support staff wellbeing Holmer staff will have the opportunity to:

- Complete wellbeing questionnaires that will be scrutinised by SLT in order to address any common issues that arise through the responses.
- Openly talk through any issues with a member of the SLT in a supportive and non- judgemental open-door approach
- Access informal support from mental health first aiders (Rachel Anderson, Jayne Maund)
- DSLs / SLT to have termly supervision sessions with brought in professional services
- Access a confidential counselling service funded by the school (details displayed in the staffroom)
- Receive support from the Occupational Health Service where appropriate.

22. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

Positive Handling Policy

Safeguarding and Child Protection Policy

For Further reading and information please visit The attachment Research Community Website

<https://the-arc.org.uk/research-and-reports>

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's

emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils may be.....

Situation: Pupil in heightened state of anxiety, attempting to climb on the roof and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the fence. They went with an adult to the multi -sensory room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time

Appendix 2

Questions to support restorative conversations. Can you tell me;

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?
5. What can be done make things right?

