



Morecambe Road School

Relationships & Regulation Policy

Signed: _____ (Chair of Governors) Date: _____

Signed: _____ (Headteacher)

Reviewed: September 2025

To be reviewed: September 2027

‘STRIVE. THRIVE. ACHIEVE’

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1. **Policy Statement**

The vision of Morecambe Road is for our children to become independent, resilient young people, with a love of learning and confidence in their own abilities.

Every effort is made to build positive relationships and to support and prepare children for the next stage of their journey.

At Morecambe Road School, we believe all of our children have the right to access education within a caring, orderly and safe environment. Our children should feel cared for, have a sense of belonging, be included and supported to learn.

We accept that some of our children may have previously experienced significant challenges in the context of behaviour and education for which we understand there may be many reasons.

We aim to support children to overcome any barriers so they can build upon their resilience and achieve their full potential academically, socially and emotionally.

We promote and expect standards of behaviour from our whole school community which are socially acceptable. Building on a foundation of compassion and mutual respect, our staff model and support everyone to be responsible for the choices they make, encouraging self-reflection and learning from all experiences and situations.

2. Aims

This policy aims to:

- Provide a **consistent approach** to understanding and responding to behaviour, using a nurturing and trauma-informed approach
- Outline the **expectations and values** of Morecambe Road School, which apply to the whole school community
- Summarise the **roles and responsibilities** of different people in the school community with regards to promoting positive relationships and regulation
- Detail how staff work with children to **promote positive relationships and behaviour**
- Detail how Morecambe Road School aims to prevent and tackle all forms of **bullying**
- Outline approaches to managing **high risk behaviours**.

3. Legislation and Statutory Requirements

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

- [Behaviour in schools \(advice for headteachers and school staff\)](#) (last updated 2024)
- [Searching, screening and confiscation at school](#) (last updated 2023)
- [The Equality Act 2010: advice for schools](#) (last updated 2018)
- [Use of reasonable force in schools](#) (last updated 2025)
- [Supporting pupils with medical conditions in schools](#) (last updated 2017)
- [Keeping Children Safe in Education](#) (last updated 2025)
- [Working Together to Safeguard Children](#) (last updated 2025)
- [Preventing and Tackling Bullying](#) (last updated 2017)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (last updated 2021)
- [Cyberbullying: Understand, Prevent and Respond](#) (last updated 2017)
- [Teachers' Standards](#) (2011, last updated 2021)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) (last updated 2024)

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 children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and give schools the authority to confiscate children's property.

4. **Our approach**

We pride ourselves in celebrating what children can do and achieve, emphasising positives over negatives wherever possible. We work collaboratively with children, parents / carers and agencies to gain as full an understanding as possible of each individual child, so we can support them effectively. This will always include many aspects of SEND and may include past experiences, family background, health, activities out of school, etc.

Staff understand that all behaviour is a form of communication and that many factors can influence it. Our philosophy places relationships, respect and responsibility at the heart of our practice with staff using solution-focused approaches to help children learn from their experiences. We show compassion towards all children, seeking to identify reasons behind behaviour early, so that preventative measures can be taken to care for and support them, reducing the likelihood of situations escalating. Promoting good behaviour and understanding challenges around it, is the responsibility of every single member of our school community.

5. **Expectations and Values**

Our Expectations and Values apply to the entire school community: staff, children and visitors. These are clearly displayed throughout the learning environment and are referenced to when promoting positive attitudes and behaviour.

- Be positive and kind
- Have good manners
- Listen to others
- Resolve issues
- Be responsible for your choices and actions
- Follow expectations
- Be safe with yourself and others
- Attend on time
- Show commitment to learning and achieving
- Know when to challenge yourself
- Be brave and try new things

6. Roles and Responsibilities

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving Morecambe Road School Vision, Aims, Expectations and Values.

The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the Governing Body. The Headteacher will approve this policy.

The Headteacher will ensure that the school environment encourages positive relationships and regulation and that staff respond appropriately and effectively to poor behaviour, and will monitor how staff implement this policy to ensure rewards and meaningful consequences are consistently applied.

6.3 Staff

Staff at Morecambe Road School are committed to and will:

- Implement the Relationships and Regulation policy consistently
- Follow our expectations and values
- Take responsibility for setting the tone and context for positive behaviour
- Model positive relationships and behaviour by:
 - Being positive - smile and welcome all children, staff and visitors into school
 - Modelling respect and manners
 - Modelling emotional control
 - Highlighting the positives
 - Allowing thinking time when offering choices and consequences
 - Welcoming fresh starts
- Provide a personalised approach to the specific needs of children
- Record behaviour incidents on CPOMS
- Reflect on their own practice, learning from all experiences.

The Senior Leadership Team (SLT) and HLTAs with responsibility for behaviour will support staff in responding to behaviour incidents and will respond to any welfare concerns.

6.4 Parents / Carers

We request that parents / carers:

- Establish good communication with staff and support the Relationships and Regulation policy
- Inform staff about anything that may affect their child's work and / or well-being at school
- Encourage independence and self-discipline in their child
- Encourage respect and good behaviour

- Work with staff to address and review any educational, behavioural, emotional and / or social needs with their child.

6.5 **Children**

Children are expected and will be supported to:

- Follow our expectations and values
- Develop an awareness of their own resilience and work to progress and improve themselves, through self-learning and through support from others
- Make positive choices about their actions, having the confidence to seek support and advice, when needed, to help them improve their behaviour
- Cooperate with other children and adults in all aspects of school life

7. **Promoting Positive Relationships and Behaviour**

Relationships are vital for everyone in school. Through relationships, children and young people learn to feel safe, belong, and to understand themselves and others. Relationships and a sense of belonging are key to good mental health for everyone but they are especially important for people who have experienced multiple losses and trauma.

Children who have experienced trauma have insecure attachments or who have had adverse childhood experiences may present with complex behaviours. This behaviour is often an expression of an emotional or unmet need and in order to support them staff make every effort to read and understand their behaviour.

For many children and young people, their needs will be best met through our relationships with them. Positive behaviour can be promoted, negative behaviour can be prevented and diverted and conflicts can be resolved. We base our approach on the following model:

Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crises.

Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

In addition to this, all staff recognise the importance of getting the basics right when promoting positive behaviour. Consistently applying these simple strategies is an essential part of each day and fundamental in forming positive relationships, trust and in turn respect and positive behaviour from children.

The **Morecambe Road School Behaviour Checklist – small things have a big impact** (*Appendix 1*) should be referred to regularly by staff as a reminder of expected actions and responsibilities.

7.1 Rewards

Within Morecambe Road School, there are a number of opportunities to earn rewards associated with positive relationships, behaviour and learning. They are consistently applied by staff, and are displayed clearly within school. They may include:

- Praise - verbal and written
- Celebration boards
- Good work book – Headteacher's Office
- Lesson points linked to targets
- Weekly and/or half termly certificates
- Rewards assemblies
- Positive phone calls home
- Positive postcards home
- Afternoon Tea with SLT
- Half termly attendance and positive behaviour trips

Sometimes there is a need to use a variety of strategies, alongside rewards to promote positive behaviour from children. These are used to address low-level behaviours, aiming to redirect and diffuse any potential difficulties. Examples of these strategies include:

- Non-verbal gestures (e.g. use of eye-contact, thumbs up, etc)
- Praise
 - The student - catch them getting it right
 - Others nearby - highlight the positives
- Light-hearted humour
- More positives than negatives
- Distraction (humour, change of subject)
- Tactical positioning (e.g. placement of staff between children when supporting)
- Movement breaks
- Seating plan
- Quiet chat - find out if everything is ok
- Quiet reminder of the expectations / instruction
- Reminder of past successes
- Reference to personal targets / goals - acknowledge achievements
- Reminder of rewards they are working towards
- Set limits (when... then... / if... then...)
- Allow 'thinking time'
- Have a 'chat' out of class - away from an audience, aiming for a quick turnaround and return to learning in class
- Swap staff (change of face)

7.2 Consequences

Sometimes our children can display behaviour which is not in line with our expectations and values. Our aim is to help them develop skills and strategies to regulate their own emotions and take responsibility for their actions. This requires positivity and encouragement from all staff when

responding to behaviours causing concern and involves a common thread of offering choices and consequences to help the student make decisions. Using a restorative approach, reparation of relationships is encouraged and children are supported to understand and learn from an incident. When a consequence is required, it must be fair and proportionate to the behaviour and consistently applied by staff. Prior to any consequence, children are given rule reminders and verbal warnings, helping them to make an informed choice about their actions.

All approaches are graduated, starting with the lowest appropriate strategy. Any decision taken to enforce a consequence takes into account any safeguarding or communication needs, ensuring the care and welfare of all is the highest priority.

Examples of consequences may include:

- No lesson points earned
- Time owed (break, lunch)
- Time out of class
- 1:1 meeting with student
- Phone call home
- Short term 1:1
- Meeting with parent / carer
- Suspension

When offering choices and consequences staff are aware of the importance of preparation and thinking time. The following steps will be incorporated into communication with children at such times:

1. Verbal reminder of rule / expectation (may need to be visual)
2. Offer two choices and consequences - clearly and concisely (check understanding of options given)
3. Allow 'thinking time'
4. Find out what choice the child has made
5. Calmly enforce the consequence (either positive or negative)

Some consequences will be applied by all staff to varying degrees. Some consequences will be applied by the class team, without the need for support from Senior Leadership, however support from colleagues will be sought if behaviour starts to escalate. Some consequences require approval from the Headteacher.

7.3 Pay-back time

Whenever possible, staff will avoid the need for detentions during break and lunchtimes as we value the importance of having a break from lessons during the school day. However, as a consequence to earn back time lost due to non-compliance with our expectations and values, staff can use the consequence of pay-back time. Children will not have their right to eat or drink removed from them during this time.

7.4 Suspensions

Suspensions are avoided where possible but when there is a need, the decision lies with the Headteacher or the designated named person in their absence.

7.5 Consequences when off site

Consequences can be applied for any inappropriate behaviour off site, including:

- Outside Morecambe Road School grounds or in close proximity to it
- When travelling to and from school
- During activities arranged by school eg. educational visits, external educational providers etc.
- Harassment of a child or staff member via the internet or mobile devices, out of school hours.

For further information on a graduated approach to using consequences, see *Appendix 2: Use of Consequences*.

8. Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one 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 / example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking belongings, any use of violence
Prejudicial (against people with protected characteristics)	Related to: <ul style="list-style-type: none">• race, religion, faith and belief and those without faith• ethnicity, nationality or culture• special educational needs or disability (SEND)• sexual orientation (homophobic, biphobic)• gender, including transphobic bullying Could include: taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching

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

Bullying is recognised by Morecambe Road School as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

8.1 Our ethos

At Morecambe Road School, we believe all children have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Every member of staff is responsible for the welfare and wellbeing of our children. We understand that both bullies and victims of bullying need support.

We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying Morecambe Road School can help to create a safe environment where children are able to learn and fulfil their potential.

8.2 Reporting incidents of bullying

Children are encouraged to:

- speak to a member of staff if they are being bullied or know someone who is being bullied
- be confident to believe in their right not to be bullied
- be confident to 'stand up and say no'
- look out for the signs of bullying
- be careful about how they tease and 'banter' so as not to hurt the feelings of others

Staff will be vigilant for any signs of bullying and will respond quickly. They will:

- challenge and stop incidents if they witness them
- facilitate restorative meetings between children to try and resolve any conflict
- will listen to children who claim they are being bullied (or know someone who is being bullied) and will take the allegation seriously
- record and investigate all reported incidents of bullying
- inform the Designated Safeguarding Lead (DSL) of any severe cases of bullying
- inform parents / carers of concerns

If any member of staff has concerns that a student (or group of children) is being bullied, they will report it to SLT and it will be fully investigated.

Parents / carers are encouraged to listen to their child and try and find out if their worries are about bullying (repetitive and deliberately hurtful behaviour). If parents / carers believe their child might be being bullied or bullying others, they are invited to:

- Speak to a member of staff in school
- Work with school to help their child behave and develop strategies to keep themselves safe

8.3 Preventing bullying

Our culture is one of mutual respect, acceptance and care for others. This will be upheld by all and is reinforced by our shared expectations and values (see page 5). In addition to this, the following measures are in place to prevent incidents of bullying:

- Staff work together to create a culture where everyone is valued.
- Staff build good relationships with children so they feel confident to talk about any worries including if they feel threatened by bullying.
- Staff understand the best way to communicate with a child, and know a range of strategies that help them to have their 'voice'.
- Staff challenge any use of language which doesn't uphold our values (including some forms of 'banter'). This might involve educating children around language choices.
- Curriculum units on anti-bullying are taught annually across all year groups during PSHE lessons. This includes opportunities to openly discuss differences that could motivate bullying and to reinforce socially acceptable behaviours.
- Posters are displayed across all sites reminding children that we are anti-bullying and encouraging them to seek help and report any concerns. Helplines are displayed across the service.
- Annual engagement with the National Anti-Bullying Week (November) includes cross curricular activities and enrichment activities.
- All children are taught about being safe online to raise awareness of current risks and how to protect themselves and others from online bullying.
- Children are taught in small groups and are supervised closely, so incidents of potential bullying can be responded to and addressed quickly.
- Social times, including arriving and leaving the school building at the start and end of the day, are highly staffed.
- Mental Health Champions are available to support individuals and refer them for additional support from other agencies, if required.
- Staff receive training on identifying and responding to bullying.

8.4 Responding to bullying

If bullying is suspected or reported, the incident will be dealt with immediately:

- Support will be offered to all involved ensuring no one is at risk of immediate harm
- The Headteacher, DSL or other designated member of staff will interview all parties involved
- The DSL will be informed of all bullying issues where there are safeguarding concerns
- Suitable actions and consequences will be agreed and enforced. This will include:
 - Support for the victim including access to any additional help they may require
 - Support for the bully to help change their attitude and behaviour including access to any additional help they may require
 - Meetings with parents / carers of both the victim and the bully
 - Consequences in line with the behaviour policy
 - Restorative meeting between the victim and the bully, where appropriate
- Key staff will be informed so action can be taken to keep everyone safe from harm
- Parents / carers will be kept informed about the concern, action taken as appropriate and in line with the safeguarding policy
- Liaison with other agencies, where relevant (could include the police where a criminal offence has been committed)

- A clear and precise account of bullying incidents will be recorded in accordance with existing procedures.

When responding to cyberbullying, we will act as soon as an incident has been reported or identified. In addition to the actions listed above, staff will:

- Encourage the person being bullied to keep evidence (screenshots) to assist any investigation
- Work with individuals and online service providers to prevent the incident from spreading and assist in the removal of offensive or upsetting material from circulation. This may include confiscating and searching electronic devices, such as mobile phones.
- Educate children, parents / carers and staff on how to stay safe online

8.5 **Support**

Children who have been bullied will be supported by:

- Reassuring, continuous pastoral care and support
- Opportunity to talk about the experience with the DSL or member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Offering ongoing support such as: working with staff, counselling, engaging with parents / carers
- Where necessary, working with other agencies or organisations for further specialist advice and guidance (e.g. CAMHS)

Children who have perpetrated bullying will be helped by:

- Discussing what happened and identifying the concern and the need to change
- Informing parents / carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding behaviour and actions
- If online, requesting that content is removed
- Consequences in line with this behaviour policy
- Where necessary, working with other agencies or organisations for further specialist advice and guidance (e.g. CAMHS)

Useful links and supporting organisations can be found in *Appendix 4*.

9 **Health & Safety - Responding to high risk behaviour**

Due to the complexity of needs of many of our children, there are times when some children display high risk behaviour. Safety Support Plans are completed by staff, detailing known risk behaviours, triggers and planned responses to the high risk behaviour. All plans include strategies and approaches to try to diffuse and de-escalate situations.

9.1 Reasonable force

In some circumstances behaviours escalate rather than de-escalate, leading to emergency situations. At these times staff may have no other option but to use reasonable force, as a last resort, to maintain safety and fulfil their duty of care to children, staff and / or visitors. Reasonable force may be used by any member of staff to prevent a student from:

- hurting themselves or others
- damaging property
- causing disorder

As a result, a large number of staff in Morecambe Road School receive specialist training in CPI – Safety Intervention strategies. This training is renewed every year. A list of staff who are currently trained is held by the Headteacher. Morecambe Road School has in-house trainers who cater for the school's training needs and also those of other schools in the local area.

All staff trained in CPI – Safety Interventions understand the responsibility of using physical interventions. Any decision to use it will always depend upon individual circumstances and will only be used when there is no safer alternative to managing the risk behaviour. Strategies to attempt to diffuse and calm a situation will always be employed first. The use of reasonable force is never used as a substitute for good behaviour management.

If physical intervention is necessary the following rules apply:

- Communication between colleagues; seeking support from an additional member of staff, wherever possible
- Children will be warned verbally that physical restraint will be used if the risk behaviour doesn't stop
- Restraints will be used as an act of safety and security - not as a punishment
- Only the minimum force will be applied, for the minimum amount of time
- Any use of force will be reasonable and proportionate to the presenting risk and must be justifiable
- Opportunities to release holds and restraints will be sought
- Any acts of restraint will be carried out respectfully, with dignity and in a firm and calm manner, without any aggression (either physically or verbally) towards a child.

Application of force may involve:

- Physical positioning between children
- Blocking a student's path
- Guiding a student away from a situation
- Holding / restraining a student
- Use of a safe space, away from others (e.g. Independent Learning Area)

Following any use of reasonable force:

- Supportive safety and wellbeing checks will be carried out regarding children and staff (including first aid, drink of water, etc).
- The student will be taken to a safe place within school and given an opportunity to discuss the incident.

- Where possible, staff will facilitate a restorative meeting with the child (and parent / carer if required) aiming to rebuild relationships, understand the reasons for the escalated behaviour and plan to avoid repetition in the future. This may be at a later time.
- Some incidents will require a consequence which will be agreed by the designated senior staff.
- Immediate measures will be taken to maintain safety within the building (such as isolating areas with damaged property until time allows them to be fixed)
- At the earliest opportunity, the incident will be reported to parents / carers, the Headteacher and any designated staff assigned by the Headteacher.
- Details of the incident and outcomes (including a body map if required) will be recorded in the **bound black/red incident book**.
- All staff involved in the incident will participate in a debrief with a designated senior member of staff and complete a written account of the incident using Serious Incident Reports (SIR1) (no physical intervention) and SIR2 (where physical intervention is needed) See (*Appendix 5 and 6*). A record will be kept on CPOMS.
- Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Governing Body.

9.2 Searching, screening and confiscation of children's property

Sometimes part of a risk assessment or Safety Support Plan might include the need to search, screen or confiscate an item from a child, due to a high risk in relation to unsafe, prohibited items. At Morecambe Road School this will be very rare.

Any prohibited item (listed below) found in children's possession will be confiscated. These items will not be returned to children:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that staff reasonably suspect has been, or is likely to be used to:
 - commit an offence
 - cause personal injury to, or damage to the property of, any person (including the student)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any searches will be carried out with dignity and respect.

10 **Student Support**

Morecambe Road School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach when responding to inappropriate behaviour may be differentiated to cater to the needs of the children.

Staff work with the Educational Psychology Service and other specialist practitioners to evaluate and better understand any underlying needs behind any presenting behaviours.

11 **Training**

Staff are provided with training on understanding behaviour and using strategies to promote positive behaviour, including how to respond to inappropriate behaviour. This is part of their continuing professional development and is included in whole school and phase meetings.

Key staff are trained in CPI – Safety Interventions, which is renewed every year. The training is delivered by the following Morecambe Road staff:

Scott Darlington-Knight

Anna Dootson

Ashleigh Blezard

Jenny Westerby

Dan Fitzedward

12 **Monitoring arrangements**

This policy will be reviewed by the Headteacher and Governing Body every two years if not before. At each review the policy will be approved by the Headteacher.

13 **Links with other policies**

This policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Online safety policy

APPENDICES for Morecambe Road School Relationships & Regulation Policy 2025

APPENDIX 1: Morecambe Road School Behaviour Checklist – ‘small things have a big impact’

(developed with staff voice during INSET January 2022 and November 2024)

Learning Environment <i>(whole school, including classrooms, corridors, communal areas, etc)</i>
Tidy and well set-out learning environment Visual timetables and clear routines Resources in classrooms easily accessible for children Engaging displays that celebrate the children’s work Sensory areas Clean, tidy and clutter-free communal areas Calm environment Replace damaged items Safety Appropriate temperature level An area that the children can call their own
Knowledge & Communication
Take the time to learn as much as possible about everything to do with the children Listen carefully and engage with what they wish to tell you Embrace opportunities for activities such as Circle Time Learn to communicate in the best possible way for that child Know what that child needs to learn Make eye contact Be aware of others’ body language Be brief but concise Know a child’s triggers Never tell lies and do not make promises that cannot be kept Give time Be aware of our own facial expressions and intonation of voice Use a child’s name frequently Be flexible
Relationships
Greet each child at the door every morning with a big smile Show interest in each individual

Remember events that have happened, or are going to happen in their lives
 Tell them you care and that you are very proud of them
 Always be fair and consistent
 Never shout at our children – we know this can retraumatise some of them
 Be positive
 Respect each others' feelings
 Model respect and always use manners
 Nurturing and unfailingly caring
 Never be afraid to say sorry, or 'I made a mistake'
 Model emotional control and restorative approaches
 Recognise and celebrate unique qualities
 Work hard to develop relationships with parents and other care-givers
 Share some information about our own lives with children

Teaching

Maintain exciting approaches to learning
 Think 'outside the box'
 Avoid 'worksheet heavy' lessons
 Acknowledge the power of experiential learning
 Have patience and try new things
 Evaluate our own practice
 Multiple levels of differentiation
 Staff are valued and have access to continuing professional development
 Know when to intervene
 Set appropriate challenges
 Use a variety of questioning techniques

Some questions to ask yourself...

- Is there another way I can reach this child? What else can I do?
- Do all staff know how to respond to sensitive individuals with specific needs?
- Am I always fair?

APPENDIX 2: Use of Consequences

Possible consequences - given by class team (teachers, SSAs):
<ul style="list-style-type: none">● 'Take-up-time'● Reduction of lesson points awarded● Minutes owed (e.g. for wasting time, not completing work) at<ul style="list-style-type: none">○ Break○ Lunch● Time out of class - to consider options without an audience● Work out of class - away from peers● Phone call home● Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start. (See <i>Appendix 3: Example Restorative Practice Questions</i>)
Possible consequences - HLTAs (could be supported by SLT):
<ul style="list-style-type: none">● Time out of class - Chat about behaviour, reinforcing choices and consequences● Minutes owed at<ul style="list-style-type: none">○ Break○ Lunch● Time out of class - to consider options without an audience● Work out of class - away from peers● Loss of rewards● Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start● Phone call home● 1:1 during the day● Meeting with parents / carers
Possible consequences - SLT:
<ul style="list-style-type: none">● Restorative conversation - ideally before end of session / day. Always offer an opportunity for a fresh start● Phone call home● 1:1 during the day● Meeting with parents / carers● Fixed Term Exclusion (Headteacher only)

APPENDIX 3: Example Restorative Practice Questions

- *What happened?*
- *What were you thinking at the time?*
- *What are you thinking now?*
- *Who was affected by your actions? How?*
- *What impact has it had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen now?*

APPENDIX 4: Useful links and supporting organisations in relation to bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Anti-Bullying Alliance Cyberbullying and children and young people with SEND: https://contact.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE Cyberbullying: advice for headteachers and school staff: www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE Advice for parents and carers on cyberbullying: www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell mama: tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
 - A guide for schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-Bullying Alliance: advice for school staff and professionals for developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

APPENDIX 5:

SERIOUS INCIDENT REPORT

Date of incident:	Date of report:
Report completed by:	

STUDENT DETAILS	
Name:	Class:
Gender:	
SEND – Primary Need:	

STAFF DETAILS	
Name(s) of all staff involved in incident:	
Other adult witnesses:	Other student witnesses (initials only):

INCIDENT DETAILS					
Time:		Location:		Lesson:	
De-escalation strategies and techniques used: <i>(it is expected that staff will remain calm and polite throughout any incident)</i>					
Reassurance		Offer to help with lesson / activity		Distraction	
Humour		Planned ignoring		Quiet chat	
Walk and talk out of class		Reasoning / explaining expectations		'Take up time'	
Offered choices		Rule reminder		Change of staff	
Time out offered		Time out directed		Given space / adult stepped away	

Consequences informed		Verbal warning prior to any physical intervention (to offer last chance to stop the behaviour)		Other (state):	
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Details of incident (what actually happened):
What led up to the behaviour crisis? What behaviours did you see? What de-escalation strategies were used by staff? What actions were taken by staff?

FOLLOW UP TO INCIDENT																															
Staff debrief completed by:																															
Date:			Time:																												
Student debrief completed by:																															
Date:			Time:																												
What support was offered to the student after the incident? <table border="1"> <tr><td>Drink offered</td><td></td></tr> <tr><td>Snack offered</td><td></td></tr> <tr><td>Medical attention (details)</td><td></td></tr> <tr><td>Calm space to work</td><td></td></tr> <tr><td>Personal space given</td><td></td></tr> <tr><td>1:1 support</td><td></td></tr> <tr><td>Other-</td><td></td></tr> </table>			Drink offered		Snack offered		Medical attention (details)		Calm space to work		Personal space given		1:1 support		Other-		What support was offered to the staff after the incident? <table border="1"> <tr><td>Drink offered</td><td></td></tr> <tr><td>Medical attention</td><td></td></tr> <tr><td>Offered time out of class</td><td></td></tr> <tr><td>1:1 support</td><td></td></tr> <tr><td>Debrief (this must happen)</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>			Drink offered		Medical attention		Offered time out of class		1:1 support		Debrief (this must happen)		Other:	
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Debrief (this must happen)																															
Other:																															
Outcomes:																															
Returned to group / class (When ready to do so)		Time out (supported by an adult)		Restorative Process																											
Parent/Carer meeting		Time out in a different classroom		Other (list)																											

LEARNING FROM INCIDENT
<p>Does this child have a Risk Assessment/Safety Support Plan:</p> <ul style="list-style-type: none"> •
<p>Is the current Safety Support Plan still appropriate?</p> <p>Details of any agreed changes/amendments made to pupils Safety Support plan: <i>(support, strategies, staff key workers, to risk assessment)</i></p>
<p>Student views: <i>How are they feeling about the incident now? Do they feel supported to move forwards? Is there any help they would like? Do they have any concerns that need addressing? Have they contributed to the plan?)</i></p>

REPORTING If you would like a member of SLT to phone home, inform them verbally (face to face) before the end of the school day. Please ensure this form is completed fully and provided to them prior to making the call.		
Name of parent informed: Parent Comments:	By Whom: Date: Time:	
Anna Dootson/ Amber Rees/ Helen Andrew/ Kelly Hampshire/ Ashleigh Blezard (please highlight who has been informed)	Yes/No Time:	
Report added to CPOMS & Log number recorded in Log Book	By Whom: Date: Time:	
I can confirm I have read this report and it is true to the best of my knowledge.		
Print Name:	Signature:	Date:

APPENDIX 6: Use of Physical Intervention Form

SERIOUS INCIDENT REPORT
Use of Restrictive Safety Intervention (RSI)

Date of incident:	Date of report:
Report completed by:	

STUDENT DETAILS	
Name:	Class:
Gender:	
SEND – Primary Need:	

STAFF DETAILS							
Name(s) of all staff involved in incident:							
Name(s) of staff who used Restrictive Safety interventions:							
		Low (Initial staff on left/right)		Medium (Initial staff on left/right)		High (Initial staff on left/right)	
	RSI Number & duration of time held E.g. RSI 1 (15 seconds)	L	R	L	R	L	R
Young Person Seated							
Young Person Standing		(1 person)					
Young Person Transition		(1 person)					

(moving from one place to another)						
Child Seated		(1 person)	(1 person)			
Child Standing		(1 person)	(1 person)			
Child Transition (moving from one place to another)		(1 person)	(1 person)			
Total Number of Seconds Held						
Other adult witnesses: Lizzie, Amber, Helen, Ashlynn						
Other student witnesses (initials only):						

INCIDENT DETAILS					
Time:		Location:		Lesson:	
De-escalation strategies and techniques used: <i>(it is expected that staff will remain calm and polite throughout any incident)</i>					
Reassurance		Offer to help with lesson / activity		Distraction	
Humour		Planned ignoring		Quiet chat	
Walk and talk out of class		Reasoning / explaining expectations		'Take up time'	
Offered choices		Rule reminder		Change of staff	
Time out offered		Time out directed		Given space / adult stepped away	

Consequences informed		Verbal warning prior to any physical intervention <i>(to offer last chance to stop the behaviour)</i>		Other (state):	
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Details of incident (what actually happened):
What led up to the behaviour crisis? What behaviours did you see? What de-escalation strategies were used by staff? What actions were taken by staff including any restrictive physical interventions used?

Please refer to your RSI/RSIs in your report using the format set out above. E.g. RSI 1.

FOLLOW UP TO INCIDENT																													
Staff debrief completed by:																													
Date:	Time:																												
Student debrief completed by:																													
Date:	Time:																												
What support was offered to the student after the incident? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="padding: 2px 5px;">Drink offered</td><td style="width: 5%;"></td></tr> <tr><td style="padding: 2px 5px;">Snack offered</td><td></td></tr> <tr><td style="padding: 2px 5px;">Medical attention</td><td></td></tr> <tr><td style="padding: 2px 5px;">Calm space to work</td><td></td></tr> <tr><td style="padding: 2px 5px;">Personal space given</td><td></td></tr> <tr><td style="padding: 2px 5px;">1:1 support</td><td></td></tr> <tr><td style="padding: 2px 5px;">Debrief (this must happen)</td><td></td></tr> <tr><td style="padding: 2px 5px;">Other:</td><td></td></tr> </table>	Drink offered		Snack offered		Medical attention		Calm space to work		Personal space given		1:1 support		Debrief (this must happen)		Other:		What support was offered to the staff after the incident? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="padding: 2px 5px;">Drink offered</td><td style="width: 5%;"></td></tr> <tr><td style="padding: 2px 5px;">Medical attention</td><td></td></tr> <tr><td style="padding: 2px 5px;">Offered time out of class</td><td></td></tr> <tr><td style="padding: 2px 5px;">1:1 support</td><td></td></tr> <tr><td style="padding: 2px 5px;">Debrief (this must happen)</td><td></td></tr> <tr><td style="padding: 2px 5px;">Other:</td><td></td></tr> </table>	Drink offered		Medical attention		Offered time out of class		1:1 support		Debrief (this must happen)		Other:	
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1:1 support																													
Debrief (this must happen)																													
Other:																													

Outcomes:

Returned to group / class (When ready to do so)		Time out (supported by an adult)		Restorative Process	
Parent /Carer meeting		Time out in a different classroom		Other (list)	

LEARNING FROM INCIDENT

Does this child have a Risk Assessment/Safety Support Plan: Yes/ No

•

Is the current Safety Support Plan still appropriate? Yes/ No

Details of any agreed changes/amendments made to pupils Safety Support plan: *(support, strategies, staff key workers, to risk assessment)*

•

Student views: *How are they feeling about the incident now? Do they feel supported to move forwards? Is there any help they would like? Do they have any concerns that need addressing? Have they contributed to the plan?)*

REPORTING

If you would like a member of SLT to phone home, inform them verbally (face to face) before the end of the school day. Please ensure this form is completed fully and provided to them prior to making the call.

Name of parent informed:

Parent Comments:

By Whom:

Date:

Time:

Anna Dootson/ Amber Rees / Helen Andrew/ Kelly Hampshire/ Ashleigh Blezard (please highlight who has been informed)

Yes/No

Time:

Report added to CPOMS & Log number recorded in Log Book

By Whom:

Date:

Time:

I can confirm I have read this report and it is true to the best of my knowledge.

Print Name:

Signature:

Date:

