

Behaviour and Restorative Relationship Policy



Responsibility for oversight and update of this Policy	Headteacher & SENDCo
Last updated	September 2024
Policy review cycle	At least annually
Latest policy Review date	September 2025

Developing the roots to grow and wings to fly

Chadsmead's Primary Academy Behaviour and Restorative Relationship Policy focuses on our belief that children need recognition through positive feedback in order to ensure that each child feels appreciated and important.

The Education Endowment Foundation Improving Behaviour in Schools document recommends that schools:

- Know and understand their pupil's influences
- Teach learning behaviours alongside managing behaviours
- Use classroom management strategies to support good behaviour management
- Use simple approaches as part of their regular routine
- Use targeted approaches to meet the individual needs of pupils within their school

1. Aims

This policy aims to:

- identify the school's ethos and relational expectations
- outline how we support children to manage their needs and de-escalate challenging situations that may occur that damage relationships for those in our community;
- outline how our school repairs the relationships where damage has occurred through restorative practice;
- outline the school's procedures with regard to behaviour and exclusions

2. 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 Feb 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf)
- [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15/enacted)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/keeping-children-safe-in-education-2024.pdf)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/use-of-reasonable-force-in-schools-2015.pdf)
- [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/supporting-pupils-at-school-with-medical-conditions-2015.pdf)
- [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/send-code-of-practice-january-2015.pdf)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/searching-screening-and-confiscation-2015.pdf)
- [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118242/suspension-and-permanent-exclusion-guidance-2015.pdf)

3. Our School Ethos

At Chadsmead Primary Academy, we:

- work hard to establish and maintain positive relationships
- recognise that some primary behaviours are a result of the child trying hard to communicate
- recognise that children do not purposefully want to get things wrong and that we are there to help guide them in order to learn how to communicate more effectively
- recognise and embrace the need to repair and restore relationships following any event in school where the damage has occurred
- Understand that children with challenging communication need certainty and in order for them to obtain success, they need to feel safe enough to learn, however certainty requires an element of challenge and high expectations in order that children strive to be better than they believe they can be
- Know that when children are not able to communicate effectively and things go wrong, this requires a restorative conversation with a pupil, where we will talk about what went wrong – the small things matter, the body language, the tone of voice
- acknowledge children's feelings when things go wrong and help children to understand where things can change in the future

4. Relational Expectations

At Chadsmead, we always expect our community to:

- Be the best we can be
- Be honest
- Look after our school community
- Use kind words, kind hands, kind feet
- Use good manners

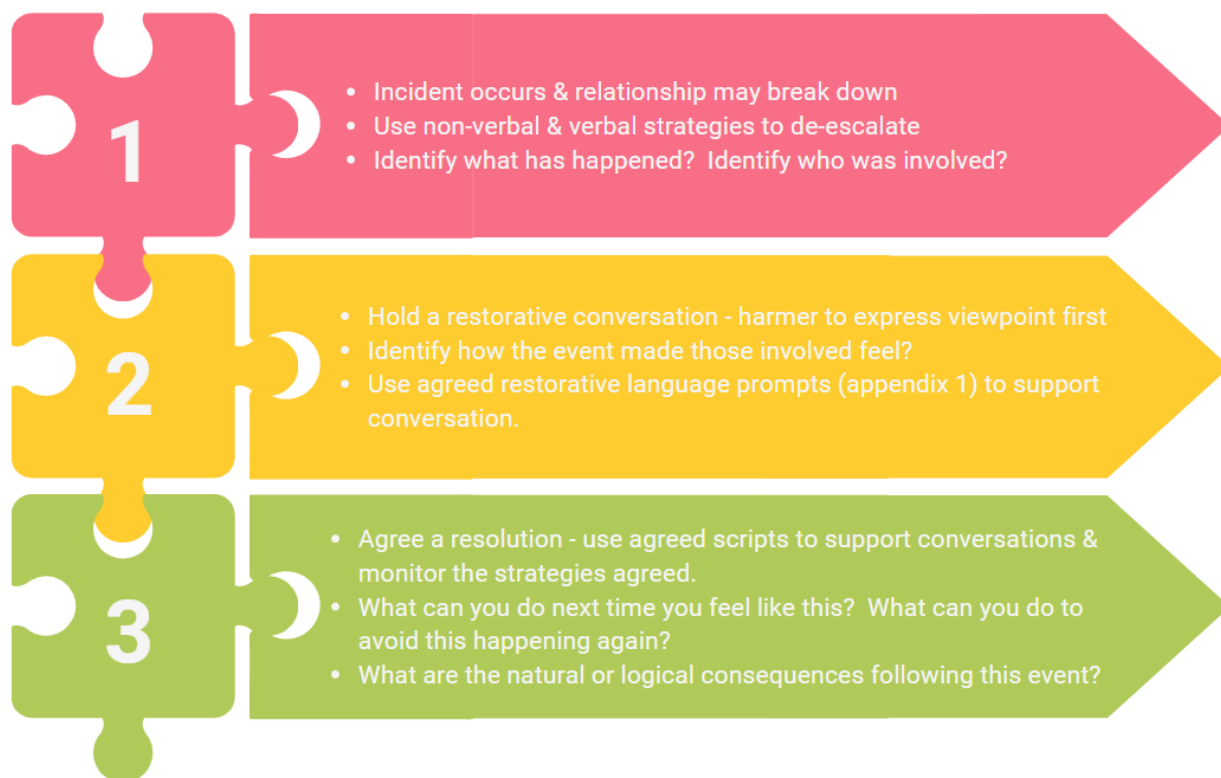


5. Restorative Practice

At Chadsmead, we recognise that anxiety and other feelings can trigger a range of differing behaviours. This is usually as a result of an unmet need. Dependent of the age of the child a range of strategies are used to prevent a crisis as well as support a child through the de-escalation process after a difficult event has occurred.



At Chadsmead we feel that relationships are key to supporting children's mental health, well-being and behaviour. As a result, we will follow this procedure when support is needed:



As a result, we aim to make sure that:

- Positive relationships are made and maintained between individuals and groups of individuals within the school community.
- Conversations with those involved are held when a relationship has been impaired (Restorative Practice) in order to:
 - Identify what has gone wrong and what needs to be put right
 - Understand how people involved feel about what has happened?
 - Repair any harm and move forward to maintain the relationship.
 - Find and agree possible solutions to prevent a reoccurrence of the relationship breakdown.
- Any de-escalation strategies used, will be dependent upon the child, the age of the child or their needs. These include non-verbal, verbal and scripted responses to need.
- Children are given time to respond to their emotions
- The agreement is monitored to ensure there is a positive outcome for all involved.

In order to ensure that Restorative Practice is effective, staff will use shared language and sentence prompts to support conversations with children and members of the school community – these will be displayed in classrooms for staff and children to refer to.

Restorative conversations are not solely for the benefit of children: they may be used across our whole school community with the main aim of the conversation being to maintain a positive relationship.

Where incidents occur outside of school hours that impact upon the wellbeing of children, adults in school or on the reputation of the school, it is at the head teacher's discretion as to whether to intervene – but where this may be deemed essential, a restorative conversation will be facilitated to support those involved and maintain relationships.

Support strategies can also be found in the Chadsmead Offer for Social Emotional Mental Health support which can be accessed via a document on the school's website. This details strategies used to support children which are part of our everyday work.

6. Roles and responsibilities

The School Standards Committee

It is the responsibility of the School Standards Committee to review and approve the policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

It is the responsibility of the head teacher, to act in accordance with the School Standards and Framework Act 1998 to fully implement the school 'behaviour policy' consistently throughout the school and to create an ethos and culture that follow restorative practice principles.

Staff

It is the responsibility of adults in school to support children to behave appropriately; to listen to all the viewpoints; to engage in restorative practice; to consider the context of incidents on a case-by-case basis; to be consistent; to model positive relationships with other adults. Staff are also responsible for recording incidents.

Parents/Carers

It is the responsibility of parents/carers to support the school and discuss any behavioural concerns that each party may have. Parents/Carers should inform school of any concerns, changes of circumstance that may impact on your child's behaviour and learning including the emotional needs of their child so that children receive consistent messages about being considerate, kind, and caring towards others.

Children

It is the responsibility of the children to be considerate, kind and caring towards others and engage in restorative practice should this be required.

7. Rewards

At Chadsmead, we recognise and celebrate children's achievements through verbal and written praise, stickers/stamps and house points. House points can be given for any positive reason at anytime and anywhere around school. They are usually given in single units for single actions to maintain consistency across school. They might be given in multiple amounts for extremely significant events, pieces of work or outstanding achievements.

Normally, house points might be given for:

- Good manners
- Excellent / consistent good behaviour
- Acts of kindness
- Pieces of work
- Contribution in lessons
- Playing nicely / sportsmanship
- Improvements / progress being made

Children keep their own record in the classrooms to show how many they have been awarded – this is done on trust. These house points are collated at the end of the week in time for Celebration Assembly where the results are shared, and the house cup is awarded for this week. At the end of the term, the house with the winning amount of house points is rewarded with a special surprise activity.

8. Natural and Logical Consequences

Any consequences – an action undertaken by an individual – should occur as a recognition of change being required and should be logical, a natural consequence and linked to the action agreed through the restorative conversation. For example: a child who lashes out at others and shows dysregulation, may, after a restorative conversation, have a graduated return to break times.

At Chadsmead, these might include:

- Discussion of the behaviours using restorative language
- Movement of seating - Need for a workstation or alternative seating placement
- Tidy up the area / put items away that have been displaced.
- Completion of work after the lesson – e.g. lunch/breaktime
- Put right the 'wrong' that was caused.
- Social story to help understand an unwritten rule
- Calming down time
- Written apology

There may be occasions where the consequence of an action could result in a suspension from school on a fixed term basis in response to extreme behaviour. This consequence also allows time for the school, parents and sometimes the local authority, to review practice and put in place further plans to minimise the chances of the same incident reoccurring.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Please refer to the school anti-bullying policy.

9. Chadsmead Processes

The following will be undertaken should initial concerns or worries begin to escalate for individual pupils:

- a. Observations of children may result in initial worries / concern for staff
- b. Initial worries/concerns about a pupil are shared with the pupil and expectations are re-set in school
- c. Contact with a parent may occur initially dependent upon the significance of the worry/concern.
- d. Ongoing worries/concerns about a pupil are professionally discussed with a senior leader and strategies agreed are implemented & observed in school and further contact with a parent may occur dependent upon the significance of the worry/concern.
- e. Observations of concern over time will be shared with a senior leader and a formal meeting with parents/carers held, which will be recorded using the school's internal monitoring systems CPOMS.
- f. At the meeting, background information, current concerns and future strategies are identified and recorded in order to support the pupil. Any agreed strategies will be put into place over the following three-week period.
- g. Formal monitoring of behaviour will occur using Chadsmead ABC forms (Appendix 2) to show the effectiveness of the strategies agreed during the following three-week period of monitoring.
- h. The result of the monitoring period will be shared with parents after three weeks, recorded on CPOMS and next steps established.
- i. If the strategies are successful, then further monitoring can continue to occur or the monitoring phase may be ended with the support strategies remaining in place.
- j. If the strategies are unsuccessful, then a further graduated response may then be required to be put into place through collaboration with the school's head teacher and SENCO, who may signpost further.

Off- site Behaviour

Off-site behaviour consequences may be applied where a pupil has misbehaved off-site when representing the school, on the way to or from school. This also includes any out of school hours' incident, or if the child is wearing school uniform or if the actions/conduct brings the school into disrepute. The school may also apply consequences for behaviour out of school hours where another pupil from the school is involved and/or where the incident causes an issue within school e.g., cyber-bullying. Parents/Carers will always be included in the discussion of these incidents.

Serious Misbehaviour

It is recognised that, for some children, further consequences may need to be used. The list below is not exhaustive and does not indicate that the behaviours either currently exist or previously existed in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school ground without permission
- deliberately spitting at another person
- bullying in any form (see anti-bullying policy)
- throwing objects with the intention to hurt or harm someone
- the use of homophobic, misogynistic, or racist language
- repeated breaches of the school rules
- vandalism
- smoking
- carrying an offensive weapon or prohibited item.

(These are: Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images, Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupil)

Each incident will be looked at case by case with the final decision being made by the Headteacher or, in their absence, the Deputy/Assistant Headteacher. Any of the incidents above could result in a suspension, internal or external. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place

Suspension

The formal suspension of a pupil is one of the strongest consequences available and one that will never be used without considerable thought. The school should provide our pupils with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. Suspension will only be used when a pupil threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of suspension means that it should act as a deterrent to those pupils who do not meet the standards of behaviour expected in school.

A pupil can be suspended from the school for a maximum of 45 days in any one school year. Parents/carers will be expected to attend a reintegration meeting at the school, usually with the Head teacher or a member of the SLT, on the day of the pupil being readmitted. Work will be set for pupils to complete at home during the suspension period.

Any pupil considered to be at risk of permanent exclusion will be referred to the SLT, who will review support strategies, including initiating an Early Help Assessment/Early Help Support Plan process; parents will be invited to contribute to this process.

Permanent Exclusion

This is the most severe consequence available to a school. As such, it is very rarely used at Chadsmead Primary Academy and is reserved for the most grave or repeated breaches of discipline, where the Head teacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment. Details regarding the Permanent Exclusion process can be found in our [Exclusions Policy](#).

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, it is likely that the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school in all likelihood will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the children's social care, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

10. Professional Development and Training

As part of the induction process and the school's ongoing professional development, staff are provided with regular training on managing behaviour, emotion coaching, attachment and the importance of building relationships and restorative practices. School will seek external support where appropriate to develop this approach further.

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others, committing an offence or damaging property. Identified members of staff have been formally trained in 'TEAM Teach' techniques.

11. Monitoring arrangements

Tracking and analysis of the policy's effectiveness will be undertaken to identify if behaviours are improving, and strategies are successful. During each academic year, voices of all stakeholders will be considered to ascertain further improvements.

This policy will be reviewed by the headteacher and School Standards Committee at least every three years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This policy is linked to the following policies:

- Child Protection & Safeguarding Policy
- Anti-bullying Policy
- Exclusions Policy
- On-line Safety policy
- SEND Policy
- Child on Child Abuse
- Mobile Phone Policy

Appendices

1. Agreed restorative language prompt
2. ABC Form
3. Additional Information regarding restorative practice
4. Restorative Practice: Glossary of Terms



Chadsmead Primary Academy

Restorative Questions

-  01 What happened?
-  02 What were you thinking?
-  03 How are/were you feeling?
-  04 Who do you think has been affected?
-  05 What needs to happen now?
-  06 What do you need to do?

Developing roots to grow and wings to fly

Appendix 2: ABC Form



Chadsmead Primary Academy Significant Incidents of Behaviour Recording Form



CHILD'S NAME: _____
Start Date: _____

TEACHER: _____
End Date: _____

<u>DATE AND TIME</u>	<u>ANTECEDENTS</u> i.e. What happened before?	<u>BACKGROUND</u> i.e. Where did it happen?	<u>BEHAVIOUR</u> What did the pupil do?	<u>CONSEQUENCES</u> i.e. How was the behaviour addressed/responded to?

Appendix 3: Additional information regarding restorative practice

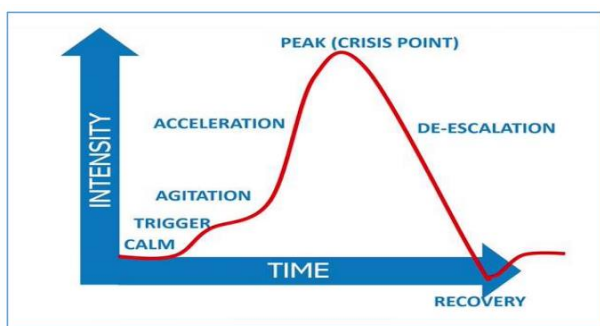
Vocabulary Definitions:

- ACEs: Adverse Childhood Experiences
- Emotional Coaching: the practice of tuning into children's feelings, and helping children learn to cope with — and self-regulate — negative emotions like fear, anger, and sadness.
- Restorative Practice: a strategy that seeks to repair any harm done to people, and relationships that have been damaged

Staff Knowledge:

In order to change children's behaviour, the adult's behaviour has to be reflected upon. Emotionally mature adults are flexible enough to change, to be present in the toughest of moments and judge slowly. Adults can be patient, encouraging and kind. Through the fog of anger, they can keep everyone safe. In the calm light of day, they build rapport and emotional security. Adults expectations are high, and they will never drop their standards because of a learner who has not yet learnt how to communicate effectively. The adults who work with children with the most difficult communication challenges are always in control of themselves before they attempt to take over control of others.

(Thoughts taken from Paul Dix: "When the adults change, Everything Changes.")



Timeline of Behaviour and resolution

ACEs – Trauma and Adverse Childhood Experiences:

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops an informed approach to ensure that our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

Emotion coaching

Childhood is a time when we learn about what emotions are, how they make us and others feel, how to express them and what to do when emotions/feeling are overwhelming or unpleasant. Emotion Coaching with a child when they are feeling stressed works with the physiology of the social engagement system and stress response system to help them to calm, problem solve and develop more positive social behaviours. Using empathetic role modelling, co-regulation to help them calm, repetition, and opportunities to learn to self-regulate, children learn to understand, manage and problem solve the stresses in their lives. Through this process children will learn the skills of self-regulation. (EUCUK Introduction to Emotion Coaching - 2020) – see separate document: What is Emotion Coaching?

De-escalation Strategies

The key to de-escalation is communication. There is no one size fits all strategy. What works one day may not work the next. A mixture of these strategies may help us be more successful in de-escalating situations before they reach crisis. A knowledge of a person's triggers and sign of agitation help to identify a need for support.

Non-verbal Strategies:

- **Keep your emotional brain in check** – when a young person has least control, this is when the adult needs to have the most control of themselves.
- **Environment** – consider the environment: if appropriate lower sensory stimulation; move the child away for others / others away from the child.
- **Space** – if you need to enter a child's personal space – think about what you are doing. Remember we naturally react under stress on impulse:
 - Approach slowly
 - Stay where the child can see you – don't approach from behind
 - Be mindful of facial expressions and gestures
 - Be at the same level as the child to reduce threat.
- **Silence** – Silence is okay. Time and silence create calm. Don't feel pressured to move things along and solve things. Let emotions run their course.
- **Breathing control** – Model breathing control; allow children to match our breathing patterns

Verbal strategies

- **Slow, steady and calm**
 - Keep your instructions clear and short
 - Use the phrase: I need you to...
 - Avoid telling a child what they are doing wrong - they already know!
- **Rhythm and Repetition:** Repeat phrase such as:
 - "It's ok,"
 - "I'm here with you!"
 - "You're safe."
 - "Breathe – take a deep breath in...and breathe out..."
- **Focus on feelings** – how a child feels is at the heart of what is happening:
 - "I can see you are feeling sad..."
 - "I wonder if you might be feeling sad..."
 - "It seems like you might be feeling sad right now, am I right?"
- **Be empathetic not judgmental** – a child's feelings are real whether you feel they are justified or not. Acknowledge and accept them to show you understand - Avoid reasoning with a child whilst in a heightened state of emotion.
- **Distract and Divert**
 - Distract by changing the subject of conversation or activity
 - Remind children of what they need to be doing now
 - Offer a limited number of positive choices
 - Offer to go for a walk if it is possible
- **Repeat back** – Summarise what a child is saying to you to show you are listening: "I can hear that you are telling me..."

Support for all

Remember to look after yourself too – dealing with stressful situation can be exhausting, emotionally draining and personally challenging.

If it is hard for us as adults to cope with stressful situations, imagine the challenges that the child is facing. All adults at Chadsmead are supportive of one another - everyone is there to support colleagues, should they need help to support a child in distress or to support the staff member after an incident.

We are all human. It is important that staff members take time to reflect after an incident in order to check that they are okay and if any other non-verbal or verbal strategies could be deployed in future. Talking to others is important but it cannot be okay to assign blame within the workplace.

- Vanessa Clark is Chadsmead's Staff Wellbeing officer.
- Hayley Hathaway is Chadsmead's Children's Mental Health Champion

Community Academy Trust also supports staff wellbeing – see staffroom noticeboard for information:



Visit www.npr.org to complete your own ace's quiz.

Visit www.psychologytools.com for an ASD quiz

Visit www.personaldevelopmentschools.com for attachment quiz

Education Endowment Foundation: Improving Behaviour in Schools

[Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](http://www.educationendowmentfoundation.org.uk)

Proactive				Reactive
<p>1</p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff 	<p>2</p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours 	<p>3</p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy 	<p>4</p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied 	<p>5</p> <p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
<p>Implementation</p>				
<p>6</p> <p>Consistency is key</p>  <ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 				

Chadsmead's Support for Social Emotional Mental Health Needs

All children take part in

- Conversations with their teacher each day to build relationships and trust
- A daily check in session with their class teacher to see if they are ok on entry to class – “Meet, Greet and Seat”.
- Opportunities to share their worries and concerns with staff verbally
- A PSHE session each week – Jigsaw – that focuses on themes and values relating to Social, emotional and mental health alongside the PSHE curriculum such as worries, being different, resilience, perseverance and loneliness.
- The PSHE Jigsaw curriculum includes Growth Mindset work, breathing exercises (Calmer Me), the teaching of physical health and mental wellbeing alongside modules on relationships, sex and health education.
- Activities and involvement in awareness days such as World Mental Health Day, Anti-bullying Week, Children's Mental Health Week, Safer Internet Day
- A PE curriculum that includes Yoga to improve children's emotional regulation, mood and resilience.
- Regular assemblies to celebrate success and reinforce the characteristics of effective learning - perseverance, concentration, pride, willingness to have a go, developing their own ideas, making links
- Place their worries or concerns in the class worry box to be shared with the teacher – these may or may not be built into class discussion within the week or initiate a 1;1 conversation with a child who have expressed a worry.
- Additional rewards are given to children identified actively carrying out appropriate behaviours or rewards for undertaking specific tasks or activities in line with our school behaviour policy.
- Regular weekly assemblies where children's successes are celebrated and shared.

Some children who need additional support might then also:

- Have a personal daily check in and discussion opportunity if it is needed – staff remain reactive to the needs of individual pupils in their class.
- Be introduced to the use of an anxiety thermometer / smiley face chart or emotion wheel to help communicate their feelings
- Take part in lunchtime activities and /or after school activities – PE, Gardening,
- Have space to gain “Calm Down Time” when they need to have space to calm or reflect during the school day
- Use a feelings diary or feelings tracker to record their feelings each week
- Be given opportunities to practise relaxation techniques / breathing activities during or at the end of the day
- Be given opportunities to practise mindfulness colouring activities
- Be given opportunities to learn about positive thought and the Power of “yet”
- Be given opportunities to develop their own toolkit of strategies to help lower anxiety levels and address their own identified needs
- Be supported through a personalised behaviour plan, if appropriate, in order to target identified behaviours and earn additional rewards.
- Be allowed to bring in / use a comforter item – chewy bracelet / necklace or small familiar object to aid home/school transition
- Be discussed with the school's SENCO, by the class teacher or by a parent directly, as part of our whole school policy to identify any significant SEND or Social, emotional Mental Health Needs.
- Need additional home / school liaison to maintain communication and celebrate personal successes.
- Take part in Mental Health Workshops run by a locally based charities.

A few children may need further additional support through an external agency referral such as:

- GP / Medical Services – to discuss your concerns about a child's ongoing low mood or anxiety

- School Nurse 0 to 19 referral – to alert the school nurse and paediatric team about your child and the worries you have to obtain signposted help and support in order to support your own child's needs.
- Children in Action – a charity created to help vulnerable children and young people to provide practical and emotional support to meet their needs including disabled children, fostered children, adopted children, young carers and parenting support.
- Family Support Service – a service that helps families to improve relationships, support emotional health and well-being, address challenging behaviours across the whole family.
- Barnados – a charity that supports a range of needs including mental health and well-being, children seeking asylum, children with parents in prison, children experiencing alcohol and substance misuse, children experiencing domestic violence or children who are young carers.
- Young Minds – a charity supporting children with mental health issues
- Malachi – A charity offering group therapeutic based interventions & counselling
- Saplings Outreach Worker

Another external agency relevant to the child's individual needs such as a family support worker, social worker or child protection services.

Appendix 4: Restorative Practice: Glossary of Terms

Vocabulary	Meaning
De-escalate	To reduce the intensity of any conflict
Damage	Harm that impairs the value, usefulness, or normal function of something / someone
Harmer	The person who has created harm towards another person or thing either verbally or physically.
Restorative Practice	A variety of structures, activities, systems, and practices aimed at building community & belonging, supporting social & emotional development
Dysregulation	When a person has become involved in an intense conflict either with themselves or others.
Restorative Conversation	A conversation that demonstrates empathy, teach how to resolve conflict, and most importantly, allow those involved to have a voice
Logical Consequence	An outcome / result that happens with adult intervention i.e.: resolution / outcome suggested by the adult supporting the restorative conversation
Natural Consequence	An outcome / result that happens naturally without adult intervention i.e.: a resolution / outcome that is suggested and agreed by all those involved in the conversation.

Acronyms	Meaning
CPOMS	Secure internal online monitoring system
SENCO	Special Educational Needs Coordinator
DFE	Department for Education
SLT	Senior Leadership Team
SSC	School Standards Committee
LA	Local Authority
ABC	Antecedent, Behaviour, Consequence
TEAM Teach	Specific form of 'manual handling' techniques used by trained staff.