Behaviour Regulation & Relationships Policy

Reviewed by Head Teacher: Complete

Reviewed by Chair of Governors: Complete

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Policy rationale:

Beechview Academy is committed to being a 'Trauma Informed and Attachment Aware' community. As a school we are aware that to ensure everyone in the school community feels safe, the educational environment needs to be high in both **nurture** and **structure.** All children and young people need predictable routines, high expectations and consistent yet caring responses to behaviour. These fundamentals must be in place and modelled appropriately. 'Trauma Informed and Attachment Aware' approaches are embodied in our school's aspiration to build a nurturing and caring ethos alongside clear and consistent boundaries. Improving and maintaining the social, emotional and mental health and well-being of our staff, pupils and parents / carers is a priority. In addition, we recognise that for children and young people to thrive and progress in their learning, we must first address their need for a sense of safety and belonging (Maslow's Hierarchy of Needs). We wish to work towards these important goals in all aspects of school life, and to provide an ethos, environment and curriculum that supports the whole school community. It is acknowledged that members of the school community may have vastly different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation & Relationships Policy is to bring us all together to adhere to some key principles and practices that reflect our school ethos. Relational responses are the cornerstone of this approach.

Policy Scope

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

Policy Aims:

Our policy embodies the principles of 'Trauma Informed and Attachment Aware' approaches.
It aims to:

- ✔ Ensure that all members of the school community feel safe and secure.
- ✔ Prioritise connectedness, trust and transparency so that relationships between all members of the school community can flourish, enabling children / young people to be 'ready' for learning.
- ✔ Foster collaboration in all aspects of school life so that children / young people have 'voice and choice' including in relation to their social, emotional and mental health.
- ✔ Empower children / young people to self-regulate using pro-social coping strategies.
- ✔ Teach children / young people how to communicate their thoughts and feelings safely (using emotion coaching), in order that they might use this important life skill in adulthood.
- ✔ Support children / young people through explicit pro-social modelling, to develop a strong sense of morality and empathy that allows them to take on board the thoughts and feelings of others.
- ✔ Maintain high expectations of behaviour from all of our students while using a caring, nurturing approach.
- ✔ Esteem children and adults as individuals and respect their rights, values and beliefs.
- ✔ Encourage children and young people to take pride in their school and the school environment.

- ✔ Provide a highly structured 'planned environment' which promotes positive learning for all.
- ✔ Challenge and support where there are any behaviours involving bullying, harassment or discrimination.

Policy Links

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

- ✔ Behaviour for Learning Policy
- ✔ PSHE Policy
- ✔ Anti-bullying Policy
- ✔ Equality Policy
- ✔ Health and Safety Policy
- ✔ Safeguarding Policy
- ✔ Online safety policy
- ✔ Positive-handling policy
- ✔ SEN policy
- ✔ Attendance Policy
- ✔ Curriculum Policy

Purpose of the Behaviour Regulation and Relationships Policy:

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

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

Roles and Responsibilities

Senior Leader Expectations:

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

- We create the conditions needed for all of the key members of staff responsible for these interconnecting disciplines to work closely and meet regularly; this includes: the SEND team, Pastoral team, Attendance Officer and Designated Safeguarding Lead.
- We are persistently seeking to identify the underlying 'causes' of dysregulation or attachment seeking behaviours at the earliest opportunity via our multi-disciplinary working.

- We support our multi-disciplinary teams to implement appropriate interventions using a joined-up approach.
- Wherever possible, we locate our multi-disciplinary team leaders in close proximity to each other in the school building to facilitate joined up working and effective communication.

Staff Expectations:

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

Pupil Expectations:

- We are empathic, kind and respectful to everyone.
- We keep ourselves and others safe both physically and emotionally.
- We are ready and willing to engage in all aspects of school life.
- We strive to become self-motivated, self-disciplined, confident and independent young people.
- We are tolerant, honest and sensitive to the needs of others.
- We think about the impact of our behaviour on others and how we can make changes to improve this.
- We are aware of the expected standards of behaviour in and around school.
- We help maintain a safe, stable and calm environment, where standards and expectations are high.
- We strive to go 'over and above' in our role within our school community and share in the celebration our positive behaviour.

Environmental Consistency:

At Beechview Academy, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

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

- All school staff are trained in and able to use emotion coaching (**P.A.C.E**) to support children / young people to self-regulate and reflect so that they are then able to re-engage.
- All school staff are aware of the philosophy ***'connection before correction'*** when addressing dysregulated / connection seeking behaviour.
- All school staff are trained in basic neurological development theory and use this knowledge to **respond** and not react to children and young people.
- All staff are trained in the Step On programme which supports de-escalation and shared consistent language.
- All staff are involved in regular refresher training on 'Trauma Informed and Attachment Aware' approaches.
- As a school, we refer to the school's 'pupil expectations' / values every time we provide feedback / reprieve, in which we explain how a behaviour has / has not embodied these expectations.
- There is a whole school application of natural / logical consequences where they are required, with a focus on educational and protective outcomes.
- All staff provide problem solving and restorative opportunities for children and young people when they are emotionally ready / back at baseline.

A Graduated approach:

Context:

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

Our school policy reflects these principles as follows:

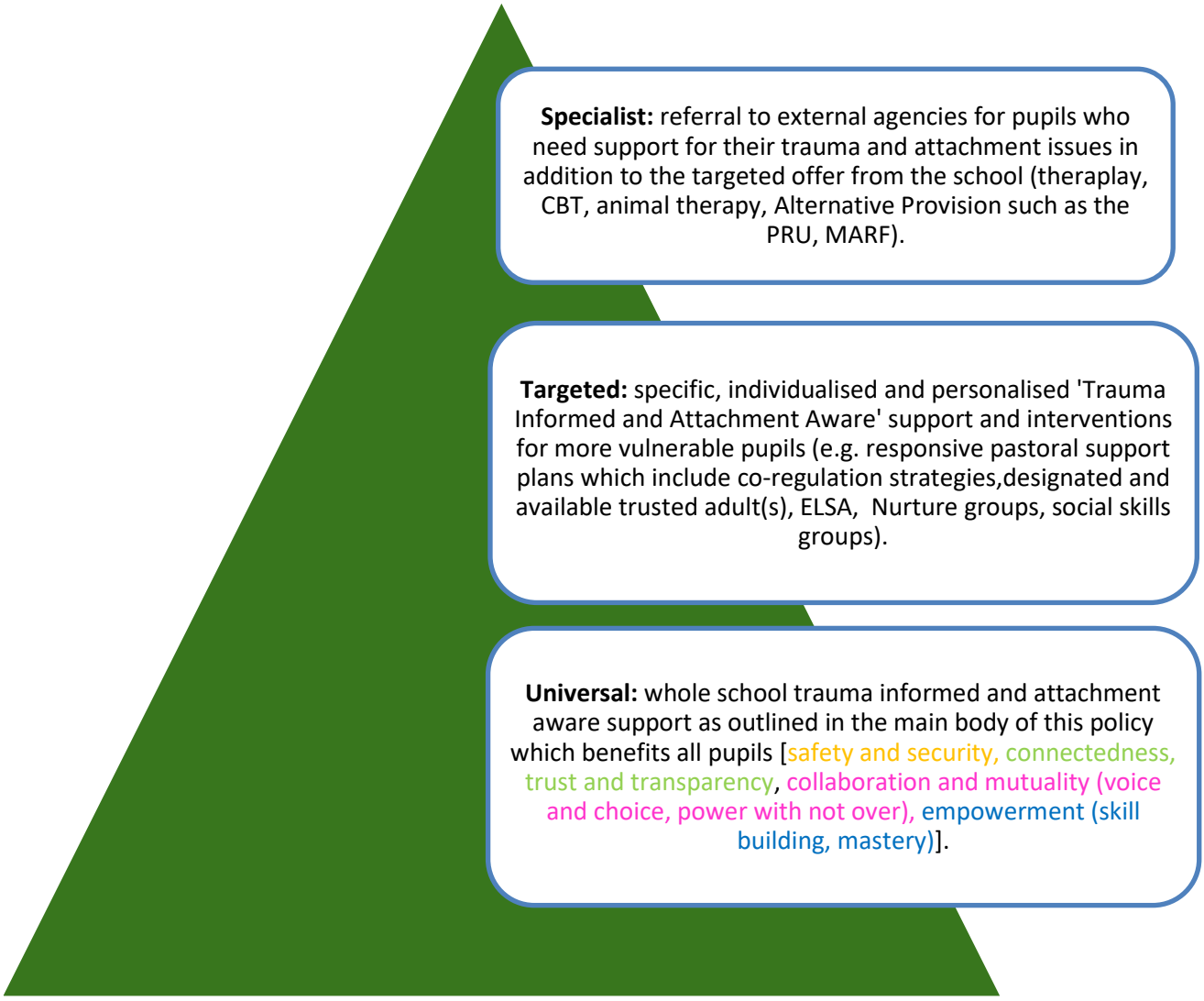
- We will take an adaptive approach with our behaviour policy as appropriate to the needs of all children / young people within our school setting, in line with the Equality Act (2010). For some students, this approach will require an individualised, responsive co-regulation plan (*Appendix 1*). It is our aim to inform parents / carers at the beginning of each year about our adaptive approach in order for them to understand that ***"being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)"*** (Brighton and Hove Council, 2018).

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

- A graduated response to behaviour allows the school and individual staff to support children / young people according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response. Children / young people will be provided with support based on their level of need. Given that Beechview Academy views behaviour as a communication of need,

frequent difficulties will be seen as an indication that **level of support may need to be increased** (e.g. a child receiving support at universal level would begin to receive assessment and support at targeted level). Decisions about the level of support required will always be made in consultation with the child or young person, their parents / carers and external professionals as appropriate.

A graduated approach to support



Whole school graduated approach in action:

Step 1

Building resilience and developing self-regulation:

At Beechview Academy we take a proactive whole school approach to promoting prosocial behaviour. We recognise that an important part of this approach involves building resilience

and improving our children / young people's ability to self-regulate. This is aligned with a 'Trauma Informed and Attachment Aware' approach and will benefit the whole school community while addressing the needs of pupils who have experienced trauma and attachment issues. Building resilience and improving self-regulation involves direct and indirect learning. Direct learning can only occur when pupils are functioning at baseline (not at times of crisis).

Direct learning opportunities:

- Social values such as kindness and empathy are valued and promoted through day-to-day interactions and the curriculum including lessons such as P.S.H.E.

- Explicitly teaching emotional literacy to all pupils as part of the school curriculum (recognising the physical representation of emotions, labelling emotions).

- Explicit, age-appropriate teaching of the functions and interactions of the triune model of the brain (brain stem - fight or flight, mid brain - emotions, higher brain – problem solving and emotional regulation).

- Teaching some simple self-regulation strategies to all pupils so they can manage stress and conflict, building their resilience (grounding strategies, mindfulness etc).

- Creating opportunities to use / practise self-regulating activities for all pupils as part of the school day, in order to create a community of regulation.

Indirect learning:

- Children and young people are supported by staff who understand the importance of seeing all behaviour as communication.

- Children and young people are supported by staff who assume complexity and trauma may be present and therefore use their professional curiosity alongside positive language to **respond** rather than react.

Step 2

Rewards and positive reinforcement:

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

As a whole school:

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

- Every child experiences some success and recognition – we recognise this is especially important for our vulnerable cohorts who may be struggling to conform and manage their emotions.
- There are multiple opportunities during the day / week for a **fresh start.**

As an individual staff member:

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

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

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

Step 3

Establishing and maintaining relationships

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

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

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

To achieve this goal, we aim to:

- ✔ Understand that we as adults need to identify and manage our own triggers.
- ✔ Recognise that as adults our own values and beliefs will interact with cultural, ethical, and generational differences.
- ✔ Meet and greet our children / young people at the school gates and classroom door so they feel 'seen.'
- ✔ Help children / young people feel 'held in mind' *(I thought about you the other day when …. I remember you like ….)*
- ✔ Follow through with things we say we will do, especially the positive things.

- ✔ Role model acknowledging **our own** mistakes and negative emotions, showing how we learn from them in order to move forward.
- ✔ Recognise that 'Human to human interactions are physiological events' (B. Perry, 2015). and as a result, children and young people are 'regulated and rewarded' by warm, positive interactions, however brief.
- ✔ Maintain high levels of self-awareness as adults so that we can make deliberate use of positive body language and other non-verbal communication. This is crucial because '… gestures, facial expressions and vocalisations that appear "safe" turn off the brain stem.' (S. Porges, 2006).

Step 4

De-escalation of dysregulated / connection seeking behaviour:

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

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

P.A.C.E. is an evidence-based approach to communication with children and young people who have experienced trauma. However, as it is based in neurological responses to human interaction, it is an effective approach for all pupils. It can be used very effectively alongside the Step On scripts (*see appendix 2* for more P.A.C.E. scripts).

Playfulness:

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

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

Acceptance:

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

- Be consistent, kind but firm.

Curiosity:

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

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

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

Empathy:

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

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

Step 5:

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

Additional support:

- Removing the audience can be very helpful, this includes other adults.

- A change of environment may be needed. Support should be sought from the pastoral team to accompany the child / young person to a 'reflection / regulation / ready to learn' area. This is a space for children / young people to:

    - **Regulate** (time and space to calm down – soothe the brain stem using various strategies which may be outlined in pastoral support /co-regulation plans where relevant).
    - **Relate** (connect with the child / young person – P.A.C.E. may be effective now without an audience and with time to regulate).
    - **Reason** (reflect and articulate – some learning is needed to move forward and this can be achieved through P.A.C.E. initially to make the '**connection**' and then the '**correction**' or thinking about alternative behaviours can follow on).
    - **Repair** (problem solve together on how this temporary rupture in the relationship can be repaired – simple apology, restorative conversation, restorative action which may happen in their free time). Once this step is complete there is a **fresh start**.

- Additional support is most likely to be effective for children and young people (particularly those who have trauma and attachment difficulties) if the adult involved in giving the support is one of up to five adults they have identified as 'trusted, safe adults'.



Step 6:

Supporting children and young people in a crisis:

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

- Start by regulating yourself. Ask yourself the following four questions which help you respond and not react:
    - What am I feeling right now?
    - What does the pupil feel, need or want?
    - How is the environment affecting the young person?
    - How do I best respond?

- Acknowledge that their brain is in flight or fight so say very little initially and be aware of your body language and tone of voice - 93% of communication is non-verbal.

- Follow any individual pastoral support / co-regulation plans, particularly for vulnerable pupils who are in crisis.

- Use co-regulation strategies and emotional first aid scripts such as P.A.C.E. / Step On (validate and name emotions, connect and use the relationship, use active listening skills - verbal and non-verbal). Keep sentences short, language unambiguous and trauma informed.

- Seek support from one of the child/ young person's five 'trusted, safe adults' as a priority.

- Only attempt to address solutions to problems or any consequences when the pupil is back at baseline – be aware that returning to baseline can take up to an hour even when a child / young person 'appears calm'.

Step 7:

Restoring and repairing relationships:

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

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

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

- Use restorative conversations in meetings with a solution focused approach. Conversations possibly in the form of ***Life Space Interviews*** *(see appendix 3 for scaffolds, scripts / prompts):*

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

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

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

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

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

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

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

Educational	Protective and educational (these consequences are supported by interventions to teach alternative behaviours)
Reading social stories before identified trigger points	Increased staff ratio (e.g. at beak times) alongside reading a social story before break times (time limited)
Role playing / rehearsing alternative behaviours regularly for a period of time	Limited access to social spaces / activities alongside role play / rehearsing of alternative behaviours in these spaces (time limited)
Assisting with repairs	Removal of privileges (related to the circumstances e.g. no minibus access alongside work on road safety (time limited)
Conflict resolution / mediation meetings	

Use of suspensions:

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

In order to avoid suspensions, we will:

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

In addition, we will:

- Identify and meet the need being communicated through a dysregulated / attachment seeking behaviour at the earliest opportunity, acknowledging that punitive approaches are ineffective for children and young people who have experienced trauma and / or have attachment difficulties.

- Use a relational approach to behaviour support which places an emphasis on relationships as the key to good practice and long-term meaningful change.

- Inform the Buckinghamshire Virtual School if a child or young person is a Child Looked After, adopted, on a Special Guardianship Order or known to social care (or has previously had a CIN / CP plan) and is **at risk** of a suspension or permanent exclusion as a priority.

- Inform the Education Entitlement Team where any child / young person is receiving increased numbers of suspensions or is at risk of permanent exclusion as a priority.

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

Possible reasons suspensions may be considered are outlined below:

- The pupil is using violence and /or verbal aggression as a means to intimidate staff and / or their peers and is **not** as a direct result of high anxiety / stress at the time or underlying social emotional and mental health issues.

- If the pupil exhibits a level of violence which is so dangerous that the Head Teacher feels unable to reasonably keep the other pupils and staff safe.

- The pupil brings drugs or alcohol on site.

- There is persistent and / or severe bullying (including targeting any of the protected characteristics) despite support and interventions.

- The pupil exhibits a behaviour which is potentially a safeguarding issue for themselves and others on the premises.

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

When suspensions are used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going).

- Use a structured reintegration meeting using a Life Space Interview approach to ensure the crisis is used as a learning opportunity and is solution focused (I.E.S.C.A.P.E.)

- Use a collaborative approach to reintegration, placing the child or young person's (and parent's/carer's) voice at the heart of each step of the process.
- Hold a debrief and reflective session with a focus on 'learning' for all staff directly involved in supporting the child / young person leading up to the crisis and the suspension.

- Make arrangements for any restorative conversations between the child / young person and their peers and / or staff, keeping the focus on 'restoring and repairing' the relationship.

- Ensure any follow up support / interventions are in place for children / young people and staff.

Allegations against school staff:

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

Engagement with parents/Carers:

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

How the school supports staff well-being and reflection:

Beechview Academy recognises the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. We encourage self-care in the first instance. In addition, we have a 'Well-Being' committee who seek regular feedback from staff on how the school can reduce stress and improve their well-being. Staff are offered the opportunity to debrief with their line managers or senior leaders where appropriate following incidents. Some staff members, in particular departments, may receive formal supervision where they are possibly experiencing secondary trauma on a daily basis as part of their role.

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership Team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the Chair of Governors.

Useful links:

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

Student wellbeing: Emotion coaching in schools (sec-ed.co.uk)

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

Self-care for mental health problems - Mind