Policy for

Behaviour & bullying

Approved by	FGB
Approved on	16.11.2026
Review date	November 2027
Headteacher	

Signed…Steve Dunn…… Role… CoG

Ownership: FGB

Behaviour management and its success is wholly dependent on the relationships between people and the values they are instilled with, believe in and act upon. Humans are a social species and babies first learn about themselves through the eyes of their caregivers. The experiences a child has, reflected back to them through the eyes, arms and behaviour of their caregivers, inform them of their own value, self-worth and identity.

At Stockbridge Primary & Pre-School we recognise that it is our role as educators and care givers to present children with plentiful opportunities to experience and engage with new learning and experiences. The success of this, and a child's ultimate reaction to these new experiences will be formed as they move from the solid and secure base of trusted adults so that they can depart from this base knowing they may retreat to it in times of need and here, they will be understood, heard and regulated.

Aim

In order for children and adult's well-being and positive mental health, the foundations of successful experiences are built upon well managed behaviour, positive interactions with others and a strong sense of self. This is the aim of this policy; to ensure all adults who work, volunteer or contribute to school in some sustained way, value building relationships with children that foster positive experiences and meet children's behaviours, however challenging, with a calmness and respect that all humans need positive social interaction to succeed.

Any behaviour, positive or negative, is a human's way of communicating how they feel about a situation or event; an unmet need. Adults in our school understand this and take the time required to be alongside the child whilst they are experiencing 'big feelings' that at times, may overwhelm them. Compassion and time, calmness and quiet will strengthen the relationships between all involved and act as a model for children who will imitate and model their own behaviours from those around them.

Any person's emotional state has a direct correlation with their behaviour; manage their emotional response and teach them to be rational, composed and steady and behaviour will improve. Having secure emotional responses empowers children and adults to feel confident and not seek to control others or events. We recognise that school is, for many children, their safe place with known, trusted adults and a routine which they know and follow. As a result, behaviour can be explosive and the place where they test their boundaries because they are safe.

Attachment theory

This theory underpins our relational policy and approach to behaviour management. Children need to form secure, early attachments to people as these shape our early experiences of close relationships and inform our future approach. Using the THRIVE model, the three critical stages of attachment formation are Being, Doing and Thinking. With loving attention, positive relationships with significant people and a playful, accepting, curious and empathetic approach (PACE – developed by Dan Hughes), children can achieve developmentally appropriate responses to stress and change, helping them to regulate their emotions and reduce adverse behaviours.

Motivation

Many psychologists have discussed the differences between and impact of intrinsic and extrinsic motivation. We understand this to be the following:

Intrinsic motivation: undertaking something for its inherent satisfaction; making you more likely to do it because of the challenge or for fun rather than external products, pressures or rewards.

Extrinsic motivation: …when an activity is done in order to attain some separable outcome. (Ryan & Deci 2000)

Their differences can be summed up as thus:

	Intrinsic	Extrinsic
Descriptive phrases	Challenge Curiosity Control Enjoyment Purpose	Reward Punishment Power Praise Competition
Purpose of participation:	Enjoyment in the process itself	Benefits derived from participating
Emotions experienced:	Pleasure, enjoyment, freedom, relaxation	Pressure (social approval is not under direct control)
Rewards:	Effective rewards eg. Enjoyment, pleasure	Social or material
Time limit:	More likely to stay with a task long term	More likely to a necessary task with little interest or longevity.

Humans do not rely on one motivation alone however, it is our aim to ensure that children are encouraged to work for intrinsic motivational reasons than extrinsic. This will ensure long lasting positive behaviours.

Principles of a relational approach to behaviour management

With this knowledge, we at Stockbridge Primary & Pre-School strive to demonstrate a relational approach to supporting social and emotional development and regulation of behaviours based on the following principles:

1. We understand that behaviour is communicating an unmet need and we can separate the behaviour from the child.
2. We understand that each developmental stage (using THRIVE stages) has a range of typical behaviours (Appendix A) which provide opportunities for adults to role model and explicitly teach appropriate behaviours. We keep in mind that they, and us, are always growing, learning and developing and seize the opportunity to address this during unregulated behaviours.
3. We build safety for children in managing their behaviours through containment, boundaries, predictability, routine and modelling what is appropriate behaviours
4. We respond to behaviour using the Vital Relational Functions (attune, validate, contain & regulate) and seek to restore relationships and change behaviours.
5. We 'shine a light' on behaviours that may have occurred and do not shy away from this. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting the child to develop robust stress regulation systems and learn self-control, empathy and emotional management.
6. We encourage children to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

In order to realise our principles, adults in all settings will:

a. Meaningfully and purposefully take time to recognise and reward positive behaviours and attitudes and reward success, developing children's intrinsic motivation for such behaviours

b. Try to catch children doing the right thing and use positive language to reinforce and pinpoint what was right so that it can be replicated
c. Focus on our school values, rights and responsibilities of the school to establish boundaries which are set at the beginning of the year and revisited regularly each day and refreshed each term.
d. Seek both resolution and learning when dealing with incidents
e. Use vocabulary to help and give children time and space to resolve the situation.
f. Use sanctions only as a form of appropriate, proportionate and positive intervention and ensure these are used only to resolve not escalate a situation
g. Apply sanctions in a compassionate, fair and consistent way and ensure the dignity of all involved.

School Values



If we are resourceful learners we...

- Use what we already know
- Ask good questions
- Imagine and picture things in our minds
- Use the resources around us
- Look for patterns and connections



If we are collaborative learners we...

- Share our thoughts and ideas
- Agree to disagree
- Compromise
- Consider what others say
- Include everyone
- Take turns
- Encourage and support others



If we are respectful learners we...

- Show good listening skills
- Be ready to learn and allow others to learn
- Look after what's around us incl. property
- Show kind actions
- Respect yourself
- Respect & value other's differences
- Watch, Walk, Wait



If we are resilient learners we...

- Stick at it, even when it's tough
- Learn from our mistakes
- Try new strategies and are not afraid to start again
- Try to better our best
- Break big problems into small ones
- Manage distractions



If we are proud learners we...

- Take care with what we produce
- Practice, rehearse and make sure we're well prepared
- Try to do better than our best
- Share our efforts with someone
- Work at the top of the effort mountain regularly



If we're responsible learners we...

- Accept our part in what's happening
- Make the right choice and know the consequence linked to this
- Are organised
- Do things independently
- Work in a way that doesn't impact on others.

The values for our children in pre-school replicate those in school but with simpler language and a simplified approach for our 2-4 year olds. They are names the rainbow rules and explained to children as follows:



Vital Relational Functions

When dysregulating, taking in a new event or experience or managing big emotions, children can be helped explicitly by referring to the VRFs in order to build a stronger, robust system of stress regulation and control which can then be drawn upon in future situations:

Attune	Be alert to their feelings, attune to their emotional state; Get down at their level, match their intensity, imitate safely	Be loud Be quiet or still Get at their level Fix your face
Validate	Agree with feelings, name them, validate their experience or perspective	"I can see why…." "I bet this is hard" "I think you might be feeling…"
Contain	Demonstrate you can catch their feelings and help digest them	Offer structure, a hug, sat between your knees,
Regulate	Soothe and calm them. Model how to do this.	Breathe in for 5 and out for 10 Stamp your feet in a purposeful place

Positive, validating language

If we are relying on positive praise and positive interactions to encourage intrinsic motivation, it is important that we are specific with children about what they do well and why that is

positive. Adults at Stockbridge Primary & Pre-School will reinforce children's actions by altering language which may be familiar in day to day life to be specific and targeted. The following are examples which may help us to do this but will be added to and altered over time as we become increasingly conscious of doing this.

To…	Instead of this….	Say that….
Reassure a child	Be brave!	Go and have fun! You can tell me all about it later.
Acknowledge feelings	You don't need to be sad.	Everyone gets sad sometimes, and it's OK to feel like this. I get sad when… and this …. helps me feel better.
	You'll be fine	I can understand why this is hard/a challenge and I'm with you to help you.
Praise and encourage a repetition of good behaviour/action	Good boy!/Good girl!	You worked really hard on that painting, I really like how you've…. Or Great effort, I can see you've worked very hard on this.
Communicate a message to another adult	Telling another adult all about the problem	Say to the adult "… is feeling very unhappy because… but I think we can help them by….
Help them communicate their needs	Grunting or mouthing or using actions to indicate help	"Use your words so that I can help you"

By highlighting and rewarding behaviour with better language all adults should balance the fine line of becoming too friendly with children. The power dynamics of relationship building must come into play in teacher-student relationships and, whilst it's good to be positive and friendly, this should remain professional. When boundaries are blurred, children's behaviour escalates and this does not ease the situation or make their emotions more easy to manage.

Positive rewards

As well as using specific, targeted language, we will have the following strategies/rewards:

a) Simple, show the child you like them!
b) Success points with a clear menu (see Appendix B_)
c) Wow wall
d) Newsletter mention
e) Rainbow stickers (pre-school)
f) A share of good work or a great moment on Dojo so that this is shared with parents
g) Postcards home (unprompted and unexpected)
h) Family reward at the end of a term

To promote intrinsic motivation, rewards will also be given for the process of learning and using the school values for learning behaviours rather than the output of an activity. As a guide, the statements on the learning pit and effort mountain should be what we reward for.

Giving children an opportunity to choose & modify behaviour

Along with parents, it is the school's responsibility to help educate children in making the right choices in a wide variety of situations. Any behaviour or intended outcome comes with

choices. We will offer children the '4 C's' in order to help them develop independence in managing their behaviours and therefore develop regulating emotions.

Which C?	What does it mean?	What does it look like in practice? *(for example, when a child has taken a toy that another was playing with)*
Choice	Children will always be offered a choice of 2 behaviours/items/options.	"You have a choice, you can return it to your friend and play with it with them or you can return it to them and wait your turn using the timer."
Chance	Once offered the choice, children will be given a chance to make the right choice. This might involve us giving them space to make this choice and, at this point, very little language	"I'm going to give you chance to think about which choice to make." At this point, the adult steps back to give literal space. We then wait! This can take a while and you might remind them of the choice.
Consequence	For unwanted behaviours, there will always be a consequence that is tailored to the child. This consequence may be given a while after the chance to make the choice has been made as children may need time to calm down	If the child makes either choice given, great! Move on. If they really refuse to make the choice given after some time, a consequence is given that suits that child. This is NEVER used as a threat at the point of choice – we would never say "you can choose x or y or you'll have z taken away from you." This often heightens behaviour at a time the child is dysregulated.
Care	We will always undertake a restorative conversation with the child to ensure the relationships are intact and remain.	We would then return to the child, perhaps after playing with the toy, and praise them on making a choice that worked for them and their friend. We'd explain why we asked them to do that and that we were caring for them and helping them be independent.

Consequences

Through consequences, we are actively supporting children to be accountable for their actions and to develop the skills to change their behaviours rather than punish the actions taken. This is a not an exhaustive list as the consequence should match and be appropriate to the action. Whatever the consequence, it should avoid public or private humiliation, should not apply to the whole group in cases of an individual or small group's wrong doing or leave a child in an unsupervised situation. Consequences should never be discriminatory or deny a child access to a particular part of the curriculum. Once a consequence is imposed (by any adult), this should be enforced and supported with no negotiation. Clear choices can be given about future conduct.

Basic principles should be followed at all times:

1) Use all available opportunities to build a strong relationship with the child.
2) Keep consequences short and immediate (absolutely no hanging over to the next day)
3) Create a safe space in school for those who might need it (THRIVE room or other designated space)
4) Use the buddy system and peer mentors to support friendships
5) Move the child away from the challenging situation before talking to them at length
6) Avoid returning the child to the challenging situation too quickly
7) Move yourself away if you need to calm your own response

Consequences we deem appropriate:

a) Choices; always balanced between two acceptable choices which keep the child safe *eg. You can choose to keep hands to yourself and carry on the game or leave the game altogether.*
b) Personal response tailored to the individual child's needs
c) Positive chart to catch them doing something right
d) Removal from a space or lesson but only to another adult, never to be left alone on a thinking chair or similar
e) Change of face – changing the adult to elicit a different response

Chemicals

Oxytocin – the 'hug' hormone; positive physical touch calms, relaxes, supports and nurtures
Cortisol – the 'stress' hormone; secreted in higher levels during the body's fight or flight response – sticks around for 24hrs
Adrenaline – the 'go' hormone; produced during high stress or excitement
Dopamine – motivation, reward and pleasure. Helps us relax, makes us more responsive and increases access to concentration
Endorphin – 'pain relief' linked to well-being, produced during exercise, excitement and pain
Serotonin – the 'regulator'; helps to balance anxiety and regulate emotions

Emergency situations

Running away

This is a highly emotional and fraught incident during the school day and can feel unsafe for everyone. If a child runs off but within the school site, let them run. Keep them within site and send for an adult to assist, namely to bring you a walkie talkie. A child only runs away when they are overwhelmed and this felt like the best option or they have sought and achieved positive extrinsic motivation for doing so in the past. When they have reached their final place, the adult should accept that this is where they will work from. Sit down somewhere near them and announce "I have just come to be with you right now because I can see things are very hard for you. I am here for you when you are ready.
If they move further away, they are not disrespecting you but continuing to show that they are afraid or uncomfortable. You could respond with "I can see it is hard to be close to me. I will be here when you're ready."
See appendix C for a PACE response to this situation.

If a child runs away off site, send for adult back up and inform the office to call the police 999. If possible and without putting yourself at risk, follow them from a distance. Use the same response to when they stop running.
After any first event of running away, the adult and child should decide on a safe space to run to. This allows the child to fulfil their flight response in future but provides a contained and named space for them to go. This should be documented in a risk assessment and shared with all adults in the setting, including volunteers. Only an adult who is familiar with the child should then deal with them whilst they are dysregulated. This forms a stronger attachment ultimately.

Communication

Working in partnership with parents and other adults involved with a child is crucial for there to be overall success. The child ideally needs the same approach from all adults involved in their care.

When any member of staff communicates with a parent, the approach should be solution focused. If for example, the child has been dysregulated and there has been an incident which has resulted in a consequence, this should be shared with the parent/carer along with what was done to reintegrate them into the class or group.
Language used in communication with parents should not blame the child but explain the behaviour. "This happened and I think they were communicating…."
We should rejoice in the positives and have Class Dojo as a method of sharing good learning and behaviours – all parents are connected to this.
We aim to work with parents to give them strategies and explain ones we have used to give the child skills to change their behaviour.

Relate – rupture – repair

We recognise that consequences and working with a child who is dysregulated can rupture a relationship between adult and child and there must be significant work done to repair this in order to continue positively.

The adult who has dealt with the child in the face of consequences will later, after the spotlight has been shone on the behaviour and the child is sufficiently well regulated enough, spend time with the child to repair the relationship and ensure attachments are once again strong.

Staff wellbeing

Dealing with a child demonstrating distressed or dysregulated behaviour can be upsetting and demanding. It is emotional for all involved and this is okay to feel upset and to feel hurt. If an adult feels they are getting angry or frustrated in dealing with a situation, they will always withdraw, give some space and time and either find another adult to take over for a while or return to the situation when calm.

At no point should an adult lose their temper with a child. Managing distressed behaviour when angry often, if not always, escalates the situation. Avoid negotiations and arguments.

We have four THRIVE practitioners in school. After any incident or build up which may have been stressful for any adults, the practitioners can offer a listening ear and talk through the situation. This is to directly provide supervision and support to any member of staff who wishes it.

Cheating

The Department for Education issues annually the Assessment and Reporting Arrangements, Test Administrators Guide and the guidelines for misconduct during test administration for Early Years Foundation Stage baseline and profile, Year 1 Phonics check (incl Year 2 retakes), Year 4 multiplication test and KS2 SATs.

KS2 SATs are administered strictly in line with these guidelines and have Governors monitoring their implementation however, there may, in a rare circumstance, be a child who cheats to achieve an inflated score or with the intention of doing so. Adults involved with the process, who are found to be in breach of the guidelines will be dealt with under the misconduct guidance as part of Hampshire's Manual of Personnel Practice.

Every case of a child cheating will likely have different rationales for their behavior however the consequences are serious and have long reaching implications which may include their outcomes being annulled by the Standards and Testing Agency. Their in-school consequences

will be dealt with on a case by case basis but may include fixed term inclusions as a worst case scenario – this would only be considered likely if their behavior impacts on other children's results also.

Behaviour off site

As part of our school's vision, we actively encourage visits off site and residentials in order to develop children's values and exposure to the world around them. Generally, children's behavior is exemplary and commented upon by the public on a regular basis however this may not always be the case, particularly when a child with challenging behavior is on a visit. Safety is paramount and the safety of a child and the wider group will not be put at jeopardy and if the school deems that it is not safe for a child to go on an external visit, they will discuss this with the parents of the children and alternative arrangements be made. This will never include the parents of the child accompanying them on the visit. That said, every effort will be made by the school to ensure the child can go – increased staffing, alternative arrangements for key pinch points on the trip will be considered and enacted if at all possible and if without detriment to other children through reduced staffing.

The DfE clearly outlines the conditions when a school may be involved in disciplining a child (taken from DfE Behaviour and discipline in schools, Jan 2016).
Paragraph 25 states:
Teachers may discipline for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat or has the potential to harm the welfare of to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

At Stockbridge Primary School, we include the use (and abuse) of social media in the above occasions when dealing with misbehavior may occur. Children are repeatedly educated on e-safety and how to keep themselves and others safe online and exemplary behavior is expected of them.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Should this result in exclusion, whether internal or external, the Inclusion Service at Hampshire County Council, as well as the LADO, will be consulted.
Please refer to our safeguarding policy for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct, this may include referring them to the Hampshire Employee support line.

Physical restraint

PLEASE READ THE RESTRICTIVE PHYSICAL INTERVENTION POLICY (H008)

In exceptional circumstances, staff may use reasonable and proportionate force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves and others
- Damaging property

For further information on the circumstances that may lead to this, the safety features around physical restraint and retaining the safety, dignity and respect of all involved, please read the Restrictive Physical Intervention policy from Hampshire County Council.

Should there be a regular need for RPI, there will be a risk assessment on the child and consultation with Primary Behaviour Support Service. This should never be for an indefinite time with regular review dates set.

Where RPI has occurred, a violent incident report form should be completed along with an ABCC form (Appendices D & E). These allow us to unpick behaviors and record incidents fully.

Confiscation

All prohibited items, listed in our behavior policy, found in pupils' possession will be confiscated. They will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline or adversely affects learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on screening and confiscation.

Bullying

Everyone has the right to feel happy and safe in our school environment, bullying in any form will not be tolerated. Bullying is intentional (not an accident; Several Times On Purpose), a bully hurts someone on purpose. Bullying is repetitive. This means that the bully hurts someone over and over again, it isn't an incident that happens only once. Bullying can be by one person or a by a group of people.

Bullying behavior can take many forms; verbal, physical, indirect (eg. spreading stories about someone) cyber-bullying (social media) or texting. Some types of bullying can target a group to which people may belong, for example, racial comments, bullying because of a person's religious beliefs, sexual bullying (homophobic), transgender or bullying because people may have special needs or disabilities.

Children are taught about how to successfully build friendship groups and look out for and after one another in PSHE & RE lessons, circle time and assemblies as well as this message being reinforced in everyday situations. Posters on the walls in pupil communal areas support this and remind children of how to build successful friendships.

Staff know and care for children well and our open door policy encourages parents to discuss any concerns however, a minority of issues may occur without any intervention, particularly where we don't know about them because the child doesn't share them in school or they build up before they are shared. All children reporting an incident will be supported and listened to and will be assured that their complaint will be taken seriously, however some issues may be appropriately dealt with without the need to refer to the bullying policy.

Bullying is derived from an underlying behavior or need on the part of the bully and as part of our whole school ethos and approach, the bully will receive support in the same way that any

complainant would. To stop bullying and change behaviours of a bully can be a slow process and actions will be put in place to support both the bully and the complainant throughout. However, the protection, safety and wellbeing of the complainant involved will always be paramount.

Following any report of bullying and during any ongoing incident, regular communication with parents/guardian/carers of the children involved will be maintained. The school recognises the impact bullying can have on both children and their families and will always seek to adopt a collaborative approach.

If bullying, as defined in paragraphs 1 & 2 of this section, is reported to a member of staff the following will act as a guide. It is not intended to be formulaic and the school and staff recognise that no two children or incidents will be the same. The full range of protective, preventative, supportive and (if necessary) punitive measures will remain available for use at the discretion of the head teacher. Not all of the steps below will necessarily be suitable or appropriate in every case.

Step 1: the alleged incident and behaviours will be fully investigated by a member of the leadership team and logged on CPOMS. The investigating member of staff will feed back to the parents and class teacher. The actions resulting from this investigation will be followed through and a date made for a further follow up meeting with parents. At an early stage this action may just involve monitoring.

Step 2: further incidents have been reported. The children involved (both the child bullying and being bullied) will work with one of the school THRIVE practitioners. This may be together or individually. This acts as a form of mediation and helps the school and parents understand both the motivation behind the behaviour and helps the child who is bullying to understand the impact of their actions on others. At this point both sets of parents will be consulted. The decision of the Headteacher as to who is involved in this mediation will be final. This course of action will be logged on CPOMS and members of staff will keep written records of incidents. All members of staff will be informed of the incidents and the actions put in place. These incidents may not be recorded on CPOMS as they may be very frequent but an incident log will be kept.

We anticipate that actions taken so far will bring a resolution to the bullying and, in the event that this occurs the situation will continue to be monitored.

Step 3: in the event that these incidents continue to occur, THRIVE support will intensify. This could involve support on the playground at lunchtimes and playtime, 1:1 support, small group support. We may consider and action timetable variances, alternative arrangements for hometime/trigger points, alternative pick up times and any other suitable course of action. Parents of children involved will received regular (weekly at least) updates on progress of actions.

Step 4: When bullying continues and support is being provided to both the bully and complainant, internal exclusion will be considered and enforced. This means that the bullying child receives some tuition from their usual class teacher but completes work either in another classroom or with the Headteacher. This is a significant step as it involves complete withdrawal from the bullying child's peers. The parents of both children will be notified should this occur.

Step 5: In the event that internal exclusion does not stop the behavior that is causing the bullying, and other methods of support for the bullying child to understand and cease the behaviours do not have an impact, fixed period exclusions may be put into place. This will be in alignment with the most up to date guidance from the DfE; 'Exclusion from maintained schools, academies and pupil referral units' and in conjunction with the exclusions team at Hampshire Inclusion Service. Where outside agencies are involved with the child, they will be duly notified and a plan of action put in place for the bullying child's reintegration following fixed period exclusion. The complainant will continue to be supported.

Step 6: Longer fixed term exclusions may be undertaken. Permanent exclusion is a very last, significant step which would not occur without consultation with outside agencies, Education Inclusion Service and possibly the School Improvement Manager.

e-safety and cyber bullying

Some incidents of bullying make take place outside the school site. Inevitably, this affects children's well-being in school. If the school becomes aware of a cyber-bullying incident which has taken place outside the school (ie. on home computers or mobile devices) and therefore not directly through school, a conversation with the children involved plus their parents will take place so that all parties are aware of the known situation and the school can offer support where needed. The school will actively monitor behaviour to ensure that bullying is not taking place within school.

Staff are trained in the Prevent duty and aware of the risks associated with prolonged bullying which may lead to children seeking radical or extremist views. The Designated Safeguarding Lead (DSL) Emma Jefferies, is trained in the Prevent Duty and has trained all staff. The whole school staff work together to prevent children from the risk of radicalization. Governors are similarly trained and at least 1 has attended the Prevent Awareness sessions, this is usually the safeguarding link governor. Because of the risk of e-bullying (through social media, texts, emails and other forms of web communication), this policy should be read in conjunction with our e-safety policy.

APPENDIX A

PACE response to a child who has run away.

Reflecting with PACE on how it could be different next time:

It's really nice to be sitting here with you now.

You might want to have a playful tone of voice here, because whilst you're talking about somethings very serious it is easier for a child to hear if you are playful or light-hearted in tone.

I was really worried about how you were feeling when you wanted to run away. Those feelings must have been really big. I wonder if [you thought you were going to be told off about what happened at break/ you thought the work looked too hard/ you weren't sure what to do and you didn't know how to ask/ you felt a bit scared and you didn't know why]? *I can see that was really difficult, because it made you feel like you had to run away.*

I am wondering if we can think together about somewhere else you can go to when you feel like that. You might need somewhere to run to but I'd like it to be somewhere that I know you are safe. I have noticed that you like [think about your school and the places this child likes and what is possible for you, it should be a safe space where they can have 'time in' with someone they trust and find supportive. This doesn't need to be a formal space in school]. *When you have really big feelings it is hard to be alone, and it can be helpful to have someone with you, even if they are not saying anything.*

The emotional A&E statement:

You must have been so scared and so you ran away. I was really worried about you too, it is so nice to have you back.