



Hawthorn
Learning

Behaviour policy

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1. Purpose of the policy

1.1 Rationale

Whole Human Education Ltd (WHE) is an organisation that provides education settings dedicated to helping children and young people learn as whole humans to enable life-long learning. We place the highest priority upon personal development and the development of positive and respectful relationships between all members of the community. This fundamental part of our work is essential for effective learning to take place and enables children to learn vital social skills for the future. As a team we model, teach and support children to make use of the 'zones of regulation', which can be found as Appendix A. The aim of this is to enable children to identify regulation and emotional states in both themselves and others and independently adapt and regulate their behaviour accordingly.

1.2 Aims and objectives

It is a primary aim of ours that every member of our community within every setting feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This behaviour policy is therefore designed to support the way in which all members of the community can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

WHE expects every member of our settings to behave in a considerate way towards others. We treat all people of all ages fairly and with respect and apply this behaviour policy in a consistent way.

Our settings are not primarily concerned with rule enforcement, but we do have agreements for behaviour expectations and boundaries that promote healthy and constructive relationships. We also understand that behaviour derives from human needs and that dysregulation of those needs and ruptures in relationships occur naturally and need to be managed with care. Our aim is that all members of the community can work together in a way that promotes co-regulation, self-regulation (in an age-appropriate way) and repair of relationships.

1.3 Policy development

As an initial policy developed in preparation for opening our first setting, this policy was produced in consultation between the directors of WHE. In preparation we consulted the current legislation, example policies from reputable providers and other excellent education providers, and then we aligned the policy with our intentions for the setting and our values. Within the first 12 months of opening this setting, we will consult with all our stakeholders in regard to policies.

The WHE values can be found on our website at any time at www.hawthornlearning.org/values.

1.4 Terms

- Parent** Any person with current parental responsibility for a student at the setting.
- SYLO** Sort Your Life Out (SYLO) time is the time that students have at the start and end of the day to transition in and out of setting and in which regulation and wellbeing is the focus.
- THRIVE** Trauma-informed, Health, Relationships, Identity and Values Education

2. About human behaviour

Neuropsychology tells us that behaviour is a result of an unmet need, with the exceptions of reflexive reactions and threat responses, accompanied by emotions. When we see behaviour, beneath that behaviour is an emotional response, and behind that is some form of unmet need. This understanding of humans means that our ethos behind “managing behaviour” at our settings, is to discover the cause of behaviour and offer our support.

2.1 Human needs

The Wilding theory of neuropsychological needs (www.human-needs.org) tells us that ultimately what humans need is regulation in five areas: Physical, Sensory, Cognitive, Emotional and Psychological. The details of all these needs can be found in the appendices. All behaviour is motivated by these needs whether desirable or not, and understanding this and making the appropriate links is core to what we do here.

We ensure that the whole team is knowledgeable and highly trained in working with students to recognise the human needs at play behind behaviour, and to compassionately and fairly assist the student in meeting their needs, and balancing their needs with others to build and maintain healthy relationships.

Furthermore, the processes and tools that are used to support students are designed to become their guides for the rest of their lives, facilitating them to have good values and in choosing to act inside their values as much as possible.

2.2 Emotions

Emotions are essential messages and mechanisms that are a core part of being human, and influence our behaviour. At WHE settings we do not seek to suppress or shy away from normal human emotions. It is important that students learn to feel their feelings, and are supported in experiencing and moving through those feelings. Reactions to sadness, anger and fear, such as outbursts, hiding and crying are accepted, understood and met with compassionate support. Team members are encouraged to be vulnerable and share their own emotional experiences with students in an appropriate way, modelling being a whole human.

It is also essential that students learn, and are supported in learning at the appropriate age and stage, that it is possible to self-regulate emotions and have increasing control over our behaviours.

3. Roles in behaviour

The expectations and boundaries as listed in this policy apply to every member of the team and the community at all times. It is each individual's responsibility to do their very best to meet these expectations and respect the boundaries put in place here.

3.1 *The role of leadership*

It is the responsibility of Tomlin Wilding as the Human Needs Director, and as such the pastoral lead for WHE, to have strategic overview, and ultimate responsibility for the implementation and monitoring of this approach to behaviour across the organisation. Furthermore, it is their responsibility to report to Maz Wilberforce, Education Director as requested, on the efficacy of this policy and the approach.

The directors of WHE are collaboratively responsible for discussing changes to this policy, to the approach, and to the management of any serious suspensions, exclusions or serious acts of undesirable behaviours. These discussions will take into account parent and student voices wherever possible. Suspensions and exclusions will always involve both directors, and can request support and guidance from the advisory board.

Leadership will receive direct support from the whole team, including all curriculum and learning facilitators and support staff.

3.2 *The role of curriculum facilitators*

It is the responsibility of curriculum facilitators (educators who are running a learning session) to ensure that the whole-community and group agreements are adhered to and that boundaries are managed in their learning sessions. The facilitators will always seek to provide the best possible learning environment and so will have high expectations of the students with regard to behaviour. They strive to ensure that all students are collaborative, compassionate, consistent, curious and courageous learners. Curriculum facilitators are most often responsible for encouraging desirable behaviour through the curriculum, motivation and recognition techniques.

Curriculum facilitators will rely on the needs support team (Human Needs Director, therapeutic pastoral facilitator and learning facilitators) to provide adequate scaffolding around students to allow them to focus on learning.

When the need arises for intervention in learning sessions, curriculum and learning facilitators will manage this fairly, compassionately and sensitively. Some intervention will be most appropriate outside the learning session and curriculum facilitators might choose to conduct these conversations directly with students or with the support of a learning facilitator, or another member of the needs support team, In the case of repeated undesirable behaviours or difficulties, curriculum facilitators might choose to discuss this with parents, either alongside the support team or directly.

Any more serious or repeated undesirable behaviours or difficulties need to be recorded by the Human Needs Director to ensure the ongoing wellbeing of students and the monitoring of patterns for the specific student, or across the setting.

3.4 The role of learning facilitators

Whilst curriculum facilitators lead the learning sessions, it is learning facilitators that are focused on student wellbeing and regulation throughout the day. Monitoring the behaviour of students in order to assess their wellbeing and best support their optimum learning is the primary role of learning facilitators when present. If for any reason there is no learning facilitator present, the therapeutic pastoral facilitator or human needs director will be responsible for this role.

It is the responsibility of learning facilitators to remain aware of the state of regulation of all students in their learning group, and to facilitate the balancing of needs across the group. Furthermore, it is their responsibility to take preventative action surrounding dysregulation wherever possible, and to communicate effectively with the curriculum facilitator about the needs of students wherever necessary.

Learning facilitators are expected to work closely with the Human Needs Director, to provide a holistic picture of behaviour at the setting, and to promote the wellbeing and optimum learning of individual students.

Learning facilitators will most often be responsible for using the regulation toolkit with students, and assisting in rumbling and rebalancing. At any time, a learning facilitator can ask for the assistance of other members of the team to do this.

3.5 The role of parents

Parents of students are encouraged to take an active role in the community and to engage with students and the team around understanding behaviour, meeting their children's wider human needs and upholding children's rights. WHE makes learning about these topics available to parents throughout the year, and offers support to any parent who requests it.

Furthermore, we ask that parents support our approach to behaviour and work collaboratively with the team to enable their child's personal development and wellbeing. We will work hard to build a supportive dialogue between parents and the team, and will inform parents immediately if we have concerns about their child's welfare or behaviour. We therefore expect that parents will take an active part in this communication and keep us informed of any concerns being observed at home.

If parents have any concerns about the way their child has been treated, or in regard to the way behaviour is being managed within a WHE setting, they can contact any member of the team that they trust. If initial concerns are not resolved they should be raised with the Human Needs Director (Tomlin). If the concern remains, they should

contact the Education Director (Maz). If these discussions cannot resolve the problem, the complaints process can be used.

3.6 The role of students

Students are expected, in line with their age and stage of development, to do their very best to keep to whole-community and individual group agreements, to observe and respect whole-community, group and personal boundaries, and to ask for what they need, so that they can be as regulated as possible.

Furthermore, students are expected to accept support in regulation, engage in learning about behaviour, and take part in rumbling and rebalancing when necessary with full support from the team.

Lastly, students might choose to be involved with peer mentoring and peer supporting, for which they will receive training, and be supported by the team to take an active role in supporting other students.

3.7 Communication

In many cases, where day to day behaviour is nurtured and cared for within the setting we will be unlikely to communicate these incidents with parents because they are momentary and have no lasting impact. We also feel it is important to maintain an appropriate level of right to privacy for your child, building trust in our settings.

From time to time there will be some incidents that do not require any intervention from parents, or ongoing management from the team, but will be communicated to you for informational purposes because we think the information about your child's regulation and needs will be helpful to you. For example, where a relationship rupture has occurred between students and this has been resolved satisfactorily within the setting, but we understand that your child might have ongoing feelings of which you need to be aware.

All more serious incidents of behaviour, or circumstances where we do not feel they have been completely resolved within the setting day, will be communicated to parents at the earliest possible opportunity.

We do ask that parents support us in resolving all difficulties within our settings, and therefore do not implement their own consequences at home for things that happen in our settings. If there are any concerns in this area, parents should feel free to discuss this with us at any time.

4. Behaviour expectations

At WHE we make working together agreements as a whole-community, and in individual learning groups. In this policy we outline the agreements that we ask of the community as a whole at all times within and outside the setting where this can apply.

4.1 Whole-community agreements

Behaviour agreements

I agree to:

- Act in consideration of balancing my own needs, and the needs of others
- Act in consideration of the needs of the environment
- Display compassion to myself and others
- Act in accordance with WHE's values and guiding principles
- Accept others as they are, and for who they are
- Take responsibility for my actions, and hold myself accountable when necessary
- Ask for support whenever I need it
- Support others whenever it is appropriate to do so
- Be willing to try things out
- Respect my boundaries and the consent of others at all times.

Participation agreements

I agree to:

- Attend learning sessions on time and ready to participate collaboratively
- Bring and wear what I need so that I can participate
- Approach learning sessions with open curiosity
- Engage as much and as often as possible in the learning session
- Help to create a safe environment for others to contribute courageously
- Seek out and encourage alternative perspectives
- Listen to others' contributions to gain further understanding of them
- Be mindful of allowing a balance of voices to be heard in a learning group
- Display the type of participation I would like to see from others
- Look for ways to make meaningful connections in my learning and experiences.

Communication agreements

I agree to:

- Be as clear as possible in my communication
- Ask for what I need
- Be honest
- Speak up for the truth and for marginalised people
- Communicate with facilitators to help them meet my needs and keep me safe
- Communicate with respect for other's identities and personal values
- Tell people what is ok and not ok for me clearly and kindly
- Choose language that does not shame or belittle others
- Choose language that is collaborative and supportive rather than competitive
- Offer appropriate feedback and gratitude to others.

4.2 Whole-community boundaries

At WHE we set clear boundaries, making it clear what is ok and what is not ok. The following is a non-exhaustive, indicative list of conduct that is not ok in our community at any time, in any environment:

- Wilful damage to setting or public property
- Bringing any prohibited item into setting (see Appendix B)
- Physical violence of all kinds
- Verbal abuse of all kinds
- Aggressive behaviour of all kinds
- Bullying or harassment as described in the anti-bullying and harassment policy
- Wilfully endangering yourself, others, or the setting, or public property
- Purposeful and malicious disruption of learning
- The use of any technological device to cause any sort of harm to yourself, others, the setting, or the organisation
- Leaving the site without appropriate permission
- Acting in such a way that damages the reputation of others, including students, family members, team members and WHE as an organisation.
- Breaches of consent and body autonomy
- Theft of setting property
- The use of discriminatory and extremely offensive language of all kinds
- Any unlawful behaviour either in or out of setting.

4.3 Learning group agreements and boundaries

Facilitators and students can ask to make further agreements for their learning group, either for specific sessions, or in general. These need to be displayed in the learning environment so that students can refer back to them when needed. These must be agreed to when they are raised, and opportunities for reasonable objections and discussion must be given. Once agreements are made, all team members and students must work together to ensure they are upheld.

5. Behaviour management

At WHE, no behaviour management technique is designed to be punitive. The ethos behind the management of behaviour is to maximise the regulation of students so that they can thrive and offer their best selves for development. A well-regulated, appropriately-motivated, appreciated and valued student is much less likely to engage in undesirable behaviour. Having said this, humans are imperfect and both regulation and human relationships are tricky, even for adults. We approach undesirable behaviour as a reflection of some form of difficulty, and seek to support the student to regulate, and resolve any difficulties. We approach this with curiosity, compassion and connection. Our primary methods for managing behaviour at WHE settings are:

- Regulation
- Reasoning
- Recognition
- Rumbling
- Rebalancing

In extreme situations, only where WHE can no longer meet the needs of the student within a setting, either temporary or permanent exclusion might be considered.

5.1 Regulation

All undesirable behaviour will first and foremost be considered as a matter of dysregulation. A well regulated person is someone who is more able to choose their behaviour in line with their own, and community values. As mentioned in section 2 of this policy, we use the Wilding theory of human needs in which there are five human systems that need to be regulated:

1. Physical
2. Emotional
3. Sensory
4. Cognitive
5. Psychological

In discussion with the student we will assess in what areas they might be experiencing dysregulation and use their personal profile and our regulation toolkit to facilitate them becoming more regulated. During this discussion we may also “rumble” (see section on rumbles) with ideas around how we might avoid this kind of dysregulation in the future, if appropriate.

Zones of regulation

We make use of the language and tools of 'the zones of regulation' in order to support the children to become independent in their regulation of their emotions and behaviour. See Appendix A.

Regulation toolkit

The regulation toolkit includes the methods and language that we use together to support regulation, and to re-regulate when dysregulation occurs. These are universal across WHE settings and applied by each individual and the facilitators according to the age and ability of the individual. Some aspects of the toolkit might be reminders to empower the individual to meet their own needs, whereas other aspects of the kit will need more active participation from a facilitator. Equally some aspects will be generic to all individuals, whereas other aspects will be highly individualised for the specific student. Here are some common examples to help you understand what a regulatory response to behaviour looks like.

Example 1: Physical deregulation

A student is being defensive and obstructive of learning in a learning session. A facilitator checks in with the student, using language around zones of regulation and the five areas of regulation and they discover together quickly that the child is over-heated and needs to cool down and hydrate. The facilitator enables the student to meet their physical needs and then they return to learning.

Example 2: Emotional dysregulation

A student has an angry outburst in class. The facilitator checks in with the student, using language around zones of regulation and the five areas of regulation, and they discover together that the child is emotionally dysregulated from an earlier incident with a friend. The facilitator works using the emotional toolkit to process the student's emotions before returning to the learning session. The facilitator will encourage the student to monitor their own regulation closely for a while, and will be additionally attentive to the student during this time. We know difficult emotions are more likely to recur once they are triggered.

Example 3: Sensory dysregulation

A student has disengaged from the learning session and is not responding in the usual way to facilitators. A facilitator gently encourages the student to a safe space and checks in with student once they are able to respond. The facilitator uses language around zones of regulation and the five areas of regulation and they discover together that the student is struggling with the noise involved in the learning session. The facilitator uses the specific student's sensory profile to help them find solutions such as the use of ear defenders, or music in headphones as appropriate. The facilitator will encourage the student to monitor their own regulation closely for a while, and will be additionally attentive to the student during this time.

Example 4: Cognitive dysregulation

A student is making unhelpful noise and making comments to other students that seem provocative in a learning session. A facilitator checks in with student, using language around zones of regulation and the five areas of regulation and they discover together that the child is feeling bored and struggling with the content and delivery of the learning.

The facilitator works using the cognitive toolkit to assist the student with their learning difficulty, and their individual profile to help them choose cognitive stimulation ideas (such as fiddle items or different seating) to increase cognitive function. The facilitator will encourage the student to monitor their own regulation closely for a while, and will be additionally attentive to the student during this time.

Example 5: Psychological dysregulation

A student walks out of the session and refuses to re-enter. A facilitator checks in with student, using language around zones of regulation and the five areas of regulation and they discover together that the child is struggling with being told what to do by facilitators and students. The facilitator recognises that this is a reaction to a high need for autonomy in the student. The facilitator uses their knowledge of the psychological need for autonomy and of the individual student profile to assist them in finding and choosing their own solutions. A learning facilitator might need additional support from the wider team to find solutions with this student.

5.2 Reasoning

First and foremost it is essential that we communicate to everyone in the community what our expectations, values and boundaries are, and most importantly why they are there. People need to choose to act because they believe it to be correct. We do this by making this an integral part of learning across the entire curriculum, and by using techniques that increase intrinsic motivation for desirable behaviour.

Curriculum

The Trauma-informed, Health, Relationships, Identity and Value Education (THRIVE) programme at WHE offers comprehensive learning for students in behaviour, personal values, managing relationships and all aspects self-regulation for holistic health and wellbeing. Furthermore, our settings operate using this knowledge and the themes underlying this policy are displayed in all learning sessions and entrenched in all areas of the wider curriculum.

In addition, the team attend continuing professional development sessions that enhance their understanding and use of these techniques, and workshops and drop-in sessions are offered for parents who want to understand more about our approach to managing behaviour. Please see section 6 for further information.

Motivation

At WHE we understand that extrinsic rewards are not long term motivators or useful behaviour management tools. With human needs in mind we have created a framework that prompts facilitators to use techniques that increase and support intrinsic motivation in individuals. The Motivate Framework tool is Appendix C.

5.3 Recognition

What human beings need is to be seen and heard and recognised as useful and competent and as a valued member of the community. At WHE we know that reward systems and even generic types of praise are unhelpful in achieving this at best, and actively harmful at times, leading to students tying their self-worth to others' opinions of them.

We also understand that all use of reward and praise is conditional, binary communication, which human psychology interprets dualistically. By this we mean that placing even positive value judgements on things, makes humans also assume their opposite. For example, when we say a particular behaviour is "good", it is interpreted that alternative behaviours are "bad".

Instead of using either positive or negative judgments on behaviour, learning, achievement, or anything else, we choose to recognise what we see objectively. The recognition framework (Appendix D) offers guidance to how we can meet students need for recognition without value judgements. You will notice some of this is similar to our techniques for motivation, which is intended.

Approach feedback with an attitude of PRAISE

Although we do not use generic praise, we do use the word as an acronym and an attitude to guide the approach we take to using any kind of feedback:

PRODUCTIVE

Make sure that feedback you give always has a positive purpose, and is free from unnecessary value judgements. Try to avoid any negative commentary on anyone or anything else as far as possible, as showing your negativity to another outcome, could make someone afraid to fail in the future, or ashamed at other times.

REAL

Only offer feedback when you mean it. People are lie detectors most of the time and they will spot a fake a mile off. If they see you as disingenuous, this will cause damage to the trust in your relationship and impact their self-worth.

ABSOLUTE

Try to avoid adding our connection and feelings into recognition where this could feel as if our positive regard for the child is conditional on their behaviour. Our regard for them is absolute and unconditional. However, talking about feelings when they are directly involved in the behaviour is great. For instance, if a child does something directly to make you feel better, you might say "it makes me feel happy when you notice I am stressed". But saying "I like you a lot more when you're quiet" is not ok.

INDIVIDUAL

Try to leave other people's achievements, efforts and characteristics out of the recognition, and recognise them as a unique human. Comparison is the thief of joy.

SPECIFIC

Make sure they know what they are being recognised for doing or saying. "Thank you for being quiet when I was on the phone. That was very considerate", rather than a generic "good boy". Even changing an accidental generic, but well-intentioned, "well done" to "well done for completing that, it looked tough" is a good start.

EMPOWERING

Recognise their progress, their competence, their mastery of a task and their independence in a way that makes them feel powerful enough in themselves to do it again, to keep trying for new goals and to be safe in your support. They won't get things right every time and that's ok.

Facilitators will avoid communication that is:

- Ambiguous or unclear
- Generic
- Binary, judgmental or conditional
- Shaming or belittling
- Unproductive or non-constructive
- Demanding
- Threatening
- Dismissive
- Secretive
- Unkind.

5.4 Rumbling

Rumbling is a process developed by psychology researcher Brené Brown to manage difficult situations such as conflict, failure, or having acted outside of one's values. Everyone at WHE is taught how to rumble, and rumbles are expected to happen many times a day at all levels of the community. Rumbling is a discovery method that is connected, collaborative and compassionate.

We use the word rumble to say, "Let's have a real conversation, even if it's tough." More than anything else, when someone says, "Let's rumble", it cues us to show up with open hearts and minds so we can have a productive conversation that strengthens relationships and the community. It is never a ticket for disrespectful conversations or comments, and it's not permission to not listen or to be combative.

Rumbles are fully aligned with our values. The rumble ethos and process are outlined in Appendix E.

5.5 Re-balancing

It is at this stage, when the student is regulated and the rumble has occurred that we can explore solutions with them to rebalance whatever has been imbalanced. Each time a difficult situation occurs, either between them and someone else, or within our relationship with them, we go through this process to get to this point, and then resist the temptation to take over from them.

If we step in and provide solutions through correction, instructions, or pre-made solutions, we are preventing them from learning the process of figuring out how to make things better and therefore practising being accountable. We use the Rs of re-balancing (Appendix F) to restore balance for everyone involved.

5.6 Intervention

Whilst we always hope to approach behaviour with the tools described in previous sections of this policy, in specific situations in which behaviour is highly disruptive or unsafe we might need to take a more immediate intervention approach to ensure the safety and wellbeing of the whole community.

Physical aggression and threats

Physical aggression, violence and threatening behaviours will not be tolerated at any time. If we discover that an act of this type has taken place, we act immediately to stop any further occurrences of such behaviour.

Bullying

WHE 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. The procedures laid out in the Anti-Bullying policy should then be followed.

It is our position to develop a community where bullying does not happen. We recognise this is not always possible but will do everything in our power to allow children to attend our settings free of fear.

Early reports of bullying behaviours will likely be managed using our regulation and rumble tools, but in the case of any continuation of these behaviours, rumbling with the directors and parents involved will be necessary and ultimately exclusion might be necessary.

Endangering others

The safety of students is paramount in all situations. If a student's behaviour endangers the safety of others, the facilitator stops the activity and prevents the student from taking part for the rest of that session, or for as long as they see it as necessary to ensure their safety. The directors will be notified immediately.

If a student seriously compromises the health and safety of another student or team member e.g. through an act of unexpected physical aggression, the directors will determine the likelihood and length of a fixed-term exclusion.

Repeated acts of disruption and upset

If a student repeatedly acts in a way that disrupts or upsets others, and the processes previously described in this policy around regulation and rumbling have not been successful at solving this behaviour, the pastoral team will contact the student's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. It might be necessary for an Individual Behaviour Plan to be implemented.

Restraint of children

All members of the team are trained and aware of the regulations regarding the use of force by teachers. Team members will never physically hurt a child, and will only intervene physically to restrain students to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children, as laid out in the Education Act 1996.

Exclusions

Fixed-term exclusion (suspension)

Suspensions (fixed-term exclusions) are only implemented when the directors, in agreement with parents, believe that it is in the best interests of the student to have time away from the setting to regulate themselves before returning. Our aim will be to bring the student back into the setting as soon as possible, but also in the most positive way for the student's regulatory needs. This might include a phased return if needed.

Permanent exclusion

Permanent exclusion will only be considered as a last resort when other aspects of the policy have not met the needs of the student, or when behaviour is so serious that we can see no other option. The reason for permanent exclusion will be that we cannot meet the needs of the child. WHE does not want to exclude any student but it might be necessary in certain circumstances. WHE adopts the standard national list of reasons for exclusion.

Exclusion processes

- Only a director has the power to exclude a student from the setting.
- A student can be excluded for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, they can be excluded permanently. It is also possible for an exclusion to be converted from a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If a student is excluded, parents will be informed immediately, and given the reasons for the exclusion. At this time parents have the right to appeal the decision, which will be referred to be considered by the directors.
- The Human Needs Director will inform the Local Authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Prohibited items

Student searches

WHE will search a student if they think they have any prohibited items on their person or in their belongings. We will always try to get the student's cooperation before searching them, but we might still search them, without cooperation, if we think there is a risk of serious harm to themselves or others.

Searches will always be carried out by someone of the same biological sex as the student, in accordance with the law and a witness will always be present as an advocate for the child unless there is a risk of serious harm if the search is not carried out urgently.

The search witness must also be of the same biological sex as the student wherever possible. The student will not be asked to remove clothing other than outer clothing, such as an outdoor coat. Parents will always be told about any search for a prohibited item and the outcome of that search.

If parents are unhappy with a search of their child at a WHE setting, they can discuss this with the directors in the first instance. If their concerns are not resolved they will be referred to the complaints procedure.

Item confiscation

A team member can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence.

6. Behaviour education

Human wellbeing and personal development is at the core of our ethos at WHE and so we consider this policy to be a cornerstone of how we work and what we are about. As such the ideas, background knowledge, frameworks and processes that are involved in making this approach function are the highest priority in regard to whole community education.

6.1 *Team training*

Every member of the WHE team, including leadership, facilitators, support and executive staff will receive initial training and continuing professional development on the topics of human needs, regulation, drivers of behaviour, motivation, communication and healthy relationships.

Furthermore, anyone who might need to use any process, tool or framework in this policy will receive full training on its use, and there will be regular refresher opportunities for all team members. Members of the community such as parents, advisory board members or potential student supporters will also be able to access this training.

6.2 *SYLO time*

During SYLO times students are encouraged by facilitators to put their knowledge and skills around regulation into practice with the support of the team. The Human Needs Director will be available during these times to support students and other facilitators with regulation and relationships. Facilitators might lead activities in their learning groups, with individuals, or in wider groups during these times.

6.3 *THRIVE curriculum*

The Trauma-informed, Health, Relationships, Identity and Values Education (THRIVE) programme offers comprehensive learning for students in behaviour, personal values, managing relationships and all aspects self-regulation for holistic health and wellbeing. Furthermore, WHE operates using this knowledge and the themes underlying this policy are displayed in all learning sessions and entrenched in all areas of the wider curriculum.

6.4 *Parental support*

At WHE we understand the importance of cohesion of approach between our settings and home. We offer education sessions, drop in sessions and resources to parents around all the themes, processes, frameworks and tools mentioned in this policy.

7. Policy administration

7.1 Monitoring and Review

The Human Needs Director, who is in charge of pastoral aspects of WHE, monitors the effectiveness of this policy on a regular basis. They also report to the other directors on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

7.2 Record keeping

WHE keeps a variety of records concerning behaviour, both desirable and undesirable. All team members log incidents of notable behaviour in a secure server which is only accessible to relevant team members. A separate log is also kept of incidents in which bullying (peer-on-peer abuse) has been alleged, including the result of any investigation.

The directors keep a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the directors to monitor the rate of suspensions and exclusions, and to ensure that this policy is administered fairly and consistently. They will pay particular attention to matters of equality, seeking to ensure no student is treated unfairly because of any protected characteristic.

7.3 Related policies, procedures and documents

- Anti-bullying and harassment policy
- RSE policy
- THRIVE curriculum
- Therapeutic Pastoral Facilitator role profile
- Regulation toolkit

Appendices

- Appendix A Zones of regulation
- Appendix B List of prohibited items
- Appendix C Motivate framework
- Appendix D Recognise tool
- Appendix E Rumble tool
- Appendix F Rebalancing tool
- Appendix G Engaged feedback checklist

APPENDIX A Zones of regulation

The Zones of Regulation is a conceptual framework used to teach students self regulation and self control. According to the book *Zones of Regulation* by Leah M. Kuypers, creating this type of system to categorise the complex feelings and states students experience improves their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.

This curriculum teaches students to use strategies or tools to help them move between zones. The Zones of Regulation categorises states of alertness and emotions into four coloured zones. It is important to know that it's fine for students to experience all these emotions while they're at the setting. There is no *bad* zone, but it *is* important to learn and use strategies that would help students get to their Green Zone.

What are the Zones of Regulation?

(These are the Zones as explained by Leah M. Kuypers)

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for learning and for being social. Being in the Green Zone shows control.

The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control difficulty when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person might be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

APPENDIX B Prohibited items

List of prohibited items

The following items are prohibited at WHE settings at all times:

- Anything that is intended to be used as a weapon
- Guns*¹ and knives*² of all kinds
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products
- Vaping and e-cigarette products
- Pornographic images
- Fireworks
- Lighters and matches*²
- Anything that has been, or is likely to be, used to cause injury or commit an offence.

*¹ Water guns and nerf guns may be allowed for specifically-arranged activities. These should at no time look like real guns.

*² Although the majority of this list applies to everyone on site, team members might have knives, lighters and matches where these are being used for learning. Students might also have closely supervised access to knives for cooking or nature activities.

APPENDIX C Motivate Framework

M Mutual celebration

When a student is celebrating something they consider a win, join their celebration. Cheering together, high fives, fist bumps and happy dances are encouraged as a community. This must be mutual.

O Objective commentary

Commentary, also known as sports-casting is a great motivator. By showing someone that we see what they are doing and have done, without any judgement, even positive, we show them that their work matters.

T Taking an interest

By asking genuine questions about what students have done, the process they used, what they found fun or interesting and what was hard, we let them know that what they are doing matters to us. Avoid asking things for the sake of it.

I Increasing the fun

Make tasks as enjoyable as possible. Novelty and playfulness are your friend here.

V Validating effort

Noticing and commenting on the effort students are putting in, and how much effort is needed for the task will support resilience when learning is difficult.

A Acknowledging and modelling self-worth

Talking about people's inherent self-worth, and our own, breeds positive self-view and increases motivation.

T Taking part

Getting involved in activities with enthusiastic consent when appropriate can inspire, model behaviours and support students in difficult tasks. It can also increase connection, novelty, and protection, meeting psychological needs.

E Explaining the need

My mum always said, "don't raise your voice, improve your argument". If something needs to happen, stop, or change, give them good reasons.

APPENDIX D Recognition framework

R Reflection

Reflecting is simply making verbal what we see, hear, and understand by what has happened. We might say someone's words back to them, or say what we see. We might reflect on the process and skills the student used.

E Engaged feedback

Engaged feedback is that which is given at the time (or the soonest appropriate time), from a place of being connected, curious and compassionate. It is with intention for growth in ourselves and others, not for judgement or blame. See Appendix G for the engaged feedback checklist.

C Celebration

Expressing joy at accomplishment, completion and achievement is a natural human response and form of recognition.

O Ownership

Recognition is not about focusing only on positives. Sometimes mistakes are made and failures happen and recognising those is important too. If we shy away from recognising the tough parts, students will not trust us. Help students own their errors and move on.

G Gratitude

We consciously practice gratitude as much as possible, saying "thank you" for student's contribution and service when it is appropriate.

N Noticing

People feel seen and heard when we notice what they are doing, how they are feeling, who they are, and their achievements. We actively notice students, especially when they are doing desirable things.

I Interest

By asking genuine questions about what students have done, we let them know that what they are doing matters to us.

S Support

Offering appropriate support to students who need it can be effective recognition. Having someone recognise your struggles in a non-judgmental way helps us feel valued.

E Exhibition

Providing opportunities for students to display or exhibit their work and their achievements is an effective way of providing opportunities for recognition.

APPENDIX E Rumble tool

Rumbling can happen between two people, or as a wider group as needed. The more people who are involved, the more time it can take and the longer the initial stages will take to ensure the rumble is effective.

Story rumbling process

A 'rumble' is a space where we give ourselves permission to talk and think about difficult, messy or uncomfortable issues without knowing where the process will take us, while holding space for curiosity, generosity and accountability. At WHE a rumble is a discussion, conversation, or meeting defined by a commitment to show up with an open heart and mind so we can serve the work and each other, not our egos.

S Safe container

Before any discussion of the issues is started, **intentions** must be set for the rumble so that everyone is clear about why it is happening (clear is kind). This includes being clear about what the rumble is about, and what the standard **agreements** (see below) for the rumble are. At this stage, all participants in the rumble must be able to say **what they need** to show up with an open heart and mind, and to bring up **any barriers** they foresee to this. We also ask what **emotions** everyone is experiencing at this time. To complete this stage, everyone needs to state that they are ready to rumble, which means committing to the process.

T The stormy first draft (SFD)

Using story starters (see below), what is the story you are telling yourself or making up right now? In a group setting, having everyone write this down at the same time rather than taking turns usually allows people to lean into vulnerability and makes a more constructive rumble.

O One permission slip

Having expressed, heard and seen the SFDs, whether this is just your own, or many people's, what one permission slip do you need to continue the rumble.

R Reckoning

What do our SFDs tell us? This could be about our relationships, communication, leadership, and culture. It could be about what's working and what's not working. What lines of inquiry do we need to open to better understand what's really happening and to reality-check our conspiracy theories and confabulations?

Y Your Delta

Look at the differences between your SFD and what the reckoning has revealed?

R Realisations

Our realisations are the relevant differences we noticed in the delta that change how we view our experience.

U Understanding

What new understanding do these bring to us? What connections am I making from my realisations?

M Modification

What impact has this new understanding had on the story I was telling myself? What has changed?

B Behaviour and action

What action might we take now, or what behaviour might we change immediately in response to this new understanding?

L Learning integration

How might this change how we show up or communicate in the future. Will our future SFDs be impacted?

E Embedding

We want this learning to stick and the rumble, no matter how uncomfortable, to have been worth it. Do we need to circle back at all before emerging from the rumble? If not, we need to agree whether it's necessary to regroup so we can check back in and hold ourselves and one another accountable for learning and embedding.

The standard rumble agreements

In the rumble process we agree to:

1. Lean into vulnerability (Courage)
2. Stay curious and generous (Exploration)
3. Stick with the rumble even in the messy middle (Growth)
4. Take a break or time out if needed (Balance)
5. Circle back when we need to (Facilitation)
6. Be honest in owning our own parts (Agency)
7. Listen with the same passion with which we want to be heard. (Diversity)

Story starters

- The story I am making up is
- I'm curious about
- Tell me more about
- I'm wondering
- Help me understand
- Walk me through that
- What is your passion around this
- Tell me why this doesn't work for you
- Tell me why this doesn't fit into your thinking

The Rs of re-balancing

Revise

It is important to make sure we all know what we are talking about. We need to identify where, when, how, and for whom things went wrong. We want to ask questions primarily so that the student is the one telling us the details as much as possible. If they need help, it is helpful to “wonder” aloud about our ideas of what might have happened. Help them to notice who, if anyone, was hurt or wronged and in what way.

Remorse

Now that things are calm, and we have talked about what happened, we can explore how we feel about it. Remorse is tough in the moment, but later, when looking at things calmly, students will often show genuine remorse, saying that they feel bad, or that they didn't mean to. We can talk about how things made us feel.

Maybe there is someone in this situation that we need to express our remorse to as part of the solution. Please note that a forced “sorry” is never a good solution. It is not true remorse and achieves the opposite of helpful accountability.

Restore

Ask them questions to find out if there is a way to help them put whatever went wrong back the way it was. If it was a conversation, could you have a “do-over” now you have figured out where it went wrong. If they made a mess, could they clear it up and it be as good as new.

Repair

Consider together if there is something that actually needs to be fixed. Was something broken as part of the situation? This could be a physical thing, or it may be something more tricky, like trust. How can we repair that in a really practical way. It might not be easy or quick but that is part of accountability.

Reconcile

It is worth wondering whether this experience can positively influence the future; trying to reach the past by choosing the future. Mistakes and problems are important teachers, and reconciling a difficulty is partly about preventing it in the future. Consider what could have been changed or done differently that would have prevented the problem, and so what we could do differently next time.

Regulate

Consider solutions that balance out the consequences for all involved and that meet everyone's need for regulation.

Resolve

It is now time to consider if you have indeed resolved the situation, which means it has been completely concluded to the satisfaction of everyone. To do this, explore with the student whether they think this is true by asking questions around:

- Does this resolve all practical parts of the problem?
- Will everyone feel like they have been considered and it is resolved for them?
- Can we move on from here, without unresolved feelings?

APPENDIX G Engaged feedback checklist

I know that I'm ready to give feedback when ...

1. I'm ready to sit next to you rather than across from you.
2. I'm willing to put the problem in front of us rather than between us (or sliding it toward you).
3. I'm ready to listen, ask questions, and accept that I might not fully understand the issue.
4. I'm ready to acknowledge what you do well instead of picking apart your mistakes.
5. I recognise your strengths and how you can use them to address your challenges.
6. I can hold you accountable without shaming or blaming.
7. I am open to owning my part.
8. I can genuinely thank someone for their efforts rather than criticise them for their failings.
9. I can talk about how resolving these challenges will lead to growth and opportunity.
10. I can model the vulnerability and openness that I expect to see from you.
11. I am aware of power dynamics, implicit bias, and stereotypes.

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