



THE
WESTMINSTER
SCHOOL

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2026/2027

Anti-Bullying Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	25 June 2026
Signed by Chair of Governors:	<i>P. A. Evans</i>
Executive Head Teacher:	O M Flowers
Lead Personnel:	G Webb
Date of Review:	25 June 2028

“The Westminster School is a calm, friendly and happy school. Everyone is welcome. The school’s ‘SHALT’ approach of ‘safe, happy and learning together’ shines through. Pupils overwhelmingly say that they like being at school.” (Ofsted, 2024).

“The behaviour of pupils is exemplary. This is because everyone in this school treats each other with kindness. Pupils know the school rules and always try to follow them. Staff help those pupils who need extra support to get better at coping when things go wrong.” (Ofsted, 2024).

1. Aims and objectives

- We aim to create a school culture rooted in our core values of being Safe, Happy and Learning Together, recognising that students must feel both safe and happy in order to learn effectively.
- As a school with high expectations, we are committed to establishing an environment in which bullying cannot thrive and where no student experiences harassment of any kind.
- We seek to develop students’ understanding of bullying, equipping them with the knowledge and strategies to recognise it and respond confidently and appropriately without resorting to retaliation.
- In addition, we are committed to working transparently with parents, ensuring they are well informed about our approach to preventing and addressing bullying, and are supported to understand clearly what constitutes bullying and what does not.

2. Definition of bullying

There is no legal definition of bullying, however our school definition of bullying is: ***‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’*** (Department for Education, 2017).

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood (Department for Education, 2017).

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation or disability. It might be motivated by actual differences between people, or perceived differences.

Bullying predominantly happens over a period of time, but we recognise that due to the needs of some pupils it may only need to happen once to have a lasting impact.

2.1 Types of bullying

Bullying can be physical, verbal, emotional or psychological. It can happen face-to-face or online.

The NSPCC states bullying could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone

- undermining, constant criticism or spreading rumours
- controlling or manipulative behaviour
- making silent, hoax or abusive calls.

Some bullying incidents, particularly those motivated by hostility or prejudice related to protected characteristics, may also constitute hate incidents or criminal offences and may require involvement from the police or other agencies:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

(NSPCC, 2026)

2.2. What is cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (Department for Education, 2017).

Cyberbullying is bullying that takes place through digital technologies, such as social media, messaging apps or online platforms, to deliberately harm, intimidate or upset another person. Some online behaviours may also constitute child-on-child abuse, sexual harassment or other safeguarding concerns and will be responded to in line with the school's safeguarding procedures.

The NSPCC states that Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

(NSPCC, 2026)

3. Our core principles

The Westminster School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help is regarded as a sign of strength and not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to feel 'Safe, Happy and Learn Together'.
- All of us have a responsibility to ensure we do not abuse or bully others.

- That all parties are supported appropriately

The school takes bullying extremely seriously. Everyone has the right to be treated with respect and this is reflected in the teaching of British Values and the promotion of SHaLT (Safe, Happy and Learning Together). We recognise the damage it can cause to the education of the victim, the perpetrator and the pupil body as a whole. We are also aware of the impact that bullying can have on the home, the family and wider community. We are committed to challenging the assumption that bullying is inevitable.

4. Promoting a 'telling school' ethos

A 'telling' school is one where students inform staff when bullying is taking place. If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who experiencing bullying must know that their concerns will be taken seriously and recognise that investigations take time. We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes.

We will educate students through assemblies, form time and the PSHE/RSE and SHaLT curriculum so that they understand bullying, how to identify it and how to report it especially in relation to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities. Full details can be found in the curriculum

Everyone within the school community has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices.
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

5. Our approach

Our overall aim is to create an environment free from bullying, and where bullying is found to act quickly to prevent this becoming a serious issue. At The Westminster School, positive behaviour is consistently noticed, valued and celebrated. We recognise that all pupils thrive on praise, encouragement and clear, supportive feedback. Staff actively acknowledge pupils' efforts, progress and individual strengths, understanding that success may look different for each learner. Good behaviour is encouraged through positive relationships, consistent routines, clear expectations and appropriate modelling by adults. Recognition may include verbal praise, visual or tangible rewards, celebration of achievements, and opportunities to share success with peers, families and the wider school community. By focussing on what pupils do well and the progress they make, we support the development of self-confidence, emotional wellbeing and a positive belief in their own abilities (self-efficacy).

5.1. Education and prevention

We educate pupils through assemblies, form time, and the curriculum and where needed direct work (small group or 1-2-1) so that they understand bullying, how to identify it and how to report it. All pupils access RSE, SHaLT (Safe, Happy and Learning Together) and RE lessons where topics such as human rights, the law, stereotypes, bullying, e-safety, healthy and unhealthy relationships and discrimination are delivered to support pupils in making informed decisions and actions in their own lives to keep themselves and others safe. Curriculum content is delivered at a universal, targeted and specialist level depending on pupil need and understanding.

As outlined in our Behaviour (Wellbeing and Engagement) Policy, as a special school, we recognise that some behaviours may be linked to pupils identified or emerging special educational needs and disabilities (SEND), including needs relating to communication, cognition, sensory processing, social understanding or emotional regulation. We understand that behaviours – including bullying can at times reflect unmet needs, barriers to learning or difficulties in understanding expectations, and therefore behaviour will be considered within the context of each pupil's individual profile. While we take account of the impact of SEND when understanding and responding to behaviour, this does not mean that every incident is directly attributable to a pupil's needs. Professional judgement will be applied to the specific circumstances of each situation, and expectations for safe, respectful behaviour remain in place for all pupils

Form tutors, support staff, WESTies and senior leaders regularly check welfare and wellbeing of students. All pupils will be supported to understand the school approach and their own role in preventing bullying including when they find themselves as bystanders.

5.2 The role of staff

At The Westminster School, the wellbeing, engagement and positive development of all pupils is a shared responsibility. Every member of staff plays an active role in creating a safe, supportive and inclusive environment in which pupils feel valued, understood and able to engage in their learning. Staff are expected to build positive, trusting relationships with pupils, model respectful and supportive behaviour, and respond consistently to pupils' individual needs. Through collaborative working, clear communication and a commitment to inclusive practice, staff support pupils' emotional wellbeing, engagement and capacity to thrive both academically and personally.

All staff should:

- engage in staff training on how to identify, respond to, report and tackle bullying
- be alert to signs of bullying and intervene – including low level disruption. This should not be ignored or seen as 'banter' or 'horseplay' as this can be an early sign of something that could become more serious
- be prepared to listen to reports of bullying, encouraging victims to be open
- record and report any incident of bullying on CPOMS
- encourage victims to be open

5.3 In the moment

When necessary stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (*Preventing Bullying 2017, DFE*). Bullying incidents will be dealt with quickly and seriously by the school.

5.4 Process

Immediate Response

1. Immediate staff response

Stop the incident, address the behaviour, and support the pupils involved.



2. Support with regulation

Remove pupils from the area if needed and use Reflection where appropriate.



3. Record on CPOMS

Staff log the incident on CPOMS and allocate any follow-up fact finding if required. Most bullying incidents would initially be tagged to the WESTies. This team will then decide on the next course of action. All serious incidents will be referred to a member of SLT by the WESTies. Bullying incidents linked to prejudice or focused on protected characteristics should be clearly identified and recorded so that patterns can be monitored and appropriate action can be taken.

Any staff having challenges with accessing CPOMS should e-mail Joanne Flowers or Gemma Webb for log in details.



4. Inform parents

Contact both sets of parents and share the strategies being used.



Follow-Up

5. Implement strategies

Put support strategies in place for both the victim and the perpetrator.



6. Inform staff

Make relevant staff aware of the concerns and agreed responses.



7. Monitor impact

Review the effectiveness of strategies and keep parents updated.

NB - Some incidents may start at Step 3, for example when other pupils have reported a previous or historic incident, or where parents have called in to inform school of an incident.

Where cyberbullying is suspected and there are reasonable grounds to search in line with the school's behaviour policy and mobile phone rules, only the headteacher or a member of staff authorised by the headteacher will carry out any search or examination of a device. Electronic devices may be confiscated where appropriate. Authorised staff may examine data or files on a device where there is a good reason to do so and where this is proportionate and lawful.

If an electronic device that is prohibited by the school rules has been seized and a member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the device will be passed to the police as soon as it is reasonably practicable. Material that staff reasonably suspect contains evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted before the device is handed to the police. Where material does not relate to a suspected offence, authorised staff

will use professional judgement, taking account of safeguarding responsibilities and school discipline, in deciding whether it is appropriate to delete, retain or pass on the material. If a member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The executive headteacher or head of school will also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat, the police should always be informed.

6. Parents and Carers

Parents and carers play a vital role in supporting the school's commitment to preventing and addressing bullying. As key partners in a child's development and wellbeing, they are encouraged to work collaboratively with the school by promoting respectful behaviour at home, reinforcing the values of kindness and inclusion, and communicating any concerns promptly. In a special school context, where pupils may have additional communication or social understanding needs, the insights of parents and carers are particularly important in helping staff to understand children's experiences and respond effectively. The school will ensure that parents and carers are kept informed of incidents and actions taken, and will offer guidance and support to help them reinforce positive behaviours and resilience in their children. Through this shared responsibility, we aim to create a consistent, safe and nurturing environment for all pupils.

6.1 Signs of bullying

No single sign will indicate for certain that a child or young person is being bullied, but watch out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- a change in how they are doing at school, including a dip in grades or not handing homework in
- asking for, or stealing, money (to give to whoever's bullying them)
- a change in behaviour, including being nervous, losing confidence, or becoming distressed and withdrawn
- a change in eating or sleeping habits
- bullying others.

If you are worried that your child may be being bullied, please speak to them in the first instance. If they are able to give you any information, this may help the school to understand the situation more fully and respond quickly and appropriately. It is important to reassure your child that they have done the right thing by sharing their concerns and that the issue will be taken seriously.

Parents and carers are encouraged to contact the school as soon as possible to share any information or concerns. Providing details such as who is involved, where incidents may have taken place, and any patterns you have noticed will support a thorough and effective response. The school will work in partnership with you to investigate the concern sensitively and implement appropriate support and intervention.

We recognise that some pupils may find it difficult to communicate their experiences directly. In these cases, changes in behaviour, mood or attendance may be key indicators, and parents and carers are encouraged to share any concerns, however small they may seem. Early communication helps us to address issues promptly and ensure all pupils feel safe, supported and valued.

7. Who to contact at school

If you are worried that your child may be being bullied, or they have made a disclosure of bullying at home, please contact the school office who will be able to direct your concern to the most appropriate person. In most instances, the first point of contact will be your child's class or form teacher. Alternatively, you can speak to a member of our Wellbeing, Engagement and Support Team (known as the WESTies). WESTies are available throughout the week, can discuss individual pupils, and offer advice and support in relation to incidents that may have occurred.

If you feel that your concern is serious or significant, or that it has not been addressed appropriately, you are encouraged to escalate this to a member of the senior leadership team. The school is committed to working openly and collaboratively with parents and carers, and we welcome further discussion to ensure that all concerns are fully understood and appropriately resolved. Our priority is to ensure that every pupil feels safe, supported and protected.

7.1 Key Staff

Class teacher/Form Tutor	First point of contact. Share concerns, gather initial information, and begin investigation and support.
Wellbeing, Engagement and Support Team (WESTies)	Provide additional guidance, support strategies, and help explore concerns in more detail, particularly around wellbeing and behaviour. They may also be involved in restorative practices, support and mentoring of individuals who have been involved.
Leeanne Hocknull – Associate Senior Leader for Attitudes and Values	Review concerns if they are ongoing, more complex, or require wider oversight beyond the class team/WESTies.
Senior Leadership Team: Assistant Headteachers - Penelope Cartright, Jonathan Dee, Jenny Onafowoken & Gemma Webb Deputy Headteachers: Natalie Brenton, Chloe Jones, Ben Taylor	Escalation for serious, significant concerns or where parents/carers feel issues have not been resolved appropriately. Ensures a thorough review and coordinated response. For Key Stage 2 and 3 concerns please direct enquiries to Penelope Cartright and Jonathan Dee in the first instance, if necessary these can then be escalated to Chloe Jones, For Key Stage 4 and 5 concerns please direct enquiries to Jenny Onafowoken and Gemma Webb in the first instance, if necessary these can then be escalated to Natalie Brenton.
Head of School – Joanne Flowers Executive Headteacher – Oliver Flowers	Final stage of escalation within school where concerns remain unresolved or

	require senior oversight at whole-school level.
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At any stage, if a concern is considered to be serious or urgent, parents and carers may contact a member of the Senior Leadership Team directly via the school office. The school office will also be able to direct your concern to the most appropriate member of staff based on your child's class, key stage or the nature of your concern.

For further information on school staff roles and responsibilities please refer to appendix B.

8. Supporting organisations and guidance

There are lots of organisations that offer further advice and guidance. Below are some examples that offer advice and guidance. Many of the organisations offer useful resources for both young people and their families; they have been divided below into the areas where they may be most useful.

Pupils/Young people

- Childline: www.childline.org.uk
- Young Minds: www.youngminds.org.uk
- CEOP to report online abuse securely: www.ceop.police.uk

Parents/carers

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Report it: www.report-it.org.uk
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Teachers/professionals

- PSHE Association: www.pshe-association.org.uk
- MindEd: www.minded.org.uk

Cyberbullying

- Childnet International: www.childnet.com
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

9. Monitoring the policy

This policy will be reviewed annually, and earlier if required, in response to changes in legislation, guidance, safeguarding requirements or school context.

Senior leaders will monitor bullying records regularly, including any patterns relating to protected characteristics, location, type and frequency, in order to evaluate the effectiveness of the school's response and identify any further action required. This monitoring will help inform staff training, pupil support, preventative work and future policy review. Patterns and trends will also be reported to governors as part of the school's oversight and evaluation arrangements.

10. Links with other policies and documents

This policy links to the following documents:

- Behaviour (Wellbeing and Engagement) policy
- Equality Policy including Information and Objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Child Protection and Safeguarding policy
- Complaints Policy and Procedures
- Mobile Phone Policy

11. Legislation and guidance

The policy has been informed by the following key legislation and national guidance:

Statutory guidance and national advice:

- Department for Education (2025) Keeping Children Safe in Education.
- Department for Education (2024) Behaviour in Schools: Advice for headteachers and school staff.
- Department for Education (2023) Searching, Screening and Confiscation in School.
- Department for Education (2018) Mental Health and Behaviour in Schools.
- Department for Education & Department of Health (2015) Special Educational Needs and Disability Code of Practice: 0–25 years.
- Department for Education (2017) Preventing and tackling bullying: Advice for headteacher, staff and governing bodies.

References

Department for Education. (2017). *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies*. London: Information Policy Team, The National Archives.

NSPCC. (2026, June 12). Retrieved from Helping Children Deal with Bullying & Cyberbullying | NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/>

Appendix A: REFLECTION: The 3-tiered approach.

<u>Pause</u> <u>SAFE</u> ▪ Dealing with the behaviour/emotions shown by pupil as and when they happen. ▪ Ensuring the safety off all pupils and staff. ▪ Investigations to take place if needed. ▪ Referral made for pupil to attend reflection. ▪ Staff to complete on call reaction form. NB – for some pupil's response will be informed by Individual Risk Assessments	<u>Reflect – (Short Stay up to 1/2day)</u> <u>SAFE, HAPPY</u> ▪ A chance for pupil to self-regulate. ▪ A place for pupil to have reflective conversation about the incident with a WESTIE or staff. ▪ Look at the reasons why behaviours were shown. ▪ To identify strategies the pupil could use to prevent future incidents. ▪ A positive response to moving forward.	<u>Reset – (long stay)</u> <u>SAFE, HAPPY and LEARNING</u> ▪ This a chance for pupil to have a “reset” before entering back into the class setting, this may be a staggered return. ▪ A chance for pupils and staff in class to “reset” before pupils comes back to class setting. ▪ Complete an audit of the classroom environment. ▪ Opportunity for restorative work to take place. ▪ Training for staff to be identified and implemented. ▪ Coaching/modelling sessions offered to staff. ▪ Identify what steps need to happen for the pupil to be successful in future.
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PAUSE

Complete Reactive Support Impact form.

- Zones of Regulation tools.
- CPI De- escalation Techniques.
- CPI – Repair/reflect discussions.
- Emotion Coaching techniques. (More information on Emotion Coaching can be found in Appendix G)
- Relational approaches (identified key worker).
- Sensory toolkit.

REFLECTION

Short stay (Up to ½ a day and/or break and lunch). Use the restorative/reflection sheet as needed. (Parents to be informed)

- All the above and:
- Teaching of Zones of Regulation.
- Social Stories.
- Comic Strip Conversations.
- Feeling mapping.
- Restorative conversations.
- Reflective conversations.
- Implementation of previously successful strategies.

RESET

A full day or more. Use the restorative/reflection sheet as needed. This will also include specific teaching/learning about why in reflection. For example: The understanding of racist

comments – Do they understand what racism is? Referral to RESET/SLT only. Students at this level may also have a report card. (Parents to be informed)

- All the above and:
- Work from class teachers.
- If pupils have a report card this is where it would be introduced, SMART targets agreed.
- Direct and individualised work around the reasons, antecedents and possible triggers (i.e. direct teaching of understanding of racism).
- Classroom audits of sensory needs.
- Coaching/Modelling of support offered to class staff.

Appendix B: Wider School Staff Roles and Responsibilities

Learning Support Staff (LSAs/LSPs)	- Support pupils to regulate emotions and engage positively with the learning under the guidance of the class teacher. - Build trusting relationships with pupils and communicate any observations and/or concerns. - Support any individual behaviour or wellbeing plans. - Celebrate pupils' success. - Implement the schools Behaviour (Wellbeing and Engagement) Policy consistently, including the management of behaviour, recording incidents and follow/de-brief protocols. - Liaise with other staff in school. - Liaise with families where required
Higher Level Teaching Assistants (HLTA's)	As above and: - Maintain a calm and structured learning environment (Learning Environment checklist can be found in Appendix H of the Behaviour (Wellbeing and Engagement) policy) during lessons. - Follow lesson plans and guidance provided.
Form Tutors/Class Teachers	As above and: - Take overall responsibility for behaviour, wellbeing and engagement within their classroom or form group. - Establish clear routines, expectations and positive relationships. - Plan inclusive learning experiences that support regulation and engagement. - Complete risk assessments where appropriate. - Contribute information to Annual Review. - Work collaboratively with colleagues and professionals both internally and externally.
Area of Learning TLR Holders (TLR's)	As above and: - Provide guidance, training and support to staff in relation to behaviour, wellbeing and engagement within their Area of Learning. - Monitor behaviour trends and the effectiveness of any interventions.
Executive/Senior Leadership Team (ELT/SLT)	As above and: - Provide strategic leadership and oversight of behaviour and wellbeing across school. - Ensure policies are implemented and reviewed regularly. - Support staff with complex behaviour cases. - Oversee safeguarding and mental health provision. - Promote a positive and inclusive school culture.
Administrative Staff	- Contribute to a calm, welcoming and respectful school environment. - Support communication with pupils, families and external agencies where advised and appropriate. - Share relevant information with appropriate staff and follow safeguarding and confidentiality procedures.

Appendix C: Emotion Coaching

Emotion Coaching is a relational, evidence-informed approach to supporting emotional regulation, wellbeing and behaviour. It is rooted in attachment theory, trauma-informed practice and co-regulation models.

At The Westminster School, Emotion Coaching is used to:

- Support pupils to understand and manage their emotions.
- Strengthen trusting adult-pupil relationships.
- Teach emotional literacy and self-regulation skills.
- Reinforce boundaries in a calm and consistent way.

Emotional coaching separates the **emotion** (which is always valid) from the **behaviour** (which may require boundaries).

The approach recognises that regulation must precede reasoning.

The Three-Step Emotion Coaching Approach

Step 1: Empathise, Validate and Label

Adults must:

- Notice and name the emotion.
- Demonstrate empathy through tone, facial expressions and body language.
- Validate the feeling (not the behaviour).
- Model emotional language.

Example: "I can see you're feeling angry. It's okay to feel angry. I feel angry sometimes too".

For pupils with communication needs, this may include:

- Use of visual symbols or emotion cards.
- Makaton/sign-supported language.
- Exaggerated facial expressions.
- Reduced verbal language.

Step 2: Set Clear, Calm Boundaries

Adults must clearly reinforce expectations in a neutral and consistent manner.

Example: "It's not safe to throw chairs."

Key Principles:

- Keep language short and specific.
- Avoid shame or judgment.
- Maintain calm tone and supportive stance.
- Focus on safety and respect.

Boundaries are non-negotiable but delivered with empathy.

Step 3: Problem-Solve and Teach Alternative Strategies

When a pupil is regulated and receptive, adults support them to develop safe responses.

Example: "Next time you feel this angry, what could we try instead?"

This may include:

- Teaching breathing strategies.
- Using a break card.
- Movement or sensory regulation tools.
- Practicing scripts for self-advocacy.
- Identifying early warning signs.

The emphasis is on building independence and self-regulation over time.

What Pupils Learn Through Emotion Coaching

Through consistent use of Emotion Coaching, pupils learn that:

- Their feelings are understood and accepted.
- Adults are safe and reliable.
- Boundaries are consistent and predictable.
- Emotions can be managed safely.
- They can develop control over their responses.

Over time, this reduces shame, builds trust and supports emotional maturity.

Adapting Emotion Coaching for SEND

Emotion will and must look different depending on individual needs, EHCP profiles and communication levels.

For some pupils:

- Reflection and discussion will be appropriate.
- Future planning and strategy-building can be verbalised.

For others:

- Language must be simplified.
- Processing time will likely need to be increased.
- Behaviour discussions may need to be delayed.
- Visuals and modelling must be prioritised.

For pupils in high distress:

- The focus may be solely on co-regulation and attunement.
- Behaviour discussion may occur later, during recovery.

In some cases, it is not appropriate to discuss behaviour in the moment. The priority is restoring regulation and emotional safety.

Professional Expectations

All staff are expected to:

- Use Emotion Coaching language consistently.
- Maintain professional curiosity about underlying need.
- Avoid shame or confrontational responses.
- Always model emotional regulation.

Emotion Coaching is embedded within daily interactions as a universal relational approach, not reserved solely for incidents of dysregulation. It is supported through induction, training and ongoing professional development. Staff are expected to apply the approach consistently, adapting it to individual needs and EHCP outcomes. Leaders monitor implementation through learning walks, behaviour analysis and pupil voice to ensure

consistency and impact, evidenced through improved emotional literacy, increased self-regulation and reduced escalation.
