



# **Hadleigh Infants and Nursery School Behaviour and Relationships Policy**

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## **School Values**

At Hadleigh Infants and Nursery School we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

## **School Ethos**

It is a core aim of our school that every member of the school community 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 and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

## **A Relational Behaviour Model**

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.

- ‘Inappropriate behaviour’ is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

## General Expectations

We have high expectations for our children, while recognising some have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people’s development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone’s responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes

## **What do we do to teach and promote positive management of behaviour?**

### **The use of positive behaviour management strategies**

We believe that good learning behaviours should be recognised and celebrated. Children demonstrating consistently positive behaviour should be used as role models for their peers and thanked for their positive contributions to school life.

Each class displays the rules of Ready, Respect, and Safe. Children will be highlighted for displaying positive behaviours related to the school rules at any time throughout the day by any adult. This could be verbally, sticker or in the form of a 'dojo' point. When children are recognised for their behaviour an adult will verbally highlight it to the class relating it to the rules. A child may be recognised for continually displaying behaviours related to the school rules and may be awarded a sticker from a member of the Senior Leadership Team or Headteacher.

#### **Celebration Assembly:**

Each week one child from each class will be rewarded in a whole school celebration assembly with a Star of The Week certificate awarded for consistently displaying behaviours related to the school rules. An Achiever of the Week certificate is awarded to one child from each class who has consistently shown positive learning behaviours.

#### **Recognition cards:**

Any child will be given a recognition card for consistently displaying positive behaviours related to the school rules over time. This will be celebrated in class and sent home to be celebrated with their family.

#### **Gold Stars:**

One child per class will be awarded with a gold star each half term. This will be awarded for consistently displaying positive behaviours related to the school rules and being a good role model to others.

#### **Commendation:**

At the end of each year one child per class will be chosen to receive the teacher's commendation award. This will be awarded for consistently displaying positive behaviours related to the school rules and being a good role model to others throughout the school year. The child's family will be invited to be part of the celebration where the child is awarded the commendation. The child's name will be displayed on the commendation board in the main reception.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

## **Viewing behaviour as a learning process**

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

## **Our general responses incidents**

Our school believes that all behaviour is communication and in the power of using restorative approaches.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

At our school the staff work with the child using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child to regulate themselves to avoid the situation happening again in the future.

## Using logical consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies consequences using the following principles:

- Adults are clear that it is a consequence
- Consequences are delivered with empathy and understanding of the context
- Consequences are logical and fair
- Consequences are appropriate to the child's level of understanding
- Consequences keep children safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the relationship.

Evidence shows that sanctions alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response. Consequences should, wherever possible, have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur again, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

**Protective consequences:** these are required to protect the rights of others and keep a child safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- time out in partner class/ internal suspensions (encouraging the child to use this time to reflect on their needs and how they can be met more appropriately, providing time for staff to reflect on the provision available for the child on that specific day)

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the child to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child completes the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours
- providing the child an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

## Phased approach to dysregulated behaviour and not following school rules

Steps for monitoring dysregulated behaviour in the classroom or behaviour which does not follow our school rules

1 – children will be given a warning and will be reminded of the rules of ready, respect and safe and encouraged verbally to show this behaviour.

2 - children will receive a yellow card and a short verbal explanation will be given e.g. “you are getting a yellow card because you are not being safe. Show me safe.” At this point adults will be looking for the children to respond and ‘catch them’ following the rules. If a child begins to follow the rules again the yellow card will be removed with a verbal explanation related to the rules e.g. “well done for showing me that you are safe...”

3- If a child continues to not follow the rules a second yellow card may be issued and a logical/educational/protective consequence provided

4- If a child continues to break the school rules a red card may be given and a child will be sent to a neighbouring classroom.

Steps for addressing dysregulated behaviour and behaviour which does not follow our school rules

<p><b><u>Step 1</u></b></p> <p>Adults will follow the whole school behaviour policy. Adults will keep a note of any child who has received a yellow card by logging on the behaviour log form in class. Adults will identify any patterns of behaviour and identify any areas of concern e.g. ready, respect, safe.</p> <p><b><u>Actions</u></b></p> <p>Restorative conversations and protective/educational consequences will be put in place</p>
<p><b><u>Step 2</u></b></p> <p>If a child receives 3 or more yellow cards in a week, their family will be contacted via telephone or face to face meeting to highlight their behaviours in class. This will be recorded on the individual behaviour log. The family will then be informed if the child begins to display positive behaviours relating to school rules.</p> <p><b><u>Actions</u></b></p> <p>Restorative conversations and protective/educational consequences will be put in place If a child continues to display undesirable behaviours, the family will be contacted again and individual rewards systems will be put in place to encourage behaviour choices.</p>
<p><b><u>Step 3</u></b></p> <p>If a child continues to display dysregulated behaviours, the family will be contacted again and will meet with a member of SLT</p> <p><b><u>Possible Actions</u></b></p> <p>One page profile, Consistent behaviour Management Plan (personalised response plan) or Behaviour Risk Assessment may be put in place, interventions linked to SEMH (social, emotional ,mental health), requests for support from outside agencies, reduced timetable (this may include eating lunch at home), implementation of a personalised curriculum (e.g. six core strengths)</p>

<b>Behaviour (Examples)</b>	<b>Possible Consequences/outcomes (Examples)</b>
Missed learning	Catch up in their own time, this may be playtime, lunchtime or missed learning could be sent to complete at home
Upset someone else	Engage in a restorative conversation, this may be with the support of an adult
Damage to property	Assist with repairing the damage and clean up
Difficulty following rules and boundaries	Access temporarily limited or supervised
Lacks skills required for the task	Attend an intervention to develop the skills
Relatively higher impact examples: <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Harmful behaviour</li> <li>- Any discriminatory behaviour</li> </ul>	Examples: <ul style="list-style-type: none"> <li>- SLT notified</li> <li>- Incident recorded on internal Smoothwall system</li> <li>- Parents notified by telephone by wellbeing practitioner or SLT member</li> <li>- Temporary change to learning environment</li> <li>- Suspension (internal or fixed term) whilst adult make reasonable adjustments.</li> </ul>

### **Use of suspension as a consequence**

Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short term change in routine and becomes educational when the provision is more personalised to meet the child's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.
- Seeking support or advice from external agencies or professionals (with parental consent)

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child. Reflection and restoration are still essential to enable to pupil and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

To achieve this, suspensions are issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the child from their behaviours and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

We refer to the [Education Access Team's Suspension Guidance](#).

### **Use of exclusion as a consequence**

Our school considers the following principles/questions when considering exclusion:

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child/young person?

- Is it in the best interest of the school community?

We also understand that the child will likely remain within the local community. To sustain hope for the child, exclusion is presented as a means of accessing an alternative safe space rather than a threat or punishment.

On the rare occasion that exclusion occurs, our school ensures:

- Positive goodbye with closure for staff, child and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child’s relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child/young person is excluded:

PP – Physical Assault against a pupil orientation and gender identity	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

We refer to the [Education Access Team’s Exclusion Guidance](#).

## **Harm from dysregulated (stress) behaviour**

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

## **Supporting those who have been harmed**

Our staff and children receive the support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

## **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

## **Physical intervention (control and restraint) - the use of reasonable force**

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher. At Hadleigh Infants and Nursery School staff are trained using the Essex Steps positive handling guidance for physical intervention, using this method is not considered restraint as it is non-restrictive.

Our school follows the **Essex Guidance ‘Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)’** It can be found here: [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

## Screening and searching children

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/dojo message/ phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- tobacco and cigarette papers
- fireworks
- pornographic images

## How we support children with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child’s life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that ‘flexible consistency’ allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child’s context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Pastoral Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

## **Ways to Support Understanding**

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

## **Our Principles - the things we will do as adults** *(schools to adapt as necessary)*

### **All staff**

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

### **Head Teacher**

- Leads on all aspects of this policy and model the expectations for all staff with support from the Behaviour Lead and SLT
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

### **Other Senior Leaders**

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date
- Authorise internal suspensions when necessary

**Classroom Staff**

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

**Family**

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

**Governors**

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

## Further Guidance

1. [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

## Notes on the Following Appendices

The following appendices contain ways to help us to understand the behaviour

Appendix 1: A Tool for Understanding and Reframing Behaviour

Appendix 2: STAR Analysis

Appendix 3: Consistent behaviour management plan

Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs?

Appendix 5: Risk Assessment

For help as to which of these you may wish to include you will be able to speak to your link Inclusion Partner and/or Educational Psychologist about this.

## Appendix 1 - A Tool for Understanding and Reframing Behaviour

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b> <b>from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful.</b> <b>Examples of reframing-</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What’s getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach?</b> <b>Find the barriers and remove them</b>
<p>Be the stress detective</p> <ul style="list-style-type: none"> <li>- why and why now?</li> </ul> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> <li>• Is there an adult response plan?</li> <li>• Is the plan helpful, shared, used and understood?</li> <li>• Is there a personalised stress/distress management plan?</li> </ul> <p>Consider the environment</p> <p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy?</p> <p>How have earlier experiences shaped the child/young person’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child/young persons’s strengths</p> <p>Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p> <p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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**A Tool for Understanding and Reframing Behaviour**

<b>Describe the behaviour</b> Review and be curious	<b>Reframe the Behaviour</b>	<b>Reflections</b> How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	<b>Adult response</b> What do we need to intentionally teach? Find the barriers and remove them

## Appendix 2: STAR Analysis

<b>What happened at the time?</b>	<b>What staff could do differently in the future.</b>
<b>Setting (Time, environment, relationships, etc.)</b>	
<b>Trigger (stressors)</b>	
<b>Action (What happened?)</b>	
<b>Response (What the adults did?)</b>	

## Appendix 3: Consistent Behaviour Management plan

### Specialist Teaching and Preschool Service



<b>5 Step Adult Response Strategy Plan</b>				
	<b>Pupil:</b>	<b>Year Group:</b>	<b>Key: Resources Scripts</b>	
<b>COMMUNICATING BEHAVIOURS Level 1</b>	<b>COMMUNICATING BEHAVIOURS Level 2</b>	<b>COMMUNICATING BEHAVIOURS Level 3</b>	<b>COMMUNICATING BEHAVIOURS Level 4</b>	<b>COMMUNICATING BEHAVIOURS Level 5</b>
<b>Adult Responses</b>	<b>Adult Responses</b>	<b>Adult Responses</b> Radio for MH, then SLT, then LP.	<b>Adult Responses</b>	<b>Adult Responses</b>

Specialist Teaching and Preschool Service



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**Extra Information**

**Trigger Words:**

**Trigger Actions:**

**Distractive Conversations**

**Main Staff Involved:**

## Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

**The questions are designed to be prompts to inform One Planning.**

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		

Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		

Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

<b>Social interaction (less structured environments)</b>	<b>Y/N n/a</b>	<b>What needs to be done</b>
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

## Appendix 5: Risk Assessment Calculator

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

## Risk Reduction Plan (Doc 1)

Name: Kylo Goldsmith	DOB: 11/01/2018	Date: 24.10.24	Review Date: 24.11.24
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour -	Strategies to respond -
Anxiety / DIFFICULT behaviours -	Strategies to respond -
Crisis / DANGEROUS behaviours -	Strategies to respond -
Post incident recovery and debrief measures -	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....