Behaviour and Relationships Policy
(including support for children with social, emotional and mental health needs)

Our School Vision:

We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

'Let all that you do be done in love'. (1 Corinthians 16:14)

Love of learning, life and living.

Associated values: Courage, Compassion, Forgiveness and Joy.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This Policy was reviewed and amended and Staff were consulted on this document in:	April 2023
The policy was ratified by the Governing Body in:	April 2023

To be reviewed April 2024

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School Values

Great Easton is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values, courage, compassion, forgiveness and joy, with a heavy emphasis on respect for each other, a partnership approach to managing behaviour using dynamic interventions that support staff and learners. The strength of our school family is built upon relationships. Consistency, and clear, calm adult behaviour must underpin this.

Our school also 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 Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive 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 for pupils and families in a caring and safe environment. We develop children 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.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with all children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Aims

- To promote a positive, calm and safe environment where all children can flourish.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster and value strong and healthy relationships. Recognising this as a skill for life.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the 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
Rules 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 children and young people 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 pupils 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, attituded 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 including assemblies
- Moving around the school
- Break and Lunchtimes

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

Our behaviour policy is built around the **Five Pillars of Pivotal Practice** based on the behaviour advisor Paul Dix:

1. Consistent calm adult behaviour
2. Relentless routines
3. First attention for best conduct
4. Scripting difficult conversations
5. Restorative follow up

Consistent, calm adult behaviour:

1. Meet and greet children - ask how they are, listen and respond.

2. Model our vision and values.

3. No shouting, visible kindness in all that we do and how we speak with children.

4. Calm and caring.

Relentless routines:

- Using 'give me 5' to gain attention in classes or assemblies (as well as other strategies)

- Eyes on me

- Fantastic walking – expectations in corridors and around school, walking, looking where you are going and holding doors open or being courteous.

First attention for best conduct

- Recognition boards (p.24) are used persistently and relentlessly to catch learners demonstrating can have a focus and is a collective strategy, we are one team, focusing on one learning behaviour and moving in one direction. No prize or material reward – at the end of the session/day the aim is to have every name on the board. The children's names cannot be removed.
- Over and above/above and beyond board recognises children exceeding our school's vision and values.
- Note home, a positive 'wow' card will be sent home to parents to celebrate going above and beyond.
- Visitors to school will be asked to look for excellent behaviour and can send a note home.
- Effort – always striving for excellence.

Scripting difficult conversations

- I have noticed that you are…having trouble getting started, wandering around, playing with equipment)
- You are not showing our rule about being kind…
- You have chosen to…
- Because of that you need to…(refer to action supporting behaviour e.g. complete learning at another time, move to another learning space…)
- Do you remember when you (refer to previous positive behaviour)?
- That is who I need to see today. Thank you for listening.

Restorative follow-up

- What happened?
- What were you feeling/thinking at the time?
- What have you thought since?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened how could you do things differently?

Great Easton C of E VA Primary school's rule is:

Be kind

This can be applied to all areas of school life. For example:
Being a kind friend – sharing equipment, taking turns, including others.

Being a kind learner – listening to others, focusing on the adults talking, following instructions, supporting other children who may find it tricky.

Having lovely manners, offering to help, helping where needed.

1.Consistent calm adult behaviour:

We expect every adult to:
1. Meet and greet children
2. Model positive behaviours and build relationships
3. Use positive recognition
4. Refer back to the school rule
5. Use scripts to support conversations
6. To use a calm voice and have conversations discreetly to preserve children's dignity
7. To restore the relationship with the learner, engage in reflective dialogues when having restorative conversations. Never raising their voice or shouting at children

We believe calm, consistent and kind adult behaviour is integral for successful behaviour management.

'But why crush behaviours with punishment when you can grow them with love? Visible consistency and visible kindness allows exceptional behaviour to flourish.' (p. 8 Paul Dix 'When the Adults Change Everything Changes'.)

2.Relentless routines
● Meet and greet children
● Notice and praise manners and consideration shown around school

3.First attention for best conduct
● First attention to best conduct – using a class recognition board for immediate praise (no additional rewards) and recognising behaviour which is 'above and beyond' which could include a reward such as #hotchocfri
● Dojo and notes home for specific praise

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children'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 to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, 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 children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

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?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can 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.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of 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 have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, 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 behavioural change will occur without this.

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

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

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

Scripting difficult conversations
- Using careful and scripted language to deliver consistent '30 second' interventions allows adults responses to be efficient and predictable. This creates a safe and calm place to learn.

Restorative follow up
- A restorative conversation is more than a set of questions, it is an opportunity for open and honest reflection.

'If we are striving to build a connected society where people look out for each other, then children need to leave school understanding the impact of their behaviour on others.' P.125 (Paul Dix 'When the Adults Change Everything Changes'.)

Restorative and inclusive approaches:

We have the following in place to support children:
- Restorative process
- Calm spaces around school – such as the reflection area with the chickens, our green spaces, The Cave and library
- A dedicated pastoral team, including mentors, a nurture group leader and counsellor
- Time with animals – horse riding or time with the school dogs and chickens
- Following the school breathe programme and yoga

A report published by the Department for Education in 2014 gave whole school restorative approaches the highest rating of effectiveness in terms of preventing bullying, with 97% of schools rating these approaches as effective.

Restorative practice uses relationships to prevent behaviour incidents. In practice, we embed a framework that focuses on relationships: building and maintaining them through high challenge and support. Relationships are the first priority. To foster great relationships we greet them personally in the morning, say goodbye to them at the end of the day, take time to learn something new about them, share their successes with other members of staff (brag about them!)In an appropriate way we let them into our world too - we are, afterall, a school family, we are relatable. The next stage goes beyond relationships to high challenge and support.

'Challenge' is about setting limits and outlining boundaries, defining expectations and explaining consequences. 'Challenging' behaviours includes asking tough questions, sharing responsibility, giving honest feedback and agreeing shared goals. In doing so, we aim to provide motivation, accountability and the energy to act.

'Supporting' is about building self-belief, self-value and confidence, and being nurturing, compassionate, empathetic and caring. Behaviours include showing an interest, making time to listen, suspending judgement, asking reflective questions, creating trust and recognising and expressing feelings. Key to restorative practice is ensuring we are doing things **with** the children and not **to** them.

This approach fosters better relationships, which in turn lead to better behaviour. Some children also need restorative conversations once an incident has happened.

Traditionally, when things go wrong, it's about looking for someone to blame, determining what rule has been broken and then decide which punishment fits the rule-breaking.

This is not how we do things. When things go wrong, we involve the person who did the deed and those who have been affected in a discussion and talk around these questions: what happened? Who has been affected? How can we make things better? What can we learn from this experience? And how can we prevent a recurrence?

There are still consequences for poor behaviour, but the focus is on finding a resolution to understand the impact, meet people's needs and move things forwards. In this way we can be authoritative but not authoritarian. Working restoratively isn't about having less authority but it is everything to do with how we exercise that authority.

When staff consider it appropriate, parents will be made aware of behaviour to allow them to follow up at home should they wish to. Additional consequences may also be appropriate and will be discussed and agreed.

Ways to Record Incidents of Behaviour

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. We use CPOMs to record all incidences of behaviour, these are reviewed by the SLT half termly to look for patterns and identify any further actions or support needed.

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

At Great Easton Primary School, we acknowledge that some children will have, at times, additional needs. We recognise that children 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 children'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 with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the 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 children be in a place to learn, connect and thrive.

Ways to Support Understanding

At Great Easton Primary we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

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

Appendix 2: STAR Analysis
Appendix 3: Three Stages to Supporting the Understanding of Behaviour – A TPP guide
Appendix 4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs
Appendix 5: A Tool for Understanding and Reframing Behaviour

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a children's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff
- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher
- Leads on all aspects of this policy
- Is the only person authorised to exclude a child (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- 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
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders
- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents 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

Classroom Staff
● Plan the teaching and learning for all children
● 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 may be having.

Family
● Inform the school of any concerns about changes in their child'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's needs

Governors
● Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
● Consider families' representations about an exclusion
● Undertake their statutory role around exclusion
● Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) 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 and young people receive the individual 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) 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

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

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 the child. Once all this information is to hand, 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 4.

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 pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

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 or young person 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.

Our school follows this **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
[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

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.
This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[**Click here to log an incident**](#) (please use the Access Token: ABC123)

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 pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:
'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)
[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (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 the child 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 Dojo/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
- tobacco and cigarette papers
- fireworks
- pornographic images

• 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. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. Keeping Children Safe (DfE, 2022)

2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)

3. Use of Reasonable Force (DfE, 2013)

4. Behaviour and Discipline in Schools (DfE, 2016)

5. Exclusion from maintained schools, academies and PRUs in England (DfE, 2017)

6. Searching, screening and confiscation (DfE, 2018)

7. Positive environments where children can flourish (Ofsted 2018, updated 2021)

8. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Appendix 1: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?

Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Appendix 2: Three Stages to Supporting the Understanding of Behaviour - using the TPP guide

'A significant proportion of children and young people may need educators to anticipate possible stressors in the normal course of the school day, and to help prevent and manage these. A working assumption for highly fearful or aggressive behaviours, should be that the child or young person has, or is, experiencing stress/distress. It is important and helpful therefore to understand 'challenging behaviour' as a communication or sign of distress or fear. Subsequently this should lead adults to offer different, alternative and more helpful resources which can ensure interventions are supportive and nurturing rather that punitive or shaming.'

TPP Trainers' Manual page 5

Stage 1 Use the Emotional Pot to get to know the child and the family the big picture (holistic sense) *Adopt an attitude of curiosity and reflect on the child's circumstance. Sensitively involve all parties who know the child well to gather information. For some CHILDRENs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.*	
Stage 2 Be the Stress detective to find/observe/notice the stressors across the day *Stressors could be related to the time of day (when a CHILDREN is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CHILDREN's day to notice commonalities and differences.*	
Stage 3 Analyse and plan to enable informed co-regulation *After gathering assessment information, begin to make a plan for how to support the CHILDREN's co-regulation. Recognise that the adults will need to change their behaviour first.*	

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

Stage 1.

Use the Emotional Pot to see what's filling it up.

⇨ Why? Why Now?
⇨ What's happening? What's happened? What's going on? (Include assumptions)
⇨ Feelings: How might they or how do they feel in response to these things?
⇨ Thinking: How might they be thinking? What might they be thinking?

What's happened?	Going on?	Feeling?	Thinking?
Possible examples Death of a pet/loved one, parental separation, domestic abuse	Possible examples Angry, withdrawn, crying, swearing	Possible examples Alone, excluded, confused	Possible examples Why me? I am useless…

⇨ What behaviours are you seeing, when and why?
⇨ How can these behaviours be reframed?

Use empathic TPP language to reframe the behaviour as communication in response to stress – See TPP element 5.

What are you seeing?	Reframe this behaviour
An example linked to above: parental separation Crying Approaching peers with aggression	An example linked to above: parental separation Not able to cope and therefore seeking connection In the 'fight' response

Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 4

Stage 2.

Be the Stress detective- find/observe/notice the stressors across the day

⇨ In your 'team around the child' hold a discussion about the child/young person, decide on the stressors you are going to initially monitor e.g. time of day
⇨ Monitor through observation the stressors identified across the day
⇨ You may need to do this for a number of stressors to build a full picture of the communicating behaviours and stress responses e.g. day of the week, adult teaching/supporting. This can be plotted on a table such as below.

States of arousal:									
Hyper aroused									
Terror	✔								
Fear					✔				
Alarm									
Alert		✔				✔			

Window of tolerance									
Calm/engaged			✔	✔			✔		
Hypo aroused									
Low								✔	✔
Stressor: ⇨ Time of the day	8:45 am	9:15 am	10:00 am	10:30 am	10:40 am	11:00 am	12:00 pm	2:00 pm	3:00 pm

You can also use the STAR analysis framework to help you monitor trends and patterns (Appendix 2)

Stage 3.

Plan for co-regulation to help prevent the overflow of the 'emotional pot'

⇨	The adult provides opportunity to co-regulate by turning the tap. Self-regulation will follow on from this. Children always need to be successfully co-regulated in order for them to be able to successfully self-regulate (soothe themselves).
⇨	The level then falls to one of emotional containment.

⇨ **The personalised stress/distress management plan**

Adult Response Plan

Window of Tolerance Description What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation Description What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate

Where does this stress behaviour lead to next?	What we are trying to avoid?
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe
Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe

Appendix 3:

Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific pupil 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 pupil?		
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 in school?		
Have parents/carers been informed of any incidents where safety of their child has been of concern?		19
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 pupil?		
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?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
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- A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
Be the stress detective - why and why now? What is the typical adult response? ● Is there an adult response plan? ● Is the plan helpful, shared, used and understood? ● Is there a personalised stress/distress management plan? Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths How are rules shared, talked about and explained?	Avoidant: in 'fight/flight' survival mode Defiant: in 'fight/flight' survival mode, coping with threat 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 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) Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation 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.	The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed) Feelings fuelling the behaviour Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate? Attachment history- what is their survival strategy? How have earlier experiences shaped the child's preference for connecting with others? How is this being challenged/affirmed? Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?	Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child's strengths Rhythmic/repetitive intervention/support. Relationships with the staff 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. Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.

	Not engaging: doesn't feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.		

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix 5: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CHILDREN in this risk assessment process.

Possible questions to inform the risk assessment
- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:
- Identified vulnerable CHILDREN (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CHILDREN or groups of children and young people. The plan should include the following:
- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.