



Positive Behaviour Policy **Sept 23 amendments in red.**

Our vision is for children to become independent, motivated learners and responsible citizens.

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 child'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 pupil is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils 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 pupils
- 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'

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

To achieve this, our core values are at the heart of everything we do and our positive behaviour policy upholds promotes these, with every staff member responsible for modelling and actioning it.



and

We expect all members of our school community (children, parents / carers & staff) to be **honest** with others and themselves. Self-reflection is imperative to positive learning behaviours. We know that **positivity** and **determination** underpin how children become resilient individuals and embrace challenge. We expect that everyone in our school community supports each another to overcome difficulties and challenges, in order to progress and grow. Every individual at Wickford Primary School must show **respect** towards others and their journey to success, supporting them wherever possible. Talking and expressing ourselves is vital to show **democracy** and working together successfully as one community. Each child and adult is unique and is enabled to show **individuality** in their own way within our **rule of law**, demonstrating positive behaviours throughout our school.

Honesty	<ul style="list-style-type: none"> • We tell the truth • We know our strengths & weaknesses • We take responsibility for our actions
Positivity	<ul style="list-style-type: none"> • We look for the good • We always try our best • We try new things
Determination	<ul style="list-style-type: none"> • We keep trying • We aim high and expect to be challenged • We learn from our mistakes
Respect	<ul style="list-style-type: none"> • We care for everyone • We are polite and friendly • We treat everyone fairly
Democracy	<ul style="list-style-type: none"> • We decide together • We listen to others & share ideas • We help each other
Individuality	<ul style="list-style-type: none"> • We believe in ourselves • We ask questions and have our own ideas • We celebrate differences
Rule of Law	<ul style="list-style-type: none"> • We follow the rules • We share & take turns • We are organised and ready for learning

A Relational Behaviour Model

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

Behaviour is something to	interpret
Children	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

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.

Promoting Positive Behaviour

Staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtime

Greet with positivity - e.g. *welcome, good morning & smile*

Use pupil names

Use of humour *where appropriate*

Respectful & politeness – *thank you*

Personal interest – *make a connection*

Positive language – *“walk thank you” (don't run)*

Respond to appropriate behaviour – *“great listening”*

Have a calm presence – *eye contact, even tone, slow pace*

Consistent use of rewards (as outlined in this policy)

Non-verbal – power of the 'pause'

Scan – be aware

Manage transitions – classroom organisation

Modelling appropriate behaviour
Clear boundaries / expectations
Consistent routines
Check for Understanding
Give pupils choice
Ensure positives outweigh negatives

Class Rewards

Celebration claps, positive, **public praise**, stickers and class DOJOs are awarded to pupils demonstrating our school values.

Classes also have immediate, daily rewards such as Star of the Day, medals and certificates or Tidy Table cups.

Lunchtime staff award raffle tickets which are converted into class DOJOs.

When a class achieves an agreed number of class DOJOs, the whole class receives a Rainbow Treat – this is a 30-minute agreed activity such as playtime on the field, arts & craft, singing

Celebration Assembly takes place weekly to celebrate personal achievements (birthdays @ LS) and track class DOJO achievements. The pupil who earns the most DOJOs each week is awarded a certificate.

Headteacher Awards

These are awarded in a whole school assembly on the last Friday of each month (Rainbow Friday). Children come to school wearing colourful accessories to celebrate out school values and teachers nominate one pupil from their class to receive the award who has been an exemplary role model of our school values.

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 that children know we are still there, and we recognise their effort and any changes they have made.

Viewing behaviour as a learning process

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. All 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, 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, we use four questions (Think It Through Appendix 2 & 3):

- 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 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 through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behavior (SMART thinking, social stories)
- 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 approach is an example of one).

Always remember: Praise in public, reprimand in private.

Level	Unexpected Behaviour	Possible Consequences
1	<ul style="list-style-type: none"> calling out distracting others interrupting not engaging in learning ignoring instructions running in school walking around noisily 	Verbal/visual reminder of expectations. Move to a different location in the room.
2	<ul style="list-style-type: none"> failure to meet expectations for second time within same session failure to complete work inappropriate physical contact - pushing, tripping 	Private discussion with child. Reflection during break or lunchtime with own class teacher.
3	<ul style="list-style-type: none"> persistent failure to meet expectations disrespectful comments back chatting or rudeness swearing leaving classroom causing deliberate damage to school property 	Removal from room / situation to year leader (to avoid persistence). Reflection during break or lunchtime with year leader. CT text to inform parent/carer. Record on class record sheet. 3 or more L3s within same week – meeting with CT & parent/carer. Record on electronic school system. (See appendix 3 for converssion prompts.) Persistent L3 – meeting with phase leader & parent. Record on electronic school system.
4	<ul style="list-style-type: none"> continued failure to meet expectations in year leader's room bullying harmful behaviour discriminatory language / behaviour causing significant, deliberate damage to school property 	Phase leader notified and child removed from class / situation. Reflection during lunchtime with phase leader - restorative approach followed. Parents notified by telephone or face-to-face meeting. Record on electronic school system.
5	<ul style="list-style-type: none"> Continued high-impact behaviour. 	Outcome will be personalised based on previous behaviour, severity, response from pupil: - withdrawn or changes to timetable (isolation). - fixed-term suspension

<p>Top Tips for staff:</p> <ul style="list-style-type: none"> ✓ Minimal verbal (3-4 words) ✓ Private dialogue ✓ Deal with the primary behaviour (problem) not the pupil or secondary bhvrs ✓ Be aware of body language and the messages it gives ✓ Respond calmly, consistently and positively. ✓ Listen with empathy 	<p><i>All children start every day afresh ('on the rainbow').</i></p> <p><i>At lower school, children's names may be momentarily taken off the rainbow as a visual reminder of our school values & expected behaviour.</i></p> <p><i>Children must be moved back onto the rainbow quickly and always before the next lesson.</i></p>
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Ways to Record Incidents of Concern

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.

Details of incidents are recoded electronically using Smoothwall Safeguard and 'Think It Through' sheets are held on file by class teachers. Communication with parents is essential and these conversations are also recorded (Appendix 3) on Smoothwall Safeguard.

Supporting Children with Additional Social, Emotional and Mental Health Needs

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 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 pupils, 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 and young people 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.

Personalised Behaviour Plans

Class teachers, together with parents and the senior leadership team, will create a plan to support pupils to change their behaviour. Pupils will contribute to the plan and create the success criteria / rewards.

Parents/carers will meet regularly with the class teacher to discuss progress.

Learning Mentor works alongside a range of children to develop pupils' self-esteem and build confidence through our 7 core values.

Understanding Behaviour

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 4: STAR Analysis

Appendix 5: Three Stages to Supporting the Understanding of Behaviour – A TPP guide

Appendix 6: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Appendix 7: A Tool for Understanding and Reframing Behaviour

Appendix 8: Suggestions for preferred vocabulary when discussing a child's emotions and behaviours.

Appendix 9: Ways for Adults to respond to Children

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and pupils, 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 pupil) 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 pupils. It identifies what is likely to cause stress to them, using all the information known about the pupil. 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 10.

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

At our school we only use physical contact for comfort, reward or guidance. For example if a child is upset, we may give them a sideways-on hug with the adult putting their hands on the child's shoulders or hold their hand. Children should never sit on laps and, when a younger child attempts to do this, the adult should immediately guide them to a more appropriate seating position alongside them.

Occasionally, children may show dangerous or harmful behaviour so a physical intervention may be needed. For example, adults may try to control the behaviour by standing inbetween children or offering them an arm to escort them away from the situation.

Very rarely, when all other strategies have been considered or attempted, restraint may be needed to protect the child from seriously harming themselves or others. In this instance, a member of SLT who has been specifically trained, may need to use physical restraint.

Exclusions

Every effort is made to keep children in school. With the exception of a serious incident, exclusion is only considered after the hierarchy of behaviour management steps has proven unsuccessful.

Exclusion may be in response to

- Extreme forms of misbehaviour such as violence, aggression, vandalism, bullying, racism or homophobia
- Persistent refusal to comply with school rules and adult instructions
- Behaviour which prevents the teacher being able to teach which has a detrimental effect on the learning of others
- Behaviour which puts at risk the health and safety of the child, other children, staff or visitors
- Malicious accusations against a member of staff

Only headteachers (or those acting in the capacity of headteacher) can decide to exclude a pupil. In all cases, the decision to exclude must be lawful, rational, reasonable, fair, and proportionate.

There are two different types of exclusions: fixed-term and permanent.

'Internal exclusions' are not formal exclusions and don't fall under the statutory exclusions framework. An example of an internal exclusion is sending a child to work in an isolation unit, as a sanction.

Suspensions

Suspensions are temporary. A pupil can be suspended for 1 or more fixed terms, up to a maximum of 45 days in total per school year.

Suspensions can also be for just a part of the school day, such as a lunchtime exclusion. Each lunchtime exclusion counts as half a day when determining the total number of days suspended per term and/or school year.

The headteacher **cannot** extend a suspension or convert it into a permanent exclusion. However, they can issue a further fixed-period or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

All suspension are reported to the local authority by email suspensions@essex.gov.uk.

Permanent exclusions

A permanent exclusion should always be a last resort and should only be taken:

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
2. Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please click [here](#) to read full DfE guidance.

Appendices

Appendix 1:


CLASS
dojo

Winner of the week

.....

I am honest
I am positive
I am determined
I am respectful
I am democratic
I am individual
I follow the rules

Date Signed



CLASS
dojo

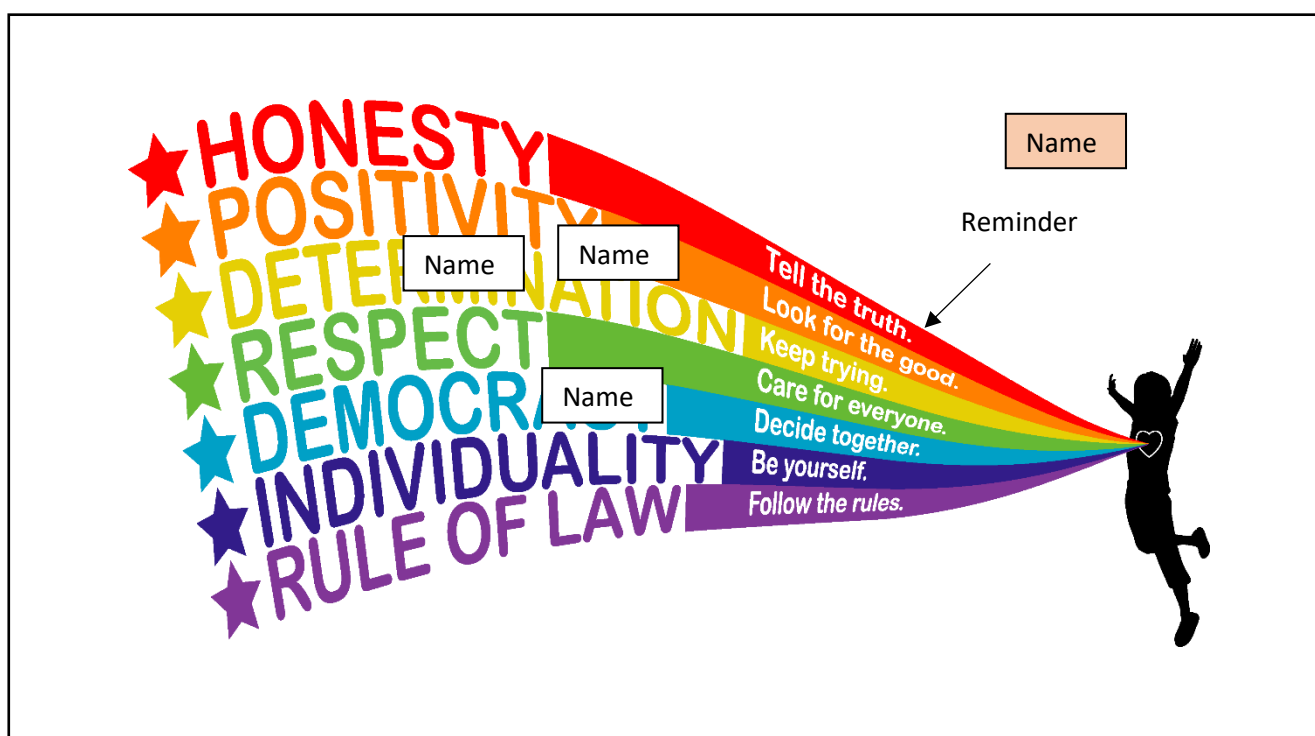
We had our Rainbow Treat

TODAY

I am honest
I am positive
I am determined
I am respectful
I am democratic
I am individual
I follow the rules



Rainbow Wall Chart (LS)



Appendix 2

I feel . . .



sad



angry

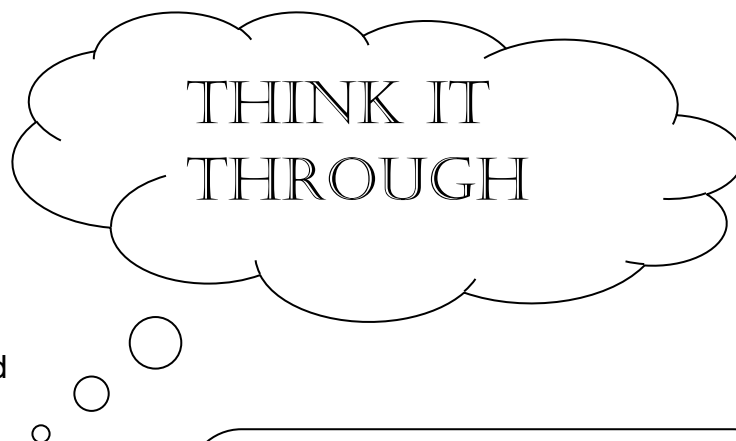


scared



shocked





What happened . . .

Can you explain why?.



What to try next time

- Laugh it off
- Talk about it
- Ask for help
- Ignore it
- Apologise
- Something else

What I need to do now . .

Appendix 3: Parent / Carer & Teacher Conversation PROMPT SHEET

Brief description of problem/incident

Consequences:

Protecting (what will now happen to prevent any immediate further harm occurring)

Learning/teaching (what needs to be revisited with the child or learnt)

Review date agreed _____




Appendix 4: STAR Analysis

	What happened at the time?	What could we do differently to promote positive behaviour in the future? <i>This section to be completed during meeting with SLT.</i>
Setting		
Trigger		
Action		
Result		

Appendix 5: 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 than punitive or shaming.'

TPP Trainers' Manual page 5

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

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/carer 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
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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 6:

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?		
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 7- 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
<p>Be the stress detective</p> <ul style="list-style-type: none"> - why and why now? <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment 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 For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>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?</p> <p>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?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child’s strengths Rhythmic/repetitive intervention/support.</p> <p>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.</p> <p>Relationships with peers 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

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 8: Suggestions for preferred vocabulary when discussing a child's emotions and behaviours.

Examples of unhelpful language	Our preferred language (helpful language) <i>*Explanations of these terms can be found in the Glossary.</i>
Vocabulary: Behaviour Naughty Defiant Manipulative Tantrums "Just want people to feel sorry for them" "Red mist" "Doing it on purpose"	Communicating behaviours* "I wonder if..."
Vocabulary: Rough Violent Aggressive Refusal Rude "Kicking off" "Meltdown" "Out of control"	Stress & distress Hyper-arousal (fight/flight) Hypo-arousal (freeze/shutdown/disassociation) Outside their window of tolerance. Feeling in crisis
Vocabulary: Dramatic Emotional Hormonal Feral Disturbed Crisis "Overreacting" "They didn't mean it" (related to self-injury)	Dysregulation Outside their window of tolerance* Overwhelmed The CYP requires: Co-regulation Self-regulation
Vocabulary: Broken Surly Dangerous "There's nothing we can do for them" "Causing harm to others" "Harmful to others"	Adaptive response* Building resilience Risk May have experienced/be experiencing Trauma/Adverse Childhood Experiences* Compromising the safety to themselves and others
Vocabulary: Over-sensitive Attention seeking "It's not that serious"	Attachment/connection seeking Anxiety Separation anxiety Avoidance/withdrawn Not feeling safe yet
Vocabulary: Unstable Fragile Odd Special Nutter Mad "Maybe it's not that bad" "A few sandwiches short of a picnic"	Emotional wellbeing and/or mental health difficulties Neuro-diverse* Emotional literacy skills Social and emotional development

Appendix 9: Ways for Adults to Respond to Children.

This information has been adapted from Angela Greenwood book called 'Understanding, nurturing and working effectively with vulnerable children in schools.'

1. show curiosity and be sensitive
2. Provide containing ways of 'being' with children and young people (CYP) - through quietly just being there
3. Using a calm box
4. 'Holding in mind' comments and gestures
5. Generalised empathic sentence starters
6. Nurturing 'you' statements
7. Playfulness, Acceptance, Curiosity and Empathy. P A C E
8. Wondering with them
9. Responding empathically to CYP's (difficult) communicating behaviours
10. When setting boundaries, or communicating expectations – use 'ACO' A = Acknowledge the feeling, C = Communicate the limit or expectation, O = Offer help or offer alternatives
11. Use curiosity with the CYP
12. Suggest ways to respond to communicating behaviours that CYP display that evoke in the adults an emotional pull or response to e.g. those experienced as challenging, hurtful and sad comments
13. Suggestions of ways to foster inner growth and thoughtfulness in children
14. Helping children to relax
15. Practicing managing the stress response

Example section:

Be curious and sensitive towards communicating behaviours that might indicate a child is struggling with anxieties.

Communicating behaviours you may see:

- Regressing to an earlier anxious behaviour that they may have previously overcome.
- Difficulty engaging with staff they have previously got on well with.
- Bravado – I don't need this time/you anymore. I'm fine. Everything is fine.
- Anger with the teacher or the teacher assistant
- Anxiety about changes / losing things
- Regressed learning
- Work/concentration/memory/thinking difficulties
- Increased resistance to suggestions
- Difficulty settling/concentrating
- Avoidance
- Refusal
- Crying
- Difficulties separating from caregiver

Provide containing ways of 'being' with children through quietly just being there:

- Silent attention e.g. non-verbal communication such as sitting next to them, smiling, eye contact etc.
- Waiting patiently, not intruding
- Sometimes not commenting
- Empathising with, or silently bearing hurts, rather than reassuring or advising
- Surviving difficult times/breaks
- Tuning in to transferred feelings from CYP
- Tuning into our own (countertransference) triggered vulnerabilities
- Keeping containing, consistent boundaries

Calm box

'Left brain' activities and puzzles can shift an aroused child's attention out of their 'flooded' 'right brain' into non-emotive problem solving / matching / sorting mode of their 'left brain':

- Jigsaw puzzles
- Matching games and activities
- Dot-to-dot pictures
- Fill in the gaps
- Colouring pictures
- Pattern making on squared paper
- Simple Lego
- Sorting shapes, buttons etc
- Counting activities
- Fill in the blank – words, number patterns, 'tray'
- Solitaire
- Simple mental maths

'Holding in mind' comments and gestures

Remembering and recalling comments e.g.: <ul style="list-style-type: none">- <i>"I remember we spoke about that yesterday"</i>- <i>"I remember you have a sister too"</i>- <i>"I remember you like ..."</i>- <i>"I was thinking about you yesterday when I was buying some ..."</i>- <i>"I know maths is not your favourite subject"</i>- <i>"So how was the trip to the ... yesterday?"</i>	Thoughtful comments - any of the empathy statements e.g.: <ul style="list-style-type: none">- <i>"I was wondering how you would be today after ..."</i>- <i>"I think that might be a little hard. Do you want to try first or ...?"</i>- <i>"I am aware that we only have one week left and I was thinking..."</i>- <i>"I'll go with you the first time until you..."</i>
Promises and fulfilment: <ul style="list-style-type: none">- <i>"I'm just going to.... . I'll come and see how you are getting on when I come back"</i>- <i>"I'm just going to help.... . I'll come and check on you in 10 minutes"</i>	Holding in mind gestures e.g.: <ul style="list-style-type: none">- <i>Waving</i>- <i>Thumbs up</i>- <i>5 fingers - indication 5 more minutes</i>- <i>Shhh sign</i>

Empathic sentence starters

- *"It's so hard to ..."*
- *"It's so hard/frustrating when ..."*
- *"I guess we often ..."*
- *"Sometimes it's ..."*
- *"When people ... it can make us ..."*
- *"It can make us ... when..."*
- *"It can be hard to ..."*
- *"It can be fun to ..."*

Nurturing 'You' statements

- *"You're trying to tell me something aren't you?"*
- *"That hurt you a little didn't it?"*
- *"That looks frustrating. Would you like me to help you?"*
- *"It can be so hard to try again when something goes wrong can't it"*
- *"You had another go and you made it...wow!"*
- *"That looks heavy / hard / bumpy etc."*
- *"I think you need a bit of help with that!"*
- *"Sharing can be so hard. We can worry there won't be enough for us"*

- *"You wish you had got it, but ... got it first. Maybe..."*
- *"You really want another one don't you. But there's no more left"*
- *"It's hard when you both want to talk to me at the same time isn't it?!"*
- *"I wonder how we could make it better"*
- *"I think you're a bit cross with me for not letting you ... but it's not safe"*

Wondering with me

"I wonder" and "I'm wondering" can be really helpful sentence beginnings, because they open up to reflection and thoughtfulness, and they don't need an answer.

- *"I'm just wondering why you reacted like that"*
- *"I was thinking, is it..."*
- *"I wonder what made you ..."*
- *"I was just wondering if there was something I said, or maybe something in my expression which affected you just then".*

Ways of responding empathically to challenging communicating behaviours

- *"You really want another one don't you, but ..."*
- *"It's so hard to have to wait when you want something, but you will have to wait till ..."*
- *"When he said that I think it made you feel...."*
- *"You're feeling... Maybe you could ..."*
- *"People can really hurt you when they say things like that."*
- *"It can be so hard to try again when something goes wrong"*
- *"I know you want to talk to me, but you will just have to wait until ..."*
- *"I think that hurt you"*
- *"It can be so frustrating when ..."*

When setting boundaries, or communicating expectations – use 'ACO'

- A = Acknowledge the feeling
- C = Communicate the limit or expectation
- O = Offer help or offer alternatives

For example:

- *"It's time to stop now. I know you want more time, but we do have to ... We can continue with this tomorrow. I will look after it for you."*

Curiosity

This can give them an experience of being taken seriously and thought about. For example:

- *"I'm struggling to understand what that might be about."*
- *"I was just wondering if there was something I said, or maybe something in my expression that affected you just then."*
- *"Maybe that was the only way you could think of to stay feeling safe? Sometimes it can be hard to feel safe when we don't know what is going to happen next."*
- *"I was just thinking that maybe ..."*

Suggestions of ways to respond to children's comments challenging, hurtful and sad comments.

- *"I can see you are very angry with me."*
- *"I don't dislike you. I just need to keep us all safe."*
- *"It doesn't mean I don't like you because I can't allow that to happen. But I do sometimes need to say STOP quite loudly to stop"*
- *"It makes me feel very sad to think that you feel like that."*
- *"It can be really hard to keep going with difficult things, I know".*
- *"Is there any way you would like me to help you?"*
- *"Is that how you really feel?"*
- *"I have had to stop you doing ... because I need to keep you safe".*
- *"And it's my job to keep everyone safe."*
- *"I'm so sorry if it feels unfair".*

Suggestions of ways to foster inner growth and thoughtfulness in children

- “It looked as if you nearly ... and then you stopped yourself. Is that right? It can be so hard to feel a strong urge to do something, and then realise that it wouldn’t be helpful, can’t it.”
- “I can see you’re cross about that. But somehow you managed to hold those feelings and show us by... . I wonder how you managed that?”
- “Talking things through can be very helpful, but we can worry what the other person might think and do.”
- “Yes B...’s upset. I wonder what upset him.”

Helping children to relax

- One minute’s quiet before lessons, at the beginning of each day and afternoon
- Relaxing music/sounds
- Gentle guided visualisations with quiet background music
- Mindfulness activities
- Self-massage/squeezes/tapping/finger tapping different parts of the body
- Sleeping lions
- Cuddle teddy and close your eyes
- Use group games to help them develop self-regulation skills

Practising Managing the Stress Response

- Parachute play carefully held and managed – lift up, bring down to the ground
- Musical instruments ‘Conduct’ their playing of the ups and downs of sound level and rhythm
- Run and stop games
- Dance and melt
- Dramatic ups and downs in movement
- Rainstorm - acting out the coming and going together
- Circle games like Zoom and slow down.

Appendix 10: 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 PUPIL 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 PUPIL (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 PUPIL 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.

Appendix 11: Reasons for exclusion from DfE (Link)

Physical assault against a pupil

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against an adult

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse / threatening behaviour against pupil

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against an adult

- Threatened violence
- Aggressive Behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

Racist abuse

- Racist taunting and harassment
- Derogatory racist statements

- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

- Vandalism
- Arson
- Graffiti

Theft

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Reviewed by:	Mrs L Ramet
Approved by:	Governing body
Date of Governor meeting	28.09.22
Date of next review:	September 23