Great Bardfield Primary School

Behaviour and Relationships Policy

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

'**Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'**
(Behaviour in Schools, DfE, September 2022)

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1. School Values

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

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

- Compassion and Kindness
- Hope
- Connection and Belonging

Through our **Behaviour Code** and our five **Key Skills (The 5 Rs)**, we teach our children how to behave well, how to develop positive relationships and how to be considerate and self-disciplined individuals. We believe strongly in the value of relationships and in the importance of supporting children and adults to make amends when things go wrong. Through our curriculum, children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about appropriate ways of behaving.

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 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 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 and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

2. 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

3. General Expectations of Behaviour

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

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable 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.

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

Our Behaviour Code:

BE READY   BE KIND   BE SAFE

There are three simple expectations at the heart of our approach to behaviour. We reinforce and promote these expectations throughout the school: in our classrooms, assemblies and around the school. We teach the children across the school what it means to be Ready, Kind and Safe. All of our behaviour expectations refer back to these three expectations.

We expect children to:
- Follow our school behaviour code
- Learn well and to the best of their ability
- Talk to others in a polite and courteous way
- Show respect for others and their personal space
- Accept responsibility for their own behaviour and self-reflect
- Support the learning of others by behaving well
- Look after the environment and property
- Be honest
- Be understanding of and respect each other's culture and behaviour and differences
- Listen effectively to other people

We expect staff to:
- Ensure the school behaviour policy is clear and consistently applied
- Meet and greet each pupil at the classroom door
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent at all times
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships with children
- Listen carefully to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use positive praise throughout the day
- Be calm and allow 'take up time' when going through the stepped boundaries.
- Remember prevent before sanction and consistency not severity
- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly

We expect parents and carers to:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

We use these agreed routines to promote positive behaviour management:

- **Courtesy and good manners.** Pupils are recognised for showing good manners through their words, actions and body language and for showing courtesy consistently to all peers and adults in school
- **Focus quickly when asked to do so.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are explained to the pupils then positively reinforced.
- **Calm, orderly transitions.** High expectations are set by adults and then relentlessly reinforced. 'This is the way we do it here' – 'legendary lining up', wonderful walking', holding doors. Pupils are expected to manage transitions independently during less structured times of the day.
- **High quality environment that is organised and tidy throughout the school.** All staff and children have a responsibility to ensure the environment is the best it can be. Useful or beautiful is the school mantra.
- **Weekly 'Celebration Assemblies'.** Individual certificates are given to children who have demonstrated our 5Rs 'above and beyond'.
- **Weekly 'Kindness Assemblies'.** Based on 'Fish Philosophy' where children understand and share kind words with each other and our behaviour code is reinforced.
- **Wear school uniform with pride.** Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit.

5. <u>**Viewing behaviour as a learning process**</u>

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'.

6. Our general responses to mistakes and incidents

Our approach is based on our understanding that positive actions are more effective than negative ones.

We follow the Five Pillars of Practice:
    i.   Consistent, calm adult behaviour
    ii.   First attention to the best conduct
    iii.   Relentless routines
    iv.   Scripting difficult interventions
    v.   Importance of repair

(i)   Consistent, calm adult behaviour

It is important to stay calm when dealing with challenging behaviour. Adults are expected to:
- Model expectations – calm voice, demonstrate good manners
- Listen carefully to both sides of a story where there is confusion or disagreement before making a decision
- Use scripted, consistent conversations when talking to children, which give a clear message and remind them that they are responsible for their behaviour.
- Apologise when they make mistakes

(ii)   First Attention to the best conduct
Regular praise and encouragement are fundamental in recognising best conduct. All staff are committed to recognising and promoting behaviour that goes 'above and beyond'. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We notice excellent behaviour, comment on it and, where appropriate, share it with others (class, staff, parents).
- Praise;
- Stickers and certificates;
- Star of the Week;
- Showing learning around the school;
- Sharing with parents in verbal and written form;
- House Points
- Additional individual class reward systems.

(iii)   Relentless Routines
- Greet the children at the door every morning and on return from break/lunch
- Consistent routines enable children to feel safe and secure
- Practice routines such as lining up 'legendary lining up', transitions, walking 'wonderful walking', etc.
- Share timetables for the day with children and keep as close to these as possible

(iv)   Scripting Difficult Interventions
We use scripted, consistent conversations when talking to children, which give a clear message and remind them that they are responsible for their behaviour.

Language and Micro-scripts for Intervening with Behaviour:

- *Show me what ready/kind/safe behaviour looks like in the classroom/playground*
- *Thank you for showing me that you are ready*
- *I understand……(that you are angry/upset)*
- *I noticed you are......(having trouble getting started, wandering around the classroom*
- *I need you to ……(come with me so that we can talk and resolve this properly)*
- *Maybe you are right….(maybe I need to speak to them too)*
- *I know you will make the right decision*
- *The choice is …or…The consequence will be….. I'll give you some thinking time*
- *How can you show me that you are ready/kind/safe*
- *Do you remember last week when you …(arrived on time every day)*
- *Whenever you are ready to talk, I am here*

(v)   Importance of Repair
We understand that children will, at times, make poor choices and our **restorative approach** gives children the opportunity to learn from these. Following an incident, the adult involved will have a restorative conversation with the child based around 5 key questions:

1. Can you tell me what happened?
2. What were you thinking at the time? How were you feeling at the time?
3. Who has been affected or harmed by what happened?
4. What needs to happen to make it right and repair the harm?
5. If the same thing happened again, what could be done differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

7. 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:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviours
- 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).

Below are some examples of possible consequences we use throughout the school:

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Relatively low impact Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing • Being unkind • Playing rough as part of a game • One off incidents of being unkind	• Verbal Interventions e.g. - *I know you can behave better than this. I'd really like to see that.* - *I can see there's something wrong* (acknowledge their right to their feelings) - *I'm here to help and listen. Tell me what happened* - *Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)* • Reflection support during break or lunchtime with trusted adult. • Apologies to adults/other children • Unfinished work completed during break/lunch if appropriate
Relatively higher impact Examples: • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property	• SLT notified. • Opportunity for reflection. • Restorative approach followed. • Incident form completed for discriminatory incidents. • Incident recorded on CPOMS • Parents notified by telephone by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. All behaviour incidents are recorded on CPOMS. Incident recording must include the below information as appropriate:
• Date of the incident
• Members of staff involved
• Any other children involved

- Where it took place
- What was the activity taking place at the time?
- Outline of event/ What happened
- Consequences agreed
- Protecting (what will now happen to prevent any immediate further harm occurring)
- Learning/teaching (what needs to be revisited with the child or learnt)
- Whether restraint, restrictive physical intervention, safe holding used?
- Any actions taken (SLT notified, parents, contacted, etc.)

More serious incidents are brought immediately to a member of the SLT. We use the information effectively to enable strategic oversight and to influence and review practice.

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

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

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs.

In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, 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.

9. <u>Our Responsibilities</u>

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

10. 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.

11. 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 3.

12. <u>Physical intervention (control and restraint) - the use of reasonable force</u>

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.

13. Screening and searching pupils

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the individual case. *(Searching, Screening and Confiscation Advice for schools, DfE July 2022)*

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 text/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.

Appendix 1:

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

Blank template
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 3: 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 child 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 child 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.