



Henham and Ugley Primary and Nursery School

Behaviour and Relationships Policy

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

January 2023

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School Values

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

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

- Compassion and Kindness
- Hope
- Connection and Belonging

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

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our CYP 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 CYP (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.

A Relational Behaviour Model

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

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships

Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our Children and Young People (CYP) while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where CYP are representing the school out of hours or off site. This means we

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

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

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

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

- Start and end of day
- Transition times
- Lining up including assemblies
- Getting ready for PE
- Moving around the school
- Break and Lunchtimes

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

Our Core School Rules:

1. **We listen to each other**
2. **We make good choices**
3. **We are polite, helpful, and respectful.**
4. **We are gentle with kind hands, actions and words.**
5. **We value and encourage each other.**
6. **We look after everyone and everything.**
7. **We try our best with our learning.**

House Points:

Children can earn house points as an individual and as part of their House Team, with points being awarded for children demonstrating teamwork, determination, self-belief, respect, honesty and passion. These points are cumulatively added to receive the following awards:

Award	Reward
Bronze – 75 house points	Bronze certificate
Silver – 150 house points	Silver certificate
Gold – 350 house points	Gold certificate

Stickers and Postcards home will also be used to promote and acknowledge positive behaviour.

- 'spot' and celebrate good behaviour
- Reinforce the rules
- Make children feel welcome and part of the community
- Instil a sense of belonging
- A range of strategies to enable children to articulate their worries or concerns; e.g. comic strip solutions; talk about problem script; STAR analysis.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. CYP 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 CYP 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 CYP'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 CYP of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

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

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

Using this approach, CYP have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

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

At our school the staff work with the CYP 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 behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Our behaviour strategy is based on the following four steps:

In the Classroom:

1. Tactical ignoring (e.g. using non-verbal signals, celebrate others’ good behaviour as a role model)
2. Positive verbal reminder (e.g. using statements that assume compliance, ‘Peter, we listen to each other, thank you’ or rhetorical ‘how’ questions)
3. Give a choice (a short statement that highlights the expectations and consequences if the negative behaviour continues)
4. Follow through with the consequence

On the Playground:

1. Children solve their own minor conflicts (we need to ensure we equip the children with the skills to do this, for example using a ‘magic script’)
2. Positive verbal reminder (e.g. using statements that assume compliance, ‘Peter, we listen to each other, thank you’ or rhetorical ‘how’ questions)
3. Give a choice (a short statement that highlights the expectations and consequences if the negative behaviour continues)
4. Follow through with consequences

(Appendix 5: Regulate, Relate, Reason)

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Relatively low impact Examples: <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	Verbal Interventions– e.g. <i>I know you can behave better than this. I’d really like to see that.</i> Reflection support during breaktime or lunchtime with trusted adult.

	<p><i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i></p> <p><i>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)</i></p>
<p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<ol style="list-style-type: none"> 1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by telephone by SLT member. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. 9. 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. We use the online cloud based system 'My Concerns' to record all behaviour incidents. We use the information effectively to enable strategic oversight and to influence and review practice.

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

At our school, we acknowledge that some CYP 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 CYP'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 CYP, 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 CYP be in a place to learn, connect and thrive.

Ways to Support Understanding

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

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

Appendix 2: STAR Analysis

Appendix 3: Three Stages to Supporting the Understanding of Behaviour – A TPP guide

Appendix 4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Appendix 5: Regulate, Relate, Reason – TPP guide

Appendix 6: A Tool for Understanding and Reframing Behaviour

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a CYP'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 CYP feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with CYP 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 CYP
- 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 CYP (deputised to the Assistant 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 CYP 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 CYP
- 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 CYP may be having.

Family

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

Governors

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

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, 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 CYP) 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 CYP. It identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in appendix 4.

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

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

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

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

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

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

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

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour in schools - Advice for headteachers and school staff’ (September 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

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
- 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.
- tobacco and cigarette papers
- fireworks
- pornographic images

Further Guidance

1. [Keeping Children Safe in Education 2022](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour in Schools Guidance September 2022](#)
5. [Exclusion from maintained schools \(DfE, 2022\)](#)
6. [Searching, Screening and Confiscation Guidance September 2022](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Notes on the Following Appendices

These contain examples of recording and assessment tools. You may well have other tools and systems for doing this.

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

Appendix 1: Behaviour Incident Form (BIF)

Child name:	DoB:	Year group:
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Date of the incident:	
Day of the week:	
Members of staff	
Where it took place	
What was the activity?	

Outline of event/ What happened?

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)
--

Was restraint, restrictive physical intervention, safe holding used? yes/no Letter sent:

Parent / carer informed: Time and date:
--




Appendix 2: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Appendix 3: 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. Sensitively involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent 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 CYP is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CYP'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 CYP'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.



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

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

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

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

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

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

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

Stage 2.



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



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

States of arousal:									
Hyper aroused									
Terror	✓								
Fear					✓				
Alarm									
Alert		✓				✓			
Window of tolerance									
Calm/engaged			✓	✓			✓		
Hypo aroused									
Low								✓	✓
Stressor: ⇒ Time of the day	8:45 am	9:15 am	10:00 am	10:30 am	10:40 am	11:00 am	12:00 pm	2:00 pm	3:00 pm

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

Stage 3.

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

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

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

Window of Tolerance Description What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation Description What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Where does this stress behaviour lead to next?	What we are trying to avoid?
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe
Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe

Appendix 4:

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?		

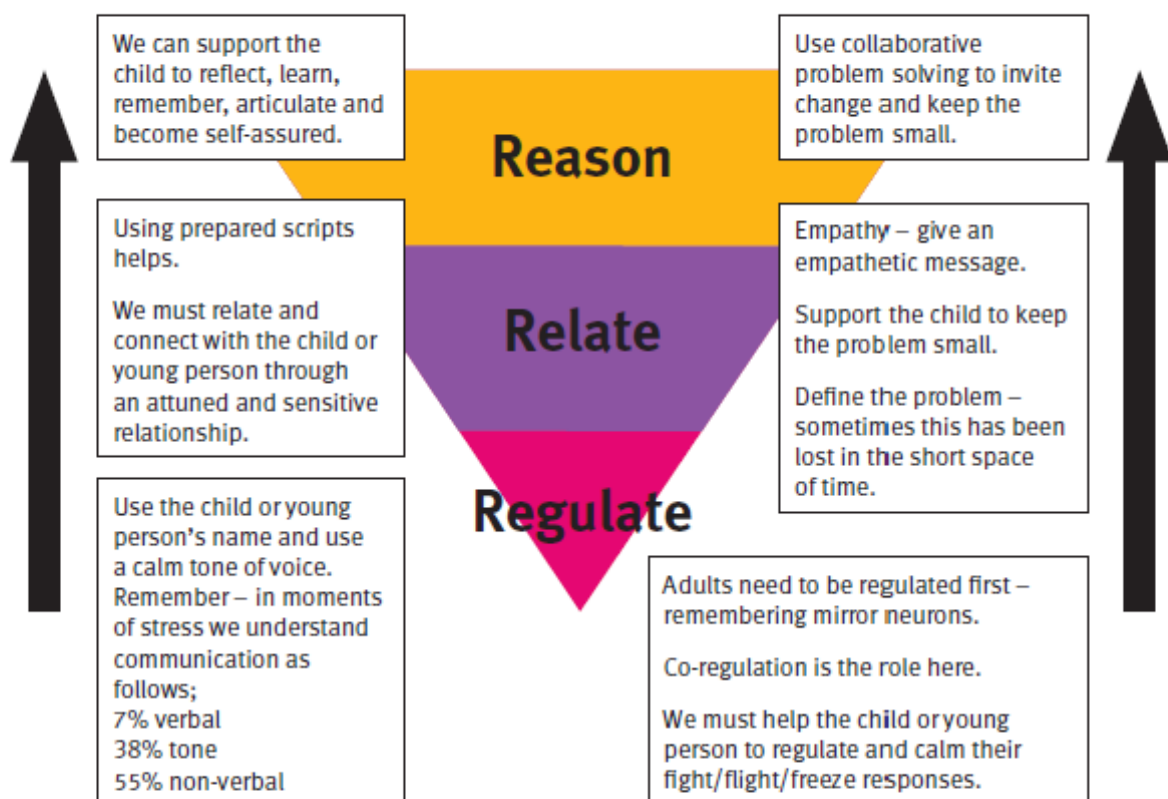
Co-regulation using Regulate, Relate, Reason*

* from the work of Bruce Perry

'We must regulate people before we can possibly persuade them with a cognitive argument.' Bruce Perry (posted on Twitter, 2019)

A summary of the three stages of the co-regulation process is shown in the diagram below:

Sequential Steps



Step 1: Regulate

The first part is making sure the adults are calm themselves, calm and regulated.

It can help to remember breathing- as breathing is the only function of the autonomic nervous system that most people can bring under conscious control, the importance is rhythmical following a pattern.

When an adult is not regulated, it's best for this adult to leave the situation to someone else.

'when little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.' L.R. Knost posted on twitter source unknown

Regulating the child or young person needs to happen next and the use of movement is a reliably effective way to do this.

The Adult Response Plan (more references to this come later) will have the support techniques/strategies to follow in order to most effectively co-regulate.

Use Movement

It is highly recommended to use movement and other sensory exercises to regulate. Bruce Perry says we need 'patterned, repetitive, rhythmic somatosensory activity,' literally, bodily sensing exercises. The list of repetitive, rhythmic regulations used for trauma Bruce Perry, Bessel van der Kolk, Pat Ogden and others includes singing, dancing, drumming, most musical activities, walking, running, swinging, trampoline work, and animal-assisted therapy... even skateboarding.

Use PACE

This approach is discussed in Element 6 'Relationships Matter'. It is an approach that lends itself when co-regulation is needed.

Playfulness	an open, ready, calm, relaxed and engaged attitude
Acceptance	unconditionally accepting a child makes them feel secure, safe and loved
Curiosity	without judgement children and young people become aware of their inner life
Empathy	a sense of compassion for the child and her feelings

Adult actions/responses to maintain the connected and social mode

- managing the environment
- prompt back into the routine (structure)
- safe non-verbal communication and caring gesture
- hurdle help (aid the child or young person getting over the first 'hurdle')
- there is always a way back (keep the problem small)
- redirection and distraction
- proximity (of you and others)
- directive statement (what is safe)
- emotional relation
- time away
- time back in.

Step 2: Relate

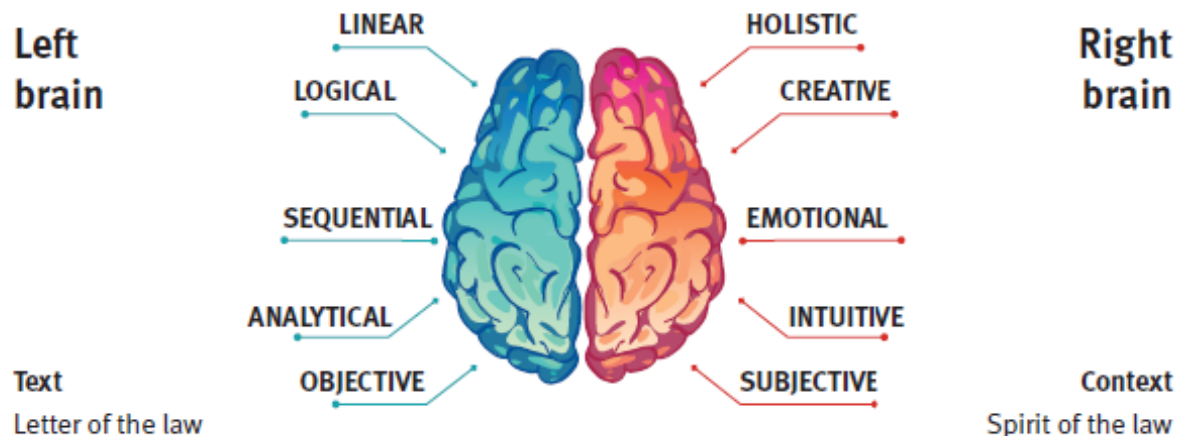
An helpful analogy:

It is helpful when in the 'relate' stage to think about being a lifeguard.

An Adult is the lifeguard who swims out and puts their arm around the child or young person and helps them to the shore. The adult does this before telling the child or young person not to swim so far out next time.

When the child or young person is drowning in the right brain emotional flood, it is more effective to connect before redirecting. Lifeguards prevent people from being pulled under.

In order to relate to a child or young person, it is important to understand the need to first connect with the child or young person's right brain (their emotions), before redirecting to their left. There are thus two parts, or phases, to 'relate'.



Part 1 – Connecting*

* adapted from the work of Siegel and Bryson (2012)

Connect with the right brain (adult right brain to child or young person's right brain). This means establishing an emotional connection, validating an emotion that the child or young person is feeling. This validation is not the same as condoning the behavioural response, as this may be irrational. Connecting just means acknowledging the emotion by naming it, in order to help the child or young person calm enough to receive left brain correction via logical consequences.

- an adult uses their own right brain to connect with the child or young person's right brain
- acknowledge feelings – nonverbal signals, physical touch, empathetic facial expressions, nurturing tone of voice, non-judgemental listening
- right-to-right attunement helps bring the brain into balance, more integration

In summary, this is 'surfing' the emotional waves- when a child or young person is upset logic often will not work until the adults have responded to the right brain's emotional needs and allowed the child or young person to feel 'felt'.

Empathy

Letting a child or young person know that adults feel what they feel and that how they feel matters to us. Empathy will give the child or young person a feeling of:

'yes, that's it, that is exactly how I feel.'

The sheer relief of being understood and no longer feeling alone with all these powerful feelings that they haven't known what to do with can be very containing. Through empathising with the child or young person's anger, it is far less likely that it will be 'discharged' in a non-thinking way, because empathy makes the 'anger' thinkable.

Once the powerful feelings are processed in this way in the child or young person's cortex (upstairs brain) their reptilian impulses (downstairs brain) will be naturally inhibited.

General format for scripts for co-regulation* (other more specific scripts are given in resources).

They all can follow the format outlined below – for ease in adult learning:

1. Identifying/labelling the issue e.g.:

- 'I wonder if this seems to be a problem; this is kind of scary; I am wondering whether this might be hard for you'
- 'I realise it's difficult for you when I ask you to do somethings you don't want to do. You might

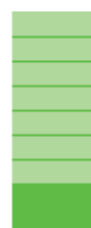
even wonder if I don't like you now. I still care a lot about you and we'll get through this. I'm going to work out ways with you to handle things better'

- 'I can see you are so angry/disappointed/frustrated and now you don't know what to do with yourself. I'm wondering what it is that has caused this upset, can you tell me'
 - 'I know you are always keen to keep your problems small, can you tell me what do you want?'
 - 'I can see this is really difficult for you – I remember that you want... this seems to me that it will not be helping you?'
 - 'I know you find it difficult to lose when playing a game/football, you are learning to accept that it is sometimes part of what happens, you are trying so hard, thank you because that helps.'
2. Stating the reason (e.g., 'It's a problem because...; It's scary because...; It's a big deal because...; It's hard because...').
 3. Offering a co-regulation strategy (e.g., 'We (or you) can do...; that should help').
 4. Offering general reassurance (e.g., 'Great; there's always something that works, isn't there?').

The Appendix contains more examples of specific scripts that might be selected as particularly important for a specific child or young person.

General reminders about co-regulation scripts:

1. the main idea is to use words that the adult would like the child or young person– at some point in the future – to use on exactly those occasions as their own self-regulatory self-talk or internal self-regulatory self-direction. Adults are planting self-regulation in the child or young person's head with these scripts.
2. modify the language to meet individual needs.
3. picking the routines/scripts that are particularly important for a specific child or young person or perhaps for the class as a whole. At the outset, it is best not to use so many different scripts that the child or young person is overwhelmed or confused.
4. using a pleasant interactive style when using the scripts. Avoiding sounding like it is nagging.
5. using the scripts mainly under positive and non-stressful circumstances to create positive associations.
6. use the scripts frequently.
7. pull back supports as the child or young person acquires and gradually internalises the script.
8. comfortably weave the scripts together as appropriate.



Part 2 – Redirect with the left brain*

*Adapted from the work of Dr Daniel Siegel and Dr Tina Payne Bryson

Once the child or young person is receptive, left brain lessons and correction can take place. The connection with the right can then enable a redirection with the left through logical explanation and planning.

Naming it, not Flaming it: When the right brain emotions are raging, it is important to help the child or young person access their left brain by encouraging them to put words to their experience and explain what is upsetting them. The goal in this case is just to help child or young person feel more in control by accessing the left, logical, sequencing part of the brain. This is not the time to argue the validity of their experience.

Remaining regulated is very important for the adult. Remember the job of the adult is to bring the child or young person towards the left, not add more right-brained emotion to the situation.

Telling stories to calm the big emotions.

What a child or young person needs during the strong emotions is to have someone help them use their left brain to make sense of what is going on, to put things in order and to name these big scary right brain feelings so that they can deal with them effectively.

When a child or young person falls and scrapes an elbow, a precious pet dies, or someone experiences bullying. These can all be painful, disappointing, scary moments in fact overwhelming with big emotions and bodily sensations flooding to the right brain. When this happens Siegel and Bryson note that adults can bring the left brain into the picture so that the child or young person can begin to identify what is happening. One of the best ways to do this is to retell the story of the frightening or painful experience. Use the question- 'Tell me what happened?' A child or young person may not want to talk but prefer to draw or tell someone else.

The science behind the power of this is that the right side of the brain processes emotions and biographical memories but the left side is what makes sense of these feelings and recollections. Healing from the different experiences emerges when the left side works with the right to tell our life stories.

To tell a story that makes sense, the left brain must put things in order using words and logic. The right brain contributes the bodily sensations, raw emotions and personal memories so that we can see the whole picture and communicate our experience.

Stories empower us to move forward and master moments when we feel out of control. When we can give words to our frightening and painful experiences, when we come to terms with them they become much less frightening and painful.

When we help a child or young person name their pain and their fears, we help a child or young person tame them.

Wondering

This is non-threatening to a child or young person, allows room for doubt and for the child or young person's own self-awareness and words:

- I wonder if you are feeling really cross right now
- I wonder if the work felt hard and that's why you ran out of the room.

Knowing

For child or young person with whom we have trusting relationships and whom we understand well:

- I know it feels hard
- I know it's really tricky
- I know it can be hard to let the grown-ups be in charge.

Step 3: Reason

An adult needs to invite the child or young person to problem-solve with them. This invitation lets the child or young person know that solving the problem is something being worked out with them rather than to them. Only once the child or young person has returned to their window of tolerance can the discussion and any consequences be discussed. Having a think about the potential solutions to the problem that has now been defined by the respective concerns. If a solution isn't doable, realistic and mutually satisfactory the problem isn't solved yet and needs working on it. Some children or young people's first stab at the solution is to simply repeat what they wanted in the first place ('I'm not doing the work'). This is usually a sign that the child or young person isn't good at generating solutions that are mutually satisfactory. However, if adults want them to be thinking rather than 'exploding' about problems the last thing a child or young person needs to hear is that they've come up with a bad idea.

Instead, it is better to remind them that the goal is to come up with a solution that works for both, that it will help them to get them what they want. An example of an adult response to a child who is complaining of being bored and wants more time on the PlayStation.

'Well that's an idea. That solution would make you happy because you wouldn't have to worry about being bored – but it wouldn't make your mum happy since she really wants you to make some friends. Let's see if we can come with an idea that will make us all happy?'

It is important to remember, that if an adult doesn't think the child or young person can do the solution, that's being agreed to then it ought not to be agreed. The adult is the surrogate upstairs brain, making sure the child or young person takes a minute to consider they can do what they're agreeing to do.

Summary of Regulate, Relate, Reason

- noticing and acknowledge by name, affirm and validate
- sitting alongside, not opposite
- communicating an open body language, not crossing arms or legs
- keeping a calm tone
- initiating contact rather than waiting for a child or young person to approach
- actively listen with whole body, not just your ears
- smiling and laughing whenever possible
- seeing distractions as attempts to self-soothe (self-regulate) because a child or young person is feeling stress
- commentating rather than interrogating-translating as much as possible.

Repairing and restoring / rebuilding relationships

When things go wrong between an adult and a child or young person, however unimportant it seems, the chance to repair and reconnect allows the child or young person to feel safe and secure in their relationship with the adult and in themselves. This repair and reconnection is not only essential for the child or young person's mental health and wellbeing but also enables them to learn to deal with relationship problems.

It may not be possible to reconnect immediately because of strong feelings, but as soon as is possible, offering to reconnect and say some words to show understanding and acceptance as to how the child or young person felt is very important.

Once it is considered the child or young person is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has sufficiently calmed may be as follows:

1. exploring – what happened? (tell the story)
2. exploring – what people were thinking and feeling at the time?
3. exploring – who has been affected and how?
4. exploring – how relationships can be repaired?
5. summarise.

Appendix 6- A Tool for Understanding and Reframing Behaviour

<p>Describe the behaviour Review and be curious</p>	<p>Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-</p>	<p>Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?</p>	<p>Adult response What do we need to intentionally teach? Find the barriers and remove them</p>
<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</p> <p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy?</p> <p>How have earlier experiences shaped the child’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p> <p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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A Tool for Understanding and Reframing Behaviour

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 7: 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 CYP 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 CYP (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 CYP 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.