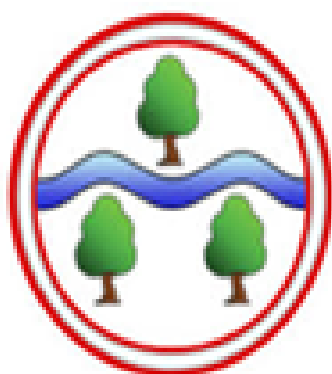


GHYLLGROVE PRIMARY SCHOOL



Behaviour and Relationships Policy

Reviewed by the Governors: Autumn 2026

Date to be reviewed: Autumn 2027

School Values

At Ghyllgrove Primary School we believe in the importance of relationships, ensuring children and young people 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

Being an inclusive school, Ghyllgrove Primary values the uniqueness of each pupil. Our inclusivity runs through the day-to-day life of Ghyllgrove and through our core values which we endeavour to equip our pupils to leave school with.

Respect Kindness Resilience Honesty Aspiration Connection

School Ethos

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

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

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

A Relational Behaviour Model

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

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are used where appropriate to restore and repair relationships.
- Consequences are logical, protective and educational.
- 'Unexpected behaviour' is reviewed to identify understanding and need.
- 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/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

Expectations

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

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people 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 and consequence. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

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

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

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

Positive relationship behaviour is taught and modelled; we all reinforce positive behaviour choices.

School rules

We listen to and follow instructions from all staff
We are kind, polite and helpful
We look after our school and the community around us
We respect the learning of others and always try our best
Treat people the way you would like to be treated

Making positive relationship choices

Our children are taught the rules and how to behave in an acceptable manner by teachers and parents, each and every child can choose to behave in the right way. All adults model to the children how to make the right choice. Children will also receive explicit teaching through PHSE and regular assemblies. Our children should be able to explain, in a positive manner, why both adults and children need the rules. Our children are taught that they are responsible for their own actions and must face the consequences of their own behaviour.

Positive rewards and achievements

We adopt the '7 daily habits' and these support our all of our relationships through:

- A smile
- A positive comment – 'well done', 'lovely', 'very good'
- The satisfaction of a job well done
- A sticker
- Tokens
- Sharing with other pupils, staff, Headteacher

- Showing work in assembly
- Certificates- excellent and good
- Work displayed
- Name in the 'Celebrating Us' assembly
- A phone call to parents
- Golden time
- Gold Assembly
- Headteachers award

Ghyllgrove behaviour as a learning process

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

Ghyllgrove responses incidents

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

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

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

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

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

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

Using logical consequences

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

Our school applies consequences using the following principles:

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

- Consequences protect the relationship.

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

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

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

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space

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. These should always be logical, appropriate and proportionate. 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.

Ghyllgrove consequences

A whole school staged approach to consequences is used to encourage fairness and consistency.

Consequences are logical, proportionate and appropriate, mapped out on our '*Actions and Consequences chart EYFS, KS1 and KS2*'

Verbal warning (KS2) / Amber (EYFS/ KS1)	A verbal warning. This warning will be given for behaviours such as not following instructions from adults and talking in assemblies etc. The warning will be marked on the class warning chart. 1 or 2 verbal warnings received in a week means a yellow certificate will go home. (If a child receives 3 verbal warnings in a week, this is treated as the same severity as 1 written warning – see below – and the child will not receive a weekly certificate.)
Written warning (KS2)/ Red (EYFS/KS1)	A direct written warning. This warning will be given for behaviours that include inappropriate physical behaviour/violence and disrespectful and disrespectful use of language directed towards others etc. The warning will be marked on the class warning chart. A written warning in a week means that no certificate will go home and parents will be informed.
Time out within own class	If a child displays continuous unexpected behaviour despite being given reminders, they may be asked to sit away from other children in their class. Time to retore will take place.
Time out in another class	If a child continues with the unexpected behaviours despite being given reminders and/or time out within their own class, they will be sent to a 'partner' class for 10 minutes to reflect upon their behaviour. They will take a time out card with them. If child refuses time out, a senior member of staff is contacted to oversee this consequence. Time to retore will take place.
Going on 'Report' for KS2 pupils	A child may be placed on report, to check in with a senior member of staff during the school day and/or at play/lunchtimes. This allows staff the opportunity to regularly monitor a child's behaviour, celebrate success and identify potential triggers.

Isolation	This consequence is used for more extreme incidents or continuous inappropriate behaviours. The isolation is supervised to ensure that learning continues. When in isolation the child will be allowed time to eat and use the toilet. Isolations will vary in length and parents will always be informed. Time to return will take place.
Temporary or Permanent Exclusion	This consequence is used for continued and persistent incidents of unexpected behaviour. The pupil will not attend school. This is very serious and all other possibilities would have been considered before this extreme consequence is invoked.

Weekly behaviour certificates

Green – Excellent behaviour with no verbal warnings / no amber behaviours

Yellow – Good behaviour 1-2 verbal warnings / 1-2 amber behaviours

No certificate – 3 or more verbal warnings or 1 or more written warnings / 3 ambers or 1 red behaviours

Child not in school for 3 days in any one week – no certificates awarded

Daily certificates may be used for individual children

Monitoring and recording behaviour

Each classroom has:

- A class list of the school rules
- Golden time collection display
- A Smile face chart or Going for Gold
- Actions/Consequences grid

The SLT and pastoral team regularly monitor the following for quantitative data on behaviour via CPOMS. The data is then used to feed into whole school developments and to inform next steps of individual / class preventative work and provision.

EYFS/ KS1

Expectation	Stage 1	Stage 2	Stage 3	Stage 4
Actions	Actions	Actions	Actions	Actions
• Have a good learning attitude • Listening to adults and speaking politely • Ready to learn • Home school diary in school • Reading at home 3 times a week • Silent in assembly • Lining up correctly • Homework handed in on time	• Wasting learning time • Talking while the adult is talking • Distracting other children while working • Continuing to play after the bell • Being in school at break or lunch times without permission • Talking in assembly • Not following adult instruction • Refusing to complete work • Misuse of toilet areas	• Persistent stage 1 behaviours • Verbally hurting another pupil • Swearing out loud in front of other pupils • Throwing small objects in the classroom (i.e. rubber) not directly at anyone • Lying • Answering back to an adult • Play fighting • Making fun of another child	• Persistent stage 2 behaviours • Stealing • Throwing food in dinner hall • Physically hurting another pupil • Lying to get another pupil in trouble • Damage to school property • Damage to another child's property • Bullying behaviour • Leaving the learning environment without permission • Verbal threats of violence • Swearing directly at another pupil or adult • Refusal of time out • Throwing objects at another pupil or adult	• Persistent stage 3 behaviours • Group bullying • Racist comments • Significant damage to school property • Inappropriate touching • Continued verbal abuse • Leaving the school premises without permission • Actions which affect the health and safety, welfare and learning of other members of the school community
Rewards	Consequences	Consequences	Consequences	Consequences
• Praise • Rewards- Golden time Friday 2.15-2.45 • Tokens • Stickers • Gold assembly • Learning wizard assembly	• Reminder of golden rules • Non-verbal warning (look) • A quiet word • Moving to a different area within the classroom	• Moved to amber • Time out in class • Behaviour logged on behaviour chart • Loss of playtime/ lunchtime • Spoken to by teacher/pastoral mentor/MDA	• Moved to red • Spoken to by Pastoral Mentor/Senior teacher/Lead MDA/Headteacher • Time in Homebase • Time out in buddy class • Speak to parents- phone call	• HT/DH to interview pupil • Parents called in • Paperwork kept on pupils file • Formal meeting with parents • Formal letter if appropriate • Isolation • Exclusion

KS2

Expectation	Stage 1	Stage 2	Stage 3	Stage 4
Actions	Actions	Actions	Actions	Actions
- Have a good learning attitude - In school on time - In correct school uniform - Listening to adults and speaking politely - Ready to learn - Home school diary in school - Reading at home 3 times a week - Silent in assembly - Lining up correctly - Homework handed in on time	- Wasting learning time - Talking while the adult is talking - Distracting other children while working - Continuing to play after the bell/whistle - Being in school at break or lunch times without permission - Not following adult instruction - Refusing to complete work - Misuse of toilet areas	- Persistent stage 1 behaviours - Talking in assembly - Verbally hurting another pupil - Swearing out loud in front of other pupils - Throwing small objects in the classroom (i.e. rubber) not directly at anyone - Misuse of toilet areas - Lying - Answering back to an adult - Play fighting - Making fun of another child	- Persistent stage 2 behaviours - Stealing - Throwing food in dinner hall - Physically hurting another pupil - Lying to get another pupil in trouble - Damage to school property - Damage to another child's property - Bullying behaviour - Leaving the learning environment without permission - Verbal threats of violence - Swearing directly at another pupil or adult - Refusal of time out - Throwing objects at another pupil or adult	- Persistent stage 3 behaviours - Group bullying - Racist comments - Significant damage to school property - Inappropriate touching - Continued verbal abuse - Leaving the school premises without permission - Actions which affect the health and safety, welfare and learning of other members of the school community
Rewards	Consequences	Consequences	Consequences	Consequences
- Praise - Rewards - Team Points - Golden Time Squares - Stickers - Celebrating us Assembly - Positive phone call home - Learning wizard assembly	- Reminder of school/class rules - Non-verbal warning (look) - A quiet word - Moving to a different area within the classroom - Chance lost on class behaviour chart	- Verbal warning - Time out (+ verbal warning) - Behaviour logged on behaviour chart - Loss of playtime/ lunchtime - Spoken to by teacher/pastoral mentor/MDA	- Written warning - Spoken to by Pastoral Mentor/Senior teacher/Lead MDA/Headteacher - Time in Homebase - Detention at play or lunch - Speak to parents- phone call - Isolation	- HT/DH/SLT to interview pupil - Parents called in - Paperwork kept on pupils file - Formal meeting with parents - Formal letter if appropriate - Isolation

Ghyllgrove use of suspension as a consequence

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

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

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

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

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

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

Ghyllgrove use of exclusion as a consequence

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

- Is it absolutely necessary to exclude?

- Is it in the best interest of the child/young person?
- Is it in the best interest of the school community?

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

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

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

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

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

As our school seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternative which provide a far more meaningful description of behaviours.

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

Harm from dysregulated (stress) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, 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/young person) is fully supported.

We always consider the following:

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

Risk Assessment Process

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

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

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

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child 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 the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](#)

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

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

The Ghyllgrove way to support understanding

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

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

All staff

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

Head Teacher

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

Deputy Head/ Assistant Heads

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

Classroom Staff

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

Family

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

Governors

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

Appendix 1: A Tool for Understanding and Reframing Behaviour

Appendix 2: STAR Analysis

Appendix 3: Adult Response Plan

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

Appendix 5: Risk Assessment Guidance

Appendix 1 - 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/young person 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/young person’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/young persons’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.

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour	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 2: STAR Analysis

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

Appendix 3: Adult Response Plan

Window of Tolerance What the child/young person is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Hyperarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate
Hypoarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate

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

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

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

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

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

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

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

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

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

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

Appendix 5: Risk Assessment Guidance

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 or young person 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 child/young person (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/young person 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.