



# North Crescent Primary School

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

### *Our Mission Statement for Equality*

*As a school, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.*

*We welcome our duty to promote community cohesion.*

*We recognise these duties reflect international human rights as expressed in the UN Convention- the Rights of the Child.*

*North Crescent Primary School is a Rights Respecting School.*

*Our policies and practice are underpinned by the United Convention on the Rights of the Child.*

*Article 29 (goals of education) · Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	Created 2016 Adapted March 2021 Adapted Sept 2023 Adapted Sep 2025
Last Review	September 2025
Next Review	September 2026

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## School Philosophy

We believe that the whole school community has the right to feel safe, to be treated with dignity and respect and to benefit from the successful learning environment.

## Expectations

The conduct of adults in the school, both with regard to their relationships with each other and with the pupils should exemplify the high standards that we expect of pupils.

We encourage a positive attitude to learning within a safe, respectful and happy environment. Behaviour that falls below the expectations of our school will require some level of intervention.

## A Relational Behaviour Model

Our school adopts the values of the Essex 'Trauma Perceptive Practice (TPP)' and Therapeutic Thinking approach to understanding behaviour and supporting emotional wellbeing. The values are:

- Compassion and Kindness
- Hope
- Connection and Belonging

Therapeutic Thinking describes:

- Behaviours as valued or detrimental (definitions can be found in the appendix)
- Feelings as helpful or unhelpful
- Feelings as positive or negative

Sometimes children need targeted support beyond the behaviour curriculum and policy. As a school, in these cases, we use the Therapeutic Graduated Approach (Appendix B). This approach is an offer that covers Targeted (Early Prognosis), Targeted Plus (Predict, Prevent & Progress) and Specialist (Therapeutic Plan). For further information see Appendix B). This is a way for us as a school to understand your child's behaviours and put together a therapeutic plan to support your child.

In creating an emotionally safe environment we recognise the following:

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 mainly 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) and lack of understanding or 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 (behaviour is a form of communication)
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

We understand that every adult interaction with a pupil is an intervention and that the strongest approach to supporting children is through our relationships. Hence, when a child communicates with us through inappropriate behaviours we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

## Roles and Responsibilities

At North Crescent Primary School we expect the following:

### Staff

- To follow the principle of 'connection before correction'
- To take responsibility for their own wellbeing and personal safety
- To build positive relationships with children and adults
- To have clear, consistent routines and expectations
- To communicate calmly, even if using a firm tone of voice
- To show respect at all times to children and adults
- To validate/label others emotions
- To seek to understand the cause of another's conduct
- To use the language of 'choice'
- To support children to articulate their needs
- To support reflection, e.g. 'I wonder if ...'
- To lead on restorative conversations
- To conclude each day positively and start each day afresh
- To celebrate and value each other

### Pupils

- To understand that they are important contributors to the smooth running of the school
- To speak out if there is a problem or worry
- To know that they will always be listened to by the staff
- To take responsibility for their actions, including self-help strategies
- To be truthful at all times
- To rebuild relationships

### SENco

- To oversee the adaptation of sanctions to meet the needs of children with special educational needs and or disabilities (SEND).
- Refer to the Equality Act 2010 for guidance to consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.
- To advise on/seek personalised support to meet the needs of children with SEND; including One Plans.
- To build positive relationships with families and agencies to best support children with SEND.

### Pastoral Lead

- Lead on behaviour management.

- To build positive relationships with families and agencies to best support children who are vulnerable
- To oversee the adaptation of sanctions to meet the needs of vulnerable children.
- To advise on/seek personalised support to meet the needs of children who are vulnerable.
- To inform families through phone calls, meetings and letters for step 3 and above behaviours
- To oversee the tracking and reporting of incidents
- To provide a half termly behaviour report for governors
- To support restorative conversations
- To support teachers to implement behaviour contracts or Consistent Management Plans.

### Head of School

- To ensure staff receive purposeful training to support relationships and minimise risk
- Offers appropriate support to staff following a stressful incident
- To fully investigate harmful incidents
- To determine if step 6 of the logical consequences is to be implemented (only the Head of School, or person deputising, can suspend a child from the school site. Only the Head of School can authorise a fixed long term exclusion or permanent exclusion). ***Please refer to our Exclusion Policy for further details.***

### Governors

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

### Parents

- To support, and engage with, the school's policies, recommendations and, where appropriate, their child's behaviour targets
- To attend meetings with school staff, if requested
- To inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- To have open conversations with the school

Our Home-School Agreement sets the foundations for us to work in partnership and explains the agreed expectations for parents, children and the school.

## **Viewing behaviour as a learning process**

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

## **Our general responses to mistakes and incidents**

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

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

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

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

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for the replacement of the item.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussions 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 suspension (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 approach is an example of one).

### Recording Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

All incidents are logged on our school Information System by the person reporting the incident. Incidents against protective characteristics are always reported to the Head of School and, where persistent or of a serious nature, sent to the Local Authority, and or other agencies.

The actions taken, and the adults to be involved, are stipulated in our consequence chart.

Our Pastoral and Inclusion Lead implements programs of support, including seeking support for pupils and their families from external agencies, if deemed necessary.

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

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

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, and the Equal Opportunities and Disability Act.

We understand that the behaviour(s) is 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 children be in a place to learn, connect and thrive.

### **Harm from dysregulated (stressed) behaviour**

Our school prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

### **Supporting those who have been harmed**

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

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

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

### **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is at hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

## Play Fighting

At North Crescent, we recognise the social and developmental benefits for children engaging in play fighting. While this is permitted, in order to avoid injury to others, children must not make contact when play fighting. It is strictly pretend and no one should be hurt. Adults across the school will take time to explore with the children, the rules and boundaries surrounding play fighting. If children cannot follow the rules then usual conflict resolution and behaviour strategies will apply as detailed within this policy.

## Bullying

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'* DfE July 2017

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

The mnemonic

S	several	start
T	times	telling
O	on	other
P	purpose	people

is displayed across the school to help pupils understand the term bullying and to help children remember all of the adults that they should go to in order to 'tell'. ***Please refer to our Anti-Bullying Policy for further details.***

## Racism

The school takes all complaints in these regards extremely seriously and events are always investigated fully. Incidents of racism are reported to Essex Local Authority in-line with their guidance and expectations. All racist incidents are reported to the Local School Board, and Essex Local Authority if deemed to be persistent or serious in nature.

## Behaviour off of the school site

The school has the power, as set out in the DfE 'Behaviour and discipline in schools' January 2016, to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

Examples of outside school premises could include:

- Taking part in any school organised or school related activity
- Whilst on a residential
- Travelling to and from school
- Any activity before or after school hours whilst still in school uniform

In these situations, staff will follow the procedures outlined in this policy and will refer to senior staff when required.

## SEND and Behaviour

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires (see section on responding to the behaviour of pupils with SEND in paragraphs 55 - 59)

## 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. All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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.

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

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

### Recording physical intervention

The Head of School, or leader deputising, must always be informed immediately of any incident requiring physical intervention. All incidents where restraint has been necessary should be clearly recorded in an appropriate form, at the earliest opportunity but no later than 24 hours after the event, stating:

1. the pupil's name;
2. the date and time the restraint occurred;
3. why restraint was necessary;
4. how restraint was carried out;
5. who restrained the child/young person;
6. how long this restraint lasted;

7. who was present during the period of restraint;
8. any marks or injuries noted on the child or member of staff as a result of the incident and how they occurred;
9. action taken such as treatment in relation to any marks or injuries occurring as a result of the incident to either the child/ren or member/s of staff concerned;
10. the child's response and the outcome of the incident;
11. details of any damage to property and how it occurred.

The child's parent/carer must be informed when physical restraint has been necessary by at the latest the end of the working day and in the case of schools, preferably by the end of the morning or afternoon session in which the incident occurred.

### **What about other physical contact with pupils?**

Staff should respond to children in a way that gives appropriate levels of care, and to provide comfort to ease distress. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. For example (not exhaustive):

- To give first aid
- To support in exercises and techniques in PE or drama activities
- Holding a child's hand to encourage them to walk with you
- When comforting a distressed pupil
- To support with intimate care (plans should be in place)
- Showing a child how to use a knife and fork or use a writing implement
- To demonstrate how to use a musical instrument
- When a pupil is being congratulated or praised.

Adults should, wherever possible, have a second adult present when any physical contact is necessary. Adults should avoid any prolonged contact, provide a reassuring touch on a shoulder rather than hug when comforting and avoid seating children on their lap. Contact should be appropriate to the age and individual educational and social needs of a child.

## Screening and searching pupils

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

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic image
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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

## BEHAVIOUR SUPPORT TOOLS

At North Crescent we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### Explorers; Reception Class

In Explorers, the children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. However, we recognise that this is a developmental task that requires support, encouragement, teaching and a positive model. Above all we recognise that it takes time. In the first two terms, children are introduced to the class 'Caring Wall' and 'Dojos'.

### Caring Wall

The Caring Wall is a class based reward system used to develop and celebrate personal, social and emotional skills. You may hear the adults awarding a child and explaining why, for example, "*Joe, thank you for picking up that toy. You are helping to keep our class a happy place by making sure it is safe.*"

- Helping: *offering and asking for help*
- Sharing: *a game, toys, objects, space, adults attention*
- Taking turns: *waiting, lining up, discussing*
- Tidying up: *at end of session, when finished*
- Keeping safe: *not running indoors, not intentionally hurting others,*
- Having good manners: *please, thank you, excuse me, may I*

### DOJOs

Dojo's can be awarded to children by anyone in the school. Each child has their own monster icon on the interactive screen throughout the school day. They earn rewards for good learning behaviours and for demonstrating school and British values.

In the summer term, the adults begin to talk about the whole school behaviour management system - 'It's Good To Be Green'. It is introduced so that they are familiar with it when they transition to year 1 (Pathfinders).

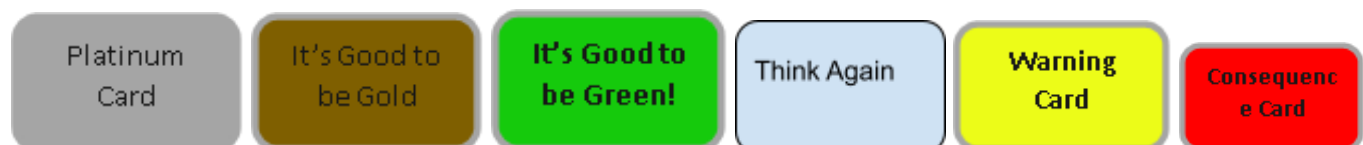
Pathfinders, Adventurers and Navigators; years 1 to 6

In KS1 and KS2 we continue to use Class Dojos along with a class based system called, 'It's Good to be Green'.

### It's Good To Be Green (GTBG)

It truly is Good to be Green! A chart in every class acts as a visual reminder.

All children start the day on 'It's Good to be Green'. Our aim is that they also end the day on 'It's Good to be Green'. Gold and platinum cards are awarded for exceptional effort.



The Gold and Platinum EXCEPTION cards can be awarded automatically in certain circumstances. Pupils who are awarded a platinum card visit the Head of School for a reward. Only the class teacher can award a praise card. All other staff use Dojo tokens to reward children who demonstrate the ethos of good learning behaviours and model the expectations of the school.

### **Other Rewards**

We love to celebrate at North Crescent and have a wide range of awards, as well as the DOJOs and GTBG. For example the Golden Brush, Timestable Rockstar, Accelerated Reader, Golden Writer, Golden mathematician, attendance and Lead Learners. Lead Learner awards are weekly and termly for pupils who have either shown immense effort in their learning and or consistently demonstrated the ethos and values of the school. They are not linked to academic achievement.

## Further Guidance

1. [Keeping Children Safe \(DfE, 2023\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2022\)](#)
5. [Searching, screening and confiscation \(DfE, 2022\)](#)
6. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)
8. [Behaviour in Schools 2022](#)
9. [Equality Act 2010](#)

## Appendices\_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 A: Therapeutic Thinking Terminology Definitions

Appendix B: Therapeutic Thinking Graduated Approach - including prognosis forms & Therapeutic Plans

Appendix C: Behaviour Incident Form

Appendix D: STAR Analysis

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

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

Appendix G: A Tool for Understanding and Reframing Behaviour

## Appendix A: Therapeutic Thinking Terminology Definitions

**Valued Behaviour Definition:** Behaviour held in high regard by an individual, the community or the environment.

- It creates helpful feelings in self and others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.

**Detrimental Behaviour Definition:** Behaviour that hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self or others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

It is important to be able to differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient.

### **Difficult detrimental behaviour**

Behaviour that is detrimental, but not dangerous.

### **Dangerous detrimental behaviour**

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Appendix B:

<b>Targeted</b> Early Prognosis	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from parents/carers and staff.</li> <li><input type="checkbox"/> Gather information from multi-agency colleagues.</li> <li><input type="checkbox"/> Ensure collated information informs planning.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<b>Targeted Plus</b> Predict, Prevent & Progress	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify protective consequences.</li> <li><input type="checkbox"/> Identify educational consequences.</li> <li><input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious).</li> <li><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.</li> <li><input type="checkbox"/> Create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<b>Specialist</b> Therapeutic Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted and Targeted Plus.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil</li> <li><input type="checkbox"/> Complete a detailed Therapeutic Plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Consider group dynamic options.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.</li> </ul>



# Therapeutic plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
-------------	------------	-------------	--------------------

<b>Photo</b>	<b>Differentiated measures.</b>
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<b>Valued behaviours</b>	<b>Strategies to respond</b>
--------------------------	------------------------------

<b>Difficult behaviours</b>	<b>Strategies to respond</b>
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<b>Dangerous behaviours</b>	<b>Strategies to respond</b>
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Debrief Notes (reflect, repair and restore) <div style="display: flex; align-items: center; margin-top: 5px;"> </div>
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# Early Prognosis

Date:

Staff member:

## The behaviour

*Unemotional, non-judgemental, factual description, including severity and frequency.*

•

## Pupil voice

•

Do we still need more information? ↓

## Function

### Sensory

•

### Escape / Avoidance

•

### Attention

•

### Tangible

•

Do we still need more information? ↓

## Health & wellbeing

*Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.*

•

Do we still need more information? ↓

## Context

### Home

•

### School

•

### Community

•

Do we still need more information? ↓

## Cultural relevance

•

### Appendix C: Behaviour Incident Form

Child name:	DoB:	Year group:
-------------	------	-------------

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 D: 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 E: Three Stages to Supporting the Understanding of Behaviour

*'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.'*

### Stage 1 - The Emotional Pot

Get to know the child and their family. What is filling the child's pot?  
*Adopt an attitude of curiosity and reflect on the child's circumstance.  
Sensitively involve all parties who know the child well to gather informa*



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

### Stage 2

Be the Stress detective to find/observe/notice the stressors across the day  
*Stressors could be related to the time of day (when a 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.*



- ⇒ 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.

### Stage 3

Analyse and plan for co-regulation to help prevent the overflow of the 'emotional pot'.  
*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.*



The adult provides an 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.

Appendix E - Adult Response Plan

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

## Appendix F: 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?		

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?		

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 a 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?		

## Appendix G- 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.	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p><b>Be the stress detective</b> <b>Why and Why now?</b> What is the typical adult response?</p> <ul style="list-style-type: none"> <li>• Is there an adult response plan?</li> <li>• Is the plan helpful, shared, used and understood?</li> <li>• Is there a personalised stress/distress management plan?</li> </ul> <p><b>Consider the environment</b> 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><b>The impact of trauma</b> For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p><b>Feelings fuelling the behaviour</b> 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><b>Attachment history- what is their survival strategy?</b> How have earlier experiences shaped the child's preference for connecting with others? How is this being challenged/affirmed?</p> <p><b>Social development</b> Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p><b>Structure and Predictability</b> Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p><b>Adapt the learning</b> Small steps, time limited, clear and realistic expectations, choice and use the child's strengths Rhythmic/repetitive intervention/support.</p> <p><b>Relationships with the staff</b> 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><b>Relationships with peers</b> Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

## Blank template - 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>

## Appendix 6: Risk Assessment - Key Questions

### 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.