Heathlands
C of E Primary School

Helping everyone shine their light

Policy	**RELATIONSHIPS AND BEHAVIOUR POLICY**
Author	**Mel Cork**
Adopted by	**Governing Board – September 2026**
To be reviewed by	**September 2027**

This document is based on a model policy

School Values

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

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

- Compassion and Kindness
- Hope
- Connection and Belonging

These, alongside our Core Christian Values, are interweaved in all that we do.

Our school Code of Conduct:
Be Respectful
Be Safe
Be Kind

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 an inclusive and caring community, whose Core Christian values (Trust, respect, enjoyment, courage and Kindness) are built on mutual trust and respect for all.

This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

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

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We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff, pupils and families are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach and can be based on external recommendations.

A Relational Behaviour Model

At Heathlands we have adopted and use the relational behaviour model (the approach from TPP). The following table explains how it is applied:

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

General Expectations

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

This means we

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

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, attituded and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their

relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children 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
- Moving around the school
- Break and Lunchtimes

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

Within Heathlands we will promote positive management by doing the following:

- Consistent Adult Behaviour
- Over and Above Recognition.
- Relentless Routines.
- Use of possible scripts for difficult conversations.
- Restorative Follow Up.

What does this look like?

Consistent Adult behaviour

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries at all times, enabling children to feel safe. Adults will model our Core Values and Code of Conduct and be calm and caring. They meet and greet children with a smile and show visible kindness and deliberate botheredness.

Adults will: Give first attention to best conduct. Persistently catch children 'doing the right thing' using over and above strategies to celebrate this. Use consistent language and routines. Foster the belief that there are no bad children, just wrong choices.

Over and Above Recognition

Positive behaviour is promoted throughout the school in a clear and consistent way. All staff use positive behaviour management approaches, for example proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices. Pupils will follow our school Code of Conduct and Core Values and act in a respectful and responsible manner.

Good behaviour is recognised sincerely. This can be done in a variety of ways and may vary according to age and stage of the children.

These can include: Verbal praise. Communication Cards to celebrate this. Phone calls home. Certificates. Showing work to another class/adult/SLT.

Relentless Routines

We are committed to making our school a safe and calm environment. Having clearly defined routines help us to remain consistent. Our routines help children feel safe and secure.

We do this by: Meeting and Greeting with a smile. Calmly and Sensibly Lining Up. Safe Walking around the school, use of Visual supports at all ages, clear and consistent use of over and above recognition.

Scripting difficult conversations

At Heathlands C of E Primary School, we know that difficult conversations can benefit from being scripted so that all staff are consistent when dealing with children in their classes and across the school. It is important we address the language we use so that children know what to expect in any situation. An example of this to refocus behaviour: "I've noticed that…. I know you can… (refer to previous positive behaviour). That is who I need to see today. I expect you to… Thank you for listening."

Restorative Follow Up

Not every incident will need to be followed up or should be followed up with a restorative conversation however they are needed specifically when behaviour dips below expected standards. A restorative conversation is more than a process or a set of questions.

The key emphasis of these conversations is that children understand how their behaviour has impacted others. These are some examples but not an exhaustive list:

What has happened? What were you feeling at that time? Who has been affected by the actions?
How have they been affected? What needs to be done to make things right? How can we do things differently in the future?

Children are also supported to learn from their behaviours and taught how to manage situations differently if there is a 'next time'. In class, and around the school, teachers use a variety of behaviour management techniques and strategies. For example some of the following: Tactical Ignoring, Non-verbal signals, Proximal Praise, Offering a choice.

Viewing behaviour as a learning process

At Heathlands, we accept and understand behaviour as a learning process. Children may 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 our children, so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them.
The approach we strive for is based on the premise of 'connection before correction'.

An Understanding of Behaviour

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction) - connection seeking
- Tangible (a way of gaining access to an item or activity)
- Whether the behaviour is conscious or unconscious.

Staff work alongside each other to understand the behaviour and try to identify a need. They consider what can be changed to make things better for tomorrow. *"If you can't change the behaviour, change the circumstance in which the behaviour occurs".* This will be supported by reflecting on the incident and planning provision moving forwards.

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 will 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/gesture.

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

At Heathlands, 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 discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences
Please see appendices for stepped grid

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 or support
- change of school day / timetable
- arrangements for access to outside space
- child or young person support or 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 though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. All staff record incidents of concern using the Behaviour form on CPOMS. These are reviewed and discussed by SLT during Senior team meetings.
Staff may use the STAR tracking form to identify trends or triggers to support our response and provision in these instances.

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

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

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

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

To monitor this there will be:

- Regular meetings between teachers and parents/carers.
- Specific targets for improved behaviour.

- A Consistent Management plan/Personalised Distress Management Plan/Risk assessment may be put in place and shared with all adults involved with the child at school.
- Regular meetings with the SENCo to discuss progress.
- All staff will be aware of the plan and be supportive of the needs of the child.

Fixed term and permanent Suspensions (see sep. policy)
This policy will pay due regard to the DfE guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for suspensions of any type will result in evidence being gathered to ensure that suspensions are lawful, reasonable and procedurally fair. Only the Headteacher can make the decision to suspend. In their absence, the Deputy Head can make the decision to suspend. Suspensions can be either for a fixed period or permanent. Suspensions may be considered for the behaviour of children outside of the school. Permanent suspension will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as needed.

The Headteacher or Deputy Headteacher will, without delay, notify parents of the suspension and the reason(s) for it.
They will also, without delay, provide parents with the following information in writing:
· The reason(s) for the exclusion;
· The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
· Parents' right to make representations about the exclusion to the governing body and how the child might be involved in this;
· How any representations should be made; and
· Where there is a legal requirement for the governing body to consider the exclusion, that parents have the right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

The school will take into account poor behaviour that takes place outside of the school gates. Pupils may be disciplined for:
· Taking part in any school-organised or school related activity
· Travelling to or from school
· Wearing school uniform
· In some way other identifiable as a child at the school
- for misbehaviour at any time whether or not the conditions above apply, that;
- Could have repercussions for the orderly running of the school
- Poses a threat to another child member of the public
- Could adversely affect the reputation of the school.

Child on Child Abuse
The school recognises that children can suffer abuse from other children on the school site. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator and then parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term exclusion whilst an investigation takes place. Other agencies will be contacted, and these may include, but are not limited to; Social Services, the Police and/or the Health team.

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 appendices contain ways to help us to understand the behaviour.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

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

Other Senior Leaders

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

Classroom Staff

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

Family

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

Governors

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

Harm from dysregulated (stressed) behaviour

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

Supporting those who have been harmed

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

We always consider the following:

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

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

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 children. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in the appendices.

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

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

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

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

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** It can be found here
Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources

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

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

Click here to log an incident

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

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:
'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour 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 images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. Keeping Children Safe (DfE, 2021)
2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)
3. Use of Reasonable Force (DfE, 2013)
4. Behaviour and Discipline in Schools (DfE, 2016)
5. Exclusion from maintained schools, academies and PRUs in England (DfE, 2017)
6. Searching. screening and confiscation (DfE, 2018)
7. Positive environments where children can flourish (Ofsted 2018, updated 2021)
8. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Appendices:

Appendix 1:
CONSEQUENCES – Stepped approach

Behaviours	Possible Consequence	Process
• Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking • Distracting other children • Making irritating noises, gestures or actions • Interfering with another person's property • Being in school at break times without permission • Talking in assembly • Deliberate anti-social behaviour e.g. coughing	Low level strategies	Class teacher: reminder of code of conduct, polite request, warning (no more than 2), repositioning, separating etc. Verbal Interventions– e.g. *I know you can behave better than this. I'd really like to see that*. Reflection support with a trusted adult. *I can see there's something wrong* (acknowledge their right to their feelings) *I'm here to help and listen. Tell me what happened* *Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)*
• Persistent behaviours from above • Not accepting instructions • Deliberately not completing task set • Minor deliberate damage to another child's or school property • Anti-social behaviour e.g. dropping litter, shouting at people • Speaking disrespectfully to another child or adult • Misuse of toilets or wash areas		Class teacher: move for maximum 5 minutes to sit alone and calm down without disturbing others whilst reflecting on his/her behaviour Loss of part of play – with a reason to make it logical to child + Restorative approach led by class teacher at the appropriate time to ensure children's needs are understood and addressed
• Persistent behaviours from above • Refusal to follow instructions (after a warning) • Spitting (not at a person) • Spreading hurtful rumours about another child • Verbal abuse or threats of violence • Inappropriate physical behaviour e.g. malicious poking, pushing or prodding • Making fun of another child/deliberately winding them up • Swearing in a non-aggressive way		• Time out of class with Phase lead Team for up to 10 minutes – child escorted to classroom to continue with class work • Teacher record on CPOMS to check on frequency and patterns plus inform discussion with parents/carers (alert pastoral team to add action) • **Class teacher informs parents/carers in person or by telephone** • If behaviour improves, return to class; if behaviour does not improve, or child refuses, move to next step + Restorative approach led by class teacher at the appropriate time to ensure children's needs are understood and addressed

• Persistent behaviour from above • Physical violence resulting in no physical harm – e.g. punching, kicking • Leaving the learning environment without permission • Minor theft e.g. cards, stationery • Significant deliberate damage to another child's or school property • Spitting at another person		• Time out of class with Phase Leader– child escorted to Phase Leader's classroom (or other Phase Leader in his/her absence) to continue with class work • Teacher record on CPOMS to check on frequency and patterns plus inform discussion with parents/carers and provide information for target setting (alert Phase Lead to add action) • **Phase leader informs parents/carers in person or by telephone** • If behaviour improves, return to class; if behaviour does not improve, or child refuses, move to next step + Restorative approach led by class teacher at the appropriate time to ensure children's needs are understood and addressed
• Persistent behaviour from above • Physical violence resulting in minor physical harm • Minor vandalism • Aggressively swearing at another person • Extortion (food, money etc)	Isolation	• 1 session to half a day working alone without causing disturbance - child escorted to member of SLT • Teacher record on CPOMS (alert involved adults to add actions) • **SLT informs parents/carers in person or by telephone inviting them to meet to discuss additional support/intervention. Discuss implementing consistent management plan/distress management plan. Review provision.** • If behaviour improves, return to class; if behaviour does not improve, or child refuses, move to next step • Monitor to identify areas of concern, possible causes and appropriate targets + Restorative approach led by appropriate adult at the appropriate time to ensure children's needs are understood and addressed
• Persistent behaviour from above • Physical violence resulting in significant physical harm • Throwing furniture • Significant vandalism • Smoking/substance abuse on school premises • Leaving the school premises without consent	Internal suspension	• Appropriate internal isolation put in place – by DHT (or HT in her absence) • Teacher record on CPOMS (alert SLT to add actions) • **DHT informs parents/carers, parents/carers invited to meet with SENCo, Phase Leader and class teacher to discuss additional strategies to support the child's behaviour. Discuss implementing consistent management**

• Actions which significantly affect the health and safety or learning of members of the school community • Significant theft e.g. i-pads, money, phones		**plan/distress management plan if not in place. Review provision.** Regular internal exclusions: • **DHT informs parents/carers** • Key staff meet parents/carers to investigate possible causes and alternative strategies. Consider completing referrals to access additional services • Regular feedback between senior staff and family + Restorative approach led by behaviour TA at the appropriate time to ensure children's needs are understood and addressed
• Persistent above behaviour	Extended internal suspension (over 2 days)	• Child has no contact with own class or classmates for extended period – HT to decide appropriate period • Teacher record on CPOMS (alert SLT to add actions) • **HT informs parents/carers and invited to meet** • Key staff meet parents/carers to investigate alternative strategies and set up Consistent management plan, if not in place already. • Key staff and parents/carers meet to review progress weekly + Restorative approach led by behaviour TA at the appropriate time to ensure children's needs are understood and addressed
• Persistent above behaviour	Headteacher (DHT in his/her absence) to follow Suspension Policy to decide which exclusion is appropriate and the process to follow: • Fixed short term suspension (up to 5 days per year) • Fixed long term suspension (up to 45 days per year) • Permanent Suspension + Restorative approach led by Headteacher and other appropriate adults at the appropriate time to ensure children's needs are understood and addressed	

Child on child: All inappropriate touching with be taken seriously and dealt with on a case by case basis. Consequences will be given taking all factors into consideration including: age, intent, situation etc.

Racist and minority group incidents: All racist and minority group incidents with be taken seriously and dealt with on a case by case basis by the Headteacher or, in her absence, another member of SLT. Consequences will be given taking all factors into consideration including: age, intent, situation etc.

Appendix 2: Distress Management plan

EXAMPLE Personalised Distress Management Plan

Name: **Yr.**	**Date:** **Review Date:**

Warning Signs of Excessive Stress* (see explanations of the stressors)

Stress Area	What is it that generally causes the stress?	Indicators of excessive stress- how does the child show this?
Physiological/sensory	• Tiredness • Hunger • Temperature • Proprioceptive feedback • Vestibular feedback	• Challenges remaining focused amidst distracting visual and auditory stimuli • Say is too hot/loud • Approaches adults for support, often needs to talk to them immediately • Become agitated at loud noise • Becomes very vocal Appearing angry
Emotional/attachment	• Arriving in school upset from home or transitioning from one parent to school • If something goes wrong • The feeling that he has missed out	• Shouting • Becomes very vocal – can swear • Body language becomes very angry • Finds focusing difficult when emotions are high
Thinking/learning related	• Finding the work confusing • Frustration if tasks are too challenging • Attempting new tasks	• Giving up at the slightest frustration • Reluctance to try • Becomes very vocal, and at times, physical towards the adult • Can rush work
Social	• Changes in routine, such as outings or unexpected events • Mixing with peers during social time • Listening to the ideas of others • Waiting and turn taking	• Becomes very vocal and dismissive of peers • Having difficulty listening to the ideas of others • Seeks adults to question
Prosocial	• Rules not being followed	• Seeks adults to support and reassure

Distress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping

Harm/Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self		**Damage to property**	
Harm to peers		**Harm from disruption**	
Harm to staff		**Harm from running away**	
Other harm			

Window of Tolerance **What the child is like when regulated, calm and engaged?** Chatty Likes to joke	**How best to support and maintain this and support regulation** • Fairness and explaining everything in detail • Calm, positive staff with a good sense of humour • Staff explaining tasks clearly and rewarding • Use of visual support materials with whole class teaching, • Staff showing they are pleased • 'X, would you like my help?' • Plan ahead so he knows who will support him if class LSA or teacher is off sick to ensure consistency • Ensure X can move to safe area • Verbal reminders about transition time • First and then – visual and verbal • Staff to move to childs level or to sitting to reduce perception of confrontation
Dysregulation **What are the first signs that things are becoming too stressful?**	**Strategies to support and to co-regulate** • 'X, I am here.' • Distract with cleaning/fixing/brushing

May arrive at school upset/angry May become vocal and at times physical He may repeat phrases	• 'X, would it help if we….,' • Suggest X has some time in his safe space • Plan b days • Giving X two choices, clearly explained enabling him to feel back in control • Provide X with reassurance • Being with him but away from him in a quiet space
Where this stress behaviour leads to next **What we are trying to avoid**	
Hyperarousal **May become angry and may destroy** **May use inappropriate language – swearing** **May hurt members of staff if** **He will give up and shout repeatedly** **He will leave the classroom**	**Interventions necessary to support, co-regulate and keep everyone safe** • Allow X some time in his safe space • Remind X you are here to help • Stay where you can see him, but at a distance so he can begin to regulate • Alert PRICE trained staff • Via walkie talkie alert SLT
Hypoarousal **X will refuse to complete anything** **He will walk away from staff** **Use of obsessive compulsions such as water etc.**	**Interventions necessary to support, co-regulate and keep everyone safe** • Ensure communication with family • Check medication has been taken and pupil has eaten • Reassure pupil and give him time to calm down • Use humour and distraction • Via walkie talkie alert SLT

Child's Self-Regulation

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed, frustrated	How to best soothe myself Time in my safe space Seek adult support with a different adult Time outside with an adult at a distance
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself Time in my safe space Time to move and be physical Seek adult support
My window of Tolerance Green emotions Calm, happy, proud	How best to maintain A choice with a motivator Regular brain breaks Help with the work if I need it Visual reminders of what I have to do; Help organising my work and my things Somewhere quiet to go at lunchtime if it gets too much outside on the playground
Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope Having a snack Time to talk

Explanation of the Stress Areas*

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs. • physical health • hunger • noise	• have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypoalert) and need to upregulate • become over-stimulated and need to down regulate	• less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
Thinking the child's ability to concentrate and switch attention as well as appropriate task and language demands. • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus	• have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts	• preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc.…) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • music • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer • self-reflection • providing consistent routines

Emotional the child's ability to monitor, evaluate and modify their emotions • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self	• become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise	• holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
Social consider the perspective of the child and the impact of their actions on others • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary ("appropriate responses") • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise)	• have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues	• collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules
Prosocial the idea that other people's stress also cause stress for	As above	• collaborative learning experiences

the child. This domain is rooted in the development of empathy and doing the "right" thing.The ability to help regulate others and to co-regulate with others. • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to "do the right thing" and the conviction to act on one's conviction		• teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance

Appendix 3: STAR Analysis examples

Pupil:

Date	Time	Setting	Trigger	Action	Result	Adult

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 4: Three Stages to Supporting the Understanding of Behaviour – using the TPP guide

'A significant proportion of children and young people may need educators to anticipate possible stressors in the normal course of the school day, and to help prevent and manage these. A working assumption for highly fearful or aggressive behaviours, should be that the child or young person has, or is, experiencing stress/distress. It is important and helpful therefore to understand 'challenging behaviour' as a communication or sign of distress or fear. Subsequently this should lead adults to offer different, alternative and more helpful resources which can ensure interventions are supportive and nurturing rather that punitive or shaming.'

TPP Trainers' Manual page 5

Stage 1 Use the Emotional Pot to get to know the child and the family the big picture (holistic sense) *Adopt an attitude of curiosity and reflect on the child's circumstance. Sensitively involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.*	
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.*	
Stage 3 Analyse and plan to enable informed co-regulation *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***.**	

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

Stage 1.





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

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

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

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

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

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

Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 3

Stage 2. 

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

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

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

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

Stage 3.

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

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

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

Appendix 5 :Adult Response Plan

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

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

Consider the needs of a specific pupil before exploring the school environment with them in mind.

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

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

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

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

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

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

Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		
Social interaction (less structured environments)	**Y/N n/a**	**What needs to be done**
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 7- A Tool for Understanding and Reframing Behaviour

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

Appendix 8 : A Tool for Understanding and Reframing Behaviour

Describe the behaviour **Review and be curious**	**Reframe the Behaviour** **from for example: "He's just lazy" or "She just wants to get attention"** **to something more helpful** **Examples of reframing**	**Reflections** **How is this behaviour understandable?** **What's getting in their way/what are the barriers?** **How can we help?**	**Adult response** **What do we need to intentionally teach?** **Find the barriers and remove them**

Appendix 9 : Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.