Behaviour and Relationships Policy

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

APPROVED BY GOVERNORS September 2025

POLICY TO BE REVIEWED September 2026

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School Values

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

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

- Compassion and Kindness
- Hope
- Connection and Belonging

Also, the Six Core Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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

School Ethos

At the heart of our school ethos and culture are our school values **Independence Curiosity Ambition Resilience Empathy (I CARE)**.

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

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

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (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 pupils, these processes may vary in order to meet any specific social, emotional, learning or other needs which require a personalised approach. This may mean a One Plan or Consistent Adult Response Plan is written for an individual child (see Appendix 7). The school responds to, and understands, each child's development stage of their social and emotional learning.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP and Nurture UK. The following bullet points explain 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

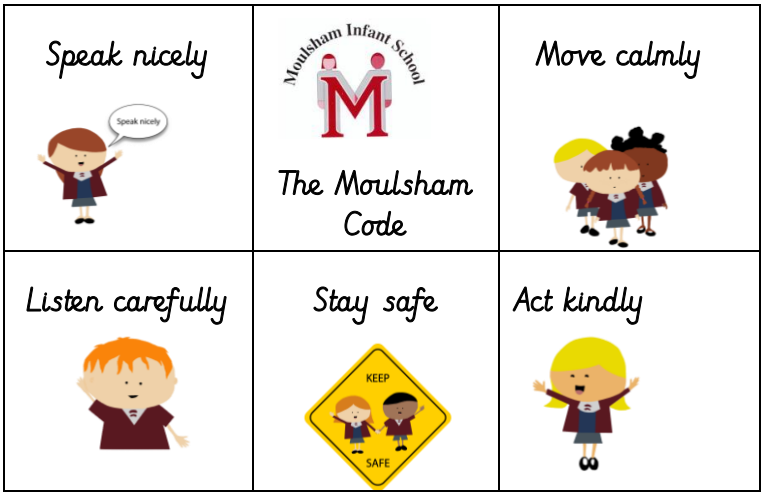
General Expectations

We have high expectations for our pupils, while recognising some children have specific needs. These expectations cover all times of the school day and where pupils 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's development and ensure the health, safety and wellbeing of everyone in our school community.

We share these expectations with our pupils in an age-appropriate way through the Moulsham Code. This is displayed and referred to throughout the school.



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

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

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

At the start of every school year the classes review the Moulsham Code and learn what this looks like in their year group. In our EYFS cohort this process may be broken down into manageable chunks and learnt across the Autumn term in line with specific cohorts of children's needs. All classes and staff consistently refer to the Moulsham Code during the school day and through explicit teaching as needed.
The Zones of Regulation are taught, displayed, referred to and used in all classes to help children learn to identify and articulate their feelings and emotions. (See Appendix 1)

Starting in Reception Class and continuing throughout Key Stage 1, we help children to resolve disagreements though coaching, modelling conversations in a step by step approach, giving them the language they need to explain their feelings and challenge others' behaviour in a calm and assertive manner.
Children work towards cube jar rewards in their classes when they demonstrate the school values (I CARE).
In KS1, there is a 'best class award' which is given out weekly during assembly, with staff deciding which positive behaviour they would like to see for this to be awarded.

Viewing behaviour as a learning process

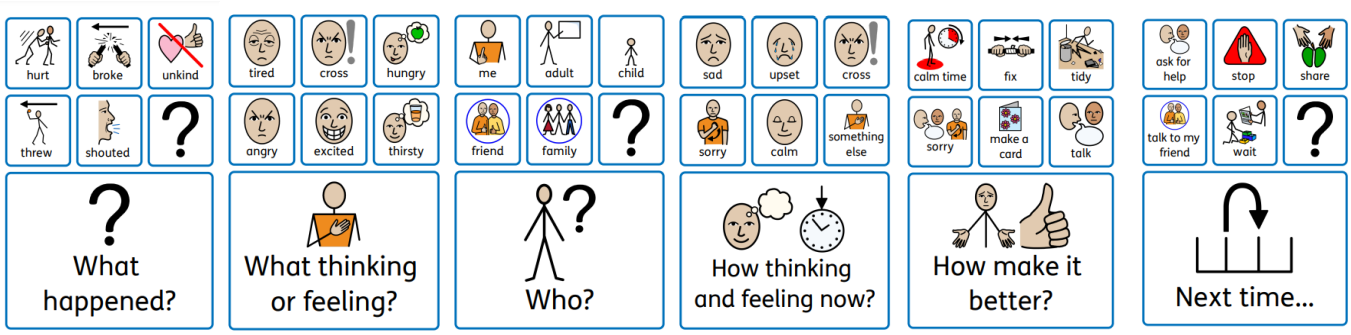
At Moulsham Infant School we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Therefore, staff realise some behaviour mistakes are inevitable. This means that we offer support, help and guidance to our pupils 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 pupil'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

Moulsham Infant School believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges, however 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 pupils 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, 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?)

This approach is delivered using visual restorative cards (below) which all staff have access to and are displayed in classrooms.



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

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

At Moulsham Infant School the staff work with the pupils to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational.

Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At Moulsham Infant School this may include:	**Educational consequences:** we use these to teach, encourage, support and motivate the child to behave differently next time through better understanding. Examples include:

• differentiated teaching space • arrangements for access to outside space • child escorted in social situations • 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). • change of school day/timetable/routine • possible increased staff ratio	• ensuring the child completes the task they have disrupted (this may be at home) • adults modelling situations through explicit teaching of prosocial behaviour • ensuring the child assists with repairs where they have caused damage (when possible and practical) • intentionally providing educational opportunities for the child or to learn about the impact of certain actions and behaviours, - this may be through the use of a widget social story • providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (using the visual restorative conversation process)

Actions taken will be based on discussion with staff involved, specifics of the incidents and/or child's SEN/individual needs and the impact of these.
Consequence will be personalised based on previous behaviour, severity, response from pupil(s).
May include being withdrawn or changes to timetable. Parents/carers to be informed via phone or face to face.

Moulsham Infant School Logical Consequences – written with the input of our staff		
Behaviour Type	**Possible Consequences**	
	Protective consequence	**Educational consequence**
Disrupting learning behaviours (their own/others) Examples include: • Calling out • Distracting others	Differentiated learning space, eg. to a different carpet spot, table place or sitting near an adult in the class Moving objects pencils/play	Verbal Interventions, e.g. 'I know you can behave better than this. I'd really like to see that.' 'I can see there is something wrong'

• Refusal to complete assigned activity • Not following instructions ***Staff will consider what these behaviours are communicating**	equipment away, therefore adapting the learning space Reminder of the expectation to follow the Moulsham Code	(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). Support to reflect with adult who was delivering the disrupted learning. If reoccurring, a social story (using widgets) can be used to teach the impact of disruptive learning behaviours (Appendix 4)
Disruptive & Difficult behaviours (significantly disrupting the learning of others and their own) Examples include: • Refusing to follow an adult instruction & agenda • Swearing • Leaving the classroom • Aggressive behaviour in a game, such as football, despite reminders and guidance • Risky behaviours • Threatening or intimidating behaviours •Causing deliberate damage to school property •Turning tables over, tipping chairs	Differentiated teaching space - child may work in a different space in the school, with a clear explanation that this is a logical consequence to disrupting the learning in their classroom. Redirected adult support, such as walking with an adult at playtime/lunchtime Being directed to a supervised lunch club/session. **Parents notified by class teacher at the end of the school day** **See Appendix 3 for how to support with these behaviours.**	Restorative conversation with adult present during the difficult behaviour. Widget social story shared to understand the impact of their behaviour. Thinking time - in addition to the restorative conversation. (Length of time dependent on child). **Incident to be recorded on CPOMs.**
Defiant, Difficult & Dangerous behaviours (risk/actual harm to themselves or others) Examples include: • Deliberately causing harm to others (staff or peers) with the intent to harm • Causing significant, deliberate damage to school property **All staff injuries to be recorded in the 'Injuries inflicted by a child'*	**<u>In addition, to the above protective consequences-</u>** Internal exclusion may be used to keep everyone safe, increasing adult ratio and facilitating a change to the timetable - a member of SLT on site will make the decision with the class teacher but may not be able to be present for the internal exclusion. Therefore, an alternative member of staff will facilitate the exclusion. Actions to be taken if dangerous behaviours are occurring: *Remove other children/adults	Restorative conversation with adult present for the dangerous behaviour. Thinking time (in addition to the restorative conversation with senco/member of SLT) Meeting between the child, parent and member of SLT where a further restorative conversation will take place **Incident recorded on CPOMs detailing changes to timetable, provision, interventions reviewed**

book in the school office	from the space as needed) *Send for additional adult support (initially nearby adult, then SLT member) *Head Teacher must be made aware of these incidents If the harm to others is repeated, significant and/or targeted, the Head Teacher may decide a suspension is required. If response leads to suspension– parents/carers will be called to inform of the suspension and will need to collect. Parents/carers will be notified in writing. A re-integration meeting will be held directly after the suspension. **See Appendix 3 for how to support with these behaviours.**	
Bullying behaviours *Please see separate Anti-Bullying Policy*	Monitoring period will be agreed, including the possibility of the child being observed at play and lunchtimes. Victims of bullying will be taught strategies for seeking help.	Restorative conversation will be held with the class teacher, Head Teacher or a member of the SLT. Victims of bullying will receive an apology from the child who has bullied them.
Discriminatory behaviours	The relevant form will be completed to record the incident/behaviour by the person the incident was reported to/involved.	Discussion with the child about the incident will be held with the class teacher, Head Teacher or member of the SLT. Both sets of parents will be informed.

Actions taken will be based on discussion with staff involved, specifics of the incidents and/or child's SEN/individual needs and the impact of these.
Consequence will be personalised based on previous behaviour, severity, response from pupil(s).
May include being withdrawn or changes to timetable. Parents/carers to be informed via phone or face to face.

Ways to Record Incidents of Concern

At Moulsham Infant School 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.
Incidents of 'Disruptive & Difficult' or 'Defiant, Difficult & Dangerous' behaviours will be recorded on CPOMs.
This will enable monitoring to see if a regular pattern of disruptive learning behaviours develops. In this situation, a plan for that child may be put in place.

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

At Moulsham Infant 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 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 children'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 our pupils with Special Educational Needs and Disabilities (SEND)/those who have experienced Adverse Childhood Experiences (ACEs) and we follow the policies and procedures associated with supporting these pupils, 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.

Ways to Support Understanding

At Moulsham Infant 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 3: Supporting children with difficult or dangerous communicating behaviours
Appendix 5: A Tool for Understanding and Reframing Behaviour
Appendix 6: STAR Analysis
Appendix 8: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

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 pupils feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding

- Always endeavour to have private discussions with pupil 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 pupils
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher
- Leads on all aspects of this policy
- Is the only person authorised to exclude a pupil (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 pupils 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 pupils
- 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
- Complete and use a Consistent Adult Response Plan if required

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

Moulsham Infant School always prioritises the safety and welfare of all staff and pupils, 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?
- 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

Moulsham Infant 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 pupils. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 9.

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

At Moulsham Infant 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. Staff members will record details of the incident on CPOMs.

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

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

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

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

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

Screening and searching pupils

At Moulsham Infant School we are 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 a 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

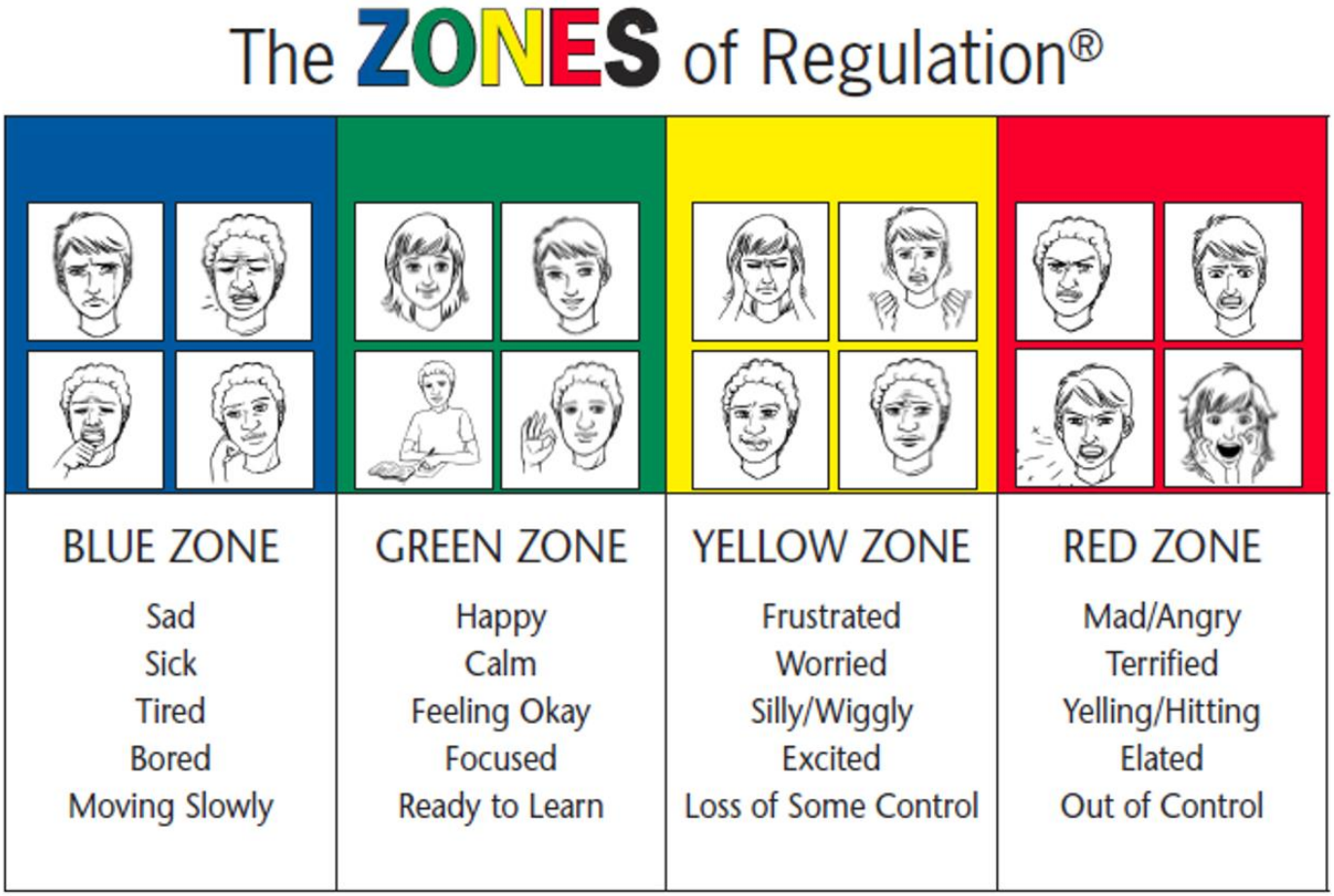
1. Keeping Children Safe (DfE, 2021)
2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)
3. Use of Reasonable Force (DfE, 2013)
4. Behaviour and Discipline in Schools (DfE, 2016)
5. Exclusion from maintained schools, academies and PRUs in England (DfE, 2017)
6. Searching. screening 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)

Appendix 1 – The ZONES of Regulation

What are The ZONES of Regulation®?

The **ZONES** are designed to help the students recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.

In addition to addressing self-regulation, the students have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.



Appendix 2 – Positive practices at Moulsham Infant School

- **All classes have a Zones of Regulation display and use the language consistently**
- **All classes complete a zone check in (twice a day - on arrival & after lunch)**
- **All classes have mindfulness sessions after lunch**
- **All classes embed and use the language of Mini Me Mindfulness**
- **All classes to have an available workstation/breakout space**
- **All classes to display the Moulsham Code**
- **A regulation station/safe space to be available for those children who require it**

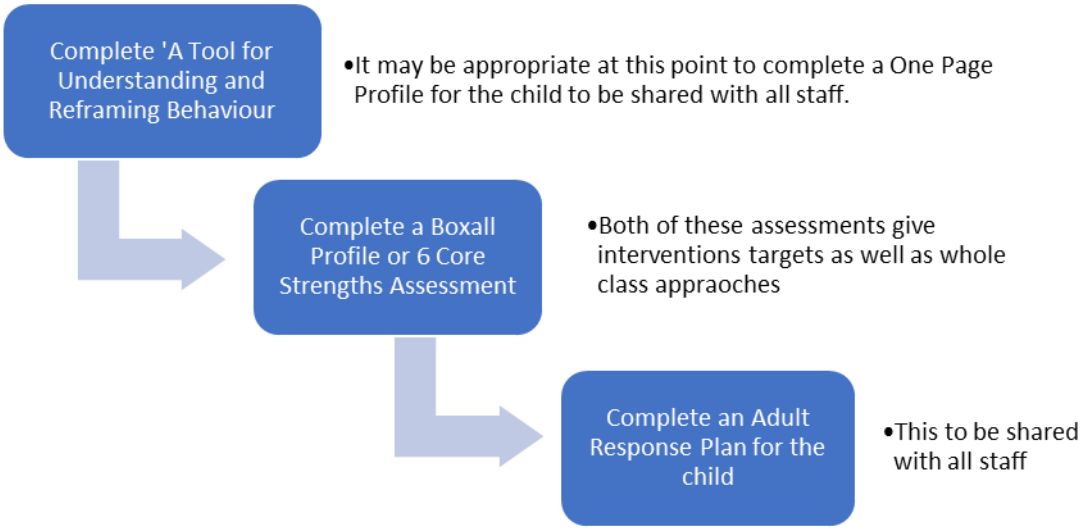
In addition at Mousham Infant School we offer a range of provisions to support children with their social, emotional development and transitions.

This includes

- **A soft start to the day through Rise & Shine**
- **Learning Mentor Sessions**
- **Sports breaks with the school's Play Leader**
-

***Children access the above following a referral from their class teacher, often the Boxall Assessment is used to identify if these interventions are appropriate and the school Senco will co-ordinate this provision.**

Appendix 3 – Supporting children in our school with difficult or dangerous communicating behaviours

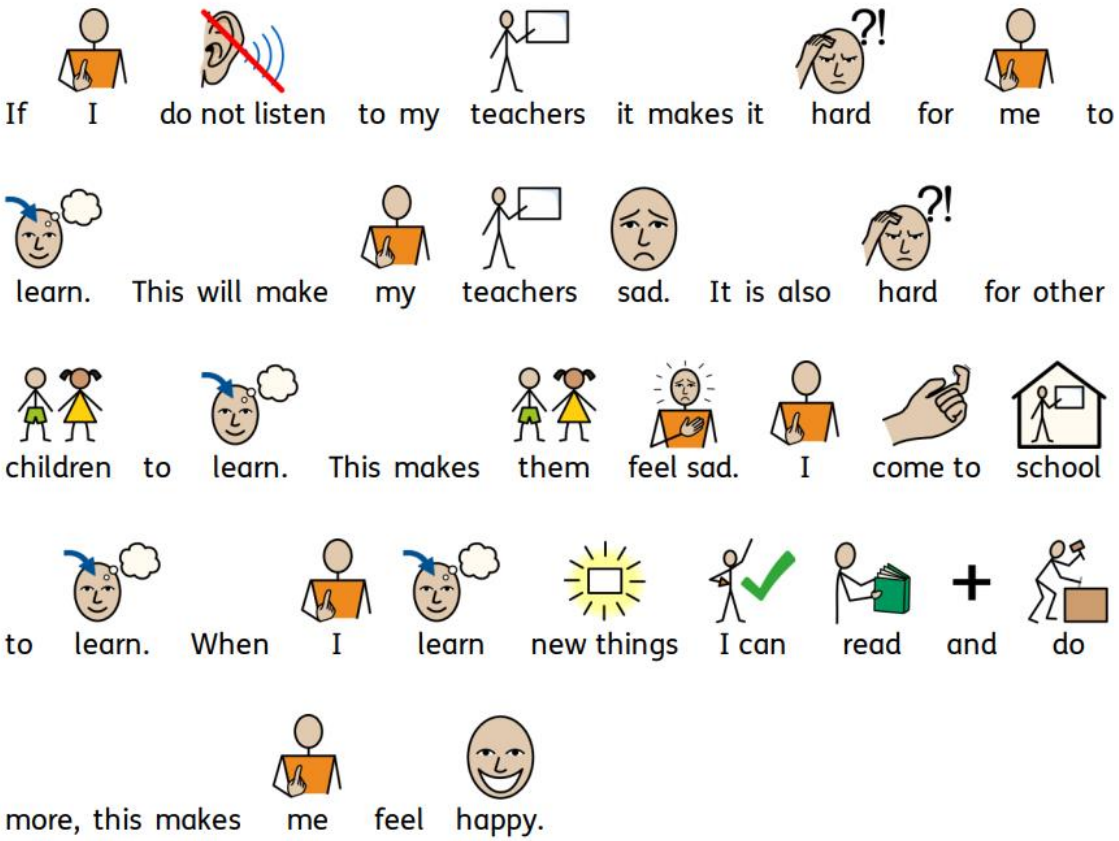


Other resources to be used alongside:

- Widget social stories
- STAR analysis of incidents
- Environmental check list for children with SEMH

A risk assessment to be completed for child by SENCo when threshold is met-see Risk Assessment guidance.

Appendix 4 - A widget social story around the impact of disturbing learning



Appendix 5 - A Tool for Understanding and Reframing Behaviour

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

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour **Review and be curious**	**Reframe the Behaviour**	**Reflections** **How is this behaviour understandable?** **What's getting in their way/what are the barriers?** **How can we help?**	**Adult response** **What do we need to intentionally teach?** **Find the barriers and remove them**

Appendix 6: STAR Analysis

[Coaching webinar]

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

Appendix 7: Consistent Adult Response Plan

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

Appendix 8: Environmental Checklists for children with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.
The questions are designed to be prompts to inform One Planning.
The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts, thus drawing attention to differences and similarities. Some questions are therefore repeated.

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

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person		

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

The Learning Environment	**Y/N/ n/a**	**What needs to be done**
Have the child/young person's views about their learning been sought?		

Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		

Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		

Does the child/young person have any other significant relationships with staff or children around the school?		

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

Appendix 9: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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

Risk assessment form template			
Child:	**Year group / class:**	**Risk assessment completed by:**	**Date:**

Activity/Task/ Situation	What are the risks?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed