The Flitch Green Academy
Behaviour and Relationships Policy
November 2026

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School Values - our vision:

Ethos and Vision for The Flitch Green Academy

Our Ethos:

'Learning for Life'

Our vision is to 'provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential' ensuring 'children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as lifelong learners'.

Our Vision:

At the end of their time at The Flitch Green Academy, our vision is for all our children to have:

- Developed a strong work ethic both for their own benefit and the benefit of others.
- Developed practical and social skills that support the transition to secondary school.
- Developed, through the teaching of our ethos, self-respect and respect for others, whatever their ability, race, religion or culture.
- Gained the skills to work independently, either on their own or as part of a group, and take responsibility for both themselves and others.

To achieve this The Flitch Green Academy will:

- Ensure equal opportunities for all and promote the British Values.
- Work in a partnership with parents / carers, the local community and partner schools.
- Provide a safe and secure environment where children will feel safe, happy and supported both pastorally and academically.
- Plan and deliver a relevant curriculum which is inclusive, challenging and creative.

To help achieve this vision we use focus on key life skills that promote values:



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

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

- Compassion and Kindness
- Hope
- Connection and Belonging

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

School Ethos

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

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

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance

through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

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

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- 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/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

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

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

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

We remind children of two key school rules: Be kind. Be your best.

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/young person is

through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

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

- Start and end of day
- Transition times - including lining up
- Getting changed for PE / clubs / Forest School
- Moving around the school
- Break and Lunchtimes

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

The life skills which have associated values are:

Value	Skills
Respect	Honesty, politeness, responsibility and care for others
Resilience	Perseverance, flexibility and independence
Collaboration	Working together and communication
Creativity	Individuality, self-reflection and problem solving

All staff teach and promote The Flitch Green Values and associated life skills, and reward children for demonstrating these skills. Values and skills are taught explicitly through subjects including PSHE and RSE, and implicitly through modelled behaviour.

Flitch Green recognise the importance of intrinsic rewards, motivating pupils to see the benefits of their positive behaviour and develop self-efficacy. Pupils development and progress is explicitly referenced and celebrated through targeted feedback.

We also have a number of extrinsic rewards:

- House Points and Stickers
- Weekly Celebration Assembly
- Half-Termly Gold Award Event

In weekly celebration assemblies, children are nominated by staff for demonstrating our school values: Respect, Resilience, Collaboration and Creativity and receive a certificate.

Each half-term staff nominate two children from their class to receive a Flitch Green Gold Award - certificate, house points and a prize. Parents / carers are invited to this assembly.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Viewing behaviour as a learning process

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

Our general response to incidents

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

All staff use scripts for restorative conversations:
Restorative conversation Script

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What would you do differently in the future?
8. What should we do to put things right?

Staff may choose to select questions to reflect the incident and/or age of the pupil.

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

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

to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Agreed stages all staff follow to promote and maintain positive / good behaviour in school:

Stage	Staff Response	Likely Action / Examples
1	Positional praise – Recognise behaviour we DO want to see and reinforce	Explaining expectations Non-verbal engagement - visual cues to remind pupils of expected behaviours
2	Verbal Reminder x 3	Reference to Zones of Regulation, School values and skills
3	Micro Script: I see, I notice, I wonder I see….. I notice…… I wonder….. Refer Explain Give Time	I see that you are struggling to focus….. I notice that you haven't started your work….. I wonder what we could do to help?….. Refer to recent positive behaviours Explain what pupil can do to modify or correct Give time for pupil to process what has been said and change accordingly
4	Escalation 1: Behaviour continues Child to complete learning session in class of Phase leader	Work and resources to be provided and child accompanied to class of Phase leader
5	Escalation 2: Refusal to engage with learning or follow instructions Pupil is taken to a member of the Senior Leadership Team (out of class)	Pupil is accompanied by staff member to SLT who is out of class
6	Escalation 3: Refusal to engage with Senior Leadership Parents are informed Appropriate sanctions are put in place by senior leadership	See below for possible sanctions.

Using logical consequences

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

Our school applies consequences using the following principles:

- Consequences are delivered with empathy and understanding of the context
- Consequences are logical and fair
- Consequences are appropriate to the CYPs level of understanding
- Consequences keep CYP safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the relationship.

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

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

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

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

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

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

Behaviour (Examples)	**Possible Consequences/outcomes (Examples)**
Missed learning	Catch up in their own time

Upset someone else	Engage in a restorative conversation
Damage to property	Assist with repairing the damage and clean up
Difficulty following rules and boundaries	Access temporarily limited or supervised
Lacks skills required for the task	Attend an intervention to develop the skills
Relatively higher impact examples: - Bullying - Harmful behaviour - Any discriminatory behaviour	Examples: - SLT notified - Incident recorded - Parents notified by telephone by SLT member - Temporary change to learning environment - Suspension whilst adult make reasonable adjustments.

Use of suspension (also referred to as a fixed term exclusion) as a consequence

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

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

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

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

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

We refer to the Education Access Team's Suspension Guidance.

Use of exclusion as a consequence

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

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child/young person?
- Is it in the best interest of the school community?

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

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

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

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

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

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

We refer to the Education Access Team's Exclusion Guidance.

Harm from dysregulated (stress) behaviour

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

Supporting those who have been harmed

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

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?

- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

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

The Flitch Green Academy follows the guidance and statutory requirements set out in

- Restrictive interventions, including use of reasonable force, in schools — Review Report (April 2026).Keeping Children Safe in Education (KCSIE) — Statutory guidance (July 2026).
- Behaviour in Schools — DfE (February 2024).
- Essex Guidance: Understanding and Supporting Behaviour — Safe Practice for Schools (August 2023).

All staff have a legal power to use reasonable force in specific circumstances to prevent pupils from: causing injury to themselves or others; committing a criminal offence; damaging property; or causing serious disorder. Reasonable force means using no more force than is necessary, for the least amount of time, and proportionate to the risk.

Preventative practice and de-escalation are the primary means of keeping pupils and staff safe. Physical intervention is a last resort and used only when less restrictive options are not available or have failed.

Training and competence

- Staff who are likely to need to use reasonable force and/or other restrictive interventions will receive appropriate professional learning covering prevention, de-escalation, safe physical intervention techniques and post-incident practice.
- Where a risk assessment indicates restraint is a foreseeable possibility, the school will ensure a sufficient number of staff receive training that aligns with recognised standards (for example Restraint Reduction Network (RRN) principles). Staff who continue to practise restraint techniques will receive refresher training at least annually.
- The Principal will keep a register of staff trained and authorised to use physically restrictive techniques.

Risk assessment and reasonable adjustments

- The school will carry out individual and contextual risk assessments (involving educational psychology or other specialists where required) for pupils whose behaviour presents foreseeable risks to themselves or others. These assessments will inform prevention plans and staffing arrangements.

Seclusion

- Seclusion (confining a pupil to a safe place where they cannot leave) will be used only as an emergency safety measure to protect others when a pupil is experiencing high levels of dysregulation and there is no less restrictive option.

- The space used for seclusion will be safe and non-threatening; the pupil will be supervised at all times and allowed to leave as soon as the immediate risk has reduced. All seclusion incidents will be recorded and reviewed.

Prohibited and unacceptable practices

- It is illegal to use force as a punishment. The school prohibits any hold or technique that affects a pupil's airway, breathing or circulation (for example pressure to the neck or abdomen, or covering the mouth/nose).
- Staff must avoid restraining pupils on the ground where possible; if a pupil is unintentionally held on the ground, staff should release or reposition to a safer alternative as quickly as possible and arrange medical assessment if appropriate.

Other appropriate physical contact

- The school does not operate a blanket 'no contact' policy. It is appropriate in many circumstances for staff to use physical contact that is not restrictive (for example guiding a pupil by the arm, comforting a distressed pupil, demonstrating PE techniques). Staff must use professional judgement, consider the pupil's age, SEND or vulnerabilities, and follow child protection policy.

Searching

- Where reasonable grounds exist to suspect a pupil has a prohibited item, authorised staff may search and may use reasonable force for that purpose only. Staff should follow the DfE Searching, Screening and Confiscation guidance in conjunction with this policy.

Recording, reporting and review

- All incidents involving restrictive interventions (including restraint and seclusion) must be recorded on the school's incident recording system as soon as possible and no later than five working days after the incident.
- The Principal (or their delegated lead) will review incidents promptly, ensure follow-up support for pupils and staff, and consider required referrals to external services or safeguarding partners.
- Where local arrangements require reporting (for example to ECC via MySafety), staff must follow those procedures.

Communication with parents and staff

- Parents will be informed of any incident involving restrictive intervention affecting their child in line with the school's reporting procedures.
- The school will not accept parental or staff requests that would prevent staff from taking reasonable action to safeguard pupils. Any such requests will be considered, recorded and explained to those making them.

Post-incident support and learning

- After an incident, the school will ensure appropriate medical checks, restorative work, updates to behaviour and risk plans, and support for staff (including supervision). Serious or repeated incidents will trigger a formal review of the pupil's plan and training needs

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

At our school, we acknowledge that some children and young people 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/young person'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 and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that 'flexible consistency' allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person's context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Pastoral Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the communicating 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 or young person be in a place to learn, connect and thrive.

Ways to Support Understanding

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

Our Principles - the things we will do as adults

All staff

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

Principal

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

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff

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

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

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

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

Further Guidance

1. Keeping children safe in education 2023 (publishing.service.gov.uk)
2. Behaviour in schools guidance Sept 2022
3. Reducing the Need for Restraint and Restrictive Intervention June 2019
4. Suspension and Permanent Exclusion Sept 2022
5. Searching, Screening and Confiscation July 2022
6. Positive environments where children can flourish (2021)
7. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

This model Relationship & Behaviour policy was written by the Education SEMH Team, Essex County Council.
Updated September 2024

Notes on the Following Appendices

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

Your school needs to populate with your own templates for supporting and understanding behaviour. Some examples of helpful templates can be found in the appendices

Appendix 1: A Tool for Understanding and Reframing Behaviour
Appendix 2: STAR Analysis
Appendix 3: Adult Response Plan
Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs
Appendix 5: Risk Assessment Guidance

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

Appendix 1 - 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.**

Blank template
A Tool for Understanding and Reframing Behaviour

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

Appendix 2: STAR Analysis

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 3: Adult Response Plan

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

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

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

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

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

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

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

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

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

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

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

Appendix 5: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. **Assess the risk and reducing the potential for harm**

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

Any actions should be written monitored by Principal/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.