# Behaviour and Relationships Policy

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

**Contents**

**School Values**

At Baddow Hall 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 Values are

- Be respectful
- Be resilient
- Be curious

Our school also 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

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 Baddow Hall Infant 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 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 children and staff. Everything we do at Baddow Hall Infant School is underpinned by our safeguarding procedures.

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

**A Relational Behaviour Model**

*Staff at Baddow Hall Infant School are trained in Trauma Perceptive Practice*

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

| Behaviour is something to | interpret |
| --- | --- |
| Children and young people | are prone to make mistakes and highly responsive to the environment and the context |

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

**General Expectations**

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

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

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

At Baddow Hall Infant School, staff ensure good routines are in place for:

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

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

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. All our staff have a responsibility to promote positive behaviour management. Our main aim is

to improve children's attitudes and achievement and for them to understand the impact and consequences of their behaviour, whether those are positive or negative. We will always reward improvement, however small and whatever the starting point. Our school rules are discussed in assembly, school and class councils and are visible on display around school.
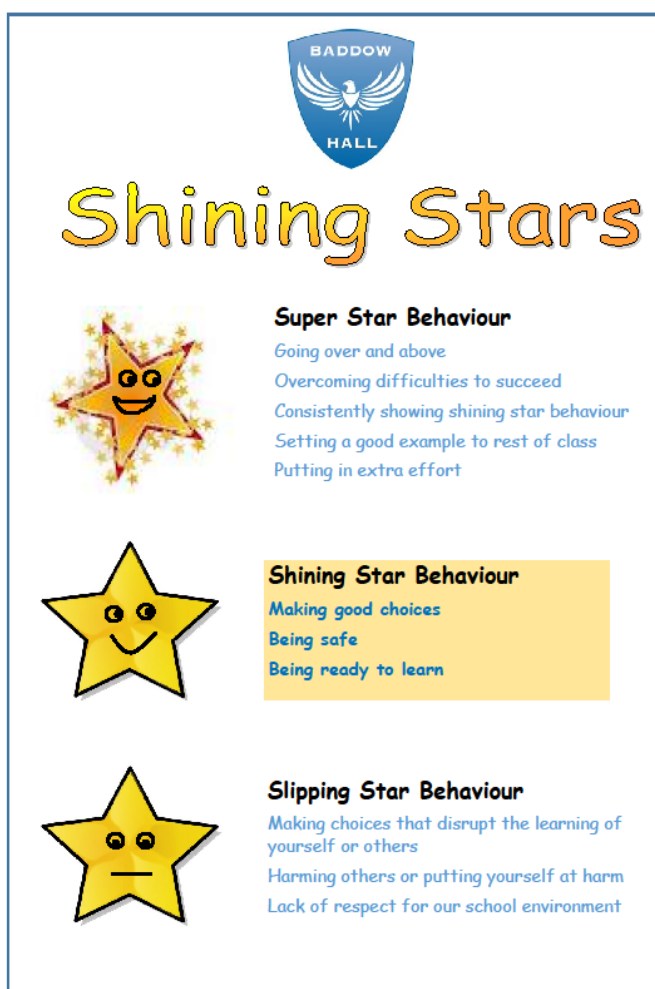
*Our School rules*:

**Make good choices**
**Be safe**
**Be ready to learn**

In addition to verbal praise all adults can reward children using:

- You're a star stickers
- Messages to parents
- Headteacher Awards (for those children going over and above)

We use our shining stars approach to support children to understand the expectations within school.



**Viewing behaviour as a learning process**

At Baddow Hall 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. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make

helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them.  The approach we strive for is based on the premise of 'connection before correction'.

**Our general responses to mistakes and incidents**

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

In using this process at our school, we use four questions:
• What happened?
• What were you feeling or thinking at the time?
• Who has been affected?
• What can we do to make things right? (What should happen next?)

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

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

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

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

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

| Unwanted/unhelpful/antisocial behaviour | Possible Consequences |
|---|---|
| Relatively low impact<br>Examples:<br>• Calling out<br>• Distracting others<br>• Refusal to complete assigned activity<br>• Disrespectful comments<br>• Swearing | Verbal Interventions– e.g.<br> *I know you can make good choices. I'd really like to see that.*<br><br>Reflection support during playtime or lunchtime with trusted adult.<br><br>*I can see there's something wrong* (acknowledge their right to their feelings)<br>*I'm here to help and listen. Tell me what happened*<br><br>*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)* |
| Relatively higher impact<br>Examples:<br>• Bullying<br>• Harmful behaviour<br>• Any discriminatory behaviour<br>•Causing significant, deliberate damage to school property | 1. Headteacher/Deputy Headteacher notified.<br>2. Opportunity for reflection.<br>3. Restorative approach followed.<br>4. Incident form completed for discriminatory incidents.<br>5. Incident recorded.<br>6. Parents notified by telephone by SLT member.<br>7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s).<br>8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face.<br>9. If response leads to a suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension.<br>10. In rare cases the behaviour may result in Permanent Exclusion- in line with the DfE statutory guidance https://www.gov.uk/government/publications/school-exclusion and the school's Suspension and Permanent Exclusion policy. |

**Ways to Record Incidents of Concern**

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.
For low impact behaviour incidents, these are recorded in the Behaviour log, which is reviewed regularly by the Senior Leadership Team.
Incidents of higher concern are recorded on a Behaviour Incident Form and stored in the head teacher's office for review by the Senior Leadership Team. (Appendix 1)

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

At Baddow Hall 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 and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

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

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

**Ways to Support Understanding**

At Baddow Hall 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 1: Behaviour Incident Form
Appendix 2: STAR Analysis
Appendix 3: Three Stages to Supporting the Understanding of Behaviour- A TPP guide
Appendix 4: Environmental checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs
Appendix 5: A Tool for Understanding and Reframing Behaviour
Appendix 6: (Risk assessment)
Appendix 7: 5 step Adult Response Plan

**Our Principles - the things we will do as adults**

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

**Our Responsibilities**

**All staff**
- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing

- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

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

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

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

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

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

**Harm from dysregulated (stressed) behaviour**

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

**Supporting those who have been harmed**

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

We always consider the following:
- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- 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

Baddow Hall 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**

At Baddow Hall Infant School we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is 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 6.

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

At Baddow Hall 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.

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

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

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

**Click here to log an incident** (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 Baddow Hall Infant School we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (September 2022)

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

Staff do have the power to search without consent for "prohibited items" including:
• knives and weapons                    • tobacco and cigarette papers
• alcohol                                        • fireworks
• illegal drugs                                • pornographic images
• stolen items
• 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 DfE legislation sets out what must be done with prohibited items found as a result of a search.

**Further Guidance**

1. Keeping Children Safe (DfE, 2022)

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, 2022)

5. Suspension and permanent exclusion from maintained schools, academies and PRUs in England (DfE, 2022)

6. Searching. screening and confiscation (DfE, 2022)

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: Behaviour Incident Form (BIF)**

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

| Date of the incident:<br>Day of the week: | |
|---|---|
| Members of staff | |
| Where it took place | |
| What was the activity? | |

| Outline of event/ What happened? |
|---|
| |
| **Consequences:**<br><br>**Protecting (what will now happen to prevent any immediate further harm occurring)**<br><br><br><br><br>**Learning/teaching (what needs to be revisited with the child or learnt)** |
| Was restraint, restrictive physical intervention, safe holding used?  yes/no<br><br>Letter sent: |
| Parent / carer informed:<br><br>Time and date: |

## Appendix 2: STAR Analysis

| What happened at the time? | What we could do differently to promote positive communicating behaviour in the future? |
|---|---|
| **Setting (Time, environment, relationships, etc.)** | |
| **Trigger (stressor)** | |
| **Action (What happened?)** | |
| **Result (What happens next?)** | |

# Appendix 3: Three Stages to Supporting the Understanding of Behaviour –
using the TPP guide

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

TPP Trainers' Manual page 5

| | |
|---|---|
| **Stage 1**<br><br>Use the Emotional Pot to get to know the child and the family the big picture (holistic sense)<br><br>*Adopt an attitude of curiosity and reflect on the child's circumstance. Sensitively involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.* | |
| **Stage 2**<br><br>Be the Stress detective to find/observe/notice the stressors across the day<br><br>*Stressors could be related to the time of day (when a CYP is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CYP's day to notice commonalities and differences.* | |
| **Stage 3**<br><br>Analyse and plan to enable informed co-regulation<br><br>*After gathering assessment information, begin to make a plan for how to support the CYP's co-regulation. Recognise that the adults will need to change their behaviour first*. | |

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

**Stage 1.**

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

14

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

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

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

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

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

**Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 4**

## Stage 2.

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

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

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

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

## Stage 3.

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

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

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

**Adult Response Plan**

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

**Appendix 4:**

# Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

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

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

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

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

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

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

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

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

# Appendix 5- A Tool for Understanding and Reframing Behaviour

| Describe the behaviour<br>Review and be curious | Reframe the Behaviour<br>from for example: "He's just lazy" or<br>"She just wants to get attention"<br>to something more helpful.<br>Examples of reframing- | Reflections<br>How is this behaviour understandable?<br>What's getting in their way/what are the barriers?<br>How can we help? | Adult response<br>What do we need to intentionally teach?<br>Find the barriers and remove them |
|---|---|---|---|
| Be the stress detective<br>   -   why and why now?<br><br>What is the typical adult response?<br><ul><li>Is there an adult response plan?</li><li>Is the plan helpful, shared, used and understood?</li><li>Is there a personalised stress/distress management plan?</li></ul><br>Consider the environment<br>Is there adequate differentiation for learning and sensory needs and personal strengths<br><br>How are rules shared, talked about and explained? | Avoidant: in 'fight/flight' survival mode<br><br>Defiant: in 'fight/flight' survival mode, coping with threat<br><br>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<br><br>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)<br><br>Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation<br><br>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.<br><br>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<br>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)<br><br>Feelings fuelling the behaviour<br>Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?<br><br>Attachment history- what is their survival strategy?<br>How have earlier experiences shaped the child's preference for connecting with others? How is this being challenged/affirmed?<br><br>Social development<br>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy? | Structure and Predictability<br>Visual routines, preparation for transitions, opportunities for sensory input and relaxation<br><br>Adapt the learning<br>Small steps, time limited, clear and realistic expectations, choice and use the child's strengths     Rhythmic/repetitive intervention/support.<br><br>Relationships with the staff<br>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.<br><br>Relationships with peers<br>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<br>Review and be curious | Reframe the Behaviour<br>from for example: "He's just lazy" or "She just wants to get attention"<br>to something more helpful<br>Examples of reframing | Reflections<br>How is this behaviour understandable?<br>What's getting in their way/what are the barriers?<br>How can we help? | Adult response<br>What do we need to intentionally teach?<br>Find the barriers and remove them |
|---|---|---|---|
|  |  |  |  |

**Appendix 6: Risk Assessment**

**Key Questions for the Risk Assessment**

1. Assess the risk and reducing the potential for harm

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

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

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

2. Write an action plan

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

3. Monitor, Review and update the assessment

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

**Appendix 7**

# 5 Step Adult Response Strategy Plan                    Name:

| COMMUNICATING BEHAVIOURS Level 1 | COMMUNICATING BEHAVIOURS Level 2 | COMMUNICATING BEHAVIOURS Level 3 | COMMUNICATING BEHAVIOURS Level 4 | COMMUNICATING BEHAVIOURS Level 5 |
|---|---|---|---|---|
| *Behaviours we like to see* | *Bubbly behaviours/early signs* | *Low-level disruptive behaviours* | *Mid-level behaviours* | *Highest level and dangerous behaviours* |
| What is X communicating? | What is X communicating? | What is X communicating? | What is X communicating? | What is X communicating? |
| **Adult responses** *How we celebrate good/expected behaviour* | **Adult responses** *Preventative strategies* | **Adult responses** *Early Intervention strategies* | **Adult responses** *Mid-level strategies and responses* | **Adult responses** *Serious incident strategies and responses* |