# Burton End Primary Academy

# Behaviour and Relationships Policy

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

**Date: January 2024**
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**Contents**

**School Values**

At Burton End Primary Academy we believe in the importance of strong routines, clear boundaries and trusted relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

We recognise behaviour is a communication of an unmet need or as a stress response. This policy is designed to promote positive behaviour and explicitly teach it; including the teaching of self-regulation strategies. We know that children learn best when they feel safe, respected and valued. Our school reflects the values of Trauma Perceptive Practice (TPP) to understanding behaviour and supporting emotional wellbeing these are:

- Compassion and Kindness
- Hope
- Connection and Belonging

Our School Values are shown here:



Our School Values are:

kindness    respect    resilience    ambition

We endeavour to make sure that at our school these values run through all the school policies and practice and is the responsibility of all members of our school community including staff, pupils and parents/carers.

**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 respectfully. 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 in 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 support (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**

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 | routines and 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 | 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 of all children |

**General Expectations**

We are ambitious and 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. At Burton End Academy 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, attitude 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 child knows we are still there, and we recognise their effort and any changes they have made.

**Routines:** A key component of teaching positive behaviour for learning is to ensure that routines are carefully and consistently kept. To expect orderly behaviour, our school must act as an example for orderly behaviour. This includes:

- The learning environment – tidy, calm, interactive and celebratory
- An organised classroom – to ensure children to be independent learners
- Routines for the school day – visual timetables, planned and explained to the children
- Movement around the school – calm and quiet

At our school, staff ensure good routines are in place for:
- Start and end of day
- Transition times
- Assemblies
- Moving around the school
- Break and Lunchtimes
- Start of lessons

We take a team approach and have a shared responsibility to ensuring that expectations are upheld:

*Staff will:*
- Set the standard for building positive relationships and treating others respectfully and with kindness
- Implement our behaviour approach with consistency
- Promote ambition and have the highest expectations for children's capabilities
- Do their utmost to support good progress in children's behaviour and relationships
- Build children's self-esteem and try and find out the reasons behind behaviour that falls below our expectations;
- Notify parents of any patterns of behaviour that falls below our expectations or unusual behaviour identified through early intervention and Trauma Perceptive Practice.

*Children will be encouraged to:*
- Be kind-build positive relationships with staff and with fellow pupils;
- Be respectful- have a positive attitude and be engaged in their learning; following agreed school and class routines;
- Be ambitious-work hard to improve and achieve their potential;
- Be resilient-be responsible for their own actions and learning and develop the ability to learn from their mistakes and take pride in their achievements;

*Parents will:*

- Have high hopes, aspirations and expectations for their children;
- Work with the school to help children to get better, in their relationships, behaviour and learning;
- Support the objective implementation of school policies and procedures;
- Ensure their children attend school regularly and with a positive attitude;
- Notify the school straight away regarding any issue concerning behaviour;
- Be listened to and treated respectfully by staff, acting the same in return.

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

At Burton End Academy we focus on rewarding positive and consistent behaviour from our pupils. In all classrooms there is a reward ladder. This is clearly displayed in each classroom using 4 steps (white, bronze, silver, gold) and children's names or photographs. Children begin each day on the 'white' step then move up when positive behaviour is recognised. As children move up the reward ladder, they can receive a range of rewards in relation to their behaviour.  Aside from this, classes can earn whole class rewards for behaviour that displays the values outlined in this policy. Across the curriculum, playtimes and throughout the school day, the children will be rewarded for demonstrating the school values (Kindness, Respect, Resilience and Ambition)

| | **Behaviour** | **Rewards** |
|---|---|---|
| **Daily** | <ul><li>Demonstrating positive behaviour for learning</li><li>Demonstrating consistently excellent conduct related to our school values</li><li>Behaviour which demonstrates kindness, impacting positively on others (e.g. helping friends etc)</li><li>Behaviour as a class family working together</li></ul> | <ul><li>Ocean Points for instant feedback and praise in either written work or behaviour (see Ocean Point section below)</li><li>At the end of each day:</li></ul>Rewards linked to in class behaviour chart:<br>Bronze-1 ocean point<br>Silver-2 ocean points and a sticker<br>Gold-1 golden token and a praise postcard<br><br>Golden tokens can be exchanged for rewards which are organised using a tariff system. Children can choose to 'cash in' their token immediately and receive a reward or to save them up to contribute towards a larger reward<br><br><ul><li>Collective Positive Attitude rewards (for behaviours that are a collective responsibility only):</li></ul>Class marble jar<br><ul><li>Additional positive rewards:</li></ul>Verbal praise<br>Use of body language: e.g. thumbs up, high five etc<br>Be class helper/choose a book<br>Contact parent on Class Dojo<br><ul><li>Awarded the silver star (for always demonstrating a specific behaviour of focus) resulting in a visit to a member of SLT</li><li>School values stickers</li></ul> |

| | | |
|---|---|---|
| **Weekly** | • Very good behaviour, effort, or achievement<br>• Consistently upholding and demonstrating the school values<br>• Behaviour as a class family working together (attendance) | • Ocean points update in assembly<br>• Values certificates from teachers awarded in celebration assembly on a Friday.<br>• Class attendance awards |
| **Half termly** | • Consistently upholding and demonstrating the school values<br>• Behaviour as a class family working together (filling the jar with marbles)<br>• Demonstrating positive behaviour for learning, excellent effort or achievement | • Ocean points: The winning Ocean team's flag flies at the front of school.<br>• Whole class treats for the class with the most gold attendance stars.<br>• Special treat for those children who have a golden ticket<br>*Children will have a central role in voting for the half term treat within their classes.*<br>• Work to be celebrated in 'The hall of fame' (with a specific focus e.g.: presentation) |
| **Yearly** | • Consistently upholding and demonstrating the school values<br>• Being an outstanding role model for other pupils in the school<br>• Exceptional progress or academic achievement | • End of year awards |

**Whole School Approach: Ocean Points**

The opportunity to reward success operates at two general levels:

- To reward effort and individual achievement.
- To reward positive behaviour within school routines including the reward of positive behaviour at lunch time.

Ocean points can be awarded verbally or in children's books using the symbol: **OP**

The criteria for awarding Ocean Points is broad. However, as a general rule the following points should be adhered to:

- Rewarding individual achievement - consistency of achievement - where personal targets set by themselves or the teacher have been met - for a single piece of work of outstanding quality.
- Rewarding effort-focussing on process praise-for the learning behaviours and personal qualities demonstrated throughout the learning process.
- Rewarding positive behaviour - where behaviour consistently meets school expectations. – where children are role models through demonstrating the school values -where personal behaviour targets are met.
- Rewarding positive lunchtime and play time behaviour-positive play -kind actions -demonstrating excellent table manners

When Ocean Points are awarded children place a coloured counter (Ocean point token) related to their Ocean in the classroom Ocean Point totaliser.

Ocean Point totalisers are emptied on Friday lunchtime by the Ocean Captains and a weekly running total is shared in the Achievement Assembly. Coloured soft balls are added to the large whole school totalisers each week in the hall to represent the value of Ocean Points awarded for each house.

Our houses and colours are:

Arctic Bears       **Atlantic Whales**       **Indian Dolphins**

**Pacific Turtles**       **Southern Penguins**

**Viewing behaviour as a learning process**

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child so they can learn from their mistakes and improve for next time. We use the zones of regulation framework to support this. 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 incidents**

Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future. Where children are struggling staff, will connect with them via a non-verbal means of communication (handing them a thinking cloud) which will provide them with a communication aid to share which zone of regulation they are in. Children are then supported to identify a strategy that might support them to regulate and return to their 'window of tolerance'

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, they also focus on the need to take responsibility for finding a constructive way forward for all concerned.  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, apologise. 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/play space
- appropriate use of exclusion (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 an example of one).

| Unwanted/unhelpful/antisocial behaviour | Possible Consequences |
|---|---|
| Relatively low impact (Escalating behaviour)<br>Examples:<br>• Calling out<br>• Distracting others<br>• Refusal to complete assigned activity<br>• Not demonstrating positive learning behaviours<br>• Disrespectful comments<br>• Use of inappropriate language including swearing (indirect) | Initial response:<br>Verbal Interventions– e.g.<br>*I know you can……I'd really like to see……*<br>*Show me……… (*<br>Secondary response:<br>Pupil to be handed a 'thinking cloud' adult to support pupil to consider which zone they are in and what they might need to return to 'green' (working within their window of tolerance) |

| | |
|---|---|
| | *I have noticed you are……. I wonder which zone are you in? I imagine you might be feeling…..*<br>*I'm here to help and listen. Tell me what happened and we can think about some toolkit strategies that may help.*<br>*You 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)*<br><br>If there is not a changed in behaviour it may be necessary for a further reflection support during break time or lunchtime with a trusted adult.<br><br>If a child is reaching this level on a regular basis then the class teacher must record this on CPOMs, inform parents and bring this to the attention of Senior Leadership Team (Assistant Head Teacher responsible for the key stage in the first instance) |
| <u>Relatively higher impact (Severe behaviour)</u><br>• Explicit rudeness to staff members<br>• Physically hurting (assaulting) other children/staff<br>• Damage to school/pupil property (including deliberate vandalism/Graffiti.)<br>• Leaving class without permission<br>• Harmful/offensive name calling/ directed swearing at another child/adult<br>• Spitting<br>• Complete refusal to comply with instructions<br>• Any discriminatory behaviour<br>• Bullying (repeated malicious name calling, passing threatening notes, picking on weaknesses, physical violence, any discriminatory behaviour.) | 1. SLT notified.<br>2. Opportunity for reflection.<br>3. Restorative approach followed.<br>4. Incident recorded on CPOMs.<br>5. Parents notified by telephone/in person by Class Teacher/SLT member.<br><br>Outcome following step 5 will be personalised based on previous behaviour, severity, response from pupil(s) This may include:<br>-Changes to timetable/provision/support. Parents/carers to be informed of decision via phone or face to face.<br>-If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion. |

**Ways to Record Incidents of Concern**

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

• All behaviour incidents of a severe nature will be recorded on CPOMs, including formal contact with pupils and parents. This will be used to inform meetings with parents, identify patterns of behaviour and structure individual behaviour support plans where appropriate. The Senior Leadership Team will regularly review these incident records to identify patterns in behaviour and take action to address where necessary.

• Midday staff on lunch duty will inform class teachers of incidents, and record on CPOMS.

• Teachers will keep informal records of when children achieve golden tokens and values certificates.

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

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive, 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. This will be led by SLT who will facilitate the completion of an Individual Learning Plan/Behaviour Support Plan. 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 our school we believe that understanding what the behaviour is communicating to us is the first part for planning a meaningful and impactful response.

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

Appendix 1: STAR analysis (to be used as a format for recording and analysing behaviour)
Appendix 2: Three Stages to Supporting the Understanding of Behaviour – A TPP guide
Appendix 3: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs
Appendix 4: A Tool for Understanding and Reframing Behaviour

**Safeguarding**
Behaviour is a form of communication, and it is notable that for some children behaviour can be a communication of external circumstances and occurrences. With this in mind, it is important to remember that at times behaviour can be an indicator of various safeguarding concerns. If you are concerned that a child's behaviour may be due to safeguarding issues, please speak to a member of a Designated Safeguarding team. More information can be found in our Safeguarding Policy.

Online Bullying:
We take online bullying very seriously at Burton End, and such behaviour will not be tolerated. Online Bullying is defined as bullying that takes place over digital devices like mobile phones, computers, and tablets. It can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Online bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some online bullying crosses the

line into unlawful or criminal behaviour. Incidents that arise outside of school hours, that impact on the educational, health and wellbeing of children will be investigated thoroughly and parents will be contacted. As well as contacting ourselves, incidents can also be reporting to www.reportharmfulcontent.com, who can help in removing harmful content. Please also refer to our Online Safety Policy.

<u>Sexual Harassment and Sexual Violence (including child on child abuse)</u>
Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
Child-on-child abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE) 2021a) It can be harmful to the children who display it as well as those who experience it. Children can experience Child-on-child abuse in a wide range of settings, including:
- at school
- at home or in someone else's home
- in public spaces
- online

At Burton End Academy we recognise that Child-on-child abuse can occur at any age and we are vigilant about it. We challenge all inappropriate language and behaviours and follow up on concerns raised from online activities out of school. We treat all children involved in this as victims and involve parents in all discussions. We complete risk assessments and follow up support from necessary agencies such as the local authority and where appropriate the police. We discuss this issue in a sensitive manner through our PSHE and RSE curriculum work. Sometimes child on child abuse can take the form of sexual discrimination. Sexual discrimination, including sexual harassment, gender-based bullying and sexual violence is deemed completely unacceptable behaviour. Sexual harassment is likely to violate a child's dignity, and make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. Types of conduct that are prohibited and may constitute sexual harassment under this policy include, but are not limited to, the following:
- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone (Frottage), interfering with someone's clothes;
- Sexual violence
- Displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any incidents that are reported either happening in or outside of school will be taken extremely seriously. All incidents will be investigated by the safeguarding team, and reported to the DSL if deemed appropriate. Further action may be required, including exclusion and/or referring to the MASH team (Multi-Agency Safeguarding Hub). Full details and further information can be found in our Safeguarding Policy and Child Protection Procedures.

**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 child 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 child
- 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)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

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

**Classroom Staff**
- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs

- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

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

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

**Harm from dysregulated (stressed) behaviour**

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

**Supporting those who have been harmed**

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

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

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

**Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable child. 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 5

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

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

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

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

Our School is supported by BellsCroft who assist schools in positive behaviour support. They endeavour to focus on supporting organisations with de-escalation and positive behaviour planning to reduce the need for restrictive practise. They have trained all staff on behaviour and the law and a number of staff have been trained to use physical intervention should it be required. They recommend that where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded on CPOMs and the incident communicated to parents. Parents should be informed of the incident initially by phone or face to face and it should then be followed up in writing.

**Screening and searching pupils**

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:
'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)
[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (publishing.service.gov.uk)](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 –via dojo/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
- vapes, 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 in Education (2023)

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)

9. DfE Behaviour in Schools 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

**Appendix 1: Guidance for incident reporting using 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 2: 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.'*

| | |
|---|---|
| **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 children 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 child is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the child'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 child's co-regulation. Recognise that the adults will need to change their behaviour first*. | |

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


**Stage 1.**

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

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


| What's happened? | Going on? | Feeling? | Thinking? |
|---|---|---|---|
| **Possible examples**<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?

| What are you seeing? | Reframe this behaviour |
|---|---|
| An example linked to above: parental separation | An example linked to above: parental separation |

| Crying | Not able to cope and therefore seeking connection |
| Approaching peers with aggression | 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 using the zones of regulation tracker.

**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 behaviour support plan using the zones of regulation framework**

## Appendix 3:
**Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs**

| Zone | Known causes | What does this look like? | What can adults to support? |
|---|---|---|---|
| Complete dysregulation/Hyper arousal/survival state <br> Angry/aggressive <br> Terrified | | | Strategies to promote safety and reduce risk |
| Dysregulation/Hyper arousal <br> Anxious <br> Frustrated <br> Worried <br> Overwhelmed <br> Silly <br> Overexcited <br> Scared | | | De-escalation strategies |
| Within window of tolerance <br> Regulated <br> Able to take on challenges <br> Able to interact with others <br> Calm <br> Focussed | | | Preventative strategies |
| Hypo arousal <br> Sad <br> Bored <br> Tired <br> Unwell | | | |

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 support 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 Individual Learning Planning in place for this child/young person? | | |
| Is there a current Behaviour Support 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? | | |

| | Y/N n/a | |
|---|---|---|
| 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? | | 24 |
| 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 4- 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>• Is there an adult response plan?<br><br>• Is the plan helpful, shared, used and understood?<br><br>• Is there a personalised stress/distress management plan?<br><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. |

**Blank template**
**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 5: 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 child 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/children (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 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.