



BEHAVIOUR AND RELATIONSHIPS POLICY FOR HOLT FARM INFANT SCHOOL

DATED: February 2026

POLICY TO BE REVIEWED September 2027

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School Ethos

At Holt Farm Infant School, we are committed to creating a calm, purposeful and inclusive environment where positive behaviour and strong relationships enable all children to flourish. Our whole-school approach to behaviour is rooted in clear expectations, consistency and care. It is not simply a set of policies, but a shared culture shaped by the everyday actions, attitudes and language of all adults within the school.

We have high expectations for behaviour and conduct because we believe these are fundamental to pupils' wellbeing, safety and success. Our approach is underpinned by strong values and a relational ethos, ensuring that children feel secure, respected and ready to learn. We recognise that behaviour is learned and therefore must be taught, modelled and reinforced consistently by all staff.

It is a core ambition of Holt Farm Infant School that every member of our school community feels valued, included and treated with fairness and dignity. We are a caring and aspirational community, built on mutual trust and respect, where differences are recognised and celebrated. This Behaviour and Relationships Policy supports our commitment to inclusion, equality and safeguarding, enabling all children — including those with additional needs — to succeed and achieve their potential.

Through this policy, we aim to promote a culture in which children feel happy, safe and confident, develop positive attitudes to learning, and are supported to make good choices. Our approach ensures that pupils understand expectations, feel supported to regulate their behaviour, and are given the guidance they need to thrive both academically and socially.

A Relational Behaviour Model

A Relational Behaviour Model

At Holt Farm Infant School, we adopt a relational behaviour model informed by the principles of TPP. Our approach recognises that behaviour is a form of communication and must be understood within the context of a child's development, experiences and environment. We acknowledge that young children are still

learning how to regulate their emotions and behaviour and that mistakes are a natural and important part of this learning process.

Our behaviour approach is rooted in the understanding that children are highly responsive to relationships, consistency and the environment around them. We believe that clear boundaries and limits are essential, not as a means of control, but to provide safety, security and structure for all. These boundaries are designed to meet individual needs, promote positive behaviour and support children to feel confident, calm and ready to learn.

Through consistent adult responses, positive role modelling and high expectations, we support children to develop self-regulation, resilience and responsibility for their actions. This relational approach ensures that behaviour is addressed with care, fairness and proportionality, enabling all children to succeed socially, emotionally and academically.

Emotional Regulation

At Holt Farm Infant School, behaviour is understood as a form of communication and is addressed through a consistent, relational approach that prioritises emotional regulation, positive relationships and high expectations. Recognising that children's behaviour develops over time, adults respond with calm, attuned and purposeful support, viewing mistakes as opportunities for learning rather than solely for sanction. Through clear boundaries, consistent routines and explicit teaching, pupils are supported to regulate their emotions, make positive choices and understand the impact of their actions on themselves and others. Staff act as emotionally regulated role models, using co-regulation, restorative practice and the principle of *connection before correction* to promote wellbeing, inclusion and readiness to learn, ensuring pupils feel safe, understood and supported to engage positively in school life.

School Values

Happy - Friendly - Incredible - Safe

Happy – We prioritise emotional wellbeing and place positive relationships at the heart of learning. We know that when children feel secure, valued and a strong sense of belonging, they are more engaged, resilient and able to learn effectively. We support children to recognise and celebrate their achievements, develop self-confidence and learn strategies to manage challenges and setbacks, promoting positive mental health and emotional resilience.

Resilience – growth mindset – Proud of personal achievements

Friendly – We are committed to developing children's social and emotional skills so they can build positive relationships and contribute respectfully to school life. We explicitly teach children how to form friendships, communicate effectively, manage conflict and show empathy towards others. Through consistent modelling and teaching, we help children to become kind, confident and respectful members of the school community and the wider world.

Kindness – sharing – respectful – being a good friend

Incredible – We are ambitious for every child. Our curriculum is designed to challenge, inspire and engage, encouraging children to be curious, determined and motivated learners. We endeavour to instil in

our children that effort and perseverance lead to success. By embedding high expectations and celebrating progress, we empower children to believe in themselves and strive to be the best version of themselves. Determination – Challenge – academic achievement

Safe – Safeguarding is at the heart of everything we do. We are uncompromising in our commitment to keeping children safe, both in school and beyond. Children are taught how to stay safe, including online, and these messages are embedded across the curriculum. Clear routines, consistent boundaries and well-understood rules help children to feel secure and to understand how to keep themselves and others safe. Our robust safeguarding procedures guide all aspects of school life and ensure that children's welfare is always paramount.

Following expectations

School Rules

We teach and reinforce positive learning behaviours through three clear, consistent and age appropriate rules: **Ready, Respectful and Safe**. These rules are easy for children to understand and remember and apply across all areas of school life.

We maintain high expectations for all children while recognising that some pupils may require reasonable adjustments or additional support to meet these expectations. Our rules apply at all times during the school day and whenever children are representing the school, including on visits or off-site activities.

Ready – Respectful – Safe

Rule	Example
Be Ready	Be on time Sit in your own space Look at the person who is speaking Listen carefully Have equipment ready
Be Respectful	Use kind and respectful words (manners) Respect other's may have different views or needs Include others Help and support one another Look after equipment and property Hold door open for each other Take turns and tell the truth
Be Safe	Keep your hands and feet to yourself Follow adult instructions Transition calmly around school Calm in the Cloakrooms Sensible use of the Toilets No Rough play Share worries with an adult

Routines and Consistency

We understand that well established routines are fundamental to supporting positive behaviour and ensuring a calm, purposeful learning environment. Routines are explicitly taught, practised and reinforced so that children know what is expected of them and feel secure throughout the school day.

Key routines include:

- Start and end of the day
- Transition times (e.g. phonics sessions)
- Lining up, including assemblies
- Giving out and collecting equipment
- Moving safely around the school
- Breaktimes and lunchtimes

Consistency is central to our approach. All staff share responsibility for reinforcing expectations, supporting children when difficulties arise and recognising positive behaviour. Adults model the behaviours, attitudes and language we expect from our children and use positive reinforcement to celebrate success. Where expectations are not met, children are supported with clear guidance, encouragement and proportionate responses to help them learn and make better choices.

Rewards

At Holt Farm Infant School, we believe that recognising and celebrating positive behaviour and learning behaviours helps children to develop intrinsic motivation and make positive choices. Reward systems are used purposefully to reinforce high expectations, promote our school values and support children to understand what success looks like.

Rewards are used consistently across the school and are linked explicitly to our rules **Ready, Respectful and Safe** and our school values **Happy, Friendly, Incredible and Safe**. These include:

- **Non-verbal recognition** – such as thumbs up, smiles or a high five
- **Verbal praise** – which is specific and meaningful, clearly identifying the behaviour being recognised (e.g. effort, resilience, kindness, perseverance)
- **Dojo points** – awarded for positive learning behaviours linked to Ready, Respectful and Safe
- **Head Teacher Awards** – recognising effort, progress and achievement in learning (working towards Bronze, Silver and Gold awards)
- **HFIS Heroes** – celebrating behaviour and attitudes that reflect our school values
- **Lunchtime Super Stars** – recognising positive behaviour, cooperation and respect during lunchtimes

Rewards are inclusive, age appropriate and used to build confidence, self esteem and positive relationships.

Consequences

We have high expectations for behaviour in order to maintain a calm, safe and purposeful learning environment. Any behaviour that falls below these expectations, including behaviour that disrupts learning or impacts the wellbeing of others, will require an appropriate and proportionate response. Consequences are designed to be educational rather than punitive, helping children to understand the impact of their

behaviour, take responsibility and learn how to make better choices in the future. We use a graduated staged behaviour response to ensure consistency, fairness and clarity for children, staff and families.

Graduated Behaviour Response

Green Level Ready to Learn	Yellow Level Low-Level Behaviours	Amber Level Escalating and Concerning Behaviours	Red Level Serious Incidents
Children are: Ready to learn Following the school rules Ready, Respectful and Safe Embodying our school values Acting as positive role models.	Examples may include: Disrupting learning (talking, making noises, gestures) Misuse of equipment Play fighting Unkind or disrespectful language Difficulty remaining in learning spaces Not completing work	Examples may include: Persistent Yellow-level behaviours Persistent refusal to follow instructions Verbal threats Targeting other children or spreading rumours about others Deliberate damage or theft Leaving learning environments without permission	Examples may include: Physical violence causing harm Vandalism Leaving the school premises Aggressive or threatening behaviour Bullying Racist or homophobic behaviour Serious safeguarding concerns
Responses include: Verbal and collective praise Rewards such as Pupil of the Week or Head Teacher Awards Opportunities for responsibility and pupil leadership	Responses include: Addressed by the adult present (Teacher, LSA, MDA) Regulation strategies where appropriate (e.g. breathing, calming space) Discussion to understand what happened and why Brief 'time in' with an adult Clear reference to which rule has not been followed Restorative conversation to support reflection Class teacher to keep parents informed as appropriate	Responses include: 'Reflection time' with a member of SLT Restorative conversations to explore impact on others Logical consequences to repair harm Catch-up of missed learning Parental contact and meetings where appropriate Home-school communication book Consistent Management Plan (CMP) shared with staff and parents Review of provision with SENDCo, pastoral staff and SLT Consideration of targeted interventions	Responses include: Immediate support for regulation in a safe space Adult supervision until the child is calm and regulated Restorative conversation once regulated Parental contact and formal meetings Behaviour Risk Assessment where appropriate Review of provision with SENDCo, pastoral staff and SLT Consideration of external agency support Proportionate consequences, which may include: Internal suspension External suspension Managed move Permanent exclusion

Exclusion is very rare and is only ever considered as a last resort, where all other support strategies and interventions have been exhausted. Any decision to exclude is made in line with statutory guidance, with clear evidence of support and reasonable adjustments provided.

Restorative Conversations

Restorative conversations are central to helping pupils take responsibility for their actions, reflect thoughtfully on their choices, and learn how to make better decisions in the future. Restorative conversations are not a replacement for clear boundaries or high expectations. Instead, they sit alongside proportionate consequences and enable pupils to develop self-awareness, empathy and accountability, which are essential to long-term success and positive behaviour.

Our Restorative Framework

When a restorative conversation takes place, staff guide pupils through four carefully structured questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What can we do to make things right and what should happen next?

This structured approach ensures that pupils are supported to reflect honestly, understand the impact of their behaviour on others, and take an active role in repairing relationships and restoring trust.

Using Logical and Proportionate Consequences

As part of the restore and repair process, pupils are given meaningful opportunities to demonstrate remorse and rebuild relationships. This may take the form of a verbal or written apology, a drawing, or a restorative action, depending on the age and needs of the pupil.

We do not shy away from using consequences where these are logical, appropriate and proportionate, in line with our behaviour policy. Consequences are designed not to punish, but to promote reflection, responsibility and positive change. Pupils are supported to take ownership of finding a constructive way forward that acknowledges the impact of their behaviour on others.

This may include a sincere apology followed by an act of kindness or repair. Through this process, pupils are encouraged to consider not only the consequences of their actions for themselves, but also their wider impact on the school community. Alongside this, staff explicitly support pupils to develop strategies that reduce the likelihood of the behaviour occurring again.

Formal Elements of the Graduated Response

Amber and Red level behaviours are systematically recorded on CPOMS. This enables senior leaders to monitor patterns and trends over time, identify emerging needs, and ensure that timely, targeted support is put in place. This robust approach supports effective safeguarding, promotes consistency, and allows leaders to evaluate the impact of interventions, ensuring that behaviour support is responsive, evidence-informed and firmly rooted in the best interests of the child.

Use of suspension as a consequence

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

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

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

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

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

We refer to the [Education Access Team's Suspension Guidance](#).

Use of exclusion as a consequence

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

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

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

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

- Positive goodbye with closure for staff, child/young person and their family
- A robust handover between school staff to support the transition to the new school/setting

- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

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

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

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

We refer to the [Education Access Team's Exclusion Guidance](#).

Harm from dysregulated (stress) behaviour

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

Supporting those who have been harmed

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

We always consider the following:

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

Risk Assessment Process

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

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

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 children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

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 the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** It can be found here: [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](#)

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 children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://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/young person or to their parent/guardian. Items returned to them 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/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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.
- tobacco and cigarette papers
- fireworks
- pornographic images

Inclusion

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

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, it is a fundamental part of the Behaviour Policy that all staff and adults ensure fair treatment for all children, regardless of age, gender, race, religion, ability and disability. This includes safeguarding in respect to SEND children. SEND needs will always be considered and a graduated response applied to overcome these. A differentiated behaviour sanction will be applied to cater to the needs of the pupil where appropriate to do so.

We believe that children with SEND must be taught to live happily within society's rules. We ensure that they receive the support they need to adhere to these. **This however means all children with a protected characteristic will not be exempt from sanctions; they will be additionally supported to achieve expected standards of behaviour to live in society through nurturing and restoration.** Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioner and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and renew it on a regular basis.

SEND approach to ensure acceptable standards of behaviour for all children

1. Consider the behaviour could this have been avoided if SEND need had been considered?
2. Graduated approach needs to be in place - what extra support might be needed to identify and address the needs of pupils from vulnerable groups in order to reduce their risk of exclusion as well as to engage proactively with parents to support these.
3. Complete provision map or behaviour plan - does an EHCNA need to be applied for?
4. Does a meeting need to take place - an Early Annual Review or child in need meeting?

Our Principles - the things we will do as adults

All staff

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

Head Teacher

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

Other Senior Leaders

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

Classroom Staff

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

Family

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

Governors

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

Further Guidance

1. [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Notes on the Following Appendices

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

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

Appendix 1: A Tool for Understanding and Reframing Behaviour

Appendix 2: STAR Analysis

Appendix 3: Adult Response Plan

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

Appendix 5: Risk Assessment Guidance

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

Appendix 1 - A Tool for Understanding and Reframing Behaviour

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

Blank template

A Tool for Understanding and Reframing Behaviour

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

Appendix 2: STAR Analysis
[Coaching webinar](#)

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

Appendix 3: Adult Response Plan

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

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

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

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

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

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

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

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

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

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

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

Appendix 5: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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