**Appendix (v)**

**WEST ESSEX SOCIAL EMOTIONAL AND MENTAL HEALTH SPECIALIST TEACHING TEAM**

**Toolbox 1**

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| **Strategy** | **Explanation** | **Coded Messages *(This is what they adult is providing or supporting the child to develop)*** |
| **General praise** | Praise appropriate behaviour often –this will reinforce it | Coded message(s):  ***Positive identity, self-esteem, resiliency building, confidence, motivation*** |
| **Proximity Praise** | Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use. | Coded message(s):  ***Indirect boundary setting, providing expectations, reminders, motivation, self-esteem*** |
| **Tactical ignore** | Ignore where possible very low level primary and secondary behaviour.  I.e. pencil tapping, muttering under breath.  If the behaviour becomes unsafe to pupil or to others you must intervene. | Coded message(s):  ***Boundary setting, limiting attention around communicating behaviours you want to reduce*** |
| **Non-Verbal signal** | Open, positive body language. The look, Thumbs up, Smile. | Coded message(s):  ***Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience*** |
| **Rule/expectation reminder** | What’s our rule about…….  (Kind hands, moving around the classroom) | Coded message(s):  ***Reminders, boundaries*** |
| **Direct Praise** | Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible. | Coded message(s):  ***Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model*** |
| **Positive expectation reminder** | Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to out hand up and wait to be asked before answering question. | Coded message(s):  ***Reminders, solution focused, clear expectations, boundaries*** |
| **Simple verbal direction** | Give assertive direction using few words and a low slow tone i.e. ‘sit down thanks’ or ‘books away,’ assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done. | Coded message(s):  ***Boundaries, consistent expectations, reminders*** |
| **Simple Question** | Where should you be? What should you be doing? | Coded message(s):  ***Reminders, boundaries,*** |
| **Distraction** | Divert Childs attention to something of interest to the pupil and away from inappropriate behaviour i.e. ‘we need to get this finished, so that we can be on time for playtime, let’s see how quickly we can do it’ | Coded message(s):  ***Distraction, boundaries, self-regulation support,*** |
| **Warning and choice**  **2nd Warning and choice** | State expectation clearly and consequence for non-compliance e.g. ‘Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow’ Face saving/take up time must be given and the adult to move away  as above | Coded message(s):  ***Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure*** |
| **Logical consequences** | If the pupil does not comply then the logical consequence should be applied (see above).  Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time. | Coded message(s):  ***Boundaries, clear expectations, natural consequence*** |
| **Voice Level Volume Monitoring** | Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours. | Coded message(s):  ***Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.*** |

**Toolbox 2**

(For Pupils with Additional SEMH)

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| **Strategy** | **Explanation** | **Coded Messages** |
| **Pupil Perception** | Pupil perception can be a useful tool to gather the thoughts and feelings behind possible behaviours being exhibited by the child/children. Adults need to begin from the child’s perception and support them to change these perceptions in a positive way. | Coded message(s):  ***Being heard, being listened to, developing understanding, emotional containment, to feel valued.*** |
| **Keeping in Mind** | Use this strategy to fulfil the child’s need to belong and foster a feeling of importance. During conversations adults use phrases such as I saw…and it made me think of you, I was thinking about you when…, I will be looking forward to hearing all about… when… etc. | Coded message(s):  **Belonging, to feel valued, relationship building** |
| **Movement Breaks** | For children who have difficulty with maintaining concentration or who find it difficult to sit still for any length of time benefit from legitimate movement breaks e.g. doing a job for an adult. | Coded message(s):  ***Self-regulation, low stress opportunity, containment*** |
| **Chunked Activities** | Use chunked activities to provide children to feel a sense of frequent successes within lessons and provide shorter tasks which may be less daunting for the child to attempt. | Coded message(s):  ***Develop self-esteem, resilience, confidence to attempt academic risks, resilience building*** |
| **Positive Gossip** | Adults to praise the child indirectly to another adult in ear shot of the child. This is particularly useful for children who find direct praise difficult to manage and should be task/behaviour specific. E.g. Mrs/Mr… I was so pleased to see that…was having a go at answering some questions on the carpet today etc. | Coded message(s):  ***Develop self-esteem, develop confidence, building positive relationships*** |
| **Assumed Compliance** | Use statements ending in thanks to show your expectations and how you assume the direction you have just given will be followed. e.g. you need to put the pencil away in the pot now thanks, classroom voice thanks etc. Once the statement is given adults should move their body language away from the child to give them take up time to carry out the instruction. Repeat the statement in a low slow tone with fewer words if needed. | Coded message(s):  ***Boundaries, consistent messages, direction, reminders*** |
| **Partial Agreement** | Use statements such as that may be so but I need you to… or you may feel like that but right now you need to… | Coded message(s):  ***Listening, understanding child’s perceptions, feel valued, emotional containment & containing boundaries*** |
| **Let’s Do It Together** | To begin tasks with the child to ensure the child understand what is expected of them to complete the task and foster a feeling of initial success to give them the confidence to challenge themselves. | Coded message(s):  ***Listening, understanding child’s perceptions, feeling valued, safety, emotional containment & developing confidence to attempt academic risks, resilience building*** |
| **Reflection** | To provide children with reflection time that will turn a situation into a positive learning opportunity for that child. This could be for instance using a restorative reflection sheet which explores the thoughts and feelings around a situation, the outcome is explored in a non-judgemental way, conflict resolution being discussed and agreed, and then problem solving ways of managing such situations in the future. | Coded message(s):  ***Listening, understanding child’s perceptions, feeling valued, moving on from a situation, restorative approach, self-reflection, emotional containment & containing boundaries, non-judgemental, forgiveness, Resilience building*** |
| **Repair the Harm Done** | Children should be given the opportunity to put right the harm they have done. e.g. putting equipment back, make a card, go and get a resource the child likes etc to develop meaning and empathy. | Coded message(s):  **Restorative approach, repairing, resolution to a problem, non-judgemental approach, forgiveness, resilience building** |
| **Knowing What’s coming** | To prepare children for what is coming next and any changes where possible, to give them that predictability and safety of knowing what to expect. Where possible make this visual and age appropriate. | Coded message(s):  ***Predictability, safety, relationship building, development of trust, emotional containment, independence building*** |
| **Pre-teaching** | Opportunities to provide pupils with key words and vocabulary explanations prior to a session, or reminders/introductions of taught/new methods being used in a session; can foster a child’s confidence and promote engagement in sessions. | Coded message(s):  ***Resilience, confidence to take academic risks, self-esteem, self-worth, lowering anxiety, preparing, reminders of previous concepts,*** |
| **Differentiation** | This does not only mean differentiated work and resources provided within the lesson, but thought to the provision of behaviour strategies used to promote and enable positive behaviour for learning to take place. | Coded message(s):  ***Resilience, confidence, self-esteem, self-worth, lowering anxiety, preparing, emotional containment, independence building,*** |
| **Safe Place** | Adults to negotiate with a child (particularly those who leave the classroom or move to inappropriate areas within the environment), a safe place that they can go to for time to self-regulate when they’re in an emotionally heightened state. A visual aid can support them to do this if they find it difficult to verbalise. Adults will need to teach, model and rehearse this with the child when calm and try and help the child locate any warning signs they may get within themselves which can be an indication for them to go to that safe place. | Coded message(s):  ***Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust, independence building*** |
| **Safe Person** | A safe person can be identified with the child. The role of the adult is to be non-judgemental but talk through situations and use this time as a reflective learning opportunity. The use of partial agreement during these discussions is important to show some empathy e.g. I can see that you feel upset/angry, I would feel upset/angry if… and then discuss the situation through a solution focus approach; providing them with strategies to manage a situation if it arise again. | Coded message(s):  ***Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust*** |
| **Slow Tone** | Slowing down your speech and using fewer words helps the child to hear the direct rather than information that may overload them. E.g. tuck your chair in because we don’t want people to fall over it and hurt themselves. They might just hear fall over it and hurt themselves. We want them to hear the instructions and therefore by using fewer words such as, tuck, chair, in enables them to process just the direction rather than the consequence. | Coded message(s):  ***Emotional Containment, predictability, confidence, resilience, self-esteem, safety, positive relationship building, trust*** |
| **First and Then Approach** | This is a strategy which can support children to access their learning if they are reluctant or finding it difficult to do so. The ‘first’ aspect involves a differentiated appropriately chunked learning activity. The initial part of the task should be well within the child’s capability to gain initial success and appropriate elements of challenge built in. The ‘then’ activity is a low stress level activity which enables the child to have regular opportunities to self-regulate so that they can manage the expectations placed upon them throughout the school day. It would be beneficial for the child’s ‘then’ activity to be based on their likes, as the tasks will then be more motivating for them. Staff should give them a choice of two tasks the adult is happy with, which will provide the child with opportunities for small elements of legitimate control. It is also important that staff put a time boundary around the ‘then’ aspect, and provides children with time warnings of endings e.g. 5mins, 2mins, 1min etc. This also provides staff with regular opportunities throughout the day to provide explicit opportunities for children to develop the social and emotional skills they have not yet mastered e.g. turn taking, following someone else’s instructions, developing their interpersonal thinking skills etc. | Coded message(s):  ***Predictability, structure, self-regulation, motivation, confidence, self-esteem, fostering independence skills, lower anxiety, emotional containment, legitimate control, distraction,*** |
| **‘Catch Me Strategy’ Using Task, Behaviour and Effort Specific Praise** | Adults should provide children with frequent task, behaviour and effort specific praise e.g. ‘you have remembered to add full stops into your sentence’, ‘I noticed that you sat at your table waiting for the teacher to speak to the class well done’ or ‘you have worked very hard keeping within the lines while you colour in the ship’. It is important that staff notice the appropriate behaviours that the children are exhibiting regularly so that they are gaining praise for appropriate behaviours, and are more likely to exhibit the desired behaviour staff would like to see. | Coded message(s):  ***Self-esteem, self-confidence, motivator, development of relationships, social skills development, sense of belonging*** |
| **Meet and Greet** | A member of staff to meet with the child, at the beginning of the day and after lunch. This is a useful strategy to prepare the child for the day/morning/afternoon e.g. Adults can go through the child’s visual timetable, set up the first and then activity, provide talk time, reminders of behaviour you want to see and encouragement for the day/morning/afternoon ahead. | Coded message(s):  ***Sense of belonging, predictability, self-regulation, reflection, structure, relationship building, resilience*** |
| **Role of Responsibility** | This strategy is a way of making the child feel, that they belong and that it is important that they are there. This is also a low stress level activity which can help self-regulate their emotions from the daily demands placed in them through the day. | Coded message(s):  ***Sense of belonging, self-esteem, self-confidence, resilience, independence, motivator, self-regulation, legitimate control opportunities*** |
| **Restorative Repair** | For staff to provide the pupil when calm support to put things right after an incident or a situation has arisen. This should be done in a non-blame and non-judgemental approach. This should include a logical consequence (time limited) and a learning opportunity. | Coded message(s):  ***Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience*** |
| **Restorative discussion learning experience** | For adults to provide the pupil when calm with reflection time and discuss a situation that has occurred and an opportunity to problem solve and think of alternative ways of responding in an assertive manner. Adults should then role play and practice this as he will then be more likely to use it independently. | Coded message(s):  ***Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience*** |
| **Assertive Responses** | For the pupil to be taught a range of scripts e.g. ‘The Magic Script’ which help the child to respond assertively towards others in situations, in a more confident, appropriate and socially acceptable way. | Coded message(s):  ***Independence, resilience, assertiveness,*** |
| **Achievement/Brag**  **/Celebrations/ Brilliant Book-Choice** | Positive work, photos and visual rewards to be incorporated with the catch me strategy in a ‘Brag Book/Celebration Book’. This will help the child recognise the positive parts of themselves even at times when he is finding things more challenging emotionally at times. This will separate the difficulties they are experiencing from his self-identity. | Coded message(s):  ***Self-esteem, self-worth, confidence, sense of belonging, developing relationships, social skills building,*** |
| **Child Led Play** | For adults to engage in child led play with a pupil during the low stress level activities. The adult could also commentate on what the child is doing as well as copy them. By doing this the child will feel attended to and this overtime will be a way of supporting the child develop a positive attachment with the adult. | Coded message(s):  **Developing positive relationships, attunement, emotional containment, confidence, self-esteem, self-worth, social skills development, self-regulation** |
| **Talk Time** | For adults to continue to provide talk time during the pupil’s day. This could be incorporated into his low stress level activity ‘then’ choices. This enables the child to develop their confidence and self-esteem and some mastery over certain concepts and interests they have. This will make them feel important and offer them an opportunity to again, feel attended too, important and aid developing positive attachments with adults. | Coded message(s):  **Self-regulation, belonging, offloading, self-esteem, confidence, verbalising thoughts and feelings, resilience, positive relationships** |
| **Self-directed Challenge setting** | For the pupil to have the opportunities to find small and manageable challenges they can set for themselves. Adults should encourage achievable tasks so that the child can gain initial success. This will, overtime, make the idea of taking small academic risks less threatening and daunting for him. | Coded message(s):  ***Confidence, self-esteem, independence, self-worth, resilience, growth mindset*** |
| **Revisiting work through a graduated process** | For adults to provide a graduated process in encouraging the child to revisit work, comment on it and self-assess. For instance initially, staff could get the child to highlight three full stops in their wiring, two adjectives, three addition sentences etc. These should be well within the child’s capability to get them used to the idea of revisiting their work. Self-assessment could begin with identify one aspect they like. This over time could be extended to two or three things they like and one thing they could do to improve it. | Coded message(s):  ***Confidence, self-esteem, independence, self-worth, resilience, growth mindset, success*** |
| **Modelling mistakes** | For staff to model making mistakes regularly, as this is a way of modelling to the child that it is ok to make mistakes. A discussion around what they have learnt from their mistake is also very important for a child to experience. | Coded message(s):  ***Resilience, confidence, growth mindset, emotional containment, self-regulation*** |
| **Group work roles** | For a pupil to be supported to engage in small activities with a peer/small group. Roles should be provided so that the child and the other children are aware of the role that they will be taking each time (and roles will need to differ). | Coded message(s):  ***Social communication skills, resilience, confidence, self-esteem, belonging, independence*** |
| **Best Bits of the day** | At the end of the day staff to reflect on the day with the child, and recognise the best bits about every day. This includes adults modelling examples that they have recognised throughout the day also. These should be task, effort and behaviour specific. | Coded message(s):  ***Confidence, self-esteem, self-worth, developing positive relationship, growth mindset, self-worth, resilience, relationship building, feeling listened to, managing change*** |
| **Visual Timetable** | This should be visual and age appropriate. This is so that the child can be clear around the structure of their day, know what’s coming next, and gain frequent successes of working their way through the timetable each day. It is also a tool they can refer to whenever needed to provide a sense of security. | Coded message(s):  ***Predictability, emotional containment, structure, trust, resilience, confidence, independence, boundaries, fostering a feeling of safety, clear and consistent expectations, support to manage change, Reminders*** |
| **Prepare for Changes** | Adults whenever possible, to provide the child with warnings for change. A surprise card could be added visually to his timetable to acknowledge and teach that there are surprises that can occur and these should be positive experiences as well as unforeseen changes that may promote anxiety when unprepared. | Coded message(s):  ***Predictability, emotional containment, structure, trust, resilience, confidence, relationship building*** |
| **Routines to be taught, modelled, rehearsed and consolidated** | This is a way of providing regular opportunities for the child to practice these skills explicitly in a safe place provided to do so. | Coded message(s):  ***Predictability, confidence, social skills, self-esteem, resilience, structure, predictability,*** |
| **Time warnings before the end/change of tasks** | Staff to provide the child with time warnings and incorporate a visual representation also where possible e.g. timer clock etc. | Coded message(s):  ***Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure,*** |
| **Individual Timetable** | This is an individualised programme that incorporates learning opportunities which meet both the child’s academic and social and emotional needs. Additional interventions which would support staff to proactively teach the child, the social and emotional skills they require further explicit opportunities to develop and master. | Coded message(s):  ***Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure, confidence,*** |
| **Consistent adult responses** | For staff to develop, use and regularly review a plan which provides a consistent approach e.g. the ‘Consistent Management Plan’ or the ‘Child Communication and Adult Response 5 Step Plan’. These plans incorporate and consist of a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses. | Coded message(s):  ***Boundaries, consistent expectations, developing relationships, confidence, emotional containment, predictability, self-esteem, self-awareness,*** |
| **Choices of consequences** | This is providing the child with two choices the adults are happy with whilst providing the child with guidance and a small legitimate opportunity to maintain some control over the situation e.g. This needs to be done, it can either be done now or in your own time (specify this specific time with the child e.g. break time). | Coded message(s):  ***Legitimate control, expectations, boundaries, structure, resilience, trust,*** |
| **Legitimate Control** | Staff to provide the pupil, with regular opportunities of legitimate control through providing them with two choices e.g. Are you going to have the blue or black pen, safe place or reception sofa, you can do it now or in your own time? | Coded message(s):  **Legitimate control, structure, boundaries, expectations, confidence, academic risk** |
| **Raise Profile in Class** | Staff to raise the pupil’s profile in class and around school, by providing positive experiences amongst a range of peers in class e.g. being given classroom monitoring jobs and roles of responsibility etc. | Coded message(s):  ***Social communication skills, resilience, self-esteem, sense of belonging, confidence, self-worth, motivation, low stress level activity, self-regulation, distraction*** |
| **Journey Planner** | Staff to work with the pupil to create a journey planner. This is a way of achieving a desired outcome e.g. returning back to the playground for break times and lunch times. This should be a visual step by step approach, where expectations and successes are recorded with the child each day, in order to help the child achieve and be successful, as well as supported when things may go wrong. | Coded message(s):  ***Structure, predictability, growth mindset, confidence building, success, self-esteem, resilience, self-worth*** |
| **Scaling** | Some Pupil’s benefit from scaling so they begin to identify their feelings. It also supports them to practice self-regulation techniques. In addition, it enables adults to identify patterns, triggers and situations the pupil may find particularly difficult; and need further support with. Visual tool will also be helpful e.g. scaling or using Blob tree sheets, 5 point scale, volcano in my tummy and Angry Arthur. | Coded message(s):  ***Self-regulation, emotional literacy, emotional containment, confidence, resilience, valued, self-esteem, being listened to, feeling understood.*** |
| **Acknowledge feelings and provide take up time** | I can see that you’re feeling really upset/angry/excited, when you’re ready I’ll be…(name a place and then adult to look busy). This will help the pupil have time to self-regulate in their own time, save face, and provide him with a way back. | Coded message(s):  ***Emotional containment, emotional literacy, self-regulation, saving face, trust, relationship development, resilience.*** |
| **Task Chunker** | Expectation lists of the task should be used, so that the child can tick off each step achieved as they work through the task. This will provide the child frequent success and reminders when needed. | Coded message(s):  ***Visual support, confidence,*** ***self-esteem,*** ***predictability and***  ***reminders and clear expectations, self-worth*** |
| **Equipment Checklist** | This should be age appropriate and visually represented (words and pictures to support if required). This can be helpful in supporting the child to develop independence skills. | Coded message(s):  ***Developing independence, Structure, predictability, self-esteem and confidence building*** |
| **Low and Slow** | When children become emotionally heightened, it is beneficial for the adult to respond in a lower and slower voice. This helps the child to feel emotionally contained and use the adult to support self-regulation. | Coded message(s):  ***Self-regulation, emotional containment, boundaries being maintained, Predictability, Conflict resolution skills*** |
| **Touch and Talk** | When children don’t appear to respond it may be because they are preoccupied. Adults should avoid raising their voice to gain the child’s attention as this may trigger an escalation in behaviour, make the child move to a defensive position and embarrass them publically. It can be helpful for the adult to provide a gentle touch to the shoulder to gain the child’s attention before talking to them. | Coded message(s):  ***Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building*** |
| **Interpersonal Thinking Skills Development** | This is an intervention which helps children reduce their impulsivity and strengthens the thinking process to manage a range of situations over time. This can be provided by the Essex SMART Thinking Programme. The child may benefit from having the opportunity to practice and develop effective social thinking skills. The child begins to ‘Stop, Think, Choose and Do’. | Coded message(s):  ***Self-regulation, Emotional containment, choice, developing confidence, growth mind-set, social skills development, Emotional Literacy development, Resilience, Self-reflection, Self-control, structure to the thinking process, self-esteem*** |
| **Self-regulation Development** | The child should be provided with opportunities to develop their Emotional literacy skills. This includes the ability to develop their recognition of different emotions they experience, and the ways to manage them using a range of strategies. Such resources to support the child could include the 5 point scale, Anger mountain, Big Bag of Worries, Self-regulation cards, relaxation, calm box and mindfulness. Adults will need to support the child initially with this. | Coded message(s):  ***Self-regulation, Emotional containment, confidence, structure, feel valued, feel understood, develop assertive responses, restorative approach, Emotional literacy development, develop a sense of belonging, developing independence*** |
| **Sensory Support** | Some children can have underlying sensory needs. Sensory checklists, sensory boxes, sensory breaks, and sensory resources can be several ways in which adults can support a child’s identified sensory need(s). | Coded message(s):  ***Self-regulation, understanding child, identified possible additional SEN or medical needs.*** |
| **Reward Systems** | Providing the child with a reward to work towards can provide them with the motivation they may need to attempt academic risks. Steps to success using stickers/points can provide a visual representation and frequent success can be acknowledge. Once a child has gained a step of success, this should not be taken away as a consequence. | Coded message(s):  ***Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, self-regulation, legitimate control, manage changes, predictability*** |
| **Video Strips/Comic Strip** | A visual tool to help children discuss an event and reflect on it with an adult who is non-judgemental and a non-blame approach is adopted. | Coded message(s):  ***Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety, growth mindset, interpersonal thinking skills development, social skills development, self-regulation, feeling listened to*** |
| **Buddy System/Positive Peer Support** | Using positive role models to support children in school as children can become isolated with an adult. This helps to develop the child’s social skills, interpersonal thinking skills and independence skills. | Coded message(s):  ***Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, self-regulation, emotional containment, self-worth, sense of belonging*** |
| **Assertiveness Building** | Assertive scripts e.g. Magic script (may need to be differentiated depending on the child(ren). | Coded message(s):  ***Acknowledge feelings, self-regulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building*** |