

Clavering Primary School

Behaviour Policy



Learning to be the best that we can

CLAVERING PRIMARY SCHOOL BEHAVIOUR POLICY

INTRODUCTION

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually, and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

AIMS

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- Provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
- Teach children behaviour that is appropriate to different situations.
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

OBJECTIVES

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- Have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- Reinforce good behaviour so that children feel good about themselves.
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- All staff know how to manage difficult or dangerous behaviour, and to understand what challenging behaviour might be communicating.
- Prevent bullying.

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 relationships
- Children who don't manage should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone's needs
- Rules should be developed together and adapted where needed
- Consequences are only used within a process of restore and repair

- ‘Inappropriate’ behaviour is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
- The causes of the difficulties are mostly in the environment and within the context of relationships
- The solutions lie in understanding what the behaviour tells us about the child and their need
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

EXPECTED BEHAVIOUR – The Behaviour Curriculum (see Appendix A)

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Child and young people 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 and young people so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our child and young people’s behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child and young people 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?)

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

As part of the restore and repair process, they 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.

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

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.

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 Leaders 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.

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 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

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- Discuss the school code and class rules within their class.
- Understand the consequences of breaking the school rules.
- Vote for members of their class to represent them on School Council.

The role of teachers

- Agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- Ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Arrive in class in time.
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- Inform parents about expected behaviour and seeking their support.
- Avoid use of confrontational language – see Appendix (i) Emotional Containment Phrases
- Use proximal praise to reinforce expectations.
- Ensure all children are noticed and receive attention in class -see Appendix (v) Toolbox 1 and 2
- Treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- Ensure all adults working with children with SEMH are informed of individual challenges and strategies.
- Organise the classroom in a way that encourages successful learning by giving attention to:
 1. Space for working and movement.
 2. Seating arrangements
 3. Access to materials and equipment

4. Noise levels
5. Routines

- Plan activities appropriate to the ability, maturity and special educational needs of the children.
- Be aware of safety issues when planning activities.
- Establish procedures for giving directions about tasks.
- Teach children about behaviour skills.
- Plan and respond to individual needs to learn behaviour skills and self-regulation.
- Provide opportunities for children to develop different kinds of relationships with one another.
- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- Liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- When a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

Non-teaching staff

The role of the Learning Support Assistants

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when sanctioning
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them
- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for children.
- Fulfilling roles identified within SEMH plans for children.
- Having high expectations of children
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- Responding to children's needs swiftly
- Observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment

The role of MIDDAY staff members

- Being friendly and approachable
- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards or imposing agreed sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Support children's development of behaviour skills and self-regulation
- Having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment
- Support children with SEMH using agreed strategies.

The role of parents and carers:

- The schoolwork collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- We explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governors
- Inform the school of any medical or social circumstance that might affect the behaviour of their child.
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- Inform the school of any concerns about their own child's behaviour.
- Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- Support and co-operate with the school in implementing the behaviour policy.
- Respect the staff of the school and valuing their professional opinions.
- Promote positive attitudes towards school.
- Provide a good example of behaviour.

The role of Governors

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- Be involved in the development of the policy in accordance with the stated aims of the school.
- Be informed about the successes of the policy in maintaining high standards of behaviour.
- Ensure that the school has a behaviour and discipline policy.
- Support staff in implementing the policy.
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents.

WHOLE SCHOOL STRATEGIES

Code of Conduct:

We have an agreed code of conduct for the school community.

The school's 'Golden rules' are:



We are kind, caring and helpful



We are respectful of ourselves, others and our school



We are honest, truthful and fair.



We are polite.



We are good friends.



We keep ourselves and others safe.

These are displayed in pictures and texts around the school.

In addition to this each class has agreed its own rules which are displayed in the classroom.

As well as the 'Golden Rules/school code every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour
- We are a no shouting school.

Support

Children can be supported in behaving as we expect through the following suggested means:

- Playleader Scheme
- Friendship Bench
- House groups
- Learning Mentors
- Worry Box
- Parental involvement in support programmes
- SENco/Headteacher involvement in support programmes
- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing e.g., stand next to me, walk beside me to... stay seated in your chair.
- Limited choice e.g., where shall we talk, here or in the library?

See also Appendix (i) Emotional Containment Phrases

Appendix (ii) De-escalation script

Appendix (iii) Zones of Regulation (Key Stage 1/Lower Key stage 2)

L.Lipscomb January 2020

R. Morton

Y. Crosby/R.Morton

Y.Crosby

R.Morton

Reviewed: Nov 2021 and October 2022

Reviewed: Nov 2022 and April 2023

Reviewed: May and June 2023

Reviewed: November 2025

Updated: April 2026

Rewards

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Superhero learning behaviour awards.
- Rewards including merits, credits, golden points, class dojo, stickers, house points, stars of the week, 'It Didn't Go Unnoticed Award', play leader awards and the 'good news wall', midday 'something special' book, postcards home.
- Rewards are given in accordance with individual support plans when necessary.
- Visit to the head teacher.
- Recognition of children who are strong role models/ always make the right choices - separate activity session.

Behaviour Response: Stepped Approach

1. Tactically ignore poor behaviour (private signals perhaps, catch children being good)
2. 'We' statement
3. Clear choice: that can either go into your pocket or onto my table... then walk away.
4. Follow up consequence.

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence, then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner.

Steps 1 and 2 may be skipped when presented with unsafe behaviours.

See also Appendix (ii) de-escalation script and Appendix (v) Toolbox 1 and 2

Sanctions: in the classroom see Appendix B /Appendix (iv) recording sheets

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application is not tolerated.

These steps outline an approach for within the classroom:

1. A verbal warning is given by the class teacher/LSA/Supply
2. Should the behaviour continue, the child is given a 5-minute reflection in their breaktime (hall or classroom)
3. Should the behaviour continue persistently, the child will be spoken to by the deputy head.
4. Should the behaviour continue further, class teacher will discuss the issue with the parent and child face to face.
5. If the behaviour continues further, then a meeting with the Head, parents and class teacher will be arranged.

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

'We' Script

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed to positively recognise and enforce

I.e.,, we expect..... thank you.

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you'.

(Staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are...')

Playtime/Lunchtime Monitoring:

As a means of monitoring playtime behaviour any behaviours will be noted in an incident book. These books are monitored by the head teacher and a log of recorded incidents kept. If a child has seriously breached the code of conduct, they will be sent in to discuss with by a member of SLT or the SENCo or Head Teacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on a star analysis form/behaviour incident report and investigated by the SENCO and/or Head Teacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules may have individual support plans drawn up and may follow different steps of interventions and sanctions, depending on the individual need.

Please refer to our Peer-on-Peer Abuse policy.

Dealing with malicious allegations

Where a pupil makes a malicious claim against a member of school staff and that allegation is shown to have been deliberately invented/malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

Where a pupil makes a malicious claim of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

In all cases where a malicious allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the malicious claim is in need of support themselves. If so, a further referral for support may be required.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint/reasonable force**Introduction**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Within our setting, our strategies and practice are encompassed within a framework of shared and consistent principles based on person-centred values within a commitment to a reduction in restrictive intervention.

We understand that behaviour is a form of communication and firmly believe that children who feel safe and happy are better equipped to learn. We understand that all behaviour happens for a reason and that difficult and/or harmful behaviour is not necessarily deliberate or planned. We understand that in situations of need, a child may simply behave in a way that has been successful in the past in protecting them and enabling them to survive that moment.

We know that the first step to understanding a particular behaviour of concern is to try to find out why the behaviour is happening. Our setting reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing (known as Trauma Perceptive Practice - TPP) and these values run through all our policies and practice.

Statutory framework

Our school, works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Working Together to Safeguard Children \(DfE 2026\)](#)
- [Use of reasonable force and other restrictive interventions guidance \(DfE 2026\)](#)
- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010

Restrictive intervention and reasonable force

We all have a legal obligation under our ‘duty of care’ to keep the children and young people we support safe. Once we have exhausted all other support options to prevent harm, we may have to apply a restrictive intervention. This would always be a ‘positive act’ and in the best interests of the child/young person or others.

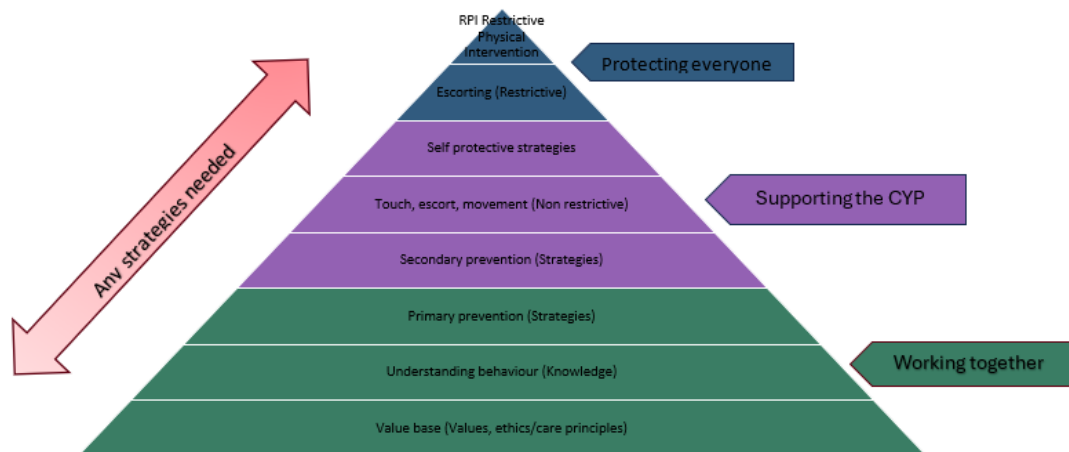
The DfE guidance, ‘*The use of restrictive interventions, including reasonable force*’ (DfE 2026) states that all members of school staff have a legal power to use reasonable force in certain circumstances – this is to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

At our setting we believe that the use of restrictive intervention, should be used within this framework:

- Protecting people’s fundamental human rights and promoting person-centred best interest and therapeutic approaches to support people when they are distressed
- Improving the quality of life of those being restrained and those supporting them
- Reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation (within the training sometimes can be described as de-escalation) and reflective practice
- Focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint
- Increasing understanding of the root causes of behaviour and recognising that many behaviours are the result of distress due to unmet needs
- Ensuring a restraint reduction approach is adopted by all
- Force will never be used as a punishment

Response to Incidents



Our approach, to supporting children and young people is shown in the diagram above. It clearly demonstrates that our practice is built on the firm foundations of a Human Rights value base and understanding behaviour.

Response Strategies

➤ Primary Prevention Strategies

Primary Prevention Strategies form the greater part of our approach to harmful behaviour and include everything that is put in place that reduces the likelihood of the incident happening. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

➤ Secondary Strategies

These are the plans for what to do if the primary strategies do not work and the child becomes more stressed.

➤ Tertiary Strategies (non-restrictive and restrictive)

These are designed to keep the child and those around them safe from harm. They provide a way to react quickly in a situation where the child is distressed and more likely to present harmful behaviour and may include physical intervention.

Training

The DfE sets out that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. As a staff team, we have participated in extensive training to recognise and respond supportively to behaviours through co-regulation to guide children through stressful situations. In our setting, we use the 'Essex Steps' training. This approach fully complements our values of TPP and is delivered to staff members so they can:

- Identify suitable techniques for different situations
- Identify and minimise potential risk factors
- Identify and minimise the potential impact of a physical intervention on a child/young person.

Support Planning and risk assessments

We will always consider the needs of the individual child and their specific needs. At our setting we use personalised distress management and adult response planning (developed from the Essex TPP approach). This is designed to keep everyone safe by enabling our staff to think about, plan for and be confident in safely supporting children and young people.

This support is discussed and agreed through our One Planning process and we always involve the child/young person and their parent/carer in this process.

Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.

Step 2: Complete the 'Warning Signs of Stress', providing personalised detail of what this looks like and means for the child/young person.

Step 3: Complete the 'Stress Mapping' and 'Level of Harm'.

Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.

Step 5: Regularly review and update the information in this tool through One Planning.

Support Plans and risk assessments will include:

- The views of the child or young person in how they want to be supported
- Consideration as to how the child or young person's dignity may be compromised and how might staff manage that
- Communicating behaviours that present as conflict, aggression and anxiety
- Primary and secondary prevention strategies used to co-regulate and defuse potential incidents
- Any personal, sensory or environmental needs for the child/young person
- A recovery plan/restorative approach.

Reporting and recording (See Appendix E)

At our setting we record incidents where:

- It has been necessary for a staff member to use force on a child
- It has been necessary for a staff member to use seclusion
- It has been necessary for a staff member to use a non-force related restraint (with or without direct physical contact)

Statement on the use of Physical Interventions at Clavering primary School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc).
- In an emergency to avert danger to the pupil or pupils.

If handholding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Damaging property, which could in turn harm themselves or others.

Reasonable force cannot be used:

- As a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Any such incidents will be recorded as soon as practicable after the event by the staff member(s) involved and we endeavour to do this no later than the same day. We will record the following details as a minimum:

- Names of pupil and staff directly involved
- Time, date, location and approximate duration of the intervention
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Brief account of why the intervention was assessed as necessary in that instance
- Details of any physical injuries sustained, if applicable
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Where appropriate, we also invite parents / carers to have a follow-up discussion about the incident and to review the risk assessment and support plan. This discussion will consider:

- Any behavioural triggers or warning signs of an impending incident
- Whether agreed support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

Oversight and governance

Our governing body has oversight of our procedures, reporting and recording for use of force and seclusion in our setting. They receive regular reports on the number of incidents and use it to identify and implement improvements to policies and practices. They will:

- Identify areas of learning and development for school staff
- Understand repeat patterns and triggers to interrogate the effectiveness of pupil support measures
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Essex County Council and Essex Steps training; children's dignity and rights are always respected. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary.

Confiscation, Banned Item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher, the senior leadership team or SENCO, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- Alcohol
- Illegal drugs
- Stolen items
- Knives
- Weapons
- Cigarettes, tobacco paper, e-cigarettes and vapes.
- Pornographic images
- Anything else perceived to pose a threat to pupils at the school.
- Fireworks

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil).

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of a pupil outside of school.
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school.
- Behaviour that could adversely affect the reputation of the school.

Exclusion see appendix D.

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors and seek advice from the Planning and Admissions Adviser of Pupil Services, Essex County Council, Learning Services. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements (see Pupil Discipline Committee Constitution and procedures). The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools' guidance.

Examples of types of behaviour which may result in exclusion:

- Physical assault against an adult
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Cyber bullying
- Possession of illegal drugs
- Possession of weapons
- Racist abuse
- Abuse relating to disability.
- Serious breaches of this behaviour policy
- In such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Focus Weeks/ behaviour hotspots.

From time to time, we will have a week when there will be a focus on one behaviour, e.g., coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

Red Card system

Staff will send a red card to a member of the office staff or communicate via the class walkie talkie that the class is in need of support. Initially, the LSA of a partnered class will be called upon to assist in the first instance and if deemed necessary a member of the SLT or SENCo team will be alerted and also check that the site is secured. Procedural list is displayed in the staff room, school office and classrooms.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and. If necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books kept in their MDA bags.

- The Head teacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Staff induction, development and support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils at Clavering Primary School so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

APPENDIX A

EXPECTED BEHAVIOUR – The Behaviour Curriculum

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.

Working together as a whole class, we would like the children to:

- Listen to each other and to the teacher without interrupting.
- Follow directions the first time they are given.
- Respond appropriately to one another and to the teacher.
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space.
- Be aware of and respect other people's personal space.
- Value other people's views and be aware of everyone's need for time to think.
- Be alert and attentive.
- Respect the classroom environment.
- Respect other people's belongings and work

Working together in groups, we would like children to:

- Recognise and value one another's strengths.
- Support and encourage one another.
- Respect one another's views
- Be sensitive to one another's feelings and needs.
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another.
- Allow everyone to contribute to the work of the group and to say what they want to say and encouraging constructive criticism.
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual.
- Share equipment.
- Care for equipment

Working alone, we would like children to:

- Concentrate on the task given and complete it as well as possible.
- Work independently, without interrupting other people unnecessarily.
- Accept responsibility for individual behaviour and work.

In the playground:

- We would like children to:
- Respect the boundaries by playing on the playground, the patio or the field, but not at the front of the school, behind the library or in the environment area.
- If the field is wet, play on the playground, decking (if safe) or friendship garden.
- Recognise the needs of different groups of children.
- Enjoy playing together, but not at the cost of someone else's enjoyment.
- Recognise that someone may want to be alone and respect that.
- Find ways of including other people who may feel lonely.
- Establish the rules of a game and ensure that everyone playing knows the rules.
- Care for people if they are hurt.
- Listen to adults on duty: respond courteously and obediently.
- End any game as soon as the first bell rings, walk and line up at the designated place on the second bell, on the third and final bell lines are silent and in a quiet orderly manner ready to return to the classroom.

In the hall at lunch time, we would like children to:

- Walk into and leave the hall quietly.
- Sit where the mid-day staff indicate.
- Talk quietly.
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them.
- Demonstrate good manners.
- Say 'please' and 'thank you' appropriately.
- Use the crockery, cutlery and glassware correctly and carefully.

In assembly, we would like children to:

- Enter and leave the hall quietly and in an orderly way.
- Listen to the music, to adults and to others attentively.
- Respond appropriately with silence, comment, praise, laughter, action or song.
- Accept different styles of presentation and different expectations.

On trips or at competitive events, we would like children to:

- Be responsible for one another.
- Be responsible for their own possessions.
- Be aware of personal safety and that of others.
- Be aware of representing the school.
- Be aware of the needs of members of the public.
- Act courteously and speak politely.
- Walk quietly.
- Stay together.
- Accept rules.
- Encourage and support one another.
- Respond quickly to instructions.

With visitors to the school, we would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's lanyard or is accompanied by another member of staff.
- Be welcoming, courteous and helpful to any authorised visitor.
- If someone is not authorised, attract the attention of a known adult to that fact.

At other times:

When children are on the school premises, we would like to them to always conform to our expectations of their behaviour, whoever is responsible for them. This means that they should:

- Be respectful towards all adults.
- Be considerate towards one another.
- Take care of the environment
- Leave equipment alone unless given specific permission to use it.

APPENDIX C
Behaviour Prompt Card

Type of Incident (please indicate)	
Detail of Incident	
Hurting others	
Attention seeking	
Defiant behaviour	
Violent behaviour	
Offensive language	
Out of control	
Damaging property	
Refusal to co-operate.	
Other	
What was done by an adult?	
Resolution and consequences	

APPENDIX D
EXCLUSIONS FROM SCHOOLS

Please click on the link below for the most recent DFE guidance –
[School suspensions and permanent exclusions - GOV.UK](#)

PDF - [Suspension and permanent exclusion guidance](#)

APPENDIX E

CYP name:		DoB:	Year group:
Member(s) of staff involved:			
Date of incident:			
Start time of incident:			
End time of incident:			
Location of incident:			
Name(s) of additional staff witness(es):		Name(s) of additional CYP witness(es):	
Stressors leading up to the incident:			
Co-regulation prior to the decision to use of restrictive intervention:			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe space	
Other (specify)			
Reason for the restrictive intervention:	To prevent or stop a pupil from causing injury to themselves or others		
	To prevent or stop a pupil from committing a criminal offence		
	To prevent or stop a pupil from damaging property		
	To prevent or stop a pupil from causing disorder among pupils at the school, whether during a teaching session or otherwise		

Detail of the incident:
<i>(brief account of the incident, including what led up to it, identified or potential triggers / stressors if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained)</i>

Detail of intervention:			
Time started	Technique	Duration	Staff name
Any physical mark or harm caused by the use of the intervention to the CYP:	Yes/No	Details	
Any immediate response to harm caused to the CYP:			
Signed off by staff involved:			
Staff name	Staff signature	Date	

Action following the incident:			
	Name	Date / time	Detail
Incident reported to senior staff by:			
Verbal communication to parents / carer by:			
Written communication to parents / carer by:			
CYP wellbeing and medical check by:			
Staff wellbeing check by:			
Restorative conversation with CYP by:			

Medical / First Aid / record of injury completed by:			
Review of incident to identify learning by:			
CYP's personalised plan updated by:			
Incident recorded on system for data analysis purposes:			

SLT monitoring and quality assurance:		
	Yes / No	Detail:
Staff wellbeing checks undertaken:		
Witness accounts obtained and verified:		
The intervention was acceptable (<i>and in accordance with statutory guidance</i>):		
Any learning identified:		
Report to LADO (if required):		
Any safeguarding or other response required:		
SLT member name:		SLT member signature:
Date:		

Appendix (i)
Emotional Containment phrases...

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)



It's fine...

e.g., it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.

It's not a problem...

e.g., It's not a problem we can come back to that work and complete it during finishing off time.

It's ok...

e.g., It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath its Mr piper will know and he will understand.

You're letting me know that...

e.g., You're letting me know that you are feeling angry because you were tackled with the ball, and you got pushed on the floor.

You're telling me that...

e.g., You're telling me that you are sad and frustrated because you are finding the work too hard, and you don't understand. When you're ready we can look at it together.

It seems that...

e.g., It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

You want me to know that...

e.g., You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the Lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if...

e.g., It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

...Let's sort it out/ do it together...

e.g., You're telling me that it's too hard, and that's ok, let's sort it out/do it together.

...We can fix this...

e.g., We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you.

e.g., you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.

I can understand that...has upset you/made you feel...because you thought/felt.

e.g., I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So, can you find the words to tell him, or do you want to do it together?

...I need to keep you safe.

e.g., I'm staying in here with you because I need to keep you safe. When you are ready, I'll be over here.

I understand you need some space. When you're ready...

e.g., I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be...

e.g., when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.

Let's think of a way you can let me know next time.

e.g., Let's think of a way you can let me know next time. Could you think of a word you can use, or could we make a card you could show me?

... we just need to keep you safe.

e.g., You can be angry, we just need to keep you safe.

...It's ok you're safe.

Appendix (ii)

De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge
Empathise
Reassure
Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

E: I would be upset too, if.....

(State what has happened to upset the child)

R: It's OK to feel upset.

D: When you are ready to.....

(State what it is they need to do)

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

REMEMBER!

Say as little as possible!

BACK OFF –If possible!

Appendix (iii)




The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

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Appendix (iv)



Specialist Teaching and Preschool Service

STAR Analysis

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed by:	

What happened at the time?	What we could do differently to promote positive behaviour in the future?
Setting:	
Trigger:	
Action:	
Result:	

Specialist Teaching & Preschool Service
SEMH
June 2016

Appendix (v)

WEST ESSEX SOCIAL EMOTIONAL AND MENTAL HEALTH SPECIALIST TEACHING TEAM**Toolbox 1**

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)

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 arises 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, 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 writing, 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	Coded message(s): Confidence, self-esteem, independence, self-worth, resilience, growth mindset, success

	could be extended to two or three things they like and one thing they could do to improve it.	
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	Coded message(s): Boundaries, consistent expectations, developing relationships, confidence,

	a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses.	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	Coded message(s): Self-regulation, emotional containment, boundaries

	the child to feel emotionally contained and use the adult to support self-regulation.	<i>being maintained, Predictability, Conflict resolution skills</i>
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 publicly. 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): <i>Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building</i>
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): <i>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</i>
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): <i>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</i>
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): <i>Self-regulation, understanding child, identified possible additional SEN or medical needs.</i>

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 acknowledged. Once a child has gained a step of success, this should not be taken away as a consequence.	Coded message(s): <i>Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, self-regulation, legitimate control, manage changes, predictability</i>
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): <i>Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety,</i>

		<i>growth mindset, interpersonal thinking skills development, social skills development, self-regulation, feeling listened to</i>
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): <i>Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, self-regulation, emotional containment, self-worth, sense of belonging</i>
Assertiveness Building	Assertive scripts e.g., Magic script (may need to be differentiated depending on the child(ren)).	Coded message(s): <i>Acknowledge feelings, self-regulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building</i>

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?		