

RELATIONSHIPS AND BEHAVIOUR POLICY

relating to St George's C of E Primary School

was approved by the Governing Body on

23.04.2025

To be reviewed: April 2026

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

Our Vision

Working together, learning for life.....

*With the **compassion** of Jesus, we treat others with kindness and patience*

*With the **courage** of St George, we stand up for what is right*

*With **respect and friendship** we build each other up*

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School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

These link closely to the St George's Vision and the Core Values which run through all school policies and practice:

St George's Vision	St George's Core Values
<p><i>Working together, learning for life</i> <i>With the compassion of Jesus, we treat others with kindness and patience</i> <i>With the courage of St George, we stand up for what is right</i> <i>With respect and friendship we build each other up</i></p>	<p><i>We persevere</i> <i>We show compassion</i> <i>We are good friends</i> <i>We are responsible</i> <i>We are respectful</i> <i>We have courage</i></p>

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer support for pupils and families in a caring and safe environment. We always prioritise the safety of our CYP and staff. Everything we do in school is underpinned by our safeguarding procedures.

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

A Relational Behaviour Model

At our school we adopt and use the Relational Behaviour approach from TPP. The focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour.

At the heart of this approach is:

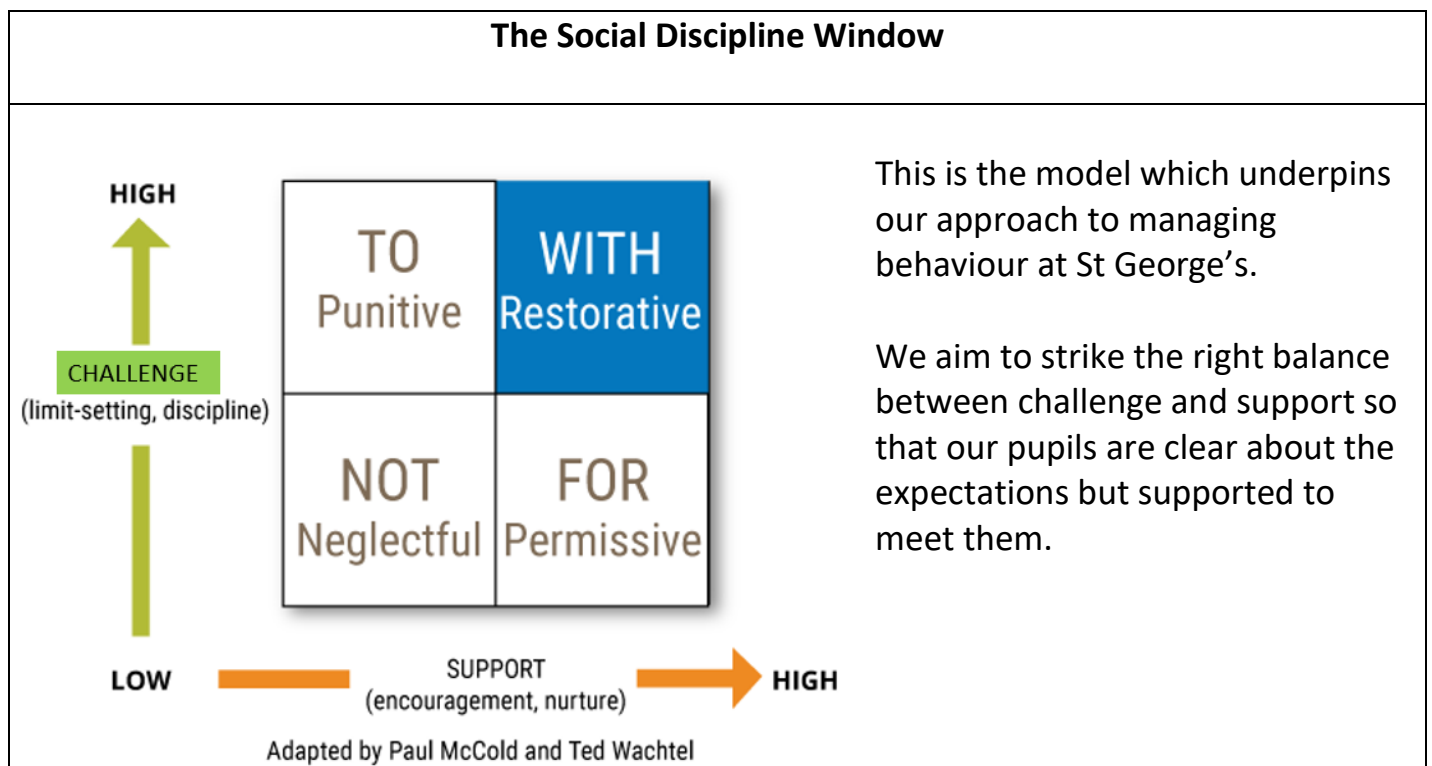
- the importance of relationships between staff and pupils and
- the principle that behaviour is a form of communication. It may also be the expression of an underlying need which will need to be addressed in order to effectively support the child.

Relational Practice is aligned with current research and theory from the fields of attachment and trauma, behaviour management and on effective support for personal development. It emphasises the need for schools to place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses.

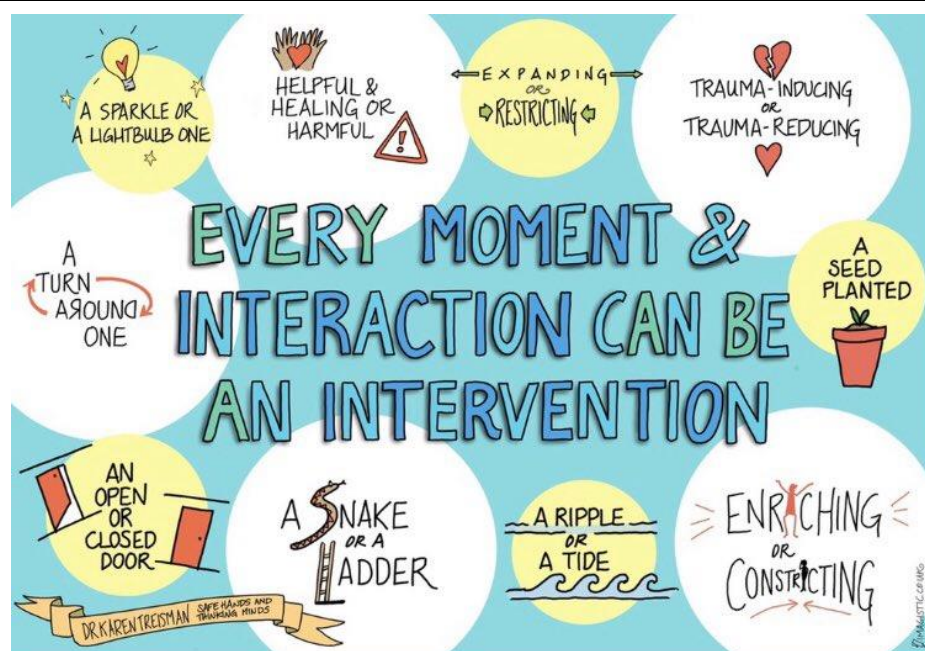
Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.

Key Language and Principles

This table outlines the central principles used at St George's.



Every interaction is an intervention



Being mindful that whenever we interact with a pupil (verbally or non-verbally), there is the potential to have an impact (positive or negative).

Dr Karen
Treisman

<https://www.youtube.com/watch?v=8pBkXbCP3Q4>

Logical Consequences

Consequences are used to hold pupils to account for their actions and to enable them to learn from their mistakes. We use logical consequences rather than a set menu of 'punishments'.

The adults working with the children are trusted to make decisions about the most appropriate consequence for the child, depending on the situation, the child's age and needs.

Logical Consequences are:

Related to the behaviour.

Respectful - should not shame and should be kindly and firmly enforced.

Reasonable - from the child's point of view as well as the adult's.

Restorative - aims to enable the child to put right what has gone wrong.

<https://www.youtube.com/watch?v=S8UPRm50vOY>

Flexible Consistency

Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Relational Consistency: The adults in school are consistent in their values and attitudes towards our pupils. We give consistent messages of positivity and fairness. We are rigorous in maintaining structures and routines so that children know where they stand and what the expectations are.

Consistency, however, can lead to unreasonable and inappropriate sanctions (a 'zero tolerance' approach).

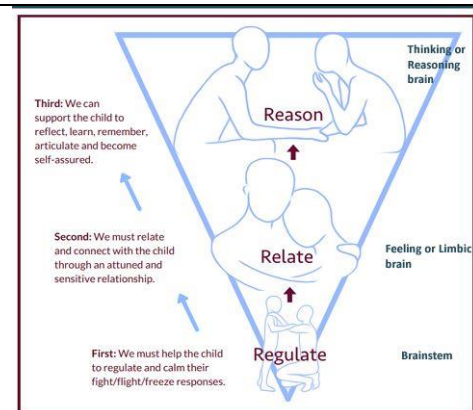
Flexible Consistency is about tailoring our approaches and responses to individual pupils in order to acknowledge and meet individual needs. Adults give pupils the opportunity to discuss incidents and learn how to manage themselves and their emotions rather than handing out unrelated sanctions.

Connect before Correct

Adults should always seek to make a connection with the pupil before 'correcting' or addressing the behaviour. This is about establishing ongoing relationships with children as well as in-the-moment connection. Once the connection has been made, behaviour can be corrected because the child is engaged. In the moment, the connection can be very quick and may be done verbally or non-verbally, according to the age and needs of the child.

This is closely linked to Regulate – Relate – Repair (below).

Regulate – Relate – Repair



This describes the sequence we may need to go through with some children in order to calm (regulate) them and replace the 'lid'. Once this has been achieved, the conversation regarding behaviour and the restorative process can begin.

Please note: many pupils will be able to respond to adult intervention regarding their behaviour with minimal difficulty and preparation and this sequence will not be needed. However, all staff understand this approach and will use it where necessary.

Expectations, praise and reward and sanctions

We have high expectations for our pupils, while recognising some children have specific needs. This means we:

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

It is everyone's responsibility to:

- **model expected behaviours, attitudes and habits**
- **notice and praise positive behaviour**
- **remind and support children and young people where these expectations are not met**
- **follow Distress Management Plans when interacting with individual pupils**

Each class has their own, age-appropriate approach to positive recognition and behaviour management in the classroom. These must be based on the following shared principles:

- clear, consistent, high expectations
- recognition of positive and appropriate behaviour in order to reinforce expectations. This will be done on an individualised basis: for some children, it will be effective to praise when basic expectations are being met; for others, praise should be for going above and beyond the basic expectation
- positive recognition will usually be 'public' (but bear in mind that some children prefer praise in private)
- response to negative/inappropriate behaviour should be done in 'private' wherever possible – it is not about publicly shaming children
- responses to negative / inappropriate behaviour should follow the approach described in this policy.

We acknowledge and celebrate positive behaviour in a variety of ways eg. through weekly certificates. We are mindful that our aim is for our pupils to develop intrinsic motivation to behave appropriately. The 2019 EEF report into behaviour in schools states:

Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having

difficulties. We use positive recognition, as appropriate, to ensure the child knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

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

Viewing behaviour as a learning process

At St George's we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment.

Behaviour mistakes are inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to guide children to make 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 behaviour and maintain relationships.

Restorative Approach

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

We use four questions to structure the restorative conversation:

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

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

Where possible, a **logical consequence** is used e.g., clean graffiti off the door, clean up the mess, finish the work. Where this is not possible a close alternative should be used.

At St George’s we work with children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

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

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

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

Unwanted/unhelpful/antisocial behaviour	Possible responses
Relatively low impact Examples: <ul style="list-style-type: none"> ▪ Calling out ▪ Distracting others ▪ Not upholding a class/school rule 	Identifying positive behaviours eg. “I notice that.....” Consequences will depend on the age and needs of the child. Teachers must use measures they consider appropriate for the individual. This may include: <ul style="list-style-type: none"> • Moving seats within the classroom • Additional support to concentrate and complete work

<p><i>Teachers should log behaviour at this level <u>if it is persistent</u>.</i></p>	<ul style="list-style-type: none"> • Reflection time <p><i>If low-level behaviour persists, teachers should communicate this to parents and agree a response.</i></p>
<p>Medium impact Examples:</p> <ul style="list-style-type: none"> • Refusal to complete work or follow instructions • Rude comments • Physical (but non-violent) <p><i>Teachers must log behaviour incidents at this level (CPOMS).</i></p>	<p><i>Teachers must inform parents of incidents at this level.</i></p> <p>Reflection support during breaktime or lunchtime with a trusted adult.</p> <p>Possible verbal intervention: <i>I can see there's something wrong (acknowledge their right to their feelings) I'm here to help and listen. Tell me what has happened. Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i></p> <p>As part of a restorative conversation, an appropriate consequence should be agreed.</p>
<p>Relatively higher impact Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property <p><i>The Headteacher will log behaviour incidents at this level (CPOMS).</i></p>	<ol style="list-style-type: none"> 1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by telephone by SLT member. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). <p>If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion.</p>

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

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

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning.

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

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

Our Principles - the things we will do as adults

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

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training
- Follow the principle of 'connection before correction'
- Communicate regularly with parents regarding children's behaviour (positive and negative)

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a pupil
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

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

Classroom Staff

- Plan the teaching and learning for all CYP
- 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 CYP may be having.

Family

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

Governors

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

Harm from dysregulated (stressed) behaviour

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

Supporting those who have been harmed

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

We always consider the following:

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

Individual Risk Assessments

We use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

See Appendices 3 and 4 for useful guidance on gathering relevant information.

See Appendix 6 for Risk Assessment prompts.

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

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

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

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded via CPOMS.

School staff receive regular training in safe practices for physical intervention, in line with the principles and ethos of this policy. We use the PRICE approach (training last delivered January 2024).

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

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

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

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

There are two sets of legal provisions which enable school staff to confiscate items from pupils, as set out in [Searching, screening and confiscation \(DfE, 2023\)](#)

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

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

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.
- tobacco and cigarette papers
- fireworks
- pornographic images

Further Guidance

1. [Keeping Children Safe \(DfE, 2024\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2025\)](#)
4. [Behaviour in Schools \(DfE, 2024\)](#)
5. [School Suspensions and Permanent Exclusions \(DfE, 2024\)](#)
6. [Searching, screening and confiscation \(DfE, 2023\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Appendix 1: Further reading and references

The following have all informed this Behaviour and Relationships Policy:

<p>'Restorative Practice' by Mark Finnis</p>	<p>https://www.independentthinking.co.uk/associates/mark-finnis/</p> <p>https://www.amazon.co.uk/Independent-Thinking-Restorative-Practice-relationships/dp/1781353387</p>
<p>'The Kindness Principle' by Dave Whitaker</p>	<p>https://www.independentthinking.co.uk/associates/dave-whitaker/</p> <p>https://www.independentthinkingpress.com/books/teachingskills/the-kindness-principle/</p>
<p>Work on Attachment and Trauma-informed practice:</p> <p>Louise Bomber Dan Hughes Dr Karen Treisman</p>	<p>https://touchbase.org.uk/resources/</p> <p>https://touchbase.org.uk/publications/</p> <p>https://www.amazon.co.uk/Settling-Troubled-Pupils-Learn-Relationships/dp/1903269229</p> <p>http://www.danielhughes.org/p.a.c.e..html</p> <p>http://www.safehandsthinkingminds.co.uk/about-us/</p>
<p>EEF guidance report 'Improving Behaviour in Schools'</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>
<p>Positive Regard Teaching School Alliance</p>	<p>https://positiveregard.co.uk/</p>




Appendix 2: STAR Analysis

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

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

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

TPP Trainers' Manual page 5

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

Appendix 4: Dysregulation Plan template

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

Appendix 5- A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective</p> <ul style="list-style-type: none"> - why and why now? <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment</p> <p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy?</p> <p>How have earlier experiences shaped the child’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p> <p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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Appendix 6: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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

ECC Template for Individual Risk Assessment (Challenging Behaviour)

Child:	Year group / class:	Risk assessment completed by:	Date:

Activity/Task/ Situation	What are the risks?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed

Agreed by:	
Date:	