



Behaviour and Relationships Policy

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This Relationship & Behaviour policy is based upon the model written by the Education SEMH Team, Essex County Council and reflects DfE guidance.

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School Values

Everyone is someone in our church school community, becoming learners for life, ready to make a difference.

‘So encourage each other and build each other up’: 1 Thessalonians 5:11

Our overarching school values: Love, Kindness, Hope, Faith and Wisdom underpin the ethos of our school and have a part to play in promoting positive behaviour.

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure.

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

We endeavour to make sure that at our school all these values run through all the school policies and practice.

School Ethos

Everyone is someone in our church school community-

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 caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

Learners for life, ready to make a difference-

We value each individual child and work with families, the community and beyond to offer diverse experiences and support. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a ‘window of tolerance’ within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model, which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and are highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children who do not 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.

General Expectations

We have high expectations for our children, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children 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's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children where these expectations are not met. Equally, it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know 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 | • Getting changed for P.E. |
| • Transition times | • Moving around the school |
| • Lining up incl. assemblies | • Break and lunchtimes |

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

In the management of behaviour at our school we start with the positive – teaching children that all behaviour has consequences and that positive behaviour will have positive recognition. We have a variety of rewards and incentives to encourage our children:

Rewards and incentives

Positive verbal and nonverbal recognition (praise, thumbs up)
Stickers
Praise notes home
Positive feedback to parents (at pick up or by phone call)
Being sent to share work with another member of staff for additional praise
Headteacher postcard home
Star of the Week certificates in weekly celebration assembly (and noted in the newsletter)
End of term Headteacher Award with hot chocolate and biscuits
Class incentive – celebration jar for end of half term class award
House marbles

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a developmental process. At times children will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as adults, to help guide children, to make helpful and positive choices when they can, by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to incidents

Our school believes in the power of using restorative approaches. 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 to regulate themselves to avoid the situation happening again in the future.

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?)

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, pictorial, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean up the mess, pay for replacement of item. Where this is not possible a close alternative will be used.

At our school the staff work with the child 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.

Using logical 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 look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

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 change will occur without this.

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

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child escorted in stressful situations
- differentiated teaching space
- appropriate use of internal exclusion (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support).

Educational consequences

At our school we use these to teach, encourage, support and motivate the child to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

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

Behaviour (Examples)	Possible Consequences/outcomes (Examples)
Missed learning	Catch up in their own time
Upset someone else	Engage in a restorative conversation / write a sorry note
Damage to property	Assist with repairing the damage and clean up / charge to parents
Difficulty following rules and boundaries	Access temporarily limited or supervised
Lacks skills required for the task	Attend an intervention to develop the skills
Relatively higher impact examples: - Bullying	SLT notified Incident recorded

- Harmful / risky behaviour - Any discriminatory behaviour	Parents notified by telephone by SLT member Temporary change to learning environment Suspension whilst adult make reasonable adjustments.
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Use of suspension as a consequence

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

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

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

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

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

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

Use of exclusion as a consequence

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

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

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

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

- Positive goodbye with closure for staff, child/young person and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

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

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

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

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

Harm from dysregulated (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

Risk Assessment Process

In our school 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 to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 4.

Physical intervention (control and restraint)

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [Dfe Behaviour in school February 2024](#)

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

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

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

It can be found here: [Understanding and Supporting Behaviour - Autumn 2024](#)

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)

Screening and searching children

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

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

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

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

At our school, we acknowledge that some children will have, 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 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 communicating 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 to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

In summary

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's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have 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 across the school
- Provide support to staff, children 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
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

Family

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

Governors

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

Further Guidance

1. [Keeping Children Safe in Education Sept 2024](#)
2. [Behaviour in schools guidance February 2024](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion August 2024](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\) Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Notes on the Following Appendices

The following appendices contain ways to help us to understand and respond to behaviour

Appendix 1 - A Tool for Understanding and Reframing Behaviour

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

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A Tool for Understanding and Reframing Behaviour

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

Appendix 2: Adult response plan

Adult Response Plan in 5 Steps				
Name:		Class:		Date:
Known stressors:		Known de-stressors (things that can help regulate):		
Measures to reduce stress:				
Level 1 <i>Calm and Engaged Upstairs Brain</i>	Level 2 <i>First signs things are going wrong - Alert Stage</i>	Level 3 <i>Moving into Downstairs Brain Becoming dysregulated</i>	Level 4 <i>In Downstairs Brain Dysregulated</i>	Level 5 <i>In fight or flight mode Upstairs brain offline.</i>
BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)
What is being communicated:	What is being communicated:	What is being communicated:	What is being communicated:	What is being communicated:
Agreed Adult Response Cancel				
Level 1 <i>How we support the pupil to remain in their upstairs brain and within their window of tolerance.</i>	Level 2 <i>Strategies to soothe and reassure.</i>	Level 3 <i>Strategies to co-regulate</i>	Level 4 <i>Strategies to co-regulate</i>	Level 5 <i>Strategies to co-regulate and reduce possible harm done</i>
Scripts:	Scripts:	Scripts:	Scripts:	Scripts:

Appendix 3: 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 e.g. 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 e.g. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person e.g. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		

Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 4: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

Possible questions to inform the risk assessment

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

The assessment will include:

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

2. Write an action plan

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

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

3. Monitor, Review and update the assessment

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

Appendix 5:

Record of an incident of unacceptable behaviour **SENSITIVE INFORMATION**

Witness statement

Child name:	Class:	Year group:	Is the pupil on the SEND register? Y/N
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Day / date and time of the incident	
Name of witness giving account	
Where incident took place	
What was the activity?	
Type of behaviour (<i>eg. Bullying, racism, rudeness, aggression</i>).	

Outline of event/ What happened? Include triggers
Pupil voice: Record their view (add later if they are dysregulated)
Consequences for pupil E.g.: Restorative approach used:
Does anything need to be put in place to reduce likelihood of recurrence?
Was safe holding used? N/Y If Y then Restraint (Restrictive Physical Intervention) form must be completed and attached
Parent / carer informed Y/N (this might be face to face or by phone – please state If Y then please note the time, date, by whom (usually class teacher), to whom, and response:
Please ensure a copy of this record goes in the central behaviour incidences file held by the Headteacher and a copy goes to the teacher of the pupil concerned.

Completed by:

Date / time:

Appendix 6: Record of incident Requiring Physical Intervention (RPI)

Child name:		DoB:	Year group:
Reporting member of staff:			
Date of incident:			
Start time of incident:			
End time of incident:			
Location of incident:			
Name(s) of additional staff witness:		Name(s) of additional child witness:	

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
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)			

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	
The harm predicted to be prevented by the RPI (e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)		
Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)		
Was a medical record completed	Yes / No	

Specific details of the RPI including sequence of techniques, time and staff involved			
Time	Technique	Staff name	
Duration of RPI:		Duration of the incident:	

Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details
What action has been taken?		
Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes / No	Details
Incident reporting and monitoring		
	Name	Time and date
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		
Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date

Reporting staff name		RPI checker and approver name
Signature		Signature