

Behaviour and Relationships Policy for The Harbour at Spring Meadow



SEMH Enhanced Provision

Reviewed: Autumn Term 2024

Next Review: Autumn Term 2025

Provision Values

At The Harbour we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and belonging to our community.

Our provision 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 The Harbour these values run through all the policies and practice.

Policy Aims

- To ensure all pupils feel safe within The Harbour and develop positive, trusting relationships with all members of the Enhanced SEMH Provision.
- To develop teacher and pupil relationships that are built on mutual respect, trust, friendship and acceptance of each other's wishes.
- To develop a clear understanding of trauma and childhood diversity which underpins our approach to all relationships within The Harbour.
- To ensure there is a culture across all areas of The Harbour that values all pupils, allowing them to feel a sense of belonging where our pupils are able to seek emotional and well-being support from all staff members.
- To develop effective working relationships with all referring schools and parents / carers so they feel equipped to support their children.
- To support each child to develop self-belief and pride in their own efforts and achievements.
- To provide a clear, fair and consistent approach to all behaviours.
- To help develop our children's understanding of appropriate behaviour and self-regulation.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure we see all behaviour as a communication from the children and therefore aim to develop a sense of curiosity in all staff to explore what is being communicated to us and why

Provision Ethos

It is a core aim of The Harbour that every member of the community feels valued and respected, and that each person is treated fairly. 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 provision can work together in a caring and mutually understanding 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 wider community and beyond to offer diverse experiences and support. We develop children and young people to be confident, compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do is underpinned by our safeguarding procedures.

We recognise that all children 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 and young people 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.

Our Statement of Behaviour Principles

We believe that:

- Respectful relationships are the key to positive behaviour and well-being.
- Our approach to pupil behaviour must be consistent and fair
- Our consistency must be rooted in kindness and understanding
- A nurturing approach supports our high expectations, and that these work equally alongside each other
- All adults have a role to play in promoting and modelling positive behaviour
- All children require a personalised approach from adults in order for them to reach their full potential
- The Harbour has a culture of 'above and beyond' behaviour: for learning, for our community and for life.
- We must have an unconditional positive regard for all members of our community.
- Through co-regulation our children can learn self-regulation.
- Nurture provision is the main statutory part of the children's curriculum diet, it is neither a sanction nor a reward
- Every child needs a champion and that champion must be us

A Relational Behaviour Model

At The Harbour 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 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



'Stress regulators not behaviour managers' Taken from 'Know Me to Teach Me' Louise Michelle Bomber'

- Behaviour is something to interpret.
- All behaviour is communication
- Children are highly responsive to the environment and context.
- Mistakes are a learning tool.
- Behaviour management is predominantly through relationships.
- All children 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/individualised 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 solutions lie in understanding what the behaviour tells us about the child and their needs.

General Expectations

We have high expectations for all our children, while recognising some children have specific needs. The following expectations cover all times of the day. This means we:

- Encourage a positive attitude to learning within a safe, happy and engaging 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 community.

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

Any behaviour that falls below the expectations of our provision (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, trust and a sense of belonging. 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 The Harbour, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Outdoor learning
- Off-site visits
- Moving around the host school site
- Break and Lunchtimes

Unacceptable Behaviour

Under no circumstances will illegal or inappropriate items be brought into The Harbour, and all children will respect and look after the Enhanced SEMH Provision's premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly in the placement ending, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to children
- physical abuse to/attack on staff
- physical abuse to/attack on children
- bullying (including cyberbullying in any form which takes place both in and out of school)
- damage to property with intent
- misuse of illegal or legal drugs
- Theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal or legal drug
- carrying an offensive weapon
- arson

- Unacceptable behaviour which has previously been reported and other interventions have not been successful in modifying the pupil's behaviour.

Promotion of Positive Management of Behaviour?

We believe that all behaviour is a form of communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Ultimately, we need to help children to think and feel good things about themselves. Throughout the day, staff will recognise when the children behave in ways that are considered positive, helpful or expected. This sense of internal satisfaction promotes self-confidence, internal motivation and builds resilience.

At The Harbour, we want to develop intrinsic motivation in our children i.e. we want them to display positive behaviours because they understand that this is the right thing to do, not because they are promised a reward or are afraid of sanctions or consequences.

The Harbour uses The Positive Attitudes tree for each child. Once earned, this recognition cannot be withdrawn.

In addition, we anchor expected good behaviour through a range of reinforcements such as:

- Sincere, precise and timely, verbal and written praise
- Positive phone calls home
- Token system - The Positive Attitudes Tree

Viewing Behaviour as a Learning Process

At The Harbour we accept and understand that learning how to regulate our behaviour is a learning 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 fully developed adults, to help guide children, to make helpful and positive choices by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to 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

We believe that all behaviour is communication and 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 in our provision 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 The Harbour, 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, picture, or an action.

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

At The Harbour 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 provision.

The Use of Consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding, the consequences we use in our provision 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 The Harbour this may include:

- co-regulation to help develop self-regulation strategies
- change of timetable
- arrangements for access to outside space
- child escorted in stressful situations

Educational consequences: at The Harbour we use these to teach, encourage, support and motivate the child to behave differently next time though better understanding. These are 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	Possible Consequences/outcomes
<p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	<ul style="list-style-type: none"> • Co-regulation/support with reflection from a trusted adult • Scripts to offer consistent responses, including acknowledge their right to their feelings • Be the ‘Stress Detective’ – be curious, ask WHY? and WHY NOW? • Reminders and redirection <p>Reflection support during break time or lunchtime with trusted adult:</p> <p><i>I can see there’s something wrong (use their name) (acknowledge their right to their feelings)</i></p> <p><i>I’m here to help and listen. Tell me what happened</i></p> <p><i>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>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to property 	<p>Examples of this could be....</p> <ul style="list-style-type: none"> • Referring school notified. • Opportunity for reflection. • Restorative approach followed. • Incident form completed for discriminatory incidents • Incident recorded • Parents/Carers notified by telephone. • Outcome will be personalised based on previous behaviour, severity, response from child(ren). • Changes to timetable. Parents/carers to be informed of decisions via phone or face to face.

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Suspensions and Exclusions

At The Harbour, we seek to reduce the number of incidents which could lead to suspensions or exclusions by promoting a positive atmosphere of mutual respect and discipline within the provision.

However, there are some instances when these logical consequences might be considered if there is a risk of serious harm that cannot be immediately supported or resolved. This includes:

- causing significant (or repeated) physical harm to another child or adult
- persistent and repetitive harmful and dangerous behaviour during the school day which has an impact on other students' learning
- extreme harmful/dangerous behaviour which is deemed outside the remit of the normal range of the usual logical consequences.

Suspensions or exclusion from The Harbour can be authorised by Mrs Donegan, Head of Provision. If Mrs Donegan is not available to authorise, the decision can be made by the Headteacher of the referring school. *(Due to statutory responsibilities, ECC recommend that exclusions/suspensions are authorised by the Headteacher of the referring school)*

If a suspension is issued:

- The child's referring school will be notified as soon as possible of the decision and the reason. They will work with The Harbour to agree a plan.
- Parents/carers will be notified as soon as possible of the decision and the reason. This will be done on the same day by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension/exclusion will also be sent to parents/carers on the same day.
- The child will have the reason explained to them by a member of staff so that they understand the nature and impact of the behaviour.
- The child will attend a reintegration meeting accompanied by a parent/carer and the referring school. This meeting will seek to establish practical ways in which further suspensions can be avoided. The individual stress management plan may be looked at again in partnership between pupil, parent and their referring school.
- Staff will also work to put in place a programme for the pupil on their return. This will include input from staff, parents, and their referring school. It is hoped that in most cases following a suspension, the child will be able to return to The Harbour and that further intentional teaching will promote alternative, helpful behaviours in the future.

Harm from Dysregulated (Stressed) Behaviour

Our provision 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 and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our provision 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 provision 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 the appendices.

Responding to Pupils Leaving the Site

A child leaving the site or going missing is extremely rare. If this occurs, staff respond with swift and effective actions to locate any missing child and to notify and involve parents/carers, the referring school and the authorities at every appropriate point.

If a child attempts to leave the site unexpectedly or without permission:

- Adults will endeavour to keep the child within sight.
- Adults can provide a non-holding block in front of the exit/gate and should verbally advise the child to remain on site.
- If the adult is at risk of being hurt, the child should be verbally directed to remain on site, but no blockage formed.

- A trained member of staff can use a safe-hold if the child is in immediate danger of hurting themselves or putting themselves in a dangerous situation (see Physical Intervention section below).

If a child runs away when stressed or distressed:

- Adults will endeavour to keep the child within sight.
- Where possible, adults will co-regulate the child to help them feel safe.
- Staff will not chase as this is likely to cause the child to feel more stressed.

If the child does not return or is not found within a short period of time:

- Staff will seek support from The Head of Provision.
- The Harbour staff will contact the police.
- The child's parent/carer will be contacted immediately.
- The parent/carer should attend the situation and try to make contact with their child.
- If the parent/carer does not answer the phone, a message will be left that informs them of the situation.
- Staff will inform a member of the SLT from the child's referring school.

After the incident:

- Staff, the parent/carer and the referring school will decide whether it is appropriate for the child to return to The Harbour for the remainder of their session or go home.
- The incident will be recorded and the adult actions evaluated. Staff will reflect upon the procedures and alter the individual child's personalised distress management plan if appropriate.

Physical Intervention (Control & Restraint) - The Use of Reasonable Force

At our provision 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 committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools September 2022](#)

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. For more information, please refer to our Physical Intervention Policy.

Screening & Searching Children

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

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

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

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 host school’s rules which has been identified in the rules as an item which may be searched for.
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

How we Support Children with Additional Social, Emotional & Mental Health Needs

At our provision, we acknowledge that the majority of children who attend 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 hyperactivity 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.

Our Responsibilities

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 logical (natural) consequences
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with the child and help them to develop self-regulation strategies for the future
- Plan the teaching and learning for all children
- Communicate regularly with the referring school and the parents/carers about the child's needs
- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having
- Oversee the specific needs of all children in the provision.

Head of Provision

- 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
- Include parents/carers in personalised planning for their child
- 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.

Family

- Inform the provision of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the provision
- Engage with support offered by the provision 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.

Referring School




- Provide The Harbour staff with all relevant information on the child
- To attend regular meetings to discuss progress and formulate future plans and targets
- Being open to new ways of working, especially during the transition period.
- To maintain contact with the child's family
- Provide appropriate adapted work as and when requested by The Harbour staff
- Act on any safeguarding incidents raised.
- To provide an up to date Boxall profile prior to the child starting at The Harbour

Further Guidance

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

Appendix 1: 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.'

<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>	

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

Stage 1.



Use the Emotional Pot to see what's filling it up.

- ⇒ Why? Why Now?
- ⇒ What's happening? What's happened? What's going on? (Include assumptions)
- ⇒ Feelings: How might they or how do they feel in response to these things?

⇒ Thinking: How might they be thinking? What might they be thinking?

What's happened?	Going on?	Feeling?	Thinking?
Possible examples Death of a pet/loved one, parental separation, domestic abuse	Possible examples Angry, withdrawn, crying, swearing	Possible examples Alone, excluded, confused	Possible examples Why me? I am useless...

⇒ What behaviours are you seeing, when and why?

⇒ How can these behaviours be reframed?

Use empathic TPP language to reframe the behaviour as communication in response to stress – See TPP element 5.

What are you seeing?	Reframe this behaviour
An example linked to above: parental separation Crying Approaching peers with aggression	An example linked to above: parental separation Not able to cope and therefore seeking connection In the 'fight' response

Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 4

Stage 2.



Be the Stress detective- find/observe/notice the stressors across the day

- ⇒ In your 'team around the child' hold a discussion about the child/young person, decide on the stressors you are going to initially monitor e.g. time of day
- ⇒ Monitor through observation the stressors identified across the day
- ⇒ You may need to do this for a number of stressors to build a full picture of the communicating behaviours and stress responses e.g. day of the week, adult teaching/supporting. This can be plotted on a table such as below.



States of arousal:									
Hyper aroused									

Terror	✓								
Fear					✓				
Alarm									
Alert		✓				✓			
Window of tolerance									
Calm/engaged			✓	✓			✓		
Hypo aroused									
Low								✓	✓
Stressor: ⇒ Time of the day	8:45 am	9:15 am	10:00 am	10:30 am	10:40 am	11:00 am	12:00 pm	2:00 pm	3:00 pm

You can also use the STAR analysis framework to help you monitor trends and patterns (Appendix 2)

Stage 3.

Plan for co-regulation to help prevent the overflow of the ‘emotional pot’

⇒ 	The adult provides opportunity to co-regulate by turning the tap. Self-regulation will follow on from this. Children always need to be successfully co-regulated in order for them to be able to successfully self-regulate (soothe themselves).
⇒ 	The level then falls to one of emotional containment.

⇒ **The personalised stress/distress management plan**

Appendix 2 - A Tool for Understanding and Reframing Behaviour

<p>Describe the behaviour Review and be curious</p>	<p>Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful. Examples of reframing-</p>	<p>Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?</p>	<p>Adult response What do we need to intentionally teach? Find the barriers and remove them</p>
<p>Be the stress detective - why and why now?</p> <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 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 For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour 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? How have earlier experiences shaped the child's preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning 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 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 Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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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 3: STAR Analysis

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

Response (What the adults did?)	
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Appendix 4: Adult Response Plan

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

Appendix 5: Environmental Checklists for children with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child 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?		
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 in school?		
Have parents/carers been informed of any incidents where safety of their child has been of concern?		
Is the child 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?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child eg. supply teachers?		
Is One Planning in place for this child?		
Is there a current Adult Response Plan in place for the child?		
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's parents/carers?		
Does the child 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?		
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
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Have the child's views about their learning been sought?		
Is the child able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child?		
Does the Learning Support Assistant have a good understanding of the child'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 a safe place that the child can access within the classroom when necessary?		
Is the child seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child able to attend to and engage with whole class learning?		
Is the child seated with good role models and away from others who may prove distracting?		
Is the child able to work effectively with peers in a group?		
Is the child able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child?		

Are adults using the language of Growth Mindset to support the child?		
Are the child's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child given access to sensory, movement or brain breaks when necessary?		
Have the child's sensory needs been explored? If so, has provision been made for them?		
Does the child have good relationships with the adults in the classroom?		
Does the child enjoy being given responsibility?		
Are there times when the child can focus on work for longer periods of time?		
Are there specific subjects that the child finds more difficult to engage with, such as Literacy or PE?		
Is the child able to work outside of the classroom when appropriate?		
Is the child supervised adequately when out of the classroom?		
Do all staff know how to react to the child and his/her communicating behaviour when encountering them in the school?		
Is the child 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 able to line up with their peers?		
Does the child 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
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Have the child's views about friendships and relationships with adults and peers been sought?		
Does the child have friends they can play with?		
Is the child able to interact appropriately with other children beyond their friendship group?		
Is the child able to play safely and independently?		
Are there systems in place that allow the child to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child eg. lunch clubs?		
Does the child know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 6: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

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

2. Write an action plan

Any actions should be written and monitored by the Head of Provision/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 children or groups of children. 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.