

# R A Butler Academy

## Behaviour and Relationships Policy

(Including support for children with social, emotional and mental health needs)

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Executive Headteacher's signature	
Chair of Governor's signature	

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## 1 - R A Butler Academy School Values

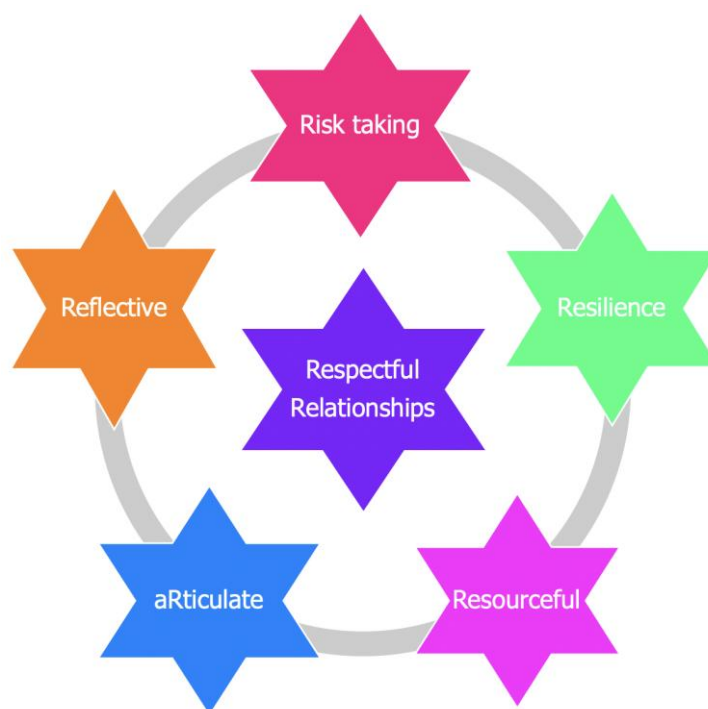
We celebrate the fact that we are a large school, which enables us to offer extensive opportunities – academically, pastorally and socially – in a family environment where everyone is valued as an individual.

Our overarching vision is for R A Butler Academy to be a place of nurturing, dynamic learning where high academic achievement and emotional well-being are equally valued and celebrated. Through positive partnerships between family, community and school, we will develop confident, respectful children who are motivated to take the next steps in their educational journey and life’s adventures, making positive contributions to the world.

We will achieve this by providing a safe and secure learning environment where children are known as individuals. Our rich, engaging curriculum, based on high quality texts and inspiring learning experiences, give planned opportunities for children to participate in academic, sporting, arts, music, environmental and pastoral activities which are designed to develop the whole child. We expect our Year 6 children to be leaders of the school and show great independence and they all have roles to ensure they have the opportunity to practice these essential life skills

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a UNICEF Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB. We believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member 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

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

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. 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 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 children (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, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

## 2 - A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
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Children	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

### 3 - 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. (Appendix 1 – creating positive systems in school)
- 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'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. We use the language 'expected and unexpected' behaviours. Equally it is important to comment positively when they are being shown. 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. Our staff spend time getting to know each child they come across and to find a connection. We believe in a 'connection before correction' approach. 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, class based staff ensure clear routines are in place for:

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

#### **4 - Teaching and promoting positive management of behaviour**

At RA Butler our 6R values and our commitment to being a Rights Respecting school drives how we teach and promote a positive management of behaviour.

We expect all children to demonstrate positive behaviours and to embody our school values (6Rs) of: Respectful Relationships, Resilience, Reflectiveness, Risk-taking, Resourcefulness and articulate. These are displayed in classes and around the school. Specific teaching takes place each term to reinforce these values and to remind children what these look like in our school setting. Children will be verbally praised for displaying the 6Rs in their learning, as they move around school and through play.

As a Rights Respecting School, at the start of the year, each class develops a class charter setting out expected and unexpected behaviours. These are linked to the UNICEF UN Convention on the Rights of the Child Articles. These values and children's rights are explored and reinforced each week through weekly Rights Respecting Assemblies and an expectation that we all treat each other with Dignity, Equality and Fairness

Other ways our values and expected behaviours are reinforced and linked to positive behaviour:

- We explicitly teach regulation techniques and naming feelings through work using the Zones of Regulation. These are taught through PSHE units. Teachers hold a daily check-in with their classes to reinforce self-regulation;
- All adults in school model positive and expected behaviours with each other and children to reinforce expectations;
- Weekly star assembly - each class will choose two children each week who have demonstrated a range of/a particular R through that week. Each child will receive a certificate to take home;
- Value stickers – these can be awarded by any member of staff if a child is 'caught' displaying an 'R' at any particular time;
- Senior leader praise- children can be sent to a senior member of staff to be praised if they have displayed learning behaviours/behaviours over and above that expected;
- Postcard home – each class teacher chooses 3 or 4 children each half term to receive a postcard sent home for displaying learning behaviour/behaviour over and above that expected;
- Teachers share positive news stories with parents via Seesaw, talking to them or calling
- House groups – children all belong to a house group. Children can earn house points for great learning. These are collected weekly and shared in assembly;

- Class rewards – each class/teacher can collect points/marbles (anything of teacher's choice) towards a whole class reward. These are achieved when the whole class has demonstrated excellent behaviour.

## 5 - Viewing behaviour as a learning process

At our school 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. At our school staff view behaviour mistakes as 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 help guide children, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

## 6 - Our general responses to mistakes and incidents

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

In using this process at our school, we use four questions:

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

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can 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, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the 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.

There are times when agreed rules are not complied with and children display unexpected behaviour. It is important that children should know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

Policy linked to DfE Behaviour in Schools – Advice for headteachers and school staff. July 2022

When children display unexpected behaviours, we have a structured response to support this approach. *These sanctions should only be used when preventative and corrective action (gentle warnings, reminders, short, sharp look etc) have been used and are unsuccessful.*

Action	Reason
Blue 'unexpected behaviour' card issued – no teacher interaction. The child is given 5 minutes 'take up time' to show expected behaviours. The card should then be removed.	Low level disruption in class (talking at inappropriate times, annoying others etc) This is linked to class charters and the right to learn.
Yellow 'Right to learn' card issued if the unexpected behaviour continues. If a child receives several blue cards or a yellow card, then they will spend part of the next break time (or last 10 mins of the day in KS2) with their teacher/support staff filling in a reflection sheet together (see appendix).	Unexpected behaviour continues.  Each class will have a 'reflection folder' in class. New and completed sheets should be stored in here. Each week an SLT member will review these on a Friday to see if further action needed.
Red card issued – these cards can be issued immediately if a serious breach of the expected behaviour is enacted.  A logical consequence should then be given. See next section for ideas. SLT involved.	Fighting, swearing, repeated defiance etc  These should be recorded on CPOMS under 'red card' and parents informed

It is the class teacher's responsibility to inform parents/carers about any red 'restorative' cards they have implemented. If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team to discuss any additional support measures that may be required (e.g. a Behavioural Support Plan) and an internal exclusion will be given.

## 7 - Using logical consequences (if a red card issued)

### 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 (a restorative approaches is an example of one).

#### Examples of logical consequences:

Unexpected behaviour	Possible Consequences (alongside blue/yellow card)
<p>Relatively <b>low impact blue/yellow card issued</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Refusal to complete assigned activity</li> <li>• Disrespectful comments (initial/low level)</li> <li>• Swearing (initial/low level)</li> <li>• Running down the corridor</li> </ul>	<p>Verbal Interventions– e.g. <i>-I know you can behave better than this. I’d really like to see that.</i></p> <p>Reflection support during breaktime or lunchtime with trusted adult.</p> <p>Expectation to show the expected behaviour eg, walk down corridor correctly</p> <p><i>I can see there’s something wrong (acknowledge their right to their feelings)</i> <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 <b>higher impact</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Harmful behaviour</li> <li>• Any discriminatory behaviour</li> </ul>	<ol style="list-style-type: none"> <li>1. SLT notified.</li> <li>2. Opportunity for written reflection (Appendix 2)</li> <li>3. Restorative approach followed. (Appendix 3)</li> <li>4. Incident form completed for discriminatory incidents.</li> <li>5. Incident recorded.</li> </ol>

<p>•Causing significant, deliberate damage to school property</p>	<p>6. Parents notified by telephone by SLT member.  7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s).  8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face.  9. If response leads to suspension– parents/carers also notified in writing. Re-integration meeting to be held directly after suspension</p>
<p><b>Specific example of higher impact behaviour:</b>  Inappropriate and deliberate use of play equipment resulting in it being broken</p>	<p><b>Specific consequence:</b></p> <ul style="list-style-type: none"> <li>- Restorative conversation and reflection log completed</li> <li>- Red Card completed on CPOMS (senior staff involved)</li> <li>- Parents informed</li> <li>- Withdrawn from that area of the playground for an agreed period of time</li> <li>- Repair equipment if possible and write/draw an apology letter to appropriate person</li> </ul>

#### Other sanctions:

On occasions we may decide to remove a child from an area of the school if there have been incidents related to this area or if there has been unexpected behaviour in relation to a pupil in the class or repeated disrespectful behaviour to an adult in the class. This will be called an internal exclusion and will result in the child being taught in another area of the school for a specified period (usually a day/part of a day). The child will be supervised by a senior member of staff and the internal exclusion may take place in a school office or in another classroom. Parents will be informed of this.

If there is a serious breach of the expected behaviours in school or a repeated breach of the expected behaviours, then the school may invoke a suspension or permanent exclusion of a pupil (in line with all guidance and procedures in the DfE Guidance Document, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' September 2022. The reasons for deciding to give a pupil a suspension or permanent exclusion are wide ranging, but would cover the following types of circumstances (please note that this is not an exhaustive list):

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent disruptive behaviour

Only the Executive Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently.

Suspensions and permanent exclusions can be given for serious breaches of this policy. They will also be given if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Executive Headteacher suspends or excludes a pupil, she informs the parents immediately, giving reasons for the decision. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. (please see Exclusions policy and DfE guidance)

## **8 - Ways to record Incidents**

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

Low impact behaviours are not recorded. However, adults are asked to keep an open approach to dealing with low impact unexpected behaviours. If there is a repeated occurrence of the same/similar incidents from the same child, then a more detailed and reflective response may need to be taken.

High impact unexpected behaviour incidents (red cards issued) are recorded on CPOMS using the red card button to indicate a higher impact behaviour incident has taken place. (Appendix 3 – Behaviour Incident Form gives a model for the information to be included on CPOMS) If the incident has involved a prejudiced related incident, we will also log those using the guidance materials from the Essex Prejudged Related Incidents document and upload to CPOMS stating the category of prejudice.

Individual children may require a specific regulation plan to support them to show expected behaviours. These are drawn up in consultation with the Inclusion Team, staff and parents. (Appendix 4). See section 9 for the approach used.

SLT monitor and analyse the CPOMS entries at least half termly and report to Governors each term.

## **9 - How we support children with additional Social, Emotional and Mental Health needs**

At our school, we acknowledge that some children will have, at times, 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 children'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 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 children be in a place to learn, connect and thrive.

## **10 - Ways to Support Understanding**

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

**The following appendices contain ways to help us to understand the behaviour**

Appendix 5: STAR Analysis

Appendix 6: Three Stages to Supporting the Understanding of Behaviour – A TPP guide Including Adult response plan

Appendix 7: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Appendix 8: A Tool for Understanding and Reframing Behaviour

## **11 - Our Principles - the things we will do as adults**

- Model compassion and kindness, provide hope and support connection and belonging
- Treat children fairly, equally and with dignity (we do not shout unless there is danger)
- 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 boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

## **12 - 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'

### **Head Teacher**

- Leads on all aspects of this policy
- Is the only person authorised to exclude a children (or the deputy headteacher in their absence)

Policy linked to DfE Behaviour in Schools – Advice for headteachers and school staff. July 2022

- 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 children 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 children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs through agreed channels
- 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
- 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

### **13 - 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

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

## **14 - 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 the children. Once all this information is to hand, 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.

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

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 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 and reported immediately to the head teacher.

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.

## **16 – Screening, confiscation and searching pupils**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / deputy headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

#### **Informing parents**

Parents will always be informed of any search for a prohibited. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **Strip searches**

Policy linked to DfE Behaviour in Schools – Advice for headteachers and school staff. July 2022

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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
- 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. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

## 17 - Further Guidance

1. [Keeping Children Safe \(DfE, 2022\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. Behaviour in school (DfE, 2022)

5. Exclusion and suspension from schools (DfE, 2022)  
<https://www.gov.uk/government/publications/school-exclusion>
6. Searching, screening and confiscation (DfE, 2018)
7. Positive environments where children can flourish (Ofsted 2018, updated 2021)
8. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

## Appendix One:

### Positive Systems

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2016). This power also applies to all paid staff with responsibility for pupils such as teaching assistants and midday supervisors.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

It is important for all staff and pupils at R A Butler Academy to have a positive 'plan' for discipline. A plan is a consistent approach through prevention, strategy and support, to minimise unnecessary behaviour disruption and take appropriate 'short' and 'long' term measures to correct disruptive behaviour patterns.

#### IN DEVELOPING A CLASSROOM DISCIPLINE PLAN, STAFF SHOULD:

- State expected behaviours positively where possible.
- Explain/discuss reasons for the expected behaviours.
- Discuss related consequences for showing unexpected behaviours.
- Acknowledge and affirm positive behaviour.

#### PROTOCOLS OF DISCIPLINE ARE AS FOLLOWS:

When carrying out corrective action, the teacher should:

- Maintain eye contact.
- Minimise embarrassment and hostility.
- Use respectful but assertive tone of voice.
- Acknowledge and pick up expected behaviour.
- Privately encourage positive behaviours.
- Respect personal space.
- Avoid unnecessary argument, give clear choice and maximise pupils' responsibility.
- Be consistent in follow through.
- Utilise wide support e.g. other teachers, TAs, outside agencies.

#### PREVENTATIVE ACTION (to prevent or minimise unnecessary disruption)

- Have an aesthetically pleasing and functional room.
- Prepare and utilise appropriate materials.
- Arrive in class in time.
- Plan interesting and engaging lessons.
- Cater and plan for mixed abilities to ensure all children can access work.
- Plan appropriate seating arrangements.
- Avoid use of confrontational language.
- Make clear routines.
- Have clear, fair, positive rules and know the consequences for significant rule breaking.
- Ensure all children are noticed and receive attention in class.
- Use proximal praise to reinforce expectations.

CORRECTIVE ACTION (the actions you take when disruptive behaviour occurs. Least to most intrusive).

- Tactical ignoring (where appropriate).
- Simple, brief directions (finish with thanks).
- We challenge low level disruptive behaviour by describing behaviour we expect to see. We start with the child's name then use the term "we", describe the behaviour we want to see and end in "thanks". For example, "David, we leave our rulers in the pot, thanks"
- Expectation reminders (simple reminder or re-statement).
- Simple choice ("in your bag or on my desk, thanks").
- Casual or direct question (avoid "why", "what are you doing/what should you be doing"...).
- Redirect (instead of arguing).
- Make consequences clear (via choice).

Appendix Two: Reflection sheet

Reflection Sheet

Name: \_\_\_\_\_

Talking to: \_\_\_\_\_

- What happened?

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- What were you feeling or thinking at the time?

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- Who has been affected?

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- What can we do to make things right? (What should happen next?)

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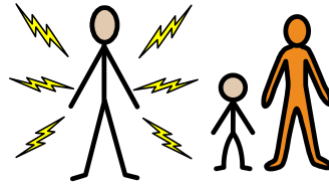
Signed: \_\_\_\_\_



broke something



scribbled on something



hurt an adult



hurt a child



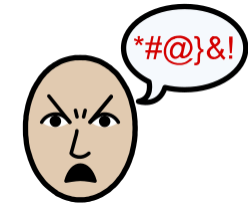
was unsafe



took my clothes off



# What happened?



was rude



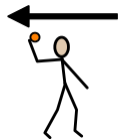
swore



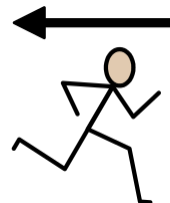
wasn't ready



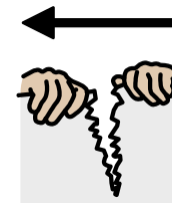
didn't listen



threw something



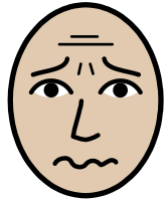
ran off



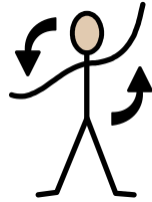
tore my work



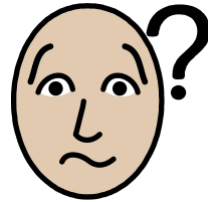
Something different



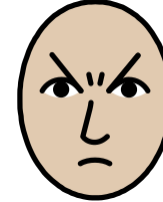
worried



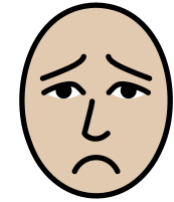
fidgety



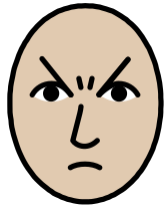
confused



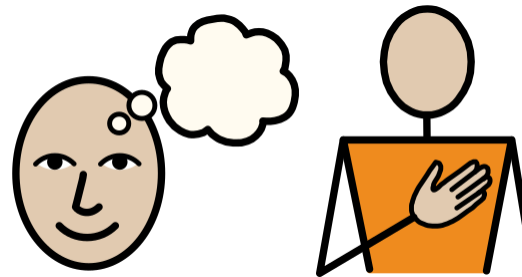
angry



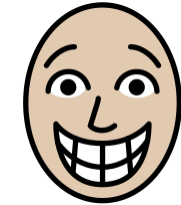
sad



irritated



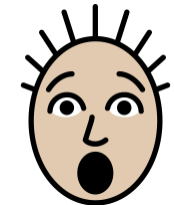
# What were you thinking or feeling?



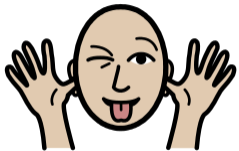
excited



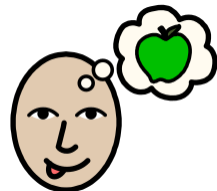
giggly



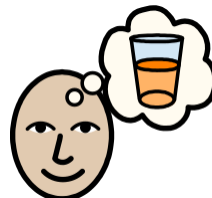
scared



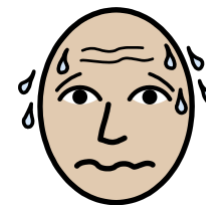
silly



hungry



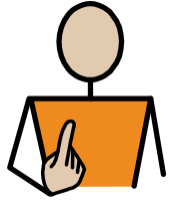
thirsty



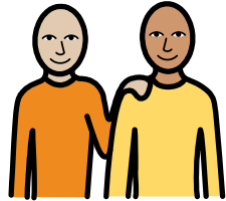
anxious



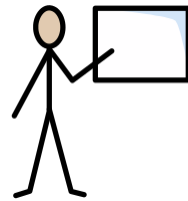
something different



me



a friend



a teacher



an adult



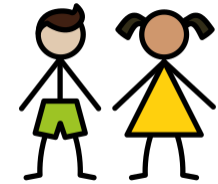
my class



my Mum



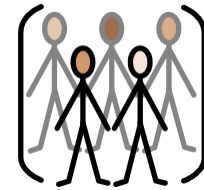
Who has been affected?



other children



my Dad



group



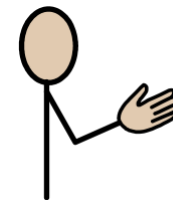
my family



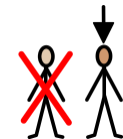
people in the community



pet



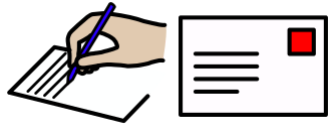
my carer



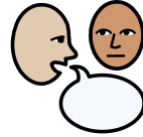
someone else



write it down



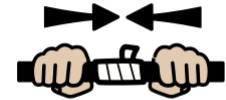
write a letter



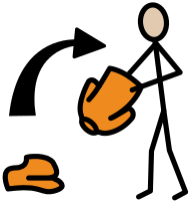
talk to  
someone



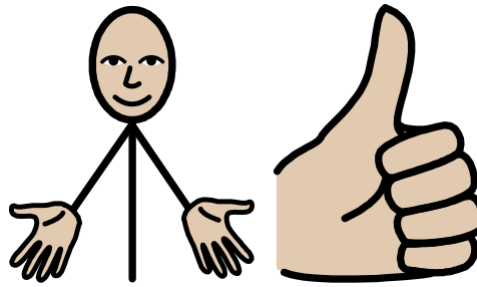
say sorry



fix something



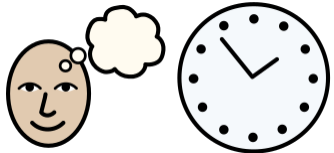
get dressed



What needs to  
happen to put it right?



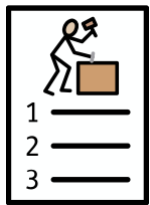
tidy up



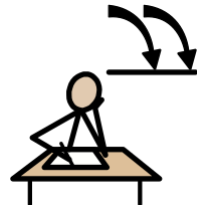
thinking time



clean  
something



make a plan



practice



finish my  
work



movement  
break



something  
different



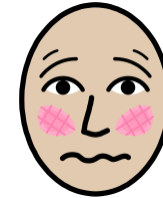
sad



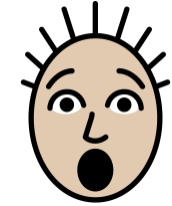
sorry



guilty



ashamed



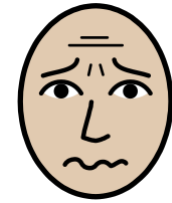
scared



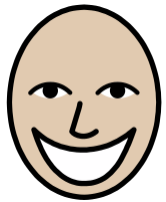
good



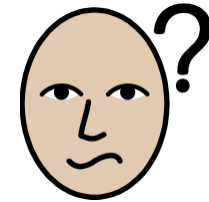
How do you feel now?



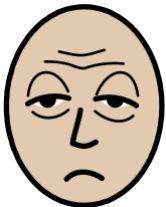
worried



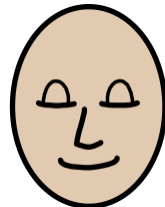
happy



unsure



tired



calm



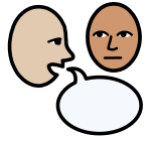
better



ok



something else



talk to an adult



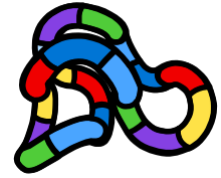
ask to go outside



go to a calm space



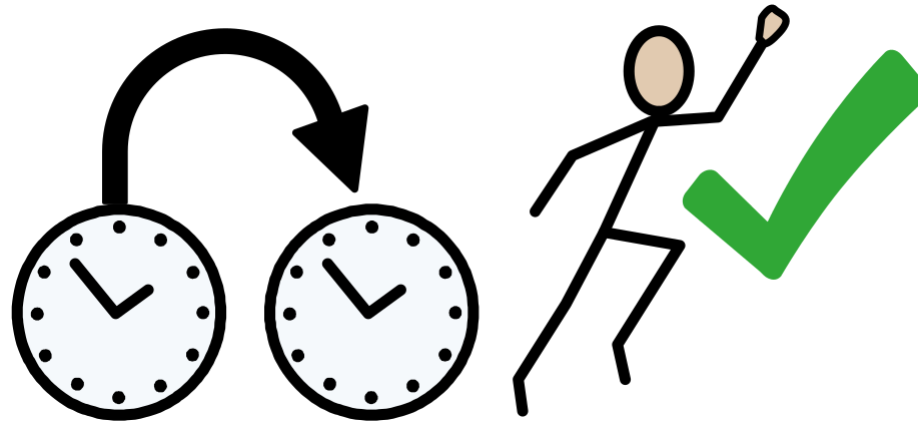
go for a run



get fidget toy



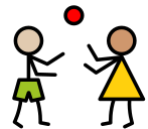
movement break



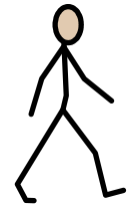
Next time I could..



1 2 3  
count to 10



play with someone else



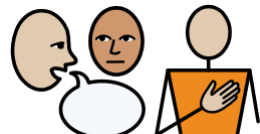
walk away



ask for help



take deep breaths



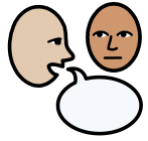
tell someone how I feel



have a drink



something different



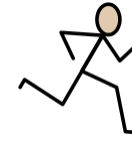
to talk to an adult



to go outside



to go to a calm space



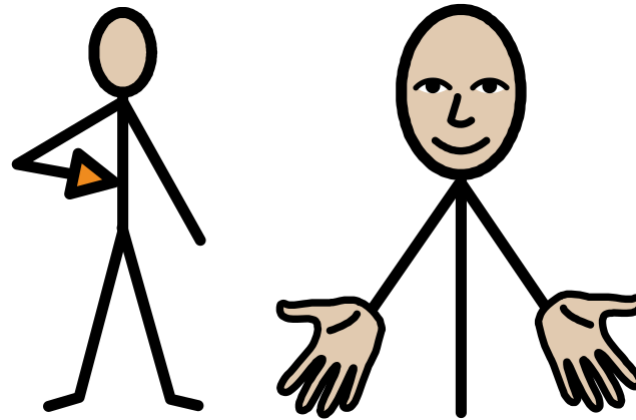
to go for a run



to get a fidget toy



movement break

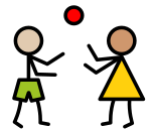


I need

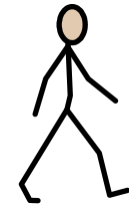


1 2 3

to count to 10



to play with someone else



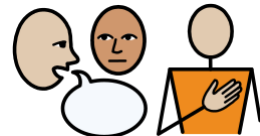
to walk away



help



to take deep breaths



to tell someone how I feel



to have a drink



something different

## Appendix Three: Examples of Restorative Conversations

### Language for Addressing Unexpected Behaviours:

- Show me the expected behaviour
- X that behaviour is unexpected, let's change it to expected – thanks
- X your behaviour is unexpected and is affecting everyone else's right to learn/play. I know you can do better than that and I need to see it now - thanks

### Framework for Restorative Conversations:

- I can see there is something wrong. I am here to help and listen. Tell me what happened.
- Talk and I'll listen
- Use the framework below for other suggestions of how to approach a restorative conversation:

### Other useful phrases for restorative conversations

Phase 1: Facilitate Student Reflection of the Incident
<input type="checkbox"/> Tell me about what happened ... <input type="checkbox"/> Tell me about why you think this happened ... <input type="checkbox"/> Tell me about how you were feeling before, during, and after this event ... <input type="checkbox"/> What happened first, next, last? <input type="checkbox"/> What role did you play? <input type="checkbox"/> What makes you most upset about this? <input type="checkbox"/> Has this ever happened before? <input type="checkbox"/> Other: <input type="checkbox"/> Other:
Phase 2: Discuss Student Need and Plan to Address Needs
<input type="checkbox"/> Was there something that you needed? <input type="checkbox"/> What did you wish would have happened? <input type="checkbox"/> At what point did you start feeling upset? <input type="checkbox"/> How might you have handled this differently? What was in your control? <input type="checkbox"/> How could I have helped you be more successful in this interaction? <input type="checkbox"/> If something similar happened in the future, what could we do to improve our outcome? <input type="checkbox"/> Other: <input type="checkbox"/> Other:
Phase 3: Plan to Restore Relationships
<input type="checkbox"/> Who do you think has been affected by what you did? <input type="checkbox"/> How do you think they've been affected? <input type="checkbox"/> What impact did your actions have on the individuals in our classroom? <input type="checkbox"/> What impact did your actions have on our class community? <input type="checkbox"/> Do your actions accurately represent how you feel about that person or how you want to treat others? <input type="checkbox"/> How can you repair your relationships? <input type="checkbox"/> Beyond an apology, what steps could you take to fix the harm you caused? <input type="checkbox"/> When and how do you plan to take these steps? <input type="checkbox"/> Other: <input type="checkbox"/> Other:

**Appendix 4: Behaviour Incident Form (red card form) Use this model direct on CPOMS (no need to scan)**

<b>Child name:</b>	<b>DoB:</b>	<b>Year group:</b>
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<b>Date of the incident:</b> <b>Day of the week:</b>	
<b>Members of staff</b>	
<b>Where it took place</b>	
<b>What was the activity?</b>	

<b>Outline of event/ What happened?</b>
<b>Consequences:</b>  <b>Protecting (what will now happen to prevent any immediate further harm occurring)</b>       <b>Learning/teaching (what needs to be revisited with the child or learnt)</b>
<b>Was restraint, restrictive physical intervention, safe holding used? yes/no</b>  <b>Letter sent:</b>
<b>Parent / carer informed:</b>  <b>Time and date:</b>




## Appendix 5: STAR Analysis

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

## Appendix 6: Three Stages to Supporting the Understanding of Behaviour – using the TPP guide & Adult Response plan

*'A significant proportion of children 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><b>Stage 1</b></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. Sensitively involve all parties who know the child well to gather information. For some CHILDRENs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.</i></p>	
<p><b>Stage 2</b></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 CHILDREN is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CHILDREN's day to notice commonalities and differences.</i></p>	
<p><b>Stage 3</b></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 CHILDREN'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.



**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?
<b>Possible examples</b> Death of a pet/loved one, parental separation, domestic abuse	<b>Possible examples</b> Angry, withdrawn, crying, swearing	<b>Possible examples</b> Alone, excluded, confused	<b>Possible examples</b> 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.

<b>States of arousal:</b>									
<b>Hyper aroused</b>									
Terror	ü								
Fear					ü				
Alarm									
Alert		ü				ü			
<b>Window of tolerance</b>									
Calm/engaged			ü	ü			ü		
<b>Hypo aroused</b>									
<b>Low</b>								ü	ü
<b>Stressor:</b> ⇒ <b>Time of the day</b>	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**

**Adult Response Plan**

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

**Appendix 7:****Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs**

Consider the needs of a specific pupil 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 pupil?		
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/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the pupil?		
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?		

<b>Social interaction (less structured environments)</b>	<b>Y/N n/a</b>	<b>What needs to be done</b>
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

## Appendix 8: 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 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, 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 child 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.

## Appendix 9- A Tool for Understanding and Reframing Behaviour

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b> <b>from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful.</b> <b>Examples of reframing-</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What’s getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach?</b> <b>Find the barriers and remove them</b>
<p>Be the stress detective</p> <ul style="list-style-type: none"> <li>- why and why now?</li> </ul> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> <li>• Is there an adult response plan?</li> <li>• Is the plan helpful, shared, used and understood?</li> <li>• Is there a personalised stress/distress management plan?</li> </ul> <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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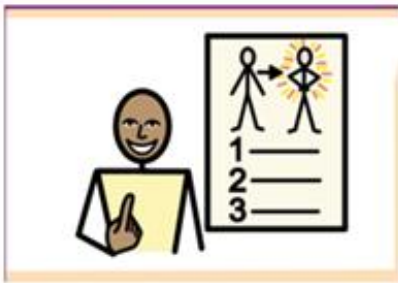
**A Tool for Understanding and Reframing Behaviour**

<b>Describe the behaviour</b> Review and be curious	<b>Reframe the Behaviour</b> from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	<b>Reflections</b> How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	<b>Adult response</b> What do we need to intentionally teach? Find the barriers and remove them

## Appendix 10: Behaviour cards

### Unexpected Behaviour Card

Please think about your own learning and others' right to learn.



### Right to Learn Card

We need to spend time reflecting together.

