HARLOW FIELDS SCHOOL & COLLEGE

Working Together To Succeed

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School Values

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

School Ethos

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

We value each individual CYP 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 CYP and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help. It is also recognised that for some children and young people, variance on these processes will be made in order to meet specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

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

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children 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	logical and 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 need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

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

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

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

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the CYP know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are always in place, but these are particularly important during:

- Start and end of day
- Transition times
- Personal care and snack times
- Moving around the school
- Break and lunchtimes

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

Our school promotes positive behaviour management by creating a safe, structured, and nurturing environment that understands and responds to the individual needs of each pupil. Positive behaviour is encouraged through clear, consistent routines, predictable responses, praise and encouragement, and the use of supportive strategies that help pupils learn to regulate their emotions and behaviour. Staff use proactive approaches, focusing on understanding the underlying reasons for behaviours and teaching alternative, more appropriate ways for pupils to communicate and manage their needs. By building trusting relationships and using therapeutic frameworks, such as TPP and the Regulate-Relate-Reason model, we create a culture where pupils feel valued, understood, and supported, fostering engagement in learning and personal development. This approach helps pupils develop self-regulation, resilience, and positive social skills, promoting long-term wellbeing and success.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. CYP will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, lack of understanding, over-stimulation and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the CYP so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our CYP's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction', in line with the PACE model.



Appendix 1: PACE Acceptance Scripts and Sentence Starters (displayed across the school and college)

Our general responses to incidents of disruptive or dangerous behaviour

The '**Regulate, Relate, Reason'** model is a trauma-informed approach for supporting children in moments of distress, designed to align staff responses with how the brain processes stress. This model recognises that

the first step is always to support CYP to regulate, helping them move from a heightened state (fight/flight/freeze) to a state of calm and safety **('Regulate').** Staff then build or repair connection before addressing the behaviour **('Relate').**

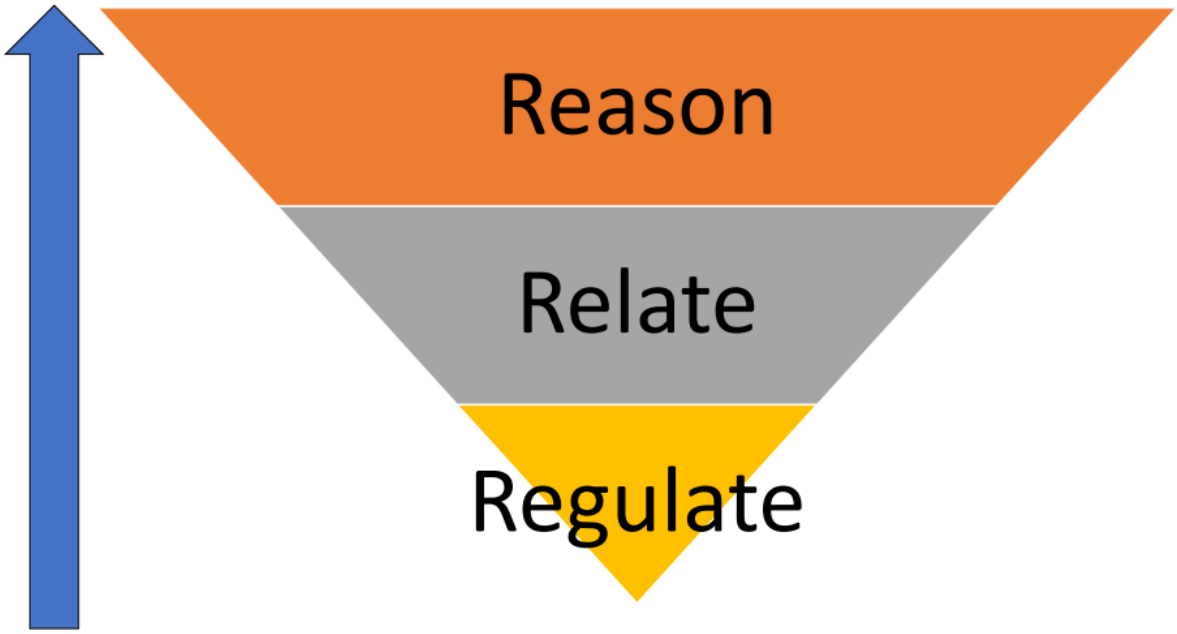
Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the CYP 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 **('Reason').**

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, CYP 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., pick up the thrown toys, re-print the work that has been torn up. Where this is not possible a close alternative should be used.

At our school the staff work with the CYP 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.



Appendix 2: Regulate, Relate, Reason Toolkit (displayed across the school and college)

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 useful tools to help unpick and understand the behaviour.

Appendix 1: STAR Analysis
Appendix 2: Three Stages to Supporting the Understanding of Behaviour – A TPP guide
Appendix 3: A Tool for Understanding and Reframing Behaviour

Using logical consequences

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

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

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

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- 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). ***See Suspension and Exclusion Policy.***

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

- ensuring the child or young person completes the task they have disrupted
- 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.

Examples:

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Throwing objects.	Protective: Temporarily remove unsafe objects and support the pupil to a calm, safe space. Educational: Practise structured transition routines with visual supports, teaching the pupil to request a break using their communication method before transitions.
Shouting or vocal outbursts during group activities.	Protective: Reduce sensory overload by providing access to ear defenders or a quieter space. Educational: Use social stories or visuals to teach expectations during group activities and provide clear, consistent signals for when it is their turn to speak or engage.
Hitting peers when overstimulated.	Protective: Increase adult supervision and maintain safe distance between peers by restricting access to shared spaces (e.g. playground or soft play). Educational: Use visuals or AAC to help the pupil identify feelings of overwhelm (e.g., "too loud," "need break") , use social stories or video modelling to teach expected behaviours in busy environments.
Leaving the classroom/absconding when upset.	Protective: Maintain safe supervision and restrict access to unsafe areas while allowing the pupil space if needed. Educational: Develop a safe movement plan or 'exit card' system to teach the pupil how to request time out appropriately, paired with working on emotional regulation skills.
Self-injurious behaviour (e.g., biting, head banging).	Protective: Use protective equipment or physical interventions if required for immediate safety, with clear debrief and recording. Educational: Identify triggers and use sensory strategies, providing alternative coping mechanisms (e.g., chewable sensory items, sensory breaks) while gradually teaching self-regulation skills.

Recording and reporting

We have a clear process and system in place to record incidents that occur. Consistent recording helps us to identify trends, plan interventions, and work in partnership with families to support positive behaviour.

Staff should record all significant behavioural incidents, including those which require a 'Code Red' response or result in injury, promptly on RecordMy. Records should be completed as soon as possible after the incident (on the same day), including a clear description of what happened, any triggers, the response given, and the outcome. The Head Teacher and parents / carers must be informed if the incident involves physical intervention. Details of the RPI must be tagged clearly on RecordMy.

For some pupils, it might be appropriate to complete physical tick sheets of low-level behaviours that have not caused harm to themselves or others. These must be discussed with SLT and uploaded to RecordMy either daily or weekly as agreed.

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

We recognise that children and young people at our school may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying communication difficulties, social interaction difficulties, learning needs, 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 CYP's life (staff, family, professionals) in order to best meet their needs.

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

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

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a CYP'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 CYP feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Use the key principles outlined in this policy to support the needs of all our CYP
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, behaviour support plans, 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 CYP (or the senior assistant headteacher in their absence)

- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

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

Classroom Staff
- Plan the teaching and learning for all CYP
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having

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

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

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident 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 school ensures that this person (adult or CYP) 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.

Behaviour Support Plans

In our school we use behaviour support plans as the starting point for preventing harm to CYP and others. Any CYP who displays challenging behaviours that could put themselves or others at risk should have a behaviour support plan in place. The plan identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. Our template for these plans is found in Appendix 6. Staff are encouraged to use the tools within Appendices 3, 4 and 5 to support them in understanding the behaviour and writing effective behaviour support plans. Behaviour Support plans must be agreed and signed by parents/carers.

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

We all have a legal obligation under our 'duty of care' to keep the children and young people we support safe. Once we have exhausted all other options, using the principle of last resort, we may have to intervene physically. This would always be as a 'positive act' and in the best interests of the child or young person.

The DfE (2013) states that all members of school staff have a legal power to use reasonable force. Within this it states that:

> *'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force may be used to restrain a pupil. This is called Physical Intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances'.*

At our school we believe that the use of physical intervention should be used only within this framework: -

- protecting fundamental human rights and promote person-centred best interest and therapeutic approaches to support CYP when they are distressed

- improving the quality of life of those being restrained and those supporting them
- reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation and reflective practice
- focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint
- increasing understanding of the root causes of behaviour and recognise that many behaviours are the result of distress due to unmet needs
- ensuring a restraint reduction approach is adopted by all

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. The detail of this should be accurately recorded on RecordMy and the incident communicated to parents. The Head Teacher must also be informed as soon as possible about the use of RPI.

PRICE training is delivered to staff, which is complementary to the values of TPP. This training enables staff to:

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

PRICE training covers the risks around restraint and how staff should respond to these. All techniques used are risk assessed and are never reliant on pain compliance.

Seclusion

Seclusion is also included within the legal guidance as a form of restrictive intervention or restraint, defined by the DfE (2019) as the 'supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others'. This would be planned for and recorded/reported in the same way as any other restrictive physical intervention, using the principle of 'last resort' and considering what is in the best interest of the CYP and those at risk of harm from associated behaviours.

RPI and Behaviour Support Plans

Any CYP who displays challenging behaviours that could put themselves or others at risk should have a behaviour support plan in place. The plan identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. This could include the use of restrictive physical intervention. In this case, details of the RPI, including when and how such an approach would be use, should be included within part d) Pupil Specific and part f) Physical Intervention (RPI) of the behaviour support plan template (See Appendix 6). Where RPI in included within plan, this must then be signed by parents/carers and the Head Teacher.

Incident Report

Where RPI has been used, this should be recorded on RecordMy by the staff member(s) involved as soon as practicable and always before the end of the school day. The report should include:

- the names of the staff and people involved
- the reason for using the specific type of restrictive intervention (rather than an alternative less restrictive strategy)
- the type of intervention employed
- the date and the duration of the intervention
- the location of the incident
- whether the person or anyone else experienced injury or distress
- further actions taken

The SLT team will then complete the following and record these actions:-

- ensure first aid has been administered if needed
- carry out a well-being check on the CYP involved
- carry out a well-being check on the member(s) of staff involved
- support the child with a restorative conversation, as appropriate

It is important that any use of RPI is followed by a debrief, in which current behaviour support plans are reviewed. Lessons can always be learnt from some of the most challenging experiences, both about our own responses to a CYP's behaviour and theirs to ours. These reflective experiences should be instrumental in informing changes to the support plan.

For information on physical intervention, please refer to our Restrictive interventions, including use of reasonable force policy.

Screening and searching pupils

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from pupils, detailed within Searching, Screening and Confiscation: Advice for schools (July 2022).

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 via email/phone call.

Staff 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.

Further Guidance

1. Keeping Children Safe in Education (DfE, 2026)
2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)
3. Use of reasonable force in schools (DfE 2026)
4. Searching, screening and confiscation in schools (DfE, 2023)
5. Positive environments where children can flourish (Ofsted 2018, updated 2021)
6. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)
7. Behaviour in schools (DfE, 2024)

Appendix 1: PACE Acceptance Scripts and Sentence Starters

Affirmation	• I'm here for you • You're safe • You matter
Welcome	• You belong • I like having you here • This is your space
Belief	• It sounds as if … • I'm wondering whether … • When you are ready …
Acknowledgement	• You are brave • I care about you • Thank you for sharing with me

Appendix 2: Regulate, Relate, Reason Toolkit

Regulate	• Ensure you are calm - remember mirroring • Open body language • Bring breathing under control • Swap or ask another to help if you are not at your 'BEST' • Use your 'PACE' script and behaviour support plan • Use PACE • Use movement
Relate	• Acknowledge and define the problem • Empathise • Keep the problem small • Acknowledge sensations and feelings
Reason *(Once pupil returns to their window of tolerance)*	• Reflecting, learning, remembering and articulating • Beginning the discussion about how to repair and restore • Use logical consequences – either protective or educational

Appendix 3: STAR Analysis

STAR Analysis

Name of pupil:		Class:	

Date and Time	Setting Environment, activity, relationships, etc.	Trigger(s) Or stressor(s) – What happened immediately before?	Action Describe the behaviour – what happened?	Result What happened afterwards? What was the result for the pupil? How did adults respond?	Staff Initials

Appendix 4: 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 that punitive or shaming.'

TPP Trainers' Manual page 5

Stage 1 Use the 'Emotional Pot' to get to know big picture (holistic sense) surrounding the child and family. *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 CYPs this might involve pupil or parent discussion as well as reflection with the staff members working with the child in school.*	
Stage 2 Be the Stress detective to find/observe/notice the stressors across the day. *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), etc. Explore all variables that exist within the CYP's day to notice commonalities and differences.*	
Stage 3 Analyse and plan to enable informed co-regulation. *After gathering assessment information, begin to plan for how to support the CYP's co-regulation. Recognise that the adults will need to change their behaviour first.*	

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 – What is filling the 'Emotional Pot'?

- ⇨ 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 3

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.

Appendix 5: A Tool for Understanding and Reframing Behaviour

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

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A Tool for Understanding and Reframing Behaviour

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Appendix 6: Template Behaviour Support Plan

Behaviour Support Plan					
Name of pupil:		**Class:**			
Name of parent/carer:		**Signature:**		**Date signed:**	
Who is at risk?					
Brief History: *(consider home, school, community and cultural context)*					
Diagnosis, physical characteristics and medical considerations:					

a) Staff Sign Off					
Name of Person Completing Risk Assessment:		**Signature:**		**Date of Assessment:**	
Names of Staff with day to day contact:	**Signature:**		**Names of Staff with day to day contact:**	**Signature:**	

b) Reviews / Amendments (ensure that staff re-sign and date this risk assessment following any reviews)

Date of Review	Overview of changes

c) Sharing Information

It is essential that this risk assessment:

- Is shared with all establishment /additional services within the council accessed by the pupil.
- Is referred to those sections that are responsible for the duty of care of the pupil and those responsible for the safety of the employee.

Name of establishment	Name of person sent to	Date sent	Reason for sharing / referral

d) Pupil Specific

LOW RISK	MEDIUM RISK	HIGH RISK
A low-level risk that needs to be monitored.	A risk that could result in minor injury/harm.	A risk that could result in serious injury/harm or damage to property. A risk that could result in **RPI**.

Challenging behaviour displayed	Cues	Triggers	Likely function of behaviour	Strategies to reduce behaviour (control measures)	Frequency
Colour-code table in line with above					

e) Whole School		
Area – Policies – sign/read as part of induction/annual checks	**Details e.g. date of policy / review date / further action required**	
Behaviour policy, TPP and PRICE training	Staff have read and signed the school behaviour policy. Staff have received TPP training. Staff have received PRICE training, where RPI is included on plan.	Y N N/A Y N N/A Y N N/A
Environment		
Transition support around school/during arrival & departure, playtimes: (e.g. harness, waist belt, walking reins)		
Support on transport: (e.g. harness, seating plan, seat belt protector, adult support)		
Support during Offsite Visits: (e.g. staffing, medication, environment)		

f) Physical Intervention (RPI) – to be completed if RPI included in part d) Pupil Specific					
Circumstances for RPI			**Description of RPI**		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communication, etc.)			**Transitions (describe the messy bits, taking hold, letting go etc.)**		
Headteacher:		**Signature:**		**Date:**	