

Positive behaviour and relational practice policy



‘*Behaviour is our way of responding to stimuli and communicating our*

*feelings and needs that can’t yet be put into words’.*

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| **Approved by:** |  | **Date:** |
| **Last reviewed on:** |  | |
| **Next review due by:** |  | |

# The trust is committed to moving away from behavioural management policies as we believe that behaviour is communication. Behaviour is a human’s way of communicating through actions and is usually the result of not being ready or able to put our feelings and needs into words yet.

# This policy will also discuss the terms window of tolerance, hyper aroused and hypo aroused behaviour, definitions can be found below.

# We aim to work with all behaviour and respond to each scenario fairly and proportionately based on individuals needs in the context of collective boundaries. Most previous behaviour policies have focused on hyper aroused (angry) communication. We will also support those children and adults are in a hypo aroused state to help them regain regulation in order to continue to be able to learn and participate.

# Under Equality Act 2010 we will use flexibility for those children who experience ongoing inequality to until provision is put in place to reach equality.

**Definition**

**Window of tolerance:**

Developed by Dan Siegel, a Clinical Professor of Psychiatry, the Window of Tolerance describes the best state of ‘arousal’ or stimulation in which we are able to function and thrive in everyday life. When we exist within this window, we are able to learn effectively, play, and relate well to ourselves and others. However, if we move outside of our window we can become hyper-aroused or hypo-aroused.

Hyper-arousal:

This results from the fight or flight response and is characterised by excessive activation/energy. It can present as difficulties concentrating, irritability, anger and angry outbursts, panic, constant anxiety, easily scared or startled, self-destructive behaviour etc.

**Hypo-arousal:**

This results from the freeze / flop drop response where there is a sense of shutting down or dissociation. This can present as exhaustion, depression, flat affect, numbness and disconnection.

**Trauma Definition**

* Trauma is defined as an experience that is overwhelming and hinders the child’s safety and security. Traumatic stress is caused by exposure to or witnessing of extreme and potentially life-threatening events. (Lenore C. Terr, 1991).
* Trauma is often thought of as an ‘event’, such as an assault or a car accident – this can certainly be a traumatic experience. However, there is now a much greater understanding of the impact of experiences such as neglect, abuse, poverty, family violence, or lack of a healthy connection with a primary attachment figure. Repetitive traumatic events like these create physiological and psychological responses in children that can last a lifetime (van der Kolk, 2005, 2014).

**There are three main types of traumas: Acute, Chronic, or Complex**

1. Acute trauma results from a single incident.
2. Chronic trauma is repeated and prolonged such as domestic violence or abuse.
3. Complex trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature.

Children can experience various types of traumas including:

* Natural disasters
* Sexual abuse
* Physical abuse
* Domestic violence
* Medical injury, illness, or procedures
* Community violence
* Neglect, deprivation
* Traumatic grief
* Victim of crime
* Kidnapping
* Accidents
* School violence
* Loss
* Hostage situation

**Aims**

This policy aims to:

• Provide a consistent approach to behaviour support that is applied to all pupils.

• Define what we consider to be unacceptable behaviour, including bullying and discrimination.

• Outline how pupils are expected to behave.

• Identify any safeguarding concerns that are the root of any unacceptable behaviour.

• Summarise the roles and responsibilities of different people in the school community with regards to behaviour support.

• Outline our system of rewards and consequences.

• define what extra support can be offered to pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

**Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

• Behaviour in schools

• Searching, screening and confiscation at school

• The Equality Act 2010

• Keeping Children Safe in Education

• School suspensions and permanent exclusions

• Use of reasonable force in schools

• Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

• Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

• DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online • Devon’s expectations for Inclusive provision This policy complies with our funding agreement and articles of association.

The board of advocates

The school advocates are responsible for monitoring this behaviour policy’s effectiveness and holding the principal to account for its implementation.

The Hub Principal

The Hub Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils.

The Hub Principal will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both consequences and support where necessary.

The Hub principal will monitor behaviour data to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive, acceptable behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

* Support their child in adhering to the pupil expectations.
* Inform the school of any changes in circumstances that may affect their child’s behaviour.
* Discuss any behavioural concerns with the class teacher promptly.

We believe that positive reinforcement of acceptable behaviour, in the form of praise and encouragement, is the preferable way to support and encourage children and young people to express their emotions. We promote positive acceptable behaviours with children across school on a day-to-day basis, which helps them be ready to learn.

**Acceptable behaviours are those that enable us to be:**

• **Ready to learn.**

* Listen with eyes directed at the speaker.
* Hands and body still and quiet.
* Not interrupting.

**• Respectful.**

* Greeting and responding to greetings
* Use please, thank you and excuse me
* Walk calmly around school

**• Safe.**

* Respond to adult’s instructions
* Be kind and gentle to others

We encourage these behaviours through the use of a positive framework through which behaviours are rewarded and shared with parents and carers.

**Our strategies for promoting acceptable behaviour**

* To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between all within the school and the wider school community.
* To help children develop a sense of worth, identity and achievement.
* To help children to form positive internal working models of self, others and the world.
* To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches.
* To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
* Communicating expectations of behaviour in ways other than verbally.
* Highlighting and promoting positive, acceptable behaviour.
* Concluding the day positively and starting the next day afresh.
* Having a plan for dealing with low-level disruption.
* Using positive reinforcement.

**Our aims, we believe, are achieved when:**

* We create a positive school culture and climate which is consistently safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents and carers.
* We recognise that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
* Not all behaviours are a ‘choice’ and not all factors linked to the behaviour of children and young people are within their control, especially for those who have experienced trauma past and current.
* Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support with unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is “connection before correction”.
* Pupils are provided with excellent role models.
* Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. There will be times when we need to be flexible around boundaries depending on pupil needs. We always make reasonable adjustments.

**Rewards**

We aim to be positive in our approach, to notice and reward positive, acceptable behaviour rather than take it for granted. Staff can use a range of strategies to promote this.

These include:

* Verbal praise and recognition
* Dojo points
* Stickers
* Box of joy
* Share work with another adult
* Celebration Assemblies

**Unacceptable behaviours are defined as:**

• Behaviours that stop yourself or other children learning

• Behaviours that are not respectful

• Behaviours that are not safe

**Serious misbehaviour is defined as:**

* + Repeated breaches of the school rules
  + Any form of bullying
  + Sexual violence/ Sexual harassment
  + Vandalism
  + Aggressive physical violence
  + Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items**.

• 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)

Confiscation

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils. They will be returned to parents/carers.

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

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

**Consequences**

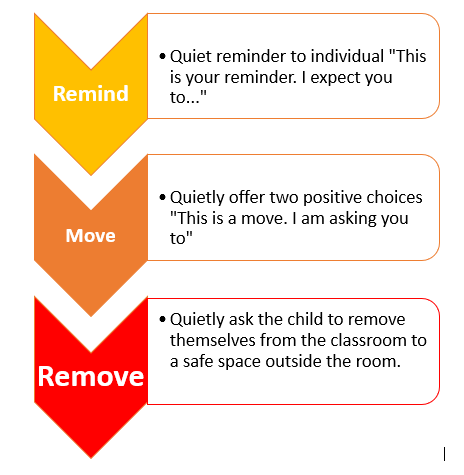
We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep these boundaries. For a consequence to be effective, it must be an action that the pupil does not want but should never be meant to embarrass, shame or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

**Remind, Move Remove**

Before starting on the Remind, Move, Remove flowchart, adults should use a in inclusive, relational approach to quality first teaching.

If unwanted behaviour is presenting itself adults should first use:

* Non-verbal cues
* Describe desired behaviour positively
* General rule reminder 'We work in silence/Our hands are empty'



**Consequence Hierarchy (for use across school, whether in or out of class).**

**When ‘Remove’ is reached:**

|  |  |  |
| --- | --- | --- |
|  | Consequences | Staff action |
| 1st incident of unwanted behaviour | To complete any learning that has been lost/repair behaviour/natural consequences applied.  Parents are informed of behaviour incident. | Behaviour incident is logged and shared with parents.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Staff to reflect on whether the needs of the child were met and if the situation could have been different.  Relational plan updated. |
| 2nd incident of unwanted behaviour | To complete any learning that has been lost/repair behaviour natural consequences applied.  Parents are informed of behaviour incident. | Behaviour incident is re-logged and shared with parents.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Staff to reflect on whether the needs of the child were met and if the situation could have been different.  Relational plan updated. |
| 3rd incident of unwanted behaviour | Parents are called into school for a behaviour meeting to discuss further consequences. | A meeting is held after school (either in person or via the telephone) on the same day as the incident.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Relational plans are updated. |
| 4th incident of unwanted behaviour | An internal suspension will be considered using our relational approach. | To organise the internal suspension including providing appropriate learning activities.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Relational plan updated. |
| Extreme physical/verbal unacceptable behaviour  Or  5th incident of unwanted behaviour | Suspension from school will be considered. | SLT  Discussion and case review.  Conversations with inclusion team.  Relational plans updated.  Re-integration meeting |

**EYFS**

Due to the very nature of the age of the children, EYFS staff should focus on teaching, modelling and practising ready, respectful and safe behaviour. They may give more reminders and a ‘remove’ might be a remove from an area of provision until hey are ready to access it safely again. This is in line with the ‘natural consequences’ approach.

**Restorative justice**

A restorative justice consequence. These should be used at the teacher’s discretion e.g. writing an apology letter to someone they have upset, cleaning up a mess they have made, completing a programme of work on anti-bullying or racism, etc.

It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

**Severe Misbehaviour**

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences. The decision will be taken when a child's behaviour;

* Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated.
* Involves serious, actual, or threatened violence against another pupil or member of staff.
* Puts himself/herself, other pupils, members of staff or the wider community at risk if harm or injury.

In all cases, the child’s parent/carer will be informed following the incident and no later than the end of the school day.

A decision whether to suspend the child for a fixed period of time or to permanently exclude the child will be taken. The school follows County and National guidelines in regards to suspensions; these can be made available to parents/carers on request.

**Recording Significant behaviour**

Incidents of removal will be recorded using the schools Arbour system these will be monitored to observe any patterns. CPOM’s entries will also be made where patterns are found or safeguarding issues raised.

Incidents of bullying, homophobia, racism and other prejudice will be reported to County and the Governing Body/Trustees termly.

**Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

See school level appendix for anti-bullying strategy.

**Positive Touch**

The use of positive touch is a normal part of human interaction. Positive touch may be appropriate in a range of situations. This may include:

• giving guidance to children (such as how to hold a paintbrush or when climbing)

• providing emotional support (such as placing an arm around the back of a distressed child)

• physical care (such as providing first aid) Staff must remember that any form of positive touch should be in the child’s best interests, reasonable and proportionate.

All staff should understand the importance of responding to the feelings of the child, which lie beneath the behaviour, as well as the behaviour itself. The skills of guiding and safe touch are acts of care which combine with calming, diffusing and problem solving.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

* Proportionate
* Considered
* Supportive
* Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

* Responding to a report
* Carrying out risk assessments, where appropriate, to help determine whether to:
* Manage the incident internally
* Refer to early help
* Refer to children’s social care
* Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Consequences may be applied, in some instances, where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity (e.g. school trips)
* Travelling to or from school
* Wearing school uniform
* In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

* Could have repercussions for the orderly running of the school
* Poses a threat to another pupil or member of the public
* Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

**Reasonable force**

Reasonable force must be the minimum force for the desired result. It must be proportionate to any force used against the member of staff. Staff are expected to approach any situation calmly, stop any hurtful actions, acknowledge the feelings of those involved, gather information, restate the issue to help children reflect, regain control of the situation and support children to resolve the situation themselves (as appropriate to their age). Following an act of positive handling, staff members must complete a “Positive handling incident form” and this should then be discussed with the Headteacher or a member of the SLT. Staff must report any incidents to parents/carers stating exactly what happened and why it was necessary and in the best interests of the child.

**Positive Handling**

Positive handling must only be used in extreme circumstances. It must not be the preferred way of managing children’s behaviour. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions or behaviour.

Following the DfE guidance for Headteachers, “Using reasonable force” July 2013, a person may use force as is reasonable in the circumstances for the purposes of preventing a pupil from doing any of the following:

• committing any offences

• causing personal injury to, or damage to the property of, any person including the pupil themselves

• prejudicing the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Key members of staff are trained in Positive Handling and, where possible, only these staff members should be involved in Positive Handling of a child. Staff must remember that it is always unlawful to use force as a punishment. However, “if the use of restraint/force on a child/pupil would be a reasonable step to take in order to prevent a foreseeable injury to a third party, we would expect staff to take that step with confidence that they will be acting lawfully by doing so, and we would expect this to be sufficient to avoid any liability for any injury that nonetheless occurs.” (DfE clarification July 2015).

**Adjusts for trauma**

At Ruby Hub, we aim to be trauma informed schools. We hope to build a strong capacity to support survivors of all traumas, whether that is from a one-off incident or complex trauma caused by abuse. We will support them from disclosure through to recovery and are committed to building trust and relationships. We recognise that children are more vulnerable to the stress of trauma. Their responses to trauma are complex and are often different from those of adults. Children’s traumatising experiences can compromise all areas of childhood development, including identity, cognitive processing, ability to manage behaviour, tolerance, moral development, ability to trust self and others, memory, focus and concentration. Children who have experienced all types of traumas may develop “survivor behaviours” and these behaviours help the child to survive extreme psychological stress in the time that they were experiencing the trauma. Examples of this can be fighting, running away, substance abuse, withdrawing, self-injuring, wanting to sleep more etc. In a non-threatening environment, the children will exhibit these behaviours to deal with their constant hyper or hypo aroused state – to these children even a nurturing environment is threatening.

**Roles and Responsibilities to support trauma – Annexe R/relational support plan/referrals etc…**

The Responsibilities of all staff will be:

• support pupils who have experienced trauma and abuse to feel safe physically, emotionally, psychologically and academically (e.g. safe enough to make mistakes) in all areas of school.

• have a shared understanding, both professionals and community, of how and why trauma impacts learning for pupils who have experienced trauma.

• recognise that in some circumstances flexibility is required in terms of implementing this policy, particularly in terms of consequences but not where extreme behaviour is displayed.

• In order to meet the needs of those who have experienced trauma we will aim to understand the child’s level of self-control, underlying emotions, impairment of cause and effect thinking, impulsivity, blocked trust, blocked care, reactivity, need to control, lack of empathy and remorse, hypervigilance, lack of understanding why they behaved the way they did.

• share responsibility for all pupils and demonstrate a commitment to building trust and relationships.

• show consideration for confidentiality and respect the privacy of the pupil and their family.

• meet pupil’s needs in a holistic manner, developing strong, safe relationships with adults and peers and success in academic and non-academic areas as well as physical and emotional health and well-being.

• work together to provide effective and consistent support throughout the school.

• take steps to connect pupils to the school community.

• support children to build the skills that are a struggle for them and include them in the process.

• work to embed emotional literacy and practice for all pupils, developing pupils wellbeing and ability to learn.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to unacceptable behaviour and those with hypo aroused behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits unacceptable behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We aim to find the right support to help your child stay within their window of tolerance and be able to learn. This may mean working with practitioners outside of the school. The types of support on offer can be found by looking at the schools website and talking to the Principle or SENDCo.

For some children we will put in relational plans to support a children behaviour. Please see appendix 1 for more information.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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# Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

**Staff wellbeing and supervision**

Staff well-being is paramount. It is essential that all adults are able to recognise and respond to their own feelings and emotions in order to support those that they are working with. Staff will have access to line management support, clinical supervision for those in safeguarding roles or working with children and families experiencing trauma. Staff will also have access to the trusts occupational Health service Smart Clinic, their own GP or other appropriate support services if they feel low or vulnerable. (TalkWorks https://www.talkworks.dpt.nhs.uk/ ). All these services are confidential.

# Policy Circulation

11.1. This Policy will be published on the Trust’s website and included in the Trust’s Policy Monitoring Schedule.

11.2. This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust’s website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.

**11**.3. The Trust Executive Team, is responsible for overseeing, reviewing and organising the revision of this Policy.

**Child Protection Policy and Procedures**

• The staff Code of Conduct

• Behaviour Policy

• Anti-bullying Policy 6. Further Reading

• The Simple Guide to Child Trauma: What it is and how to help. Betsy de Thierry

• Keeping Children Safe in Education (2018)

• Working Together to Safeguard Children (2018)

• The Children’s Act 1989

• The Children and Young Persons Act 2008

• Sexual Offences Act 2003.

• https://learning.nspcc.org.uk/

Appendix 1

**Relational Practice Plan**

Planning for Success: A Relational Support Plan

|  |  |  |
| --- | --- | --- |
| Name of Pupil: | School: | Date: |
| The Relational Support Plan provides a framework for exploring the needs of vulnerable children and young people, including those in care. It draws upon evidence showing that feeling secure and having positive relationships are essential to wellbeing, behaviour and learning. | | |

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| --- | --- |
| Early Development and Life Experiences | |
|  | |
| The student’s behaviour and communication will have been influenced by their life experiences. It is important to remember that young people will present in different ways – some may show challenging behaviours and have a need to control, others can be overly-compliant, attempt to avoid interaction and appear withdrawn.  In the next section, consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care. | |
| The significant adult/adults | |
| Who is best placed to be the significant adult?  Does the child need a team of adults supporting them with someone available to them at all times throughout the day? If so, who will form this team? | |
| Protection  This explains the need for safety and security. Due to adverse life experiences, some children and young people often do not feel safe automatically like other children. They can find school threatening and require support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour. | |
| Key Question Prompts:  How will the child be helped to feel safe by the significant adults? What safety cues will be helpful?  How will other adults in school help the child to feel safe?  Are there times in the day when the child feels particularly unsafe, Beginnings, endings, transition? How can these times be managed?  How can the environment be adapted to help the child feel safe?  How can the day be structured to help the child feel safe? | Actions: |
| Connection  Meaningful connections with others promote feelings of safety, trust and belonging. For children who have experienced adverse life experiences, there is an increased need for adult connection within school. | |
| Key Question prompts:  How will the significant adults provide meaningful connection with the child?  How will other adults in school connect with the child?  How will the development of positive peer friendships be promoted?  What activities may help the child to develop their sense of belonging in school? | Actions: |
| Understanding  Children and young people need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. | |
| Key Question prompts:  What does the child’s behaviour tell us about how they are feeling?  What is our understanding of the child’s feelings?  If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding?  How will the child be co-regulated and calmed?  What empathic responses might be helpful?  How will the understanding of other adults in school be supported / developed? How will they respond to incidents?  What will happen to ensure that relationships are repaired? | Actions: |
| Care  For children who have had adverse experiences or experienced trauma, adults at school need to be particularly mindful of providing a high level of care. | |
| Key Question prompts:  How will adults communicate care to the child/young person?  How will the child know that they are liked?  What activities may foster shared enjoyment?  How can we ensure the child knows they are being held in mind?  How will the child be soothed? | Actions:  All adults working with …… will communicate the key message, “You are a good person.”   * . |
| What skills are we going to support the child to develop in their areas of need? | |
| Prompts:  Control-related  e.g. accepting an adult lead, co-operative working, turn-taking, requesting help  Social skills  e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity,  Identity-based  e.g. ability to take risks in learning, accept challenges, make mistakes  Self-regulation and sensory regulation  e.g. emotional literacy, self-soothing, managing sensory input  Behaviours for learning  e.g. Planning, organisation, managing transitions  Building on strengths  How can we enable the pupil to build on their strengths? | Actions: |
| Additional information from training written and delivered by ……’ play therapist and Dartmoor Learning Behaviours: | |

|  |  |
| --- | --- |
| Review process/ dates for this plan |  |