

RELATIONSHIPS AND BEHAVIOUR POLICY 2025

Approved at the Full Governing Body (Meeting Date: 18th November 2025)

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RELATIONSHIPS AND BEHAVIOUR POLICY

At Thames Ditton Infant School we use a trauma informed approach.

Adoption of this Policy (November 2025)

The Senior Leadership Team (SLT) acknowledge that at the point at which this policy is adopted, certain elements of this policy will, by necessity, be aspirational in nature. All members of staff are encouraged to seek guidance from the SLT in the event that they have questions on any aspect of the policy. The SLT are committed to providing appropriate training to all staff members in support of this policy over the coming months and years. However, and for the avoidance of doubt, the core elements of this policy, in particular the "Rights, responsibilities and beliefs", apply from the moment the policy is adopted. The SLT encourage all members of staff to familiarise themselves with this policy and to ask questions as required.

Positive relationships

Developing positive relationships between teachers and pupils has a positive, significant, and long-lasting impact on children's lives, both academically and emotionally. A child works better in an environment where they feel valued and cared for. This is also true for adults. We believe positive relationships are a fundamental component to human life. Whether teacher, parent or child; building, nurturing and maintaining healthy relationships is key to developing a happier, more productive, innovative and creative school community where personal well-being is just as important as academic performance. At Thames Ditton Infant School, we promote an environment where staff, pupils, families and wider community are expected to take conscious active steps towards developing healthy and meaningful relationships towards each other. Staff encourage positive relationships by:

1. Creating a positive culture through our school values in action

At Thames Ditton Infants, we believe in every child and want them to feel a sense of belonging at school and in their community. We create a caring and considerate culture through our School Values:

We are: honest, independent and resilient

We show: kindness, respect and co-operation

2. Building trust

Trust is the foundation of every good relationship and gives permission for individuals to be open and honest. Staff should endeavour to create opportunities for children to discuss issues and enable all involved to have a chance to speak and share their views within a safe environment. Where there is conflict, time and support is provided to help children process their thoughts and take necessary actions to resolve it.

3. Equality, Inclusion and Diversity

We believe that diversity is our strength, and we celebrate the unique qualities that each student brings to our community. Acknowledging, appreciating and celebrating differences creates an inclusive and supportive environment. All staff take active steps to ensure all children feel included and valued through ongoing positive interactions with pupils, displays, assemblies and educational visits.

4. Modelling positive relationships

All staff ensure they role model positive interactions with each other, families and children at all times. Staff acknowledge that children look to adults for guidance and therefore they have a responsibility to demonstrate school expectations throughout the school day and beyond.

5. Collaboration – we are in this together

We use a variety of positive approaches to teach the children how working together and developing healthy relationships promotes progress and reduces conflict. The staff are well trained on trauma informed and positive communication approaches to help the children work together collaboratively to support each other and their friendships.

7. Safety – it is okay to make mistakes

Children are taught to understand that it is okay and expected for them to make mistakes. We teach them to accept that the only way to learn is by having the confidence to engage and interact with the learning and to make mistakes along the way.

8. Communication – whole body communication and listening

We recognise that communication encompasses not only words, but also tone, volume, rhythm, and body language. This may look different for each individual, particularly for those who experience neurodivergence. By embracing and understanding differences, we create an inclusive environment where everyone feels heard, valued, and supported.

9. Accountability

We encourage pupils to take responsibility for their actions and learn from their mistakes. By promoting accountability, we help pupils build trust, respect, and a sense of ownership in their relationships, fostering a supportive and responsible school community.

10. Teaching social and emotional skills

Social and emotional learning (SEL) is vital for building positive relationships. It helps pupils to manage emotions, understand others, and develop empathy, leading to respectful and supportive interactions. SEL enables effective communication, conflict resolution, and collaboration, fostering an inclusive and safe environment for all.

Behaviour as Communication

At Thames Ditton Infant School, we believe that all adults within the school community should have a shared understanding that **wellbeing is the responsibility of everyone**. We consider all behaviour as a form of communication, and escalating behaviour signals increasing distress. It is our responsibility as staff to manage our own responses in order to support pupils effectively.

For our pupils in The Nest and those with additional needs, we recognise that emotional health and wellbeing are often best supported through the physical and social environment. Many of our pupils experience social communication difficulties, along with repetitive and sensory behaviours, which can impact emotional regulation (Lord et al., 2020). All Staff in mainstream classrooms and The Nest use The Crisis Prevention Institute's (CPI) Safety Intervention™ programme, which incorporates trauma informed and person-centred approaches to maximise the Care, Welfare, Safety, and Security of all pupils.

We describe Risk Behaviour as behaviour that:

- Presents a risk to the safety and wellbeing of the pupil, peers, or staff;
- Causes significant damage to property or the environment that may also cause injury.

Risk behaviours may be exhibited in various ways, including but not limited to:

- Expressions of distress through physical actions towards others;
- Difficulties with transitioning from a place of risk, such as refusal to move from an unsafe location; ·

Verbal communication that shares intent to harm

- Self-injurious behaviour as a means of coping with distress or sensory overload;
- Unintentional or intentional actions that result in harm to others;
- Significant damage to property as an expression of frustration or distress.

Rights, responsibilities and beliefs

We believe that every child has the right to be treated with respect, to feel happy, and to be cared for in a supportive environment. We are committed to a non-shaming approach that acknowledges the unique needs of all children, including those with trauma, neurodiversity, and different backgrounds. As a Rights Respecting School, we teach children to understand their rights and responsibilities, fostering a sense of belonging. Senior Leaders will monitor that through consistent teaching and prompt addressing of behaviour, we support our students in becoming responsible, compassionate members of the school community.

Expectations of All Staff (Including Supply Staff) and Governors

Staff and governors play a key role in setting high behaviour standards through their interactions with pupils and one another. They are expected to uphold and implement this policy consistently.

All staff (working within their relevant roles and responsibilities) must:

- Welcome pupils warmly at the start of the day
- Treat each session as a new start
- Address any behaviour that does not meet expectations, calmly and with the use of positive language
- Apply rules and interventions clearly and consistently.
- Guide and support pupils by reinforcing the school's values and rules
- Show positive regard to all
- Act as positive role models
- Maintain a calm, consistent and professional approach
- Demonstrate care, compassion, and emotional support when needed
- Apply Emotion Coaching and restorative approaches at all times (Appendix 6)
- Build strong, respectful relationships with all pupils
- Encourage relationships based on kindness, respect and understanding
- Build positive relationships with parents and carers.
- Recognise and cater to the individual needs of each pupil.
- Ensure fair treatment for all
- Show appreciation of the efforts and contributions for all
- Recognises and celebrates difference
- Read Positive Behaviour Plans and Risk assessments of pupils they are working with.
- Complete incident reports (stored on CPOMs) if they were involved in an incident.

The Headteacher and Senior Leadership Team must:

- Be visible and present around the school.
- Regularly recognise and celebrate both staff and pupils who exceed expectations.
- Promote positive reinforcement through praise, messages home, and awards.
- Identify and provide training to support staff development.
- The Safeguarding Team, analyse behaviour records termly (CPOMs) to assess and implement targeted interventions.
- Assist staff in managing pupils with more complex behavioural needs.

- Monitor use of physical interventions used and report these annually to governors.
- Provide support and guidance to teachers in the drawing up and implementation of a Behaviour Plan and Risk Assessment where necessary, for children whose behaviour has caused a Safeguarding concern.
- Ensure Positive Behaviour Plans and Risk assessments are shared with parents and staff working with pupils are aware of these.
- Monitor health and safety aspects to ensure all parties' needs are met in relation to risk behaviour.
- Ensure staff are appropriately trained to support pupils who may display risk behaviour through CPI Safety Intervention training. Positive Touch training is

Children's Responsibilities:

- Keep themselves and each other safe
- Strive to do their best and allow others to do the same
- Show respect to all members of the school community at all times
- Work cooperatively with peers and adults.
- Follow instructions given by staff members
- Take care of school property and the environment
- Follow behaviour expectations when representing the school (e.g., trips, sports events)

This policy has been informed by and should be read alongside the following policies;

- [Behaviour in schools](#) (Gov.uk)
- [Keeping Children Safe in Education](#) (DFE)
- [Working together to safeguard children](#) (Gov.uk)
- PSHE including RSE policy (TDIS)
- SEND policy (TDIS)

Protected characteristics

At Thames Ditton Infant School, we ensure that our children understand that:

- Everyone is different
- Our differences are celebrated
- We are equal in our differences

The Equality Act became law in 2010 to protect everyone in Britain from discrimination, harassment and victimisation due to the protected characteristics we all have. Under the Equality Act, it is against the law to discriminate against anyone because of the 9 protected characteristics, as follows:-

- Age
- Disability – Hidden and visible
- Sex
- Gender reassignment

- Race
- Religion or Belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

Embedding of the protected characteristics into our whole school ethos within our relationship and behaviour approaches promotes pupils’;

- Self-esteem, self-knowledge and self-confidence of themselves and others
- Respect for democracy and support for participation in the democratic process
- Respect for their own and other cultures
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
- An understanding of Equality, Human Rights and Protected Characteristics
- An understanding of how citizens can influence decision-making through the democratic process · An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety · An understanding that the freedom to choose and hold other faiths and beliefs is protected in law · An acceptance that other people having different faiths or beliefs to their own (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Considerations to building positive relationships

1. **Neurodiversity** – Children and young people with conditions such as Autism or ADHD may struggle with communication, social interactions, and sensory sensitivities, affecting peer relationships and classroom behaviour.
2. **Pupil Premium** – Pupils from disadvantaged backgrounds may face barriers to learning, affecting confidence, participation, and engagement in school activities.
3. **Family Mental Health** – Parental and carer mental health conditions can impact a child’s emotional well-being and development
4. **EAL (English as an Additional Language) & Cultural Differences** – Language barriers and cultural differences may lead to misunderstandings, social isolation, or difficulties in participation and expressing needs.
5. **Family financial disadvantage** – Financial difficulties can affect nutrition, sleep, and access to learning resources, leading to concentration issues and behavioural challenges.
6. **SLCN (Speech, Language & Communication Needs)** – Difficulties with receptive and/or expressive language can cause social or academic struggles, affecting relationships, participation, and behaviour.
7. **Trauma** – Children who have experienced trauma may perceive and manage relationships differently, often struggling with trust, threat perception, reward processing, and memory, which can impact their behaviour and interactions.

Teaching children - Social and emotional learning

Social thinking

Thames Ditton Infant School implements the Social Thinking curriculum to introduce and develop foundational social and emotional thinking concepts and skills. These will be delivered during circle time and story times, with a particular focus in the autumn term, and then revisited systematically throughout the year. Staff will incorporate the specific vocabulary (Appendix 1) when supporting behaviour teaching, ensuring consistency and reinforcing key concepts across all interactions and activities. This unified language will help children internalise and apply these skills in their daily interactions.

PSHE curriculum

The PSHE curriculum plays a vital role in supporting the school's behaviour policy by equipping pupils with essential social and emotional learning skills. Through lessons on relationships, respect, and personal responsibility, pupils develop the ability to form positive interactions with peers and staff, fostering a respectful and inclusive school environment. By promoting self-awareness, self-confidence, and decision-making skills, PSHE helps pupils manage their emotions, resolve conflicts constructively, and make responsible choices. Additionally, by encouraging respect for diversity and an understanding of personal and social responsibility the curriculum supports a culture of kindness, tolerance, and cooperation. This foundation enhances individual well-being and the school community where all members feel valued and supported.

Social and emotional learning - Assemblies and Focus Lessons in Autumn 1

The Skills Builder framework is utilised in assemblies and focus lessons during the first half of the autumn term to develop key skills essential for children's growth and success. This framework breaks down eight essential skills—listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, and teamwork—into a clear sequence of steps. By focusing on these skills in a structured and progressive way, children will build confidence and competence, with opportunities to practise and apply their learning in both individual and group contexts.

Consistency

It is essential for staff to rationally detach themselves from personal biases and emotions, which may be trauma related, using consistent language (Appendix 1) when addressing behaviour and emotions. This consistency not only helps in creating a structured and predictable environment for the children but also aids in maintaining a cohesive and efficient team approach.

Supporting individual children (Proactive approaches)

“Behaviour is a means of communication and all behaviour has a purpose. Behaviour that challenges may signal a need for support. Behaviour policies and practice should recognise this and support children and young people to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways.”

(Restraint and restrictive intervention: draft guidance DoH and DfE November 2017 Paragraph 20)

www.gov.uk/government/consultations/restraint-and-restrictive-interventiondraft-guidance

Supporting individual children is a proactive approach integral to fostering positive relationships and behaviour. Strategies include a range of targeted assessments such as cognitive tools like LASS and COPS, SALT screening assessments, and motivation scale evaluations. Additional support may involve interventions such as ELSA sessions, Positive Behaviour Support Plans (Appendix 8), risk assessments (see Appendix 9), and referrals to services like Virtual Behaviour Service (VBS), Autism Outreach Service (AOS), Speech and Language Therapy (SALT), Occupational Therapy (OT) and Educational Psychology (EP). The curriculum, including PSHE, Social Thinking, and Skills Builder, is used to develop essential skills and emotional resilience. SEND support is also provided where needed, ensuring that every child receives personalised guidance to thrive socially, emotionally, and academically.

Risk Assessments

Risk assessments must be written for any pupil whose behaviour poses significant risk to the health, safety and wellbeing of themselves and other members of the school community. The matrix at the top of the risk assessment can be used to determine if a full risk assessment is required based on presenting risk. The standard proforma (see Appendix 9) must be used for recording the agreed plan. Any pupil with a Positive Behaviour Plan (who may also have SEND) written that includes any safety intervention must also have a risk assessment in place.

Classroom management

General Expectations:

- Children remain focused and stay on task.

- Refrain from talking over the teacher or peers' contributions.
- Take turns and complete tasks to the best of their ability.
- Consideration as to why sometimes, some pupils may have a lower window of tolerance and capacity and adapt their approach to provide additional support when needed.

A Positive Classroom Tone & Environment:

- A calming environment
- Clear expectations about learning, set at an appropriate level for all children.
- A visual timetable to help children understand the structure of the day.
- A well-planned environment that allows for easy movement and access to resources.
- A chill out zone where children can cool down if needed.
- Strategic seating arrangements for children when working on the carpet or at a table.

EYFS and KS1 Teaching Strategies & Emotional Well-being:

- Teachers utilise **adaptive teaching strategies** to ensure learning is accessible and achievable.
- Classrooms incorporate elements of the **Berry Street Education Model**.

EYFS – Attention Autism Approach

At our school, we use the *Attention Autism* approach in EYFS to support the development of attention, communication, and social interaction skills in children, particularly those with additional needs. This highly engaging programme, developed by Gina Davies, is designed to inspire children's curiosity, build shared attention, and promote positive social experiences. Through carefully planned, visually stimulating activities and exciting bucket times, we encourage children to focus, take turns, and enjoy joint attention in a fun, low-pressure environment. The approach is structured in stages, helping to gradually extend attention and encourage spontaneous communication, whilst always celebrating each child's successes. Attention Autism is a valued part of our inclusive practice, supporting emotional wellbeing and helping children build the skills they need to access learning with confidence and enjoyment.

KS1 - Berry Street Education Model

The Berry Street Education Model (BSEM) is a structured, trauma-informed approach to teaching that supports the social, emotional, and academic development of students. It provides educators with practical strategies to create safe, supportive, and consistent classroom environments, particularly for students who have experienced trauma or face challenges with engagement. The model focuses on five key domains: Body, Relationship, Stamina, Engagement, and Character, aiming to build students' capacity for learning, resilience, and positive behaviour. Widely implemented in schools across Australia and internationally, the Berry Street Education Model is recognised for its emphasis on wellbeing as a foundation for educational achievement.

We use many of the classroom-based strategies developed by the Berry Street Education Model to increase the engagement of all pupils. This model supports pupils' self-regulation, relationships and wellbeing to increase student engagement. The following strategies are imbedded within our practice:

Brain Breaks: We provide intentional breaks between learning to maintain engagement. Brain breaks can help to build pupil self-awareness, reinforce positive classroom behaviours, and escalate or de-escalate pupils' to ensure that they are ready to learn.

Welcome Circle: At the start of each day (usually after assembly/ or early work, and following other transitions where necessary) we hold a welcome circle. We believe that the first 15 minutes of the day are crucial for creating an environment which is consistent with being '**ready to learn**'. The morning circle offers an opportunity to prepare the children for the day, share expectations, celebrate successes and nurture relationships with our pupils.

Each circle follows the same pattern but is adapted as appropriate:

Greeting: Children sit or stand in a circle shape and begin with a greeting, both to one another and the teacher.

Values: The teacher/ a pupil leading the circle states the school values to connect pupils' to the school community and foster a sense

of belonging.

Expectations: The teacher shares the expectations of the day, including the visual timetable.

Announcement: Class news and individual announcements are shared.

Positive primer: Pupils carry out a short game to energise and build positive connections.

What went well: Pupils reflect on WWW, providing an opportunity to encourage positive behaviour for learning. For

The Nest classes, the approach may be adapted in line with pupil needs.

Ready to learn: We use the language of 'ready to learn' to support children with developing self-regulation strategies. In our classrooms, we have a system to allow children to share where they are on the 'ready to learn' scale and identify what steps they need to take to move to their goal. This is adapted as appropriate for the age and individual needs of the children which can be printed, laminated and used in the classroom setting.



Behaviour Expectations & Recognition:

- At the start of the year, pupils and staff create a class contract to establish shared expectations for behaviour.
- Positive behaviour is recognised and celebrated through:
 1. A system of house points, house events and competitions.
 2. Star of the Week and Team awards to reinforce positive behaviours
 3. Headteacher stickers – children may visit the Headteacher, Deputy Headteacher or The Nest Manager for a sticker for exceptional demonstration of the school values
 4. Class teachers may use stickers and certificates for motivation and positive reinforcement.
- Some pupils may have individual behaviour plans that include personalised motivators.
- All pupils are supported in a consistent and inclusive environment, where high expectations, respect, and emotional well-being are prioritised.
- ***No classrooms should use visual reward, sanction charts, time out systems***

House Point System

House points should be awarded for demonstrating the school values. Any member of staff can award a child a house point. Staff should give specific feedback to children as to the reason they have been awarded the house point. There will be weekly house point updates that are shared monthly with parents, annual house events such as Sports Day, a competition or talent show to encourage team building and house motivation.

Each term, the house with the most points will receive a reward of either non uniform-day or an afternoon play time on the final Friday of the half term.

In order to provide a clear and tangible representation of whole class rewards and the house point system, teachers may use physical interactive resources, such as decorating a whole class collage or house-coloured cubes in jars in their classrooms. These images and jars will serve as a visual aid to help young learners understand the concept of earning and contributing to whole class incentives and house points, fostering engagement and motivation.

EYFS Approach:

Teaching Social and Emotional Skills:

- Social-emotional development is explicitly taught through play, stories, and real-life experiences.
- Adults model positive interactions, turn-taking, and problem-solving strategies.
- Daily opportunities for pupils to develop self-regulation, emotional literacy, and resilience through engaging activities.
- Small-group and individual discussions help pupils develop empathy, kindness, and cooperative play skills.
- Stories, role-play, and puppetry are used to explore different social situations and appropriate responses.
- **No classrooms should use visual reward, sanction charts, time out systems or give verbal warnings**

Creating a Nurturing Environment:

- The classroom is designed to feel safe, warm, and welcoming, with dedicated spaces for pupils to self-regulate and co regulate.

Encouraging Independence and Positive Behaviour:

- Pupils are given choices and responsibilities to promote independence and confidence.
- Praise and encouragement focus on effort, kindness, and perseverance rather than rewards or sanctions.
- Staff should teach children about the house system and utilise house points for children demonstrating the values.
- Stickers may be given by the class staff for positive praise. Staff should be mindful about fair distribution of these.
- Visits to the Headteacher, Deputy Headteacher or The Nest Manager for a Head teacher's sticker for exceptional demonstration of the values.

The Nest Approach:

The Nest classes should follow the approach that works for pupil needs in their classes in line with the above. Some pupils may need a differentiated approach based on their needs. Pupil behaviour is managed proactively and on an individual basis within The Nest. Some pupils may have motivating activities to help them manage their day, interests, anxiety and behaviour. Programme planning is a vital aspect of supporting pupil's emotion well-being and behaviour, for example OT programmes, sensory breaks. The use of specific rewards should be specified on the pupil's Positive Behaviour Support Plans.

Interventions

Interventions for behaviour should be implemented to maintain pupils' dignity and prevent shaming. Positive approaches should always be used first and proactively to build strong connections with pupils and encourage positive behaviour. Staff must consider individual pupil needs when deciding on appropriate responses, ensuring that interventions are fair and supportive. Emotion coaching (Appendix 6) and trauma-informed approaches should be integrated at every stage, helping pupils understand their emotions and develop positive behaviour strategies.

Stage 1		
Behaviours	Support offered	Intervention

<ul style="list-style-type: none"> · Talking during learning time · Using loud voices in shared spaces · Moving quickly through the corridors and shared spaces unexpectedly · Not following adult direction · Using unkind words towards others · Distracting or preventing others from learning · Speaking using unexpected tone and volume towards adults · Asking challenging questions 	<ul style="list-style-type: none"> · Connect and redirect · Use Social Thinking Glossary Language (Appendix 1) · Patience, empathic listening, non-judgemental manner · Ensure needs are met · Praise, motivators, ready to learn, check-in chats, use of 'Wellbeing Room' · 2 options, both acceptable · Reminder of expectations · Clear, simple instructions · Downplay any challenging questions, sticking to topic 	<p>All staff:</p> <ul style="list-style-type: none"> · Verbal reminder of expectations <p>Class teacher:</p> <ul style="list-style-type: none"> · Move seats within the classroom · Quiet reconnect by the door of the classroom
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Stage 2

Behaviours	Adult Approach	Intervention
<ul style="list-style-type: none"> · Continuation of stage 1 after verbal reminder of expectations · Increase in stage 1 behaviours 	<ul style="list-style-type: none"> · Use Social Thinking Glossary Language (Appendix 1) · Patience, empathic listening, non-judgemental manner · Ensure needs are met · 2 options, both acceptable · Use of 'when.... then...' · positive phrasing · Reminder of expectations · Clear, simple instructions 	<p>Class teacher:</p> <ul style="list-style-type: none"> · Teacher talk at next break <p>If continuation after talk with teacher, 'Time in' with SLT</p>

	<ul style="list-style-type: none"> · Downplay any challenging questions, sticking to topic · Reflective and restorative conversation (inc frames) <p>*Person involved record on CPOMs</p>	
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Stage 3		
Behaviours	Adult Approach	Intervention
<ul style="list-style-type: none"> · Continuation of stage 1 and 2 after interventions · Swearing or inappropriate language towards adults or peers · Physicality towards peers that does not result in injury · Intentionally damaging school or others' property 	<ul style="list-style-type: none"> · Use Social Thinking Glossary Language (Appendix 1) · Ensure needs are met · Non-judgemental manner, remaining professional · 2 options, both acceptable · Use of 'when.... then...' positive phrasing · Clear, simple instructions · Manage environment to reduce risk (remove audience, risky object, encourage to a safe, quieter space) · Reflective and restorative conversation (inc frames) 	<p>SLT:</p> <ul style="list-style-type: none"> · 'Time in' with SLT for reflective and restorative conversation (frame) · Parents notified · SLT meet with class teacher to plan and review support offer (ELSA, CAMHS, EP, Early Help, Social Care, Parenting support) <p>*SLT to note on CPOMs *Person involved record on CPOMs</p>

	after the event	
Stage 4		
Behaviours	Adult Approach	Intervention

<ul style="list-style-type: none"> · Several incidents of Stage 2 or 3 behaviour in a day/week · Bullying · Biting · Continuous disrespectful behaviour to members of staff and other adults · Behaviour that puts staff and children's safety at risk · Racial or discriminatory Language 	<ul style="list-style-type: none"> · Use Social Thinking Glossary Language (Appendix 1) · Ensure needs are met · Non-judgemental manner, remaining professional · 2 options, both acceptable · Use of 'when.... then...' positive phrasing · Clear, simple instructions · Downplay any challenging questions, sticking to topic · Manage environment to reduce risk (remove audience, risky object, encourage to a safe, quieter space) 	<p>SLT:</p> <ul style="list-style-type: none"> · 'Extended time in' with SLT for reflective and restorative conversation (frame) · Parent meeting · SLT meet with class teacher to plan and review support offer (ELSA, CAMHS, EP, Early Help, Social Care, Parenting support) · Part-time-education programme considered <p>*SLT to note on CPOMs *SLT to contact Surrey LSPA *Person involved record on CPOMs</p>
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	<ul style="list-style-type: none"> · Reflective and restorative conversation (inc frames) after the event and record on CPOMs 	
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Stage 5		
Behaviours	Adult Approach	Intervention

<ul style="list-style-type: none"> · Extreme behaviour that causes injury or puts staff and children's safety at risk · Repeated racist/discriminatory behaviour · Repeated bullying · Carrying an offensive weapon 	<ul style="list-style-type: none"> · Use Social Thinking Glossary Language (Appendix 1) · Ensure needs are met · Non-judgemental manner, remaining professional · 2 options, both acceptable · Use of 'when.... then...' positive phrasing <ul style="list-style-type: none"> · Clear, simple instructions · Downplay any challenging questions, sticking to topic · Manage environment to reduce risk (remove audience, risky object, encourage to a safe, quieter space) · Reflective and restorative conversation (inc frames) after the event 	<p>Headteacher:</p> <ul style="list-style-type: none"> · SLT/Headteacher to contact local authority · Parent meeting · SLT meet with class teacher to plan and review support offer (ELSA, CAMHS, EP, Early Help, Social Care, Parenting support) · Fixed-term suspension · Part-time education programme · Permanent exclusion <p>*SLT to note on CPOMs *Person involved record on CPOMs</p>
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EYFS Approach:

Modelling & Reflective Conversations:

- Staff consistently model respectful communication, problem-solving, and emotional regulation strategies.
- Pupils are supported in recognising and naming their emotions using visual aids, such as emotion charts.

Reflective conversations are used to help pupils understand their feelings and behaviours, focusing on learning from experiences rather than punishment.

- There is no use of punitive time-outs. Instead, pupils are supported through calm and guided reflection using the Restorative Problem Solving Flow Chart (Appendix 3).
- Use Social Thinking Glossary Language (Appendix 1)
- ***No classrooms should use visual reward, sanction charts, time out systems or give verbal warnings***

This ensures that even our youngest pupils develop a strong foundation in emotional regulation, social interaction, and positive behaviour in a supportive and nurturing environment. Where a child is displaying risk behaviours or

significant distress and the class staff have exhausted strategies, a member of SLT should be called to support Safeguarding measures.

The Nest Approach:

The approaches and interventions outlined above apply to the entire school, including The Nest. The Nest staff should incorporate the EYFS approach, along with the use of the CPI Safety Intervention™ Crisis Development ModelSM. A consistent approach should be maintained across all areas, including teaching and learning, classroom management, behaviour strategies, the promotion of socially safe behaviour, pupil support systems, collaboration with parents and external agencies, and managing pupil transitions. Interventions should always aim to support a pupil's emotional well-being and safety. If risk behaviours occur frequently, a Positive Behaviour Support Plan and Risk Assessment should be in place to help reduce or eliminate the behaviour while teaching safer, more appropriate alternatives. Interventions must never be seen as an end in themselves. Legally, any staff intervention must be proportionate to the challenging behaviour displayed. Staff must determine that their actions are necessary to prevent greater harm to the pupil, other pupils, staff, or property.

Managing behaviour at playtime and lunchtime

Playground and lunchtime are valuable opportunities for pupils to develop positive relationships, social skills, and teamwork. Expectations for behaviour during these times reflect those in the classroom—pupils should be respectful, take turns, and engage in safe, inclusive play. Staff actively support pupils to ensure a positive experience for all, following consistent behaviour expectations and restorative approaches.

Key approaches include:

- **Structured play opportunities** – within designated areas based on age and activity, including flexible spaces for The Nest pupils to support positive social interactions.
- **Active supervision** – Teaching Assistants on duty engage with pupils and support positive play. This means actively engaging with pupils rather than taking a solely supervisory approach.
- **Restorative approaches** – used by staff to address conflicts and help pupils resolve disagreements constructively.
- **Noise thermometer in the dining hall** – to manage noise levels and create a calm, enjoyable mealtime.
- **Clear expectations** – teachers set out playground behaviour expectations, reinforced through assemblies.
- **Consistent interventions** – staff follow the **interventions chart** to ensure fairness in behaviour management.
- **SLT support** – a **member of SLT is always available** to assist with behaviour concerns.

Through consistent expectations, clear routines, and supportive staff, we create a positive, structured environment where all pupils can enjoy their break times while developing key social and emotional skills.

Supporting De-escalation (Reactive strategies)

At times, de-escalation strategies are required if a child has reached a point of distress or crisis. At such times, staff are trained to recognise early signs of escalation and use a range of strategies to calm the situation and prevent further conflict. We apply these tools within a trauma-informed and inclusive, neurodiversity-affirming approach, ensuring that all pupils feel supported and understood. Below are key tools we use to support de-escalation, helping guide pupils towards more positive behaviours while ensuring they feel safe, valued, and respected.

Emotion coaching

The Emotional Coaching approach helps pupils understand and manage their emotions in a supportive and constructive way. It focuses on recognising emotions, validating feelings, and guiding pupils through strategies to regulate their responses. By using this approach, we encourage emotional awareness, resilience, and empathy, helping pupils build stronger relationships and navigate challenges with confidence and respect.

Restorative Approach

Process of Restorative Approach

When using restorative questioning, the following questions will always be asked in a quiet, calm area of the learning space. Adults should refer to the frames and/or visuals in the appendices as needed, selecting the most appropriate tools for each child. It is important to recognise that communication abilities may be reduced during times of distress or crisis, so adjustments should be made to ensure effective and supportive communication.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of others.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation! Questions will be first asked to the person who has been hurt or upset and then to person who caused the hurt or upset. If needed use visuals to support child's understanding.
- Staff should differentiate approaches in line with children's needs. For example, the EYFS approach may be more meaningful for a child with communication and interaction difficulties

EYFS

Staff should use:

- What I wanted?
- What I did?
- What happened?
- What could I do differently
- What would happen?

Key Stage 1

Staff should use :

- What happened?
- What is the main problem for you?
- What is the main problem for the other person?
- How did you feel? What were you thinking?
- How did they feel? What were they thinking?
- What could I do to make it better?
- What can they do to make it better?
- What could I do differently next time?

CPI Safety Intervention

We recognised that all behaviour is a form of communication, and escalating behaviour is the communication of increasing distress. We recognise that some of our pupils may, at one time or another during their school career, exhibit risk behaviour as a result of their distress. Emotional wellbeing and risk behaviour as a result of distress will be appropriately supported using the agreed approaches from the CPI Safety Intervention™ programme. All The Nest staff are CPI Safety Intervention trained to support the nature needs of The Nest pupils.

Within the CPI Safety Intervention™ Crisis Development ModelSM, Safety Interventions refer to restrictive interventions which are planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently in order to prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil as specified in the Reducing the Need for Restraint and Restrictive Intervention Guidance (DHSC/DfE, 2019).

CPI Safety Intervention™ is BILD (British Institute of Learning Difficulties) accredited, and adheres to BILD's code of conduct. This aims to maximise the Care, Welfare, Safety and Security of the school community. However, behaviour that places the pupils themselves, other pupils, or staff members at risk of significant harm cannot be supported within school, and is therefore outside of the acceptable behaviour code. Such behaviour would normally be identified through a risk assessment carried out by the The Nest Manager, CPI Safety Intervention™ ® instructor and the Class Teacher.

The underpinning values and philosophy of CPI Safety Intervention™ ® are:

- Demonstrate respect, dignity and empathy; providing support in a non-judgemental and pupil-centred way. · Provide emotional and physical support; acting in the pupils' best interest in order to promote independence, choice and well-being.
- Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm.
- Maintaining safe, effective, harmonious, and therapeutic relationships that rely on collaboration.

CPI Safety Intervention™ uses the Crisis Development ModelSM to provide a behavioural roadmap to give guidance on behaviour levels, appropriate staff approaches and the integrated experience.

Behaviour Levels	Staff Attitudes and Approach
1. Anxiety – A change in behaviour 2. Defensive – Beginning to lose self-control 3. Risk Behaviour – Behaviour that presents imminent or immediate risk to self or others. 4. Tension Reduction – Decrease in physical and emotional energy	1. Supportive – Empathetic, non-judgmental approach 2. Directive – Decelerating and escalating behaviour 3. Safety Intervention – Non-restrictive, such as verbal and environmental strategies. Physical interventions *. 4. Therapeutic Rapport- Restorative approach

Safety Intervention

We recognise as a school that there may be unexpected, exceptional circumstances where we might need to intervene physically to keep a pupil (or pupils) safe. This would always be a last resort and only where there is an imminent threat of danger to the child, other children or member of the school community. If a situation arose where the use of restrictive physical intervention was required, it would always be the least amount, for the least amount of time to keep the child or wider school community safe. Any use of restrictive physical interventions would need to be in the best interest of the child and be reasonable and proportionate in order to be lawful. The DfE guidance on the Use of Reasonable Force in Schools (2013) outlines the situations when force can legally be used in schools. Our approach is to focus on risk reduction to minimise the likelihood of restrictive physical interventions needing to be used in our school setting. Most behaviour can be anticipated and planned for.

In The Nest we follow the CPI Safety Intervention Programme, which promotes trauma-informed and person-centred practice. In emergency situations, staff may consider the use of reasonable force under their duty of care. Any physical contact must take into account:

- The child's age, understanding, and individual needs
- Their personal history and characteristics
- The location, ensuring it is never in private without others present
- For children requiring regular physical support, this will be documented in an individual handling, toileting, or behaviour risk plan.

When assessing behaviour using the Decision-Making Matrix, it is essential to evaluate risk and the severity of harm to determine the most appropriate response. Safety interventions should always be

- Last resort
- Reasonable
- Proportionate

Non-restrictive interventions, such as verbal and environmental strategies, should always be considered first. Staff must also understand when and how to use a collaborative approach and know when to seek assistance if needed. Physical interventions are normally part of a planned approach to meeting a pupil's needs and are included in a Positive Behaviour Support Plan or, in some circumstances, a Risk Assessment. These interventions are only used when necessary and in line with legal and ethical guidelines.

The Nest staff seek to reduce the likelihood of any physical safety intervention having to occur by:

- attempting to understand presenting behaviour so that strategies can be put in place to support the individual more effectively;
- formulating an ABCC log and Positive Behaviour Plan, as required, so that all staff are aware of potential triggers and approach the child consistently, where possible;
- completing the Motivation Scale Behaviour Assessment to find the function of the behaviour; · taking sensory integration issues into account, when dealing with pupils, and with particular regard to the children in The Nest - staff are aware of whether physical contact can escalate or de-escalate a situation.

Types of safety intervention:

1. Non-Restrictive Verbal Interventions

These interventions focus on communication strategies to de-escalate behaviour without physical contact. Examples include:

- Active listening – Acknowledging the child's emotions and validating their experience.
- Verbal redirection – Gently guiding the child toward positive behaviour choices.
- Offering choices – Giving the child a sense of control to reduce resistance.
- Calm tone and clear language – Speaking in a way that minimizes agitation.

2. Non-Restrictive Environmental Interventions

These involve adjusting the surroundings to reduce distress and prevent escalation. Examples include:

- Providing a quiet space – Offering a calming area for self-regulation.
- Adjusting sensory input – Reducing noise, dimming lights, or offering fidget tools.

- Changing staff approach – Using a preferred staff member to support the child.
- Modifying activities – Adapting tasks to prevent frustration or overwhelm.

3. Physical Interventions (Restrictive Interventions)

- Disengagements – Techniques used to release from grabs, holds, or risk in a safe and controlled manner.
- Guided assistance – Supporting movement without force, such as guiding a child away from danger.
- Restrictive holds – Used as a last resort to prevent serious harm. These must be time-limited, monitored, and released as soon as it is safe to do so.

Physical intervention techniques should be deployed by staff that have been trained (CPI Safety Intervention™) wherever possible. If the risk of no intervention outweighs the risk of interventions any member of staff should intervene and act in the best interest of the child, for example to prevent a child from running into a busy road or intervene in a physical altercation.

‘Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person, other children or young people, to staff, the public or others, if no intervention or a less restrictive intervention were undertaken’ Reducing the Need for Restraint and Restrictive Intervention 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Staff will minimise the risk to themselves and other pupils in case physical intervention has to occur by keeping nails trimmed and at an appropriate length, minimising the amount of jewellery worn and by wearing sensible footwear.

Post incident

After incidents, the child or young person and the staff involved should be given emotional support and basic first aid for any injuries as soon as possible. Immediate action should be taken to secure medical help for injuries that require other than basic first aid. All injuries should be recorded. Staff should use the debrief form (Google form).

Recording of Physical Interventions

Any incident requiring the use of a safety intervention should be reported to the The Nest Manager, Inclusion Lead and Headteacher in the first instance.

The use of safety interventions, should always be recorded on CPOMs, with the type of physical intervention recorded in the ‘Physical Intervention’ section.

This record should be completed as soon as practicable (and in any event within 24 hours of the incident) by the person(s) involved. The contents of the Incidents reported in CPOMs should be regularly reviewed and monitored and appropriate action taken, as needed.

Staff must always document their use of Safety Interventions and details of the whole incident for review and analysis.

Parents are always notified when their son/daughter has been involved in any safety intervention

Responding to Inappropriate Physical Contact

If a pupil initiates inappropriate physical contact, staff should correct and model appropriate responses, e.g., replacing a hug with a handshake or high five. If a pupil inadvertently or non-sexually touches intimate areas, staff should withdraw without significant negative feedback, record the incident on CPOMs, and discuss it with the teacher to develop a plan.

Touch and Relationships

“The adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.” (DfE: Keeping Children Safe in Education KCSIE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- For communication - from handshakes and high fives to responding to another person's use of physical contact as communication - Intensive Interaction techniques (including age-appropriate tickling and interaction which helps develop understanding that communication with others is worthwhile.)
- For education – gentle guiding to a schedule / supporting a child to sit in Attention Autism sessions or helping them to complete an educational or life skill activity either using fine motor at the table or gross motor in PE or Vocational activities. Where staff would be likely to be using Safety Interventions (SI) positive touch techniques.
- In play – play naturally includes touch especially when people are in the early levels of social development. · In Therapy – helping a child appreciate deep pressure, be bounced on a physio ball accessing sensory circuits or requesting a head squeeze, etc.
- For emotional reasons – reassurance, comfort, co-regulation e.g. gentle pressure, side hug, shoulder rub · First Aid or care – help with personal care or medical care
- In an emergency to protect the child themselves or others around them. Where staff may be using and applying SI Physical Intervention techniques

Physical contact should always align with professional boundaries and individual needs, following So SAFE! Programme principles. Staff may offer comfort in a safe and professional manner, such as a side hug rather than lap sitting, ensuring interactions are always supportive and respectful.

Staff should never:

- Engage in indecent or unnecessary physical contact (except for intimate/medical care documented in a care plan) · Make secretive contact or misuse their authority
- Use physical contact as punishment or apply pressure to sensitive areas (e.g., neck, chest, abdomen, joints) · Develop habitual physical contact with a particular child

If an action could be misinterpreted, staff must report it to a member of SLT and record it appropriately (e.g CPOMs). Any concerns about inappropriate physical contact should be raised with the Designated Safeguarding Team.

Our approach to promote an anti-bullying ethos

We are confident that using our collaborative and positive approaches towards building positive relationships at TDIS minimises the risk of bullying. However as per the language from Keeping Children Safe in Education, we remain open and mindful that 'it could happen here'.

In our school we have a shared definition of bullying which we use in our school with all staff, pupils and parents to ensure a common understanding of what we mean by bullying and which distinguishes bullying from other relational conflict.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. It can have both a short term and longer term impact on pupils.

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats

- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Derogatory language or other bullying because of, perceived sexuality
- Transphobic – because of perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

If a child is concerned that they or another child is being bullied they are encouraged to speak to a trusted or named adult. If they do not feel confident to initiate a conversation they can write and post a concern in the class 'worry box'. These support measures are also in place for a child who is 'bullying' or being unkind. We will refer to and use our full suite of positive and trauma informed approaches to support a child who is using unkind behaviour towards others to promote a resolution.

Parents are encouraged to report concerns and bullying to the class teacher in the first instance or a member of the wider leadership team if the class teacher is not available. The class teacher should record the report on CPOMs and notify the Senior Leadership team.

Suspensions and exclusions

If the school feels it has used the strategies above and insufficient progress has been made on an individual behaviour plan, the risks from a child's behaviour remain high or there has been a single very severe behaviour incident, the school may consider a period of suspension or exclusion. The school's inclusion responsibilities must always be balanced carefully against its duty of care towards children and staff, and the efficient education of all children in school.

There are two types of exclusion – fixed term suspension and permanent exclusion. A child may be suspended for a fixed term (usually up to 5 days) following a single very serious incident or a repeated pattern of serious incidents where a previous warning of exclusion has been made.

If all the strategies, consistently applied, have failed to make an impact, then this could result in permanent exclusion. However, each situation is reviewed on a case-by-case basis to decide if exclusion is the appropriate next step. It is important in these circumstances that the school is able to produce evidence of all the strategies and interventions that have been used to try to address the behaviour. If there is an instance when the exclusion of a pupil from school is appropriate, the school follows the statutory guidance, procedures and regulations on exclusion.

Record keeping including behaviour concerns which involve a safeguarding risk Logging

behaviour incidents using STAR analysis on CPOMs is important as it allows us to track, monitor, and address behaviour consistently across the school. This includes reporting the use of physical interventions, which are only carried out by CPI Safety Intervention-trained staff, and must be logged and reported to the SLT, governors, and parents. We aim to reduce the use of physical interventions by understanding the broader picture of a child's needs, especially if they require significant behaviour support.

By tracking trends and identifying patterns, we can provide targeted support and early interventions. All staff are responsible for logging behaviour incidents in a timely manner, using objective, professional, and non-judgmental language. This ensures consistency in how incidents are recorded and helps maintain a clear, accurate record that can be used to support pupils, track trends, and inform any necessary actions or interventions. If a behaviour incident is of a safeguarding concern, it should be logged on CPOMs to ensure it is appropriately managed and monitored. This process helps maintain a fair and transparent approach to behaviour management, ensuring that all pupils are treated equitably and that any underlying issues or concerns are addressed effectively.

Appendix 1

Social Thinking Glossary

Body in the group: Your body is part of the group if others feel you are part of the group.

Whole body listening: Your eyes, ears, mouth, hands, feet, arms, legs and brain are focussed on the group in order to listen and show you are listening.

Thinking with your eyes: You are using your eyes to look at a person. This lets people know you are thinking about what they are saying or doing.

The group plan: When there is more than one person, it is expected we follow the group plan. When people are not following the group plan it can make people feel sad or uncomfortable.

Expected: Things people do and say that we think are going to happen and give people good thoughts.

Unexpected: Things people do and say that we don't think are going to happen and give people weird thoughts.

Hidden rules: In all situations, there are hidden rules. Rules that we are expected to follow but may not have been explicitly taught.

The size of the problem: Problems come in different sizes. Small problems can be taken care of quickly. Medium take more time and we normally need some help (adult involvement). Big problems take a long time to sort out and require a lot of help (usually from emergency services). Our reactions should match the size of the problem.

Flexible vs Stuck thinking: Flexible means we can change our plan to fit in with the group plan. Stuck thinking is being unable to change what we are doing or thinking. We are all learning to be flexible thinkers.

Smart guess: When we take what we see and combine it with what we know already (generalising and inference).

Sharing an imagination: The ability to imagine what another person is imagining, thinking, feeling or pretending. This can be very tricky. It helps us work towards a common goal or idea.

Appendix 2

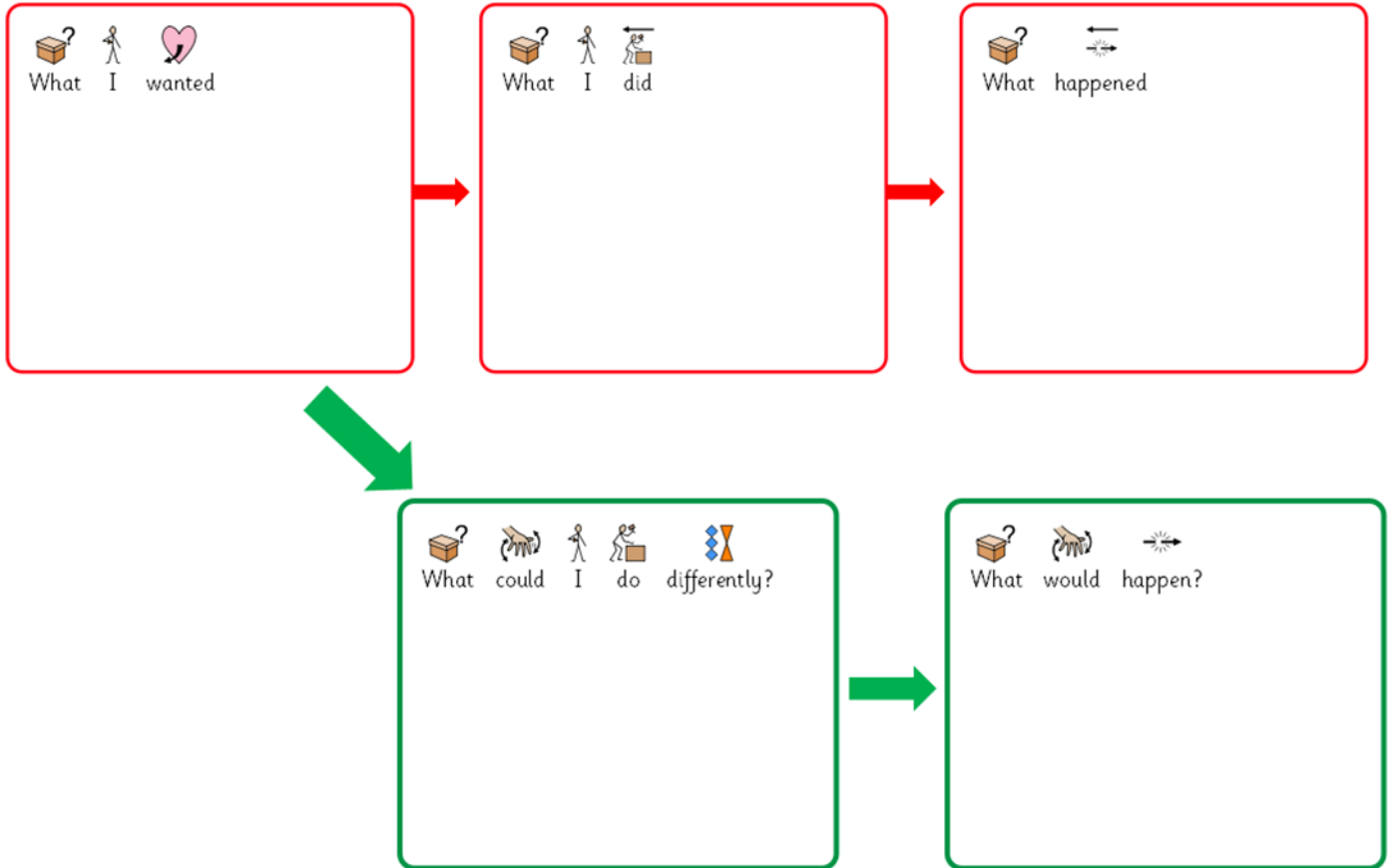
Language and Vocabulary We Use

To support positive behaviour and emotional development, all staff use clear, consistent language when guiding children. This ensures children are taught these concepts and these are referred to in a way they can understand. By using the same words and phrases across all interactions, we create a supportive environment where children feel safe, understood, and empowered to manage their behaviour and emotions.

Words we use	Definition	Words that mean similar
Cooperate	Follow the group plan. Work together.	Teamwork, sharing, together
Compromise	Two people make a deal, but both have had to give in a bit.	Deal, agreement, trade- off
Calm down	Relax, especially when you are over excited or angry.	Relax, quiet time
Choice	You can have one or pick one. The one you like the best, or the thing you want to do.	Choosing, pick one
Positive	A good thing. When people say or do something nice.	Good, right, correct
Responsibility	Doing what you need to do	Taking care of things, making good choices, helping others
Agree	Think similarly of the same. See things similarly	Accept, say yes
Disagree	Don't agree. Don't think the same. See things differently	Argue, clash, fight
Reward	Getting something nice when you do something good.	Getting something nice when you do something good.
Intervention	Something that happened after, as a result of something else.	Effect, reaction, follow- up
Reflect	To think about something carefully that has happened and try to see what can be done differently or better.	Think about, review, remember
Point of view	How one person sees things. Different people can have different points of view.	View, each side, both sides
Expected (behaviour)	Things people do and say that we think are going to happen and make people feel good, happy or safe.	Acceptable, correct
Unexpected (behaviour)	Things people do and say that we don't think are going to happen and make people feel uncomfortable or unsafe	Unacceptable, wrong

Appendix 3

Restorative Comic Strip Conversation frame



Appendix 4
















Restorative visuals
















broke something	scribbled on something	hurt an adult	hurt a child	was unsafe
took my clothes off	What happened?			wasn't respectful
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				distracted
silly	hungry / thirsty	anxious	scared	something different

me	a friend	a teacher	a MDS	my class
my mum	Who has been affected?			other children
my dad				group
my family	people in the community	animals	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
have thinking time				clean something
make a plan	practice	finish my work	get energy out	something different

 sad	 sorry	 guilty	 ashamed	 scared
 good	 How do you feel now?			 worried
 happy				 unsure
 tired	 calm	 better	 okay	 something different

 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 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

Problem Solving Frame LFBE Language Level B





Personal


What happened? 


You

The other person

What is the main problem for **you**? 

What is the main problem for **them**? 


How did that make **you** feel? 


How did that make **them** feel? 

What were **you** thinking? 

What were **they** thinking? 

How can you make it better? 

What could you say? 

What could you do? 

Who can help? 

What might happen next?

What might happen next?

What might happen next?

What's the best thing to do? 



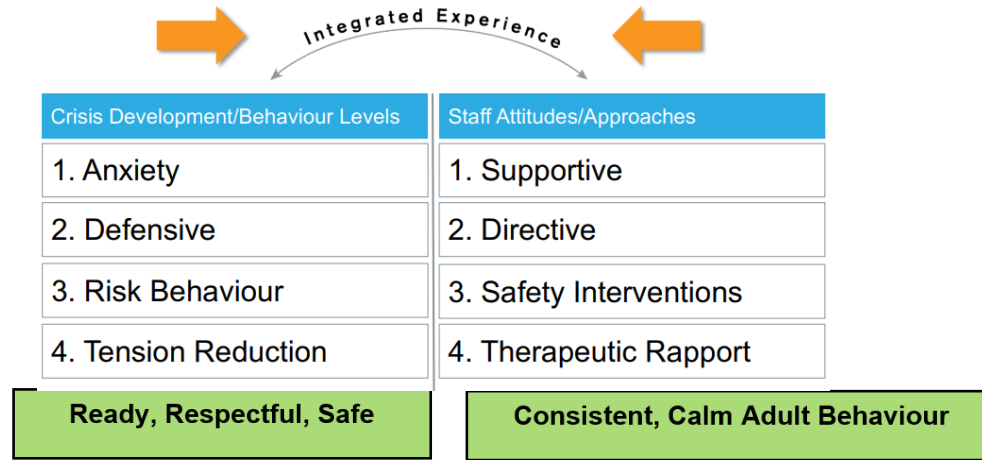
Appendix 7

Example Positive Behaviour Support Plan

POSITIVE BEHAVIOUR SUPPORT PLAN

Name: Date of Birth: Date Plan Written:

Updated:



Background:
Current context: (month and year)

SETTING EVENTS	TRIGGER	MESSAGE
Situations which make a child more sensitive:	Something <u>new/unaccepted</u> occurs just before displaying challenging behaviour. Evidence: ABC chart, observations	I am trying to tell you that ... •

EVERYTHING IS OK	PROACTIVE STRATEGIES <i>(Evidence: observations. The strategies must be linked to the Message)</i>		
•	Physical <i>(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)</i>	Interpersonal <i>(Respect, communication, social interaction, friends, expectations etc.)</i>	Programme Planning <i>(Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).</i>
	•	•	•

WHAT DOES MY BEHAVIOUR LOOK LIKE?			
ANXIETY <i>A change in behaviour.</i>	DEFENSIVE <i>Beginning to lose self-control.</i>	RISK BEHAVIOUR <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	TENSION REDUCTION <i>Decrease in physical and emotional energy.</i>
			1.
STAFF APPROACHES			
SUPPORTIVE <i>An emphatic, non-judgemental approach.</i>	DIRECTIVE <i>Decelerating an escalating behaviour.</i>	PHYSICAL INTERVENTION <i>An emergency response aimed at minimising risk and keeping everyone safe</i>	THERAPEUTIC RAPPORT <i>Restorative approaches to re-establish rational communication, relationships and routines.</i>

Head Teacher: _____

CPI Instructor: _____

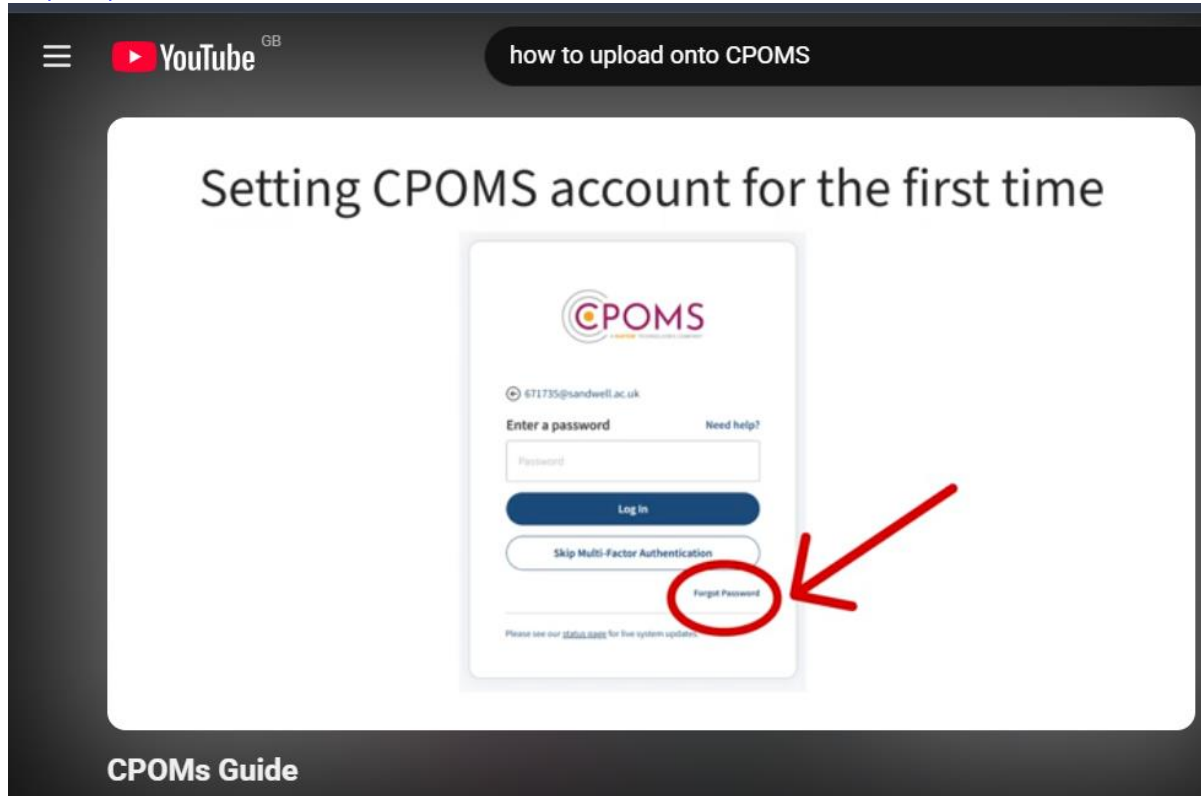
Class Teacher: _____

Parent/Carer: _____

Date Plan Agreed: _____

Appendix 8: CPOMs Guide

<https://youtu.be/tB6wVZe7Ka0>



The image shows a YouTube video player interface. At the top left, there is a hamburger menu icon and the YouTube logo with 'GB' next to it. To the right of the logo, the video title 'how to upload onto CPOMS' is displayed. The main content area of the video is a white rectangle with the title 'Setting CPOMS account for the first time' at the top. Below the title is a screenshot of the CPOMS login page. The login page features the CPOMS logo at the top, followed by the email address '671735@sandwell.ac.uk'. Below this is the text 'Enter a password' with a 'Need help?' link to its right. There is a password input field, a blue 'Log in' button, a 'Skip Multi-Factor Authentication' button, and a 'Forgot Password' link. A red circle is drawn around the 'Forgot Password' link, and a red arrow points from the right towards it. At the bottom of the video player, the text 'CPOMs Guide' is visible.

Appendix 9 Example Behaviour Risk Assessment

BEHAVIOUR RISK ASSESSMENT EXAMPLE

HAZARD = Anything that can CAUSE harm
RISK = The chance, high, medium or low, that somebody will be harmed by the hazard.

How to use this form

1. Identify potential hazards, i.e., leaving school site, throwing objects, physical aggression
2. Identify those at risk i.e., children, staff, visitors
3. Identify potential outcome and its likelihood and multiply the two numerical values to arrive at the risk rating
4. Identify the action required to reduce the risk

Potential Outcome	Numerical Value	Likelihood Probability	Numerical Value	Risk Level	Risk rating	Actions
Minor injury	1	Unlikely	1	Low	1-4	Reduce and monitor
Injury needing medical attention	2	Low possibility	2	Medium	5-11	Reduction measure implemented within defined period
Injury – off work/school	3	Possible	3	High	12+	Give priority to removing or reducing the risk. Urgent action should be taken
Serious injury/long term sickness	4	Probable	4			
Fatality	5	Near Certainty	5			

	Minor injury	Injury needing medical attention	Injury off work/school	Serious injury/long term sickness	Fatality
Unlikely	1	2	3	4	5
Low possibility	2	4	6	8	10
Possible	3	6	9	12	15
Probable	4	8	12	16	20
Near Certainty	5	10	15	20	25

Hazard	Person/s at risk	Potential outcome	Likelihood possibility	Risk level	Action plan required to reduce risk and who is responsible	Date to complete	New risk level
1					•		<p style="color: red;">What should the new risk score be if all the provision is in place? This can be reviewed after a couple of weeks to see if it is accurate. Repeat for each risk</p> <p>With additional support put in place:</p>

2						<ul style="list-style-type: none">•		With additional support put in place:

Other agencies