Behaviour policy and statement of behaviour principles

Clarity Independent School
Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and care-givers to keep children safe."

Clarity Safeguarding Policy September 2022

Written by Debbie Hanson
Head Teacher and Proprietor

This is version [6]
Updated / Date: December 2022
Published following parents' / care-givers' consultation: 23rd January 2023
Name: Sharyn Ailara (Deputy Head Teacher)

Contents

1. Aims 3

2. Legislation, statutory requirements and statutory guidance 3

3. Key Definitions: 7

4. Bullying 9

5. Roles and responsibilities 10

6. School behaviour curriculum 12

7. Responding to behaviour 13

8. Consequences for serious incidents 25

9. Responding to anti-social behaviour from pupils with SEND 25

10. Supporting pupils following a behaviour incident 28

11. Pupil transition 28

12. Training 29

13. Monitoring arrangements 29

14. Links with other policies 30

Appendix 1: written statement of behaviour principles 31

Appendix 2: How we respond to behaviour 32

Appendix 3: Clarity Empathic Response Script 44

Appendix 4: Pupil Self-Reflection Form 47

Appendix 4b: Comic Strip Reflections 48

Appendix 4c: Restorative Justice Record 50

Appendix 5: Essex STEPs Behaviour Response Flow chart 51

Appendix 6: Green Pass Checklist - Safe Behaviour required for trips 52

Appendix 7: Head Teacher Green Pass Award 53

Appendix 8: Essex Steps Early Prognosis Tool 54

Appendix 9: Personalised Stress Management and Adult Response Planning template 55

Appendix 10: Staff Reflective Practice Record 61

1. Aims

> "*Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." [DfE July 2022]*

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools July 2013

- Supporting pupils with medical conditions at school August 2017

In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy

Our Expectations

At Clarity Independent School we have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a caring and stimulating environment with a therapeutic approach to managing behaviour (based on The Essex STEPs Therapeutic Approach to the Management of behaviour). Pupils are encouraged to be independent, develop self-control and show respect for others.

We believe that good behaviour promotes effective learning and a safe environment which supports positive mental wellbeing. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained.

The Clarity Independent School Code

The Code of Conduct for Clarity Independent School is promoted and helps to contribute to the positive ethos throughout the school. The Code of Conduct in the school context sets out expectations and observes with the British Fundamental Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith as follows:

- Show respect
- Be kind
- Listen well
- Work hard
- Tell the truth
- Take care of property
- Be friendly

Expectations of Staff

In order to promote positive behaviours, it is expected that in each part of the school there will be:

- Effective presence/supervision/time keeping of all staff in room
- Consistent application of rules
- Empathic responses to presented behaviours
- Focused attention

- A supportive approach with high expectations that are clear
- Effective match of curriculum to the individual
- Effective use of positive attitudes and positive reframing
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – including visual means of support

3. Key Definitions:

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses. All behaviour is communication.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Disempowering the behaviour: A technique used to re-focus the pupil away from a negative behaviour and onto a more positive behaviour, so that the negative behaviour loses effect, e.g. if a pupil walks off when spoken to; "You can listen from there," or "Come and find me when you come back." If a pupil leaves the room uninvited; "Come back into the room when you are ready," or "We will carry on when you are ready."

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Educational consequence (teaching consequence / learning opportunity): These are used to teach, encourage, support and motivate the child or young person to behave differently next time though, for example, reviewing their Zones of Regulation strategies with them / reviewing their de-escalation procedure so it is ready for use next time. These MUST **always** accompany a protective consequence.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Protective consequence (protective factor): These are required to protect the rights of others and keep a child or other young person safe, e.g. a child being allowed to use only *part* of the playground after being unsafe with a particular piece of equipment in another area. An educational consequence MUST always be used alongside these in order to positively change future behaviour.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

4. 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)

TYPE OF BULLYING	DEFINITION
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

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying Policy.**

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Deputy Headteacher (DSL) and SENCo
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.2 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected language, behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations (self-reflection)
- Recording behaviour incidents promptly and with high quality
- Challenging pupils to meet the school's expectations

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

5.3 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The benefits of demonstrating that they are meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with targeted intervention sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy, school ethos and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Additional support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in a kind and respectful manner to all staff and peers
- Show respect to the school rules and expectations
- In class, make it possible for all pupils to learn
- Move calmy and quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept and follow adult instructions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are expected to turn off and hand in their mobile phones and electronic devices on entering the school. These are stored in the Reception area (supervised by the admin team) and will be returned to pupils as they leave the school building at the end of the day.

If pupils do not agree to comply with this rule, they will not be permitted to bring any electronic devices to school, and parents will be expected to support this rule by ensuring their child does not have an electronic device on their person before leaving home.

There are no exceptions or concessions to this rule. If pupils have a need to communicate with a parent, they may (with authorisation from a member of SLT only) use a school phone to contact their parent in the presence of a member of staff to supervise.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will create and maintain an environment which is:

- a safe space
- a place where pupils feel valued and able to use their voice
- stimulating and encourages pupils to be engaged in their learning

They will give pupils a voice in creating their own classroom rules which are displayed on the classroom walls.

They will use behaviour management strategies in line with the document “How we respond to behaviour” (APPENDICES).

They develop positive relationships with pupils, which may include:

- Greeting pupils in the morning and at the start of lessons
- Establishing clear routines

- Responding to pupils sensitively and empathically, in line with the “Clarity empathic response script” (APPENDICES).
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 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, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our **Child protection and safeguarding policy** for more information.

7.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or email
- Certificates, a “Headteacher’s award” or special individualised rewards (trips, activities or reward items related to a pupil’s personal interest such as Lego sets, Art/Craft kits, hobby-related items)
- Positions of responsibility, such as pupil mentors or being entrusted with a particular responsibility or project
- Whole-class or whole-school rewards such as a popular activity or trip

7.4 Responding to misbehaviour

The DfE behaviour guidelines July 2022 states:

> *"Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence."*

At Clarity, we take a therapeutic approach to responding behaviour, following the Essex Steps Approach, for which all staff are trained annually and receive frequent refresher training from the school's SLT who are certified Essex Steps tutors.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent the recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of the "Clarity Empathic Response Script" (APPENDICES) or individualised pre-agreed scripts, phrases and strategies. Please also see the document, "How we respond to behaviour" (APPENDICES).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Sanctions

At Clarity, we do not believe that issuing sanctions changes behaviour; we believe that all behaviour is a communication. As such, we always seek to understand the reasons the behaviour has been displayed (i.e., What is the pupil communicating through their behaviour? What has caused them to feel dysregulated?) and seek to consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

There will, however, be learning opportunities (educational consequences) provided for the pupil following inappropriate/difficult/dangerous behaviours (such reflections or restorative justice). In this process, we may seek the support and backing of parents, or may put in place a protective factor / protective consequence to preserve the learning environment as a calm, 'safe' space, and to safeguard the wellbeing of other pupils. For example:

- Letter or phone call home to parents – to inform them and seek their support to help their child to learn from the incident and reflect on ways to improve and resolve them.

- A meeting with parents and a member of SLT to agree a behaviour response and strategy plan
- Being directed to work in a different room (if they are distracting the learning and/or affecting the sense of safety of others in the classroom) – with adult supervision
- Break time play to take place at an alternative time (if they are upsetting the play/activities and/or sense of safety for others in the playground) – with adult supervision
- Time taken out of a lunch period or another suitable time (non-core subject lessons), to complete a 'Pupil self-reflection" or Restorative justice session.
- Lessons/interventions provided outside of the planned timetable (where the pupil's behaviour prevented this from happening at the planned time), such as for **part** of the lunch period, or in extreme circumstances (and to avoid suspensions or impact on the planned learning timetable) in an after-school detention.
- Suspension
- Permanent exclusions, in the most serious of circumstances (in such cases, an Emergency annual review may be arranged for pupils with EHCPs).

NB: The personal circumstances and SEND needs of the individual pupil will be taken into account when choosing appropriate actions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Physical Interventions

Physical intervention covers a range of methods that involve physical contact with pupils and are used as a safeguarding response to high-risk behaviours. At Clarity, all teaching staff members are trained to use physical interventions safely and have a duty to physically intervene in a reasonable and proportionate manner, in the following circumstances, to prevent a pupil from:

- Causing disorder (which disrupts the sense of safety of others)
- Putting themselves or others at risk of harm
- Damaging property
- Committing an offence

Incidents of physical intervention must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using physical interventions, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Restrictive physical intervention (sometimes referred to as 'Restraint' or 'Reasonable Force'):

At Clarity independent school, we use the Essex Step-up risk-assessed manoeuvres. Where physical intervention meets the threshold for restrictive physical intervention for an individual pupil, an individual risk reduction plan and audited need for restrictive physical intervention assessment will be put in place for those individual students. This will detail how we can best meet their need at Clarity and will be planned in collaboration with parents (and other professionals involved) where possible.

In incidences of extreme high-risk urgency, an emergency response will be used for any pupil which may involve an Essex Step up Risk Assessed restrictive physical intervention.

Following high risk behaviour incidences, parents will be contacted to arrange a meeting to plan a Personalised Stress Management and Adult Response plan (see Appendices).

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

Searches will only be carried out by authorised members of staff. The authorised members of staff are the Senior Leadership team, **Mrs Hanson (Headteacher), Mrs Ailara (Deputy Headteacher) or Mr Clow (Assistant Headteacher).**

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the Senior Leadership Team/Safeguarding leads, who will work with the pupil to support them to be able to comply.

In high-risk urgent safeguarding circumstances, the Headteacher or member of SLT may decide whether there is a need to use a Restrictive Physical Intervention to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Coats/jackets (not being worn at the time of searching)
- Bags
- A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, authorised staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.
- An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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

Informing the designated safeguarding lead (DSL) and reporting:

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMs).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of SLT (only) will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip

searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

No one of a different sex to the pupil will be permitted to be present, except for an appropriate adult of a different sex whom the pupil has specifically requested, and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

Consequences may be applied where a pupil has behaved inappropriately 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)
- 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
- Could adversely affect the reputation of the school
- Consequences will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue teaching consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Teaching consequences will only be given out on school premises or elsewhere when the pupil is supported and under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher [or Deputy Headteacher] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 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" and our "Child on Child Harmful Sexual Behaviour policy" for more information.

7.11 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 consider their response (safeguarding support or consequences) 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 consider their response (safeguarding support or consequences) 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 (LADO), 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" and "Child on Child Harmful Sexual Behaviour policy" for more information on responding to allegations of abuse against staff or other pupils.

8. Consequences for serious incidents

8.1 Detention

Members of SLT have been authorised by the Headteacher to give pupils detentions.

Pupils can be issued with detentions during their lunch break, if they have not completed their set work in class, so that they can complete their work *(consideration will be given to the contextual factors leading to this: ie. if they were not able to complete the work because they were unregulated and using their time to engage with regulation strategies)*.

Pupils may be issued with detentions after school following extreme circumstances (ie. deliberate and repeated disregard to the safety or school rules). This will be discussed with parents prior to the detention (to enable arrangements to be made to collect their child from school).

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities
- Require further pupil support
- Require multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusions

The decision to suspend or exclude will be made by the headteacher and only as a last resort. The school will always seek to work collaboratively with the parents to avoid this.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent high-risk behaviour, which has not improved following in-school support and interventions.

Please refer to our exclusions policy for more information.

9. Responding to anti-social behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of anti-social behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of anti-social behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social behaviour will be made on a case-by-case basis.

When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of anti-social behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At Clarity, all pupils have an Individual Risk Assessment which identifies potential "triggers" which may impact on their behaviour and the strategies which are put in place to support pupils.

Examples of 'triggers':

- Loud noises
- Losing at a game
- Being tired, hungry or thirsty
- Making a mistake in their learning
- Learning tasks that they perceive as 'too challenging' to 'too easy'
- Not feeling safe
- Not feeling they are in control
- Perceiving unfairness
- Not feeling they have a voice

Examples of specific strategies:

- Sensory breaks in a 'safe space' with the bubble tube on
- Movement breaks (mid-lesson, transition times or as required)
- Support from a key adult
- Cold bottle/cup of water to sip slowly
- A soft blanket or weighted blanket to wrap up in
- A favourite plushy toy to hold on to
- Fidget toys/chew toys/chewing gum (school friendly)
- Adjusted seating plans (and/or specific seating)
- Training for staff to meet specific pupils' needs (ASD/ADHD/Sensory processing difficulties/Social communication skills)

9.2 Adapting responses for pupils with SEND

When considering a behavioural response for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess what would be the appropriate response and what learning consequences can be put in place to support the pupil to understand why that behaviour must not be repeated and what strategies can be used to avoid repetition.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging 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.

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a behaviour incident

Following an incident of difficult or dangerous anti-social behaviour, the school will provide behaviour learning opportunities to help pupils to understand how to improve their behaviour and meet the expectations of the school; to involve pupils in deciding on appropriate strategies to support them to do this; and to support pupils to resolve conflicts and repair relationships.

Examples of Behaviour learning opportunities:

- Pupil self-reflection proformas completed and discussed with an adult
- Comic Strip reflections (author Carol Gray)
- Restorative Justice sessions (adult led with all pupils involved)
- Reintegration meetings (with pupil, SLT/SENCo and parents)

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

During this process the pupil's Individual Risk Assessment and support strategies will be trialled and then reviewed with the pupil, their Keyworker and the SENCo.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, pupils' individual Risk Assessment and any Risk reduction plans in place (for pupils with high risk behaviours who need additional strategy plans or positive handling (physical

intervention) plans) are reviewed termly and shared with all teaching staff working within the school (as all staff may be asked to support the pupil at any time) .

12. Training

As part of their induction process and ongoing staff development, our staff are provided with certified training through the Essex Steps Therapeutic Approaches to Managing and Responding to Behaviour.

At Clarity, our SLT are certified Essex Steps tutors; they deliver the certified Essex Steps training at induction for new staff and yearly refresher training for all staff.

In addition to this, as reflective practitioners, all staff participate in regular reflective practice sessions to ensure they feel confident in their approach and have the opportunity to practise the skills they have been taught.

The Essex Steps training includes:

- Training on preventing the need for physical intervention where possible
- The correct use of de-escalation strategies
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The correct use of physical interventions

Behaviour management will also form part of continuing professional development.

A staff training log is monitored by the Headteacher.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including positive behaviour incidences
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils and parents on their perceptions and experiences of the school behaviour culture

The data will be monitored by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group/class

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Senior Leadership team at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by SLT.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child protection and safeguarding policy
- Child on Child Harmful Sexual behaviour policy
- E-safety policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and Specialists working within the setting set an excellent example to pupils at all times
- Therapeutic Behaviour management strategies are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to understand their behaviour and take responsibility for their actions
- Families are involved in behaviour discussions and Behaviour strategy plans to foster good relationships between the school and pupils' home life.

The Head Teacher also emphasises that violence or threatening behaviour will not be accepted as an ongoing means of communication.

Following such incidences, we will help the pupils to develop more self-awareness of their behaviour and emotional responses so that they can begin to develop more independence in their social communication skills and self-regulation, to ensure that they no longer need to use anti-social behaviour as means of communication.

Appendix 2: How we respond to 'difficult' or 'dangerous' anti-social behaviours

Our Rationale:

When anti-social behaviours occur, first we promote the behaviours we want to see, then we seek to discover an explanation and solution.

As SEND pupils, our children may have complex needs and difficulties which can impact on their behaviour. We always seek to understand why a behaviour has occurred (this is not the same as excusing it); then we can teach the child how to prevent a recurrence.

This is vitally important in order for us to fulfil our duty to ensure our children learn the tools to successfully navigate social interactions; relationships; employment opportunities; the world.

Points to remember:

- All children want to feel liked by the adults, as well as the other children, around them (and they need frequent reminders and reassurance that we do like them and want them in our school).
- All children want to be noticed and nurtured (sometimes they don't know how to ask for this).
- Don't shout and shock, give time to process (speak then pause for at least 10 seconds, to allow them to process what you have just said), and don't allow yourself to be drawn into an argument.
- Give **positive** directions: Not "Don't run!" or "Don't shout", instead say "Walk safely, thank you" or "Lower your volume, thank you".
- **Give two choices of response: not ultimatums!** E.g. "Would you like to write in pen or pencil, you choose."

A First Response to 'Difficult' or 'Dangerous' behaviours (these are generalised to ensure a consistency of approach by all staff):

De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and let's see if we can solve this together.

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height (come down to their height)

More specific suggested responses:

	Step 1:	Step 2:	Step 3:	Step 4
When we see these '**Difficult Behaviours':**	We will empathise …	When we need to be firm and clear … *[Use a firm, slow, clear voice]*	If pupil does not respond appropriately ***[Use short instructions /statements]***	**Consequence if pupil does not change their behaviour** ***[This must ALWAYS be followed by a resolution.]***
Heightened and talking very fast or loud.	I can see you're upset/angry about something, I want to help you, but I can't hear what you're saying. Talk calmly and I will listen.	Slow down/lower your volume and talk clearly so that I can try to understand what the problem is. Let's go somewhere to talk so that we don't disturb others.	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … . You choose … or …?" **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Remove the audience. Pupil then not permitted to re-join peers for the rest of the session and/or break. **Resolution (Learning consequence):** Reflection/Restorative Justice/apologies to those impacted.
Heightened and complaining about something or someone…	I know that doesn't seem fair… I understand why you might feel like that. It must feel very confusing. Those feelings are not nice to have, are they? It must be quite hard to try to manage those feelings.	… we cannot solve the problem by …*[name the behaviour]* It is not okay to disturb the learning or make others feel unsafe. Let's think about what we can do… We could try… or … (identified toolbox strategies). **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … . You choose … or …?" **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Remove the audience. Pupil then not permitted to re-join peers for the rest of the session and/or break. **Resolution (Learning consequence):** Reflection/Restorative Justice/apologies to those impacted.
Demonstrating anger (through behaviour /non-verbal cues)	I can tell you're upset/angry about something… Those feelings are not nice to have,	Use your words and I will listen. It is not okay to disturb the learning or make others feel	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … .	Remove the audience. Pupil then not permitted to re-join peers for the rest of the session and/or break. **Resolution (Learning consequence):** Reflection/Restorative Justice/apologies

	are they? It must be quite hard to try to manage those feelings.	unsafe. Let's think about what we can do… We could try… or … (identified toolbox strategies). **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	You choose … or …?" **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	to those impacted. Zones of regulation / interoception refresher. Review of pupil de-escalation plan.
Being unkind to a peer	I'm wondering why you think that it is okay to … (do that/ say those unkind things). No one is perfect; we all make mistakes. That was an unhelpful /unnecessary comment.	We do not use unkind words. Everyone has a right to feel safe and respected in our school. You do not have to be their best friend, but **you may not be their enemy**.	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … . You choose … or …?" **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Time out from the activity/area. Pupil then not permitted to re-join peers for the rest of the session and/or break. **Resolution (Learning consequence):** Social skills and Social understanding interventions. Social stories. Reflection/Restorative Justice/apology
Being disrespectful to someone/using discriminatory language Shouting at someone	I'm wondering why you think that it is okay to … (do that/ say those unkind things). We must show respect to all people. It must be quite hard to try to manage those feelings. But this behaviour (shouting / being disrespectful / using discriminatory language) is not okay.	Stop now. This is not okay. This isn't the way to solve a problem. This is offensive and not acceptable. If you want me to listen, use an appropriate tone/volume/language.	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … . You choose … or …?" **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Remove the audience. Pupil then not permitted to re-join peers for the rest of the session and/or break. **Resolution (Learning consequence):** Social skills and Social understanding interventions. Social stories. Reflection/Restorative Justice/apology to those impacted.
Interrupting the lesson/ disturbing the peace and good working order of the	You don't seem to be in green zone right now, I'm wondering if you need something/some time to help you to	Your peers have a right to learn and right to feel safe. You must respect this by … (stopping what you're doing) or going to … (safe	Guide the pupil away from the audience to a 'safe space'.	Pupil not permitted to re-join peers for the rest of the session and/or the following break.

school (thus, disturbing the sense of safety in the environment for others)	regulate and get ready for learning. What can I do to help you feel ready to learn/get back to the green zone? I'm wondering why you think that it is okay to … (do that/ say those unkind things).	space) to regulate/ complete your learning tasks. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Say, "Let's go to the … or the … . You choose … or …?" Remove the audience/class to another room. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	**Resolution (Learning consequence):** Reflection/Restorative Justice/apologies to those impacted. Review of strategies and pupil paperwork and may see OT to ensure movement needs etc. are being met. Pupil profile and IEP may be updated.
Pupil presenting in 'shutdown mode' or 'freeze response'.	(Pupil name), I can see that you're upset/angry/struggling with something. I'm here to help. Talk to me and I will listen. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.** I'm wondering if you're worried about something … Those feelings are not nice to have, are they? It must be quite hard to try to manage those feelings.	(Pupil name), I'm here to help but it's okay if you don't want to talk right now. Let's choose one of your strategies from your Regulation toolbox. Would you like to choose … or … **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Give them two options of regulation strategies/therapeutic activities. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	**Resolution (Learning consequence):** 1:1 nurture and mentoring from Keyworker. Comic strip Cartoon reflections to identify the difficulties/problem. Strategies identified/reviewed with the pupil to create a plan to support the pupil.
Inappropriate use of the internet - Accidental (Not the specified webpage)	I can see you have found something you are interested in but now is not the time. Perhaps once you have completed your work, you could earn some free time on the computer.	"Let's return to the activity you have been set so that we don't have to take the laptop away, thank you."	This isn't an acceptable use of the computer. Close the window down and go to the correct website as instructed,	Laptop privileges removed for a fixed period. Parents notified. **Resolution (Learning consequence):**

	I'm wondering if/hoping you found yourself on that website by accident. What happened? Let me help you find what you should be looking for.	Focus on the Lesson Objective, thank you. Remember to follow the rules of the IT contract you have signed.	thank you. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Reflection (E-safety reminders) and reminder of Safe Use of the Internet contract, signed by the pupil.
Inappropriate use of the internet – non -accidental (Not the specified webpage or task set)	I'm wondering if/hoping you found yourself on that website by accident. What happened? Perhaps you didn't realise/understand that this was inappropriate. Don't worry. Would you like to ask me any questions about …? I'm wondering if you went to that site because you were curious? Let me help you find what you should be looking for.	Close the window down and go to the correct website as instructed, thank you. Close the window immediately, thank you.	It's your choice, go to the correct/appropriate website or lose the privilege of using a laptop. **Be patient and give plenty of processing/take-up time. Do not repeat or press for an answer.**	Loss of laptop privileges (time proportionate to incident and intent). Parents to be informed so that they can monitor home internet use. **Resolution (Learning consequence):** Reflection (E-safety reminders) and reminder of Safe Use of the Internet contract, signed by the pupil.

	Step 1:	Step 2:	Step 3:	Step 4
When we see these '**Dangerous Behaviours'**…	We will empathise …	When we need to be firm and clear … *[Use a firm, slow, clear voice]*	If pupil does not respond appropriately ***[Use short instructions /statements]***	**Consequence if pupil does not change their behaviour** ***[This must ALWAYS be followed by a resolution.]***
Running in the corridor	I can see you're eager to get there but that is not safe. If you need to run, you can go	"Walking in the corridor, thank you".	Stop. Turn around. Go back and try again in a safe manner.	Block the path (in a safe manner – Arms down, open palms, non-threatening stance).

	outside to the playground for a 5min run.			Give the pupil 'Time out' to regulate themselves before entering the classroom. **Resolution (Learning consequence):** Reflection/Restorative Justice/apologies to those impacted. Review pupil paperwork to ensure physical needs being met, possible OT involvement to assess needs, update IEP and pupil profile.
Risk of causing damage to property	Step On de-escalation script. I can see you're angry about something; you don't need to do that to show me you're angry. I'm here to help. Talk to me and I will listen. Or Take some time in … (safe space) to regulate and when you are ready, you can tell me what the problem is.	Stop. It's not okay to break things because you're angry/upset. This is not going to help us solve your problem. Come with me and I will listen and try to help. Remove the audience.	Say, "Let's go to the … or the … . You choose … or …?" You will be expected to pay for any damage repairs. *(*NB – this could be a 'trigger' for some pupils but may motivate others to cease.)* If you don't stop, I will have to physically intervene. You don't want that and neither do I.	Non-restrictive physical interventions to turn and guide the child away, or to a safe space (in accordance with Essex Steps policy and Clarity behaviour policy – by Essex Steps certified staff). **SLT to be informed immediately.** **Parents to be informed immediately (SLT to advise who should inform parents).** **Resolution (Learning Consequence):** 1. **Reflection/Restorative Justice** 2. **Apologies/reparations to be made (damages paid for – at the discretion of the Headteacher).** 3. **Staff debrief and self-reflections** 4. **Update Pupil Risk Assessments and pupil paperwork e.g. their de-escalation plan**
Risk of causing harm to themselves ***[If immediate risk of harm, skip straight to Step 3]***	(Pupil name) stop. I'm here to help. I can see you're upset about something. Talk to me and I will listen.	(Pupil name) stop now. Remove the audience. It's not okay to hurt yourself. I care about you too much to let you hurt	(Pupil name) stop now or I/we will physically stop you. Say, "Let's go to the … or the … You choose … or …?"	Non-restrictive physical interventions to turn and guide the child away or to a safe space (in accordance with Essex Steps policy and Clarity behaviour policy – by Essex Steps certified staff). Use Step On non-restrictive physical interventions to remove object from

	If you don't want to talk, that's okay. What can I do to help you feel better? Those feelings are not nice to have, are they? I understand why you might feel like that but this is not the way to help yourself. It must be quite hard to try to manage those feelings let me try to help you. Which of your safe strategies should we try?	yourself. I just want you to be safe. I'm here to help you. Come with me and I will listen and try to help you. Use your strategies. If you don't stop, I will have to physically intervene. Who would you like to help you? (Suggest Keyworker, SLT, SOS or talking to parent on the phone).	Remove any sharp/dangerous items from around them. Guide the pupil away from the danger. ***[Once in a safe space and a more regulated state, use the empathic response script to support the pupil's emotional trauma – if very distressed, inform and request the support of the DSL/DDSL].***	their hand if necessary, to prevent harm to self. **SLT to be informed immediately.** **Parents to be informed immediately (SLT to advise who should inform parents).** **Resolution:** 1. **Reflection/Restorative Justice** 2. **Apologies to be made** 3. **Staff debrief and self-reflections** 4. **Update Pupil Risk Assessments and pupil paperwork e.g. their de-escalation plan**
Risk of causing harm to others ***[If immediate risk of harm, skip straight to Step 3]***	(Pupil name) stop. I'm here to help. I can see you're angry about something; you don't need to do that to show that you're angry. Talk to me and I will listen. Or Take some time in … (safe space) to regulate and when you are ready, you can tell me what the problem is.	(Pupil name) stop now. Remove the audience. It's not okay to hurt someone because you're angry/upset with. Come with me and I will listen and try to help. Go to … (a safe space) or … (another safe space). If you don't stop, I will have to	(Pupil name) stop now or I/we will need to physically stop you. Say, "Let's go to the … or the … . You choose … or …?"	Non-restrictive physical interventions to turn and guide the child away or to a safe space (in accordance with Essex Steps policy and Clarity behaviour policy – by Essex Steps certified staff). Use Step On non-restrictive physical interventions to remove object from their hand if necessary, to prevent harm to others. **SLT to be informed immediately.** **Parents to be informed immediately (SLT to advise who should inform parents).** **Resolution (Learning Consequence):** 1. **Reflection/Restorative Justice** 2. **Apologies/reparations to be made (damages paid for – at**

		physically intervene. You don't want that and neither do I.		**the discretion of the Headteacher).** **3. Staff debrief and self-reflections** **4. Update Pupil Risk Assessments and pupil paperwork e.g. their de-escalation plan**
Persistently interrupting lessons e.g. safety instructions being given in the lesson/ disturbing the safety and good working order of the school OR Dangerous behaviour in the classroom/in front of peers (causing distress or heightening peers) (thus, disturbing the sense of safety in the environment for others)	You don't seem to be in green zone right now, I'm wondering if you need something/some time to help you to regulate and get ready for learning. What can I do to help you feel ready to learn/get back to the green zone? I'm wondering why you think that it is okay to … (do that/ say those unkind things).	Your peers have a right to learn and right to feel safe. You must respect this by … (stopping what you're doing) or going to … (safe space) to regulate/ complete your learning tasks.	Guide the pupil away from the audience to a 'safe space'. Say, "Let's go to the … or the … . You choose … or …?" OR Remove the audience/class to another room.	Non-restrictive physical interventions to turn and guide the child away or to a safe space (in accordance with Essex Steps policy and Clarity behaviour policy – by Essex Steps certified staff). Pupil not permitted to re-join peers for the rest of the session and/or the following break. **SLT to be informed immediately.** **Parents to be informed immediately (SLT to advise who should inform parents).** **Resolution (Learning Consequence):** 1. **Reflection/Restorative Justice** **2. Apologies/reparations to be made (damages paid for – at the discretion of the Headteacher).** **3. Staff debrief and self-reflections** **4. Update Pupil Risk Assessments and pupil paperwork e.g. their de-escalation plan**
Risk of Absconding ***[If immediate risk of harm, skip straight to***	(Pupil name) stop. I'm here to help. I can see something must have upset you. It's okay, we can sort it out	(Pupil name) stop/come back now. Remove the audience.	(Pupil name) stop/come back now or I/we will physically stop you. It's not safe for you to …	Non-restrictive physical interventions to turn and guide the child away or to a safe space (in accordance with Essex Steps policy and Clarity behaviour policy – by Essex Steps certified staff).

Step 3]	together. I will keep you safe. I can see you're angry about something; you don't need to run away/leave. You're safe here with me. Talk to me and I will listen. Or Take some time in … (safe space) to regulate and when you are ready, you can tell me what the problem is.	It's not okay to run away. I just want you to be safe. I'm here to help you. Come with me and I will listen. Go to … (a safe space) or … (another safe space). If you don't stop, I will have to physically intervene. You don't want that and neither do I.	Say, "Let's go to the … or the … . You choose … or …?" We don't need to talk just now. I just want you to be safe. ***[Once in a safe space and a more regulated state, use the empathic response script to support the pupil's emotional trauma – if very distressed, inform and request the support of the DSL/DDSL].***	Pupil not permitted to re-join peers for the rest of the session and/or the following break. **SLT to be informed immediately.** **Parents to be informed immediately (SLT to advise who should inform parents).** **Resolution (Learning Consequence):** 1. **Reflection/Restorative Justice** 2. **Apologies/reparations to be made (damages paid for – at the discretion of the Headteacher).** 3. **Staff debrief and self-reflections** 4. **Update Pupil Risk Assessments and pupil paperwork e.g. their de-escalation plan**

Generalised Behaviour management strategies for all pupils:

1. Acknowledge and identify what is happening - "I can see you're not happy, you don't need to ... to communicate that"
2. Reassure - "I'm here to help", "we can sort this out together", "I'd like to be able to tell mum/dad, you had a 'blip' but then turned it around."
3. Give 2 clear choices - you can go outside or to the ?? room, outside or ...., your choice.
4. Give 'take up time' - don't repeat instructions, allow them time to process (at least 10 seconds!)
5. Disempower the behaviour - do not react, show disappointment or anxiety; redirect their focus positively.

Behaviour management strategies for individual pupils:

It's vitally important to know what motivates the individual child and which strategies can help them to regulate. Parents are usually the experts on what works for them outside of school. Keyworkers can advise you about what works well in school.

You can find this information on the EHCP, One plan, Pupil profile, Zones of Regulation Strategies Toolbox plan or Individual Risk Reduction Plans/Personalised Stress Management and Adult Response plans.

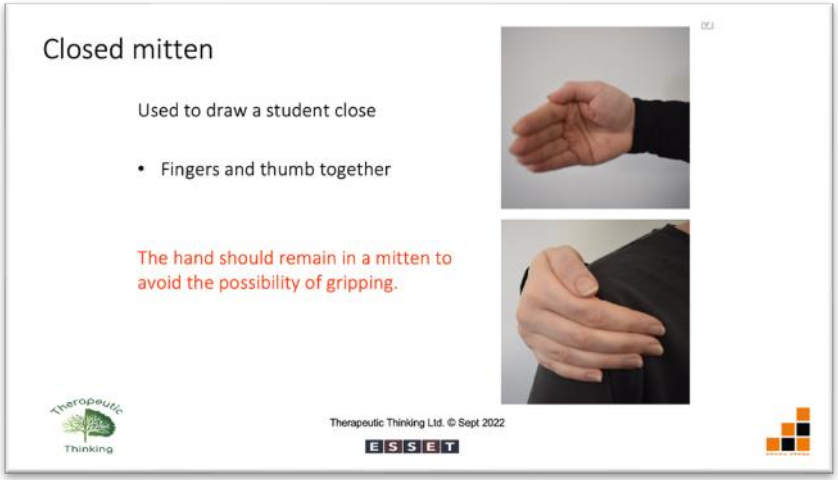
[This information should be frequently reviewed and updated as the pupils needs change and following unexpected incidents of heightened behaviour.]

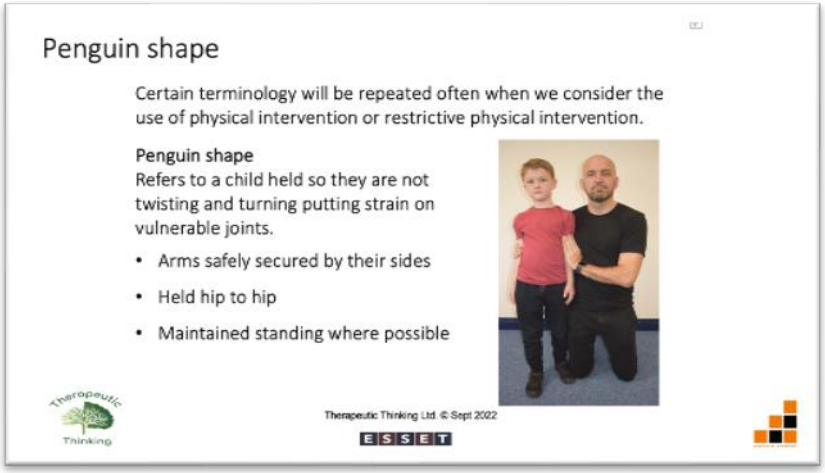
Examples of individualised strategies:

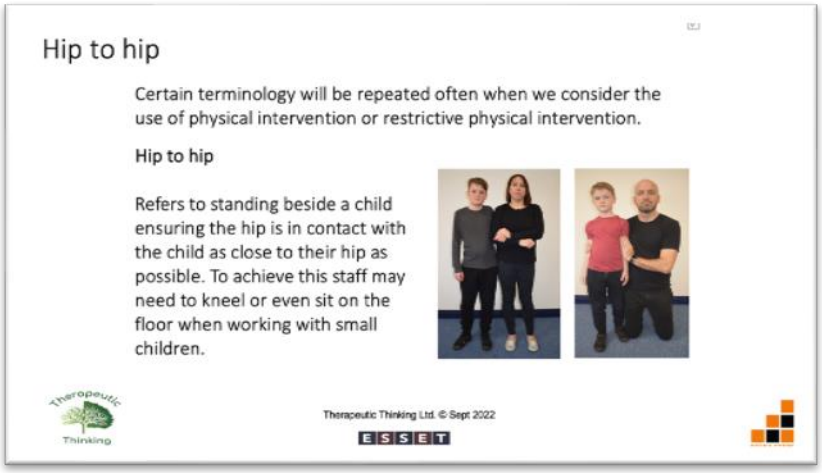
- The child needs to be 'noticed' but subtly - acknowledge their presence, but don't push for in-depth conversations
- Let them walk, and walk with them
- When they're being negative, acknowledge it, validate it and be empathetic (don't dismiss it) - "I'm sorry you feel that way", "I care how you feel", "I want you to be happy", "It makes me feel sad that you're unhappy; I'd like to help you feel a bit better, let me help to distract you"
- Humour (he/she likes 'inside jokes' or shared memory reminders that show you're keeping him/her in mind).
- Give lots of positive praise and notice when he/she has made an effort to work hard, be kind etc.
- Point out when something has gone well or someone has done something nice for him ("Oh that's nice that they wanted to be kind to you" "what a good friend they are to you" etc.)
- "Would it help if (name of soft toy) were to join you and sit on your lap/desk?"
- "I'm wondering if ...something has upset you/you're just feeling a bit tired/grumpy/you're missing …"
- Deep pressure - bean bag sandwich
- A Soft Toy or specific OT/sensory resource
- A safe space or a dark enclosed space to hide (sensory tent/body sock)
- Supported social interactions or a specific game (Uno, chess, basketball, football etc.)
- Music (pre-loaded music on an MP3 player played through headphones in a quiet space)
- Time with the Guinea pigs – stroking the Guinea pigs can be very calming and a great regulator but must only happen once the child has started to de-escalate and is calm enough. This then becomes a motivator to begin to self-regulate.

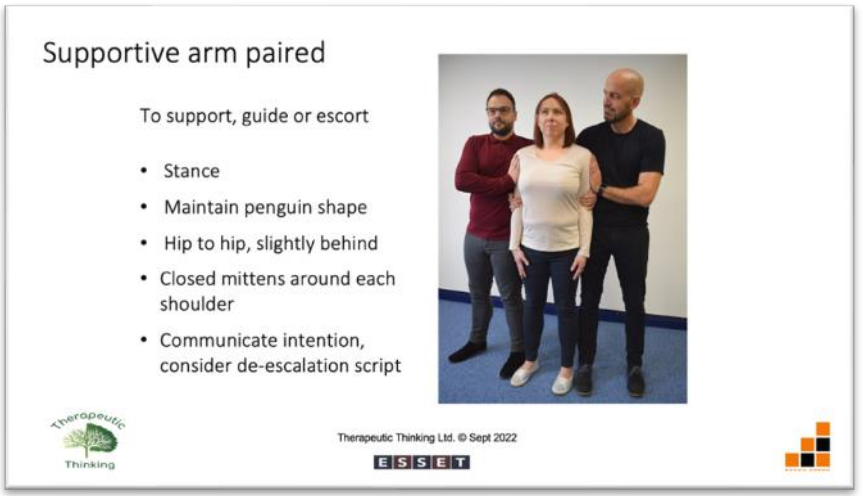
Essex Steps Risk-assessed Non-Restrictive Physical Intervention Maneuvers

These photographs demonstrate the Essex Steps Risk-assessed Non-Restrictive Physical Intervention steps, that may be used by trained and certified staff, to protect pupils who are behaving in a high-risk manner which could cause harm to themselves or to others (this includes protecting pupils from engaging in acts of criminal behaviour such as damaging the property of others).









These photographs demonstrate the Essex Steps Risk-assessed Non-Restrictive Physical Intervention Maneuvers, that may be used to support pupils to regulate, guide pupils away from the risk/course of action or escort pupils to a safe place.

Offering an arm

to support, guide or escort

- Stance
- Hip to hip
- Arm is offered – explicit teaching
- Student accepts the invite
- Communicate intention
- Draw elbow in for extra security

Therapeutic Thinking Ltd. © Sept 2022

Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

Therapeutic Thinking Ltd. © Sept 2022

Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script

Therapeutic Thinking Ltd. © Sept 2022

Hip to hip

Certain terminology will be repeated often when we consider the use of physical intervention or restrictive physical intervention.

Hip to hip, slightly behind

Refers to standing beside a child ensuring the hip is in contact with the child as close to their hip as possible.

Slightly behind suggests tucked just behind the child to aid forward movement

Therapeutic Thinking Ltd. © Sept 2022

Appendix 3:

The Clarity Empathic Response Script for use with: _____ *[insert pupil name]*

When setting boundaries, or communicating expectations, use **ACO:**

A – acknowledge the feeling;

C – communicate;

O – offer help or offer alternatives

- Highlight the most relevant phrases for the named pupil.
- Add any additional phrases that the pupil responds well to.

Ways of responding empathically to 'difficult' behaviours":		
I can see that made you feel very cross, didn't it? It can be so hard to manage our feelings when we're cross, and not let them burst out and hurt someone. Maybe you could …/ Maybe I could help you by…		
You look very hot and bothered/uncomfortable. How about … a nice, cold drink/ some fresh air/ a sensory break/a distraction activity…		You're full of big feelings, and they are so hard to manage. I would like to help you. Maybe I/we could…
That hurt/upset you didn't it?	It looks like you could use some help. I can help you with that if you'd like?	I know you want to talk to me but now is not the right time. Let's talk at/in/after…
You really want … don't you?	You wish I could buy that for you/do that for you, don't you? I wish I could but I can't.	I think you're a bit cross with me for not letting you… but I need to …
You really wanted to be first, didn't you but…got there first.	Sometimes we wish we hadn't done something but then it's too late. I wonder how we could make up for it.	Taking turns can be so hard because sometimes we feel we just need more, but …
When he said that, I think it made you feel bad didn't it?	You want to say something, I know, but I am just, listening to…. I will come back to you in a minute.	It's time to stop now. I know you want more time, but we have to … We can come back to this …
It can really hurt you when they people say things like that.	You really want another one, don't you, but …	You're feeling a bit bad about that, aren't you? Maybe you could …
It can be so hard to try again when something goes wrong.	It was so hard for you to try again, wasn't it? But you managed it.	Sharing can be so hard. We can worry there won't be enough for us.
That looks heavy/hard/scary/worrying…	You look like you're enjoying that.	Not winning/not being first can be a very difficult feeling to manage.

Some more empathic responses to young people's behaviour:		
1. Non-verbals Remember that tone of voice, speed of talking, facial expression and. Body language are part of any communication and contribute hugely to a young person experiencing your empathy.		
2. Suggested empathy sentences Coming up with your own responses, and with age appropriate responses, in response to your felt experience of what the young person is feeling at any point in time is best, but to give you a flavour, here are some examples:		
Oh wow, you were really scared weren't you?/that sound very scary to me.	I think you didn't really want to … but when your feelings started bubbling up, you just couldn't stop yourself. Am I right?	
Sounds like you had a rough time.	Wow, I can see you're really angry about that.	Your feelings seem to be bubbling up. Do you need…?

I can see you have lots of hurts you need me to know about. Let's make time for you to talk about them …	What …said hurt/upset you, didn't it?	You look a bit sad/down/upset etc…
It can make us really/quite angry when…	That must have been so hard for you.	I know … is important to you, but right now… Maybe we can discuss this later.
I know/understand how you feel.	I'm sorry it's working out like this for you.	I can understand why you might feel like that/think that.
I have a feeling that was quite hard for you.	It wouldn't have seemed fair to me either if…	No wonder you're upset/angry.
I think you really wish you hadn't… (done that).	You really want to play with … I know you do but …	I know that doesn't seem fair but …
I feel quite sad about that.	That feels quite hard to think about.	I am so sorry you feel/felt like that.
You don't sound very confident that that is going to work.	It must be so painful to think and feel that about yourself.	It sounds like you feel…

Positive empathy tools		
You seem (quite) pleased with that.	You like… don't you?	I can see you're getting quite interested in…
It's fun we … isn't it?	You're good at …, aren't you?	I watched you, it was a little scary, but you did it!

Generalised empathic stems			
It's so hard to…	It's so hard when …	I guess we often …	Sometimes it's …
When people… it can make us	It can makes us … when	It can be hard to …	It can be fun to …

Other useful reflective sentence stems			
I was just wondering …	I was just thinking that maybe…	I wonder what …	Mmmm, so…

Expressing curiosity can communicate interest and thoughtfulness			
I wonder what that's about.	I'm just guessing, but I was wondering …	I wonder what made you …	I wonder what you were thinking when …
I'm puzzled; I'm trying to understand what that might be about.	I'm struggling to understand what that might be about.	I suppose I really want to try to understand you better.	I was just wondering if there was something I said, or maybe something in my expression which affected you just then.
What do you think?	I was just wondering …	Do you usually find …	Do you often feel… when…
I was just thinking…	I'm just guessing, but I was wondering…	I guess I noticed that …	I think that might have hurt you.
Maybe you felt that by fighting back/ running away/shouting out …	Maybe that was the only way you could think of to stay feeling safe?	There are some things which are so hard to understand.	Would it be helpful for us to think a little about this (later)?
It must be so hard to manage …	Do you know what I'm thinking…?	Wait a second, I wonder …	We don't need to talk about it if you're not ready to. Maybe later, when you're ready, we can.

I wonder …/I'm wondering …			
These can be really helpful sentence beginnings because they open up to reflection and thoughtfulness and they don't need an answer. The young person can answer if they wish to but also feel just as comfortable if they choose not to reply. E.g. **I'm wondering …**			
…what you're thinking	…what's on your mind	…what's that about	..why you reacted like that
…what you might mean	…what you're thinking about	…how you feel when..?	…what it means that you …?
…about that, because I remember that…	…what you do when you think…	…if that affects how you feel about yourself?	…if you can remember when you first thought …
…how you manage	…how you handled that…	…how you feel now?	…how would you feel if…
…if that has ever happened with anyone else?	…how you feel talking to me about it?	…how you feel now you have told me?	…if you understand how … might feel about …

Individualised Responses for _____
What works really well for _____ and will get an appropriate response?

When the meaning of a particular behaviour emerges and is felt and acknowledged with acceptance by both parties, it will elicit empathy, and ease the way for thoughtful help, and the possibility of using help from the trusted adult.

Repeated experiences of adults being accepting, curious and empathic in response to their problematic behaviours can lead to young people generalizing from the thoughtful responses and developing a more appropriate and secure 'Internal working model'. (Bowlby)

Appendix 4:

Clarity Independent School

Pupil Self-Reflection Form

Behaviour policy **Appendix 4**

Pupil Name		Class		Date of incident	

What happened before this?	**What Happened?**	**Who else was affected and how?**
What were you thinking?		**What could you have done differently?**
How were you feeling?	**What happened as a result of this incident?**	**How do you feel now?**

Resolution and Repair: What can I do to make up for this?	**Action plan (What will we do to prevent this happening again?)**

Signed (Pupil): Date: Signed (Supervising adult): Date:

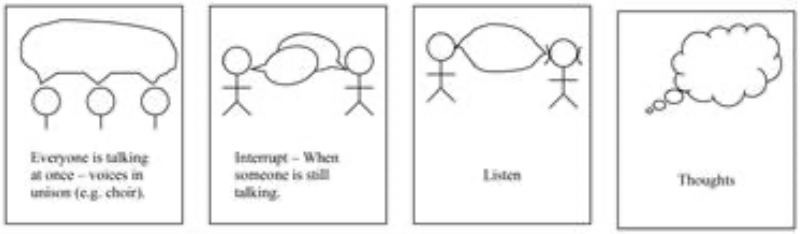
Appendix 4b:

What are comic strip conversations?

Comic strip conversations, created by Carol Gray, are simple visual representations of conversation. They can show:

- the things that are actually said in a conversation
- how people might be feeling
- what people's intentions might be.

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.



From Carol Gray's Comic strip conversations

By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

Comic strip conversations can also offer an insight into how an autistic person perceives a situation.

How to use comic strip conversations

Comic strip conversations can help autistic people to understand concepts that they find particularly difficult. People draw as they talk and use these drawings to learn about different social situations.

In a comic strip conversation, the autistic person takes the lead role with parents, carers or teachers offering support and guidance.

- Start with small talk (for example, talking about the weather) to get people familiar with drawing whilst talking and to mimic ordinary social interactions.
- Ask a range of questions about a specific situation or type of social interaction. The autistic person answers by speaking and drawing their response.
- Summarise the event or situation you've discussed using the drawings as a guide.
- Think about how you can address any problems or concerns that have been identified.
- Develop an action plan for similar situations in the future. This will be a helpful guide for the autistic person.

For complex situations, or for people who have difficulty reporting events in sequence, comic strip boxes may be used, or drawings can be numbered in the sequence in which they occur.

Comic strip conversations can be used to plan for a situation in the future that may be causing anxiety or concern, for example an exam or a social event. However, remember that plans can sometimes change. It's important to present the information in a way which allows for unexpected changes to a situation.

How to make your own comic strip conversation

You can use just paper, pencils, crayons and markers, use computer word processing applications, or you could use an app.

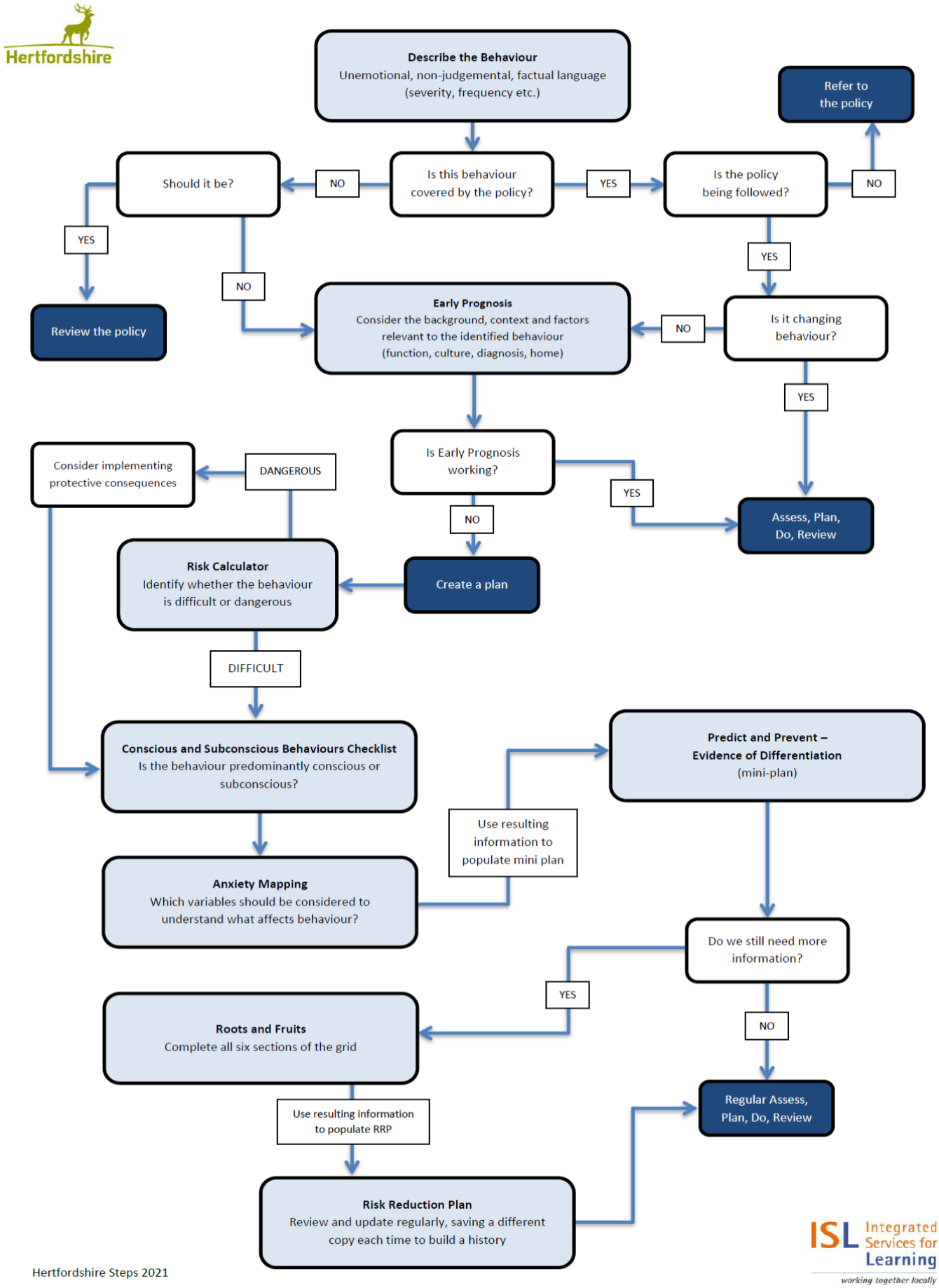
Ask the person you are supporting to choose what materials they would like to use.

Some people may like to have their comic strip conversations in a notebook, or saved on their smartphone or tablet, so that they can refer to them as needed, and easily recall key concepts

Appendix 4c: Restorative Justice Record

Time and date of incident:	
Where did this happen?	
Who was involved?	
Did anyone witness the incident?	
Staff supporting this discussion:	
What happened?	
What were you thinking?	
How did this make you feel?	
Who has this affected? How?	
How can we move forward?	
What can we do in the future?	
How do you feel now?	
Signed:	

Appendix 5: Essex STEPs Behaviour Response Flow Chart



Appendix 6:

Green Pass Checklist
Safe Behaviour Required for Trips

Name: **Date recorded:**

Description	Frequency ✓			
	I am hardly displaying this at all	When I am regulated, this is nearly a habit	This is nearly a habit for me	This is my reputation ☺
Staying with the staff member whilst they give instructions, showing I am listening				
Following instructions without arguing, even if I don't agree (ask politely if I am unsure)				
Being where I should be, at the appropriate times				
Respecting adults				
Friendly tone of voice				
Volume of voice (appropriate for inside / outside)				
Careful, positive choice of words				
Standing near till staff member has dismissed me				
Being careful regarding touch (not pushing past, being rough, or touching / hugging)				
Respecting peers				
Friendly tone of voice				
Volume of voice (appropriate for inside / outside)				
Careful, positive, safe choice of words				
Being careful regarding touch (not pushing past, being rough, or touching / hugging)				
Building + contributing towards a sense of safety in school				
Allowing others to learn				
***When I am unregulated, I can follow the adults' instructions and allow them to help me, and I can use my identified strategies to ensure I stay safe.**				☐

Signed (Pupil):		Signed (staff):	

Appendix 7:

HEAD TEACHER'S AWARD
CONGRATULATIONS
This has been awarded to ..... for demonstrating consistent, safe behaviour and for being able to regulate themselves when needed.
I can:
• Listen to instructions
• Stay with a staff member whilst they give me instructions and show I am listening
• Follow instructions without arguing, even if I don't agree
• Be where I should be, at appropriate times
• Respect adults
• Respect peers
Signed ..... Mrs Hanson
Date awarded .....

Appendix 8: Essex STEPs Early Prognosis Tool

Early Prognosis - Guidance

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by policy. Consider each of the components below within the context of the described behaviour – speak to the child, other members of staff, other professionals and parents/carers who may have information to add.

Context (home/school/community)

All behaviour occurs within a context.
A behaviour might be acceptable in one context but unacceptable in another.
Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.

- What do we know about the pupil's current experiences?
- Where is the behaviour happening?
- Is there anything in the home situation of the pupil which may be impacting on their behaviour? Has something recently changed?
- Are there particular children, staff or family members involved?
- Is there an 'obvious' trigger with an obvious solution?

Diagnosis

Some behaviours are associated with a particular diagnosis.
There may be proven strategies to meet the need of such a behaviour.
The environment or context may need to change rather than the behaviour.

- Does the pupil have a known diagnosis?
- Is the pupil undergoing investigation for a particular diagnosis?
- Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?

What is the described behaviour?
An unemotional, non-judgemental, accurate description, including the severity and frequency.
What do you see? What do you hear?

Function

All behaviour has a function.
Function is what the behaviour is communicating.
A behaviour may have more than one function.

- **Sensory** – meeting a known or unknown need (occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?)
- **Escape or avoidance** (occurs due to perceived demand or threat, or when asked to do something?)
- **Attention** (leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?)
- **Tangible gain** (enables access to a person, situation or item they prefer?)

Cultural expectations

Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.
Every culture has a set of 'norms' many of which may be unwritten.
School cultural expectations may need to be explicitly taught.

- Is there anything in the family or community culture of the child that should be considered?
- Take into account expectations and priorities within the family or community relating to behaviour, sexuality, gender and social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations.
- Are there unspoken school or staff cultural expectations which should be explored?

Hypothesis: What is this snapshot telling you? What is your professional opinion?

Action: What will you put into place to meet this pupil's needs?

Appendix 9:

Personalised Stress Management and Adult Response Planning *(developed from the Essex TPP approach)*

This tool is designed to keep everyone safe by enabling staff to think about, plan and be confident in safely supporting children and young people.

How to use this tool

This tool should be discussed, constructed and agreed through One Planning. It is important that the child/young person and their parent/carer is involved.

- Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
- Step 2: Complete the 'Warning Signs of Stress' table below, providing personalised detail of what this looks like and means for the child/young person.
- Step 3: Complete the 'Stress Mapping' and 'Level of Harm' tables below. The frequency and severity of these provides an indication of whether an Adult Response Plan is necessary.
- Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.
- Step 5: Regularly review and update the information in this tool through One Planning.

Name: **Year Group:**	**Date:** **Review Date:**

Warning Signs of Stress* (see explanations of the stressors below)

Stress Area	What is it that generally causes the stress?	Indicators of excessive stress- how does the child show this?
Physiological/sensory		
Emotional		
Thinking/learning related		
Social		
Prosocial		

Stress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping

Harm/Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self		**Damage to property**	
Harm to peers		**Harm from disruption**	
Harm to staff		**Harm from running away**	
Other harm			

For Reference:

One Planning Guidance & Templates, from the Essex Local Offer:

http://www.essexlocaloffer.org.uk/one-plan-templates/

Adult Response Plan

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

Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe

Child's Self-Regulation Plan

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself
My window of Tolerance / **Green emotions** Feeling calm, happy, proud	How best to maintain
Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope

Notes:

The Adult Response Plan starts with the pupil's 'Window of Tolerance' or 'Green Zone' (from Zones of Regulation©), as it has been found that staff find it more useful to have the proactive strategies for promoting co-regulation at the top of the plan.

The Adult Response Plan and the Child's Self-regulation Plan have been adapted to align with commonly used good practice, such as Zones of Regulation©.

Explanation of the Stress Areas and Supportive Strategies Which Can be Used

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs. • physical health • hunger • noise	• have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypoalert) and need to upregulate • become over-stimulated and need to down regulate	• less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
Thinking the child's ability to concentrate and switch attention as well as appropriate task and language demands. • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and	• have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts	• preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc.…) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • digital technology • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer

learning from mistakes • switching focus		• self-reflection • providing consistent routines
Emotional the child's ability to monitor, evaluate and modify their emotions • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self	• become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise	• holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
Social consider the perspective of the child and the impact of their actions on others • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary ("appropriate responses") • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise)	• have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues	• collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules
Prosocial the idea that other people's stress also cause stress for the child. This domain is rooted in	As above	• collaborative learning experiences • teaching how to read social cues

the development of empathy and doing the “right” thing.The ability to help regulate others and to co-regulate with others. • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to “do the right thing” and the conviction to act on one's conviction		• using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance

Appendix 10 : Staff Reflective Practice Record

Event reflected on		Date:
Staff Reflecting		Date:
Lead facilitator		Role: Deputy Head/SENCo
Brief outline of the incident/event:		
Impact of this incident/event:		
Aim of Reflection and questions to consider (Intent, aims):		
Relevant contextual factors (antecedents / triggers / environmental factors etc):		
What went well?		
What could have been done differently?		
Actions		
Follow-up		
Examples of changed practice: (this is the most important part – come back and list some examples of how your practice has changed as a result and email to SLT as a follow up…)		