



Behaviour and Relationships Policy

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|-------------|-----------------------|--------|-----------------|
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| Role | Name | Date |
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| Chair of Local Governing Board | Sally Clark | |
| Chief Executive Officer | Kaye Palmer-Greene | |

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1. Aims of our Behaviour and Relationship Policy

North Star was born out of a drive to do something different for those who need more

Formed by the desire to shape futures, North Star Emerged

We remain where others may part

Equipping young minds to join with their communities

Forging together the path ahead, travelling alongside

Our team can bring dreams to fruition. Join us and thrive.

At North Star Academy Trust our aim is for children to achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing how to have respectful relationships with each other and other people. This helps them to reflect, take responsibility for themselves and develops self-discipline. We want pupils to learn to manage their emotional responses to learning and the world around them. The long-term goal is to change behaviour patterns so that pupils can become more self-reliant and have a bank of helpful responses to utilise when difficult feelings are encountered. All staff have high expectations of the young people they work with and always follow up on behaviours following a student's differentiated plan.

Our schools are a calm, emotionally and physically safe environment where students are able to share with us the range of emotions they experience, so we can reflect on these collaboratively to support emotional growth. It is important to understand that, whilst our students may display some challenging behaviours, every behaviour has a function and expresses an unmet need or unwanted feeling. As staff, we focus on the needs of the student and how we can improve their ability to access their learning and make good progress. For some of our young people behaviour can be an expression of their neuro-diversity, where this is the case then individualised responses / provisions are documented in the PPM / EHCP.

2. Changing Behaviour

Our aim is to reshape patterns of behaviour and therefore a pupil's future. Changing pupil behaviour is a long-term process that starts with the offer of different provision to mainstream and is tailored to individual needs including adult response and environment. This can only be done in a safe space where behaviour is being effectively managed.

All staff follow up on all behaviours, all the time.

We understand that behaviours are shaped by the neural developments that take place from birth and that we will therefore need time and conscious planning to be able to reshape neural pathways during the time that pupils are with us. Where a young person's environment may change and be unpredictable it is essential that we are predictable and consistent to help support.

Key to our approach is the following:

2.1 Behaviour is a form of communication

We understand behaviour as a communication of an emotional need (whether conscious or unconscious), and we respond accordingly, seeking to identify the uncomfortable feelings where the child is unable to understand or express this themselves. We recognise that frequent drivers of unhelpful behaviour are feelings of anxiety, fear, frustration, disappointment and shame.

Our approach to behaviour recognises that if a child has missed a stage of emotional development, our responses to positive and negative behaviours need to take into consideration the age and developmental stage of the child. Young people who have experienced childhood trauma for instance, need to feel secure before being able to trust, students who have experienced extreme trauma need to follow the Trauma Recovery Model, Skuse and Matthews, 2015, see Appendix 6.

2.2 Taking a non-judgemental, curious and empathic attitude towards behaviour

As a school all adults respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself (See Appendix 1). Our Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

One of the most helpful things we can do is to stop and listen, staff are encouraged to Wonder, Imagine, Notice and Empathise with pupils. When we relate and attune, they begin to understand their true feelings. We support pupils to understand that all feelings are okay to experience, that there are helpful ways to act in response to feelings, that our feelings and actions have an impact on others, and that it is important to share feelings.

A key question we ask ourselves is 'what can be changed', what adaptations does a pupil need to be successful or what interventions can we put in place? Is the physical environment conducive to learning and to emotional regulation? Can we, the adults, change anything in our own behaviour to better support a pupil?

2.3 Putting relationships first

We promote an ethos of strong relationships between staff, children and young people and their parents/ carers. This relies on creating a positive climate for learning that fosters connection, inclusion, respect and value for all members of our community.

Developing nurturing relationships ensures that a child will feel secure, understood, and be calm enough to experience optimal development of his or her nervous system. A child's developing brain will build an expectation that adults can be safe and emotionally available, skilled at providing safety and regulation. (Emotionally Available Adults)

An insecure attachment bond fails to meet a child's need for security, understanding, and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

We will build trusting, secure attachments through positive relationships. This starts with unconditional positive regard (Karl Rogers), includes a strong focus on attuning to pupils' emotional experiences, active listening and validation of their response and ends with solution focussed outcomes and a plan for the next encounter. All staff use PACE, (Dan Hughes - Appendix 4) as one method of developing strong relationships.

2.4 Maintaining clear boundaries and expectations around behaviour

Understanding behaviour and having a differentiated approach to inappropriate behaviour does not mean having low expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. We believe in predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring education setting. Children with SEMH needs can be very sensitive to changes in schedule. Transitions, surprises, unstructured social situations, and, in general, any new situation can be overwhelming for our pupils, even if they intended to be positive. The Trauma Recovery Model explains that whenever attempting to support a person effected by trauma, practitioners should always seek to ensure as much consistency, predictability and reliability (CPR) as possible (Skuse and Matthew, TRM, 2015, Appendix 6).

Each classroom has the school behaviour expectations on display and they are regularly referred to (appendix 9 – these may be adapted to reflect the stage / age / SEN of students) but the intent is always the same).

2.5 Knowing every child as an individual

We strive to know and understand the individual circumstances and needs of our students as well as we can through our collaborative work with parents, carers, and other agencies, through in-depth study of their EHCPs and regular re-evaluation of IEPs and pastoral

documents. To ensure that we are meeting needs and allowing pupils to flourish at North Star Academy Trust we consider the concept of equality as equity, accepting that some pupils will require different understanding and support.

We use behaviour data to help inform behaviour support strategies and to identify trends in larger cohorts. Each fortnight a Safeguarding, Behaviour and Wellbeing meeting is held with key staff, here data is analysed to identify students whose behaviour may be presenting underlying concerns. Students with underlying concerns are also identified through other means such as CPOMS, verbal conversations with school leaders as examples. At times it may be appropriate to complete behavioural observations (Appendix 5) or engage with other agencies such as social care or Educational Psychologists.

2.6 Encouraging parental engagement

This is crucial when addressing and planning support for children and young peoples' needs and starts at the point of consultation, into the admissions process and continues to daily and weekly contact alongside the usual parent's evenings and statutory annual reviews. We aim to be flexible in terms of our availability and look to signpost parents to additional support where it is need.

2.7 The School as a Secure Base

Given the school context it is imperative that the culture of North Star schools have at their core, a caring and consistent approach ensuring that every pupil has the right to experience:

- Feeling special
- Feeling safe
- Having needs met
- Experiencing extravagant delight
- Experiencing unconditional positive regard

2.8 Serious Incidents

Following a 'serious incident' a review will take place, this will be carried out by the most appropriate person, whether this be a member of the engagement team or Senior Leadership Team. The result of these reviews is to identify learning points, ensure the correct outcomes are in place and to ensure we maintain continued good practice that supports staff and students. (See Appendix 7 for an example.)

3 Managing Behaviour

When a child's environment or circumstances change their behaviour may also change. If this happens in an adverse way our initial aim is to manage the presenting behaviour, but subsequently empower the child to modify and ultimately change their own emotional response and behaviour. Both practices have to occur within a context of care for both children and adults, consistency of approach by the adult and learning opportunities for the children. We believe that both practices prepare pupils for adulthood.

At times a pupil's behaviour may be unmanageable in the school environment, this may lead to the head teacher issuing a suspension. This gives staff time to plan and ensure the same dangerous situation does not happen again, as well as giving the young person time to reflect on the incident. Suspension is always followed by a meeting with the parent / carer to support forward planning, usually as part of the reintegration process there is a need for planned reflection, reparation and restoration of relationships (see 3.2). Where necessary the school will liaise with other involved professionals to consider additional supports e.g. by requesting a parent speaks to a medical professional about a medication review, or by involving an EP or Hope virtual school or considering the wider situation by including social care colleagues.

Where the school no longer feels able to meet the needs of the student or where needs have changed significantly from the EHCP then an early annual review is scheduled and the LA SEN officer is requested to attend to fully understand the challenges faced.

Rarely, the Head Teacher may issue a permanent exclusion as a result of a serious breach of school rules, significant damage to property, use of or threat of use of a weapon, or injury to a person (this is not an exhaustive list of reasons where a Permanent Exclusion may be deemed necessary).

3.1 Extrinsic motivation (Rewards)

The school uses a variety of extrinsic rewards that support pupils by encouraging pro-social behaviour, while allowing them to recognise their own achievements and success. These help to encourage emotional regulation, which is at the heart of helpful behaviour. These are outlined in Appendix 2 and 3 and over time help pupils to develop intrinsic motivation as a result of pride in their achievements. Rewards and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers.

3.2 Reflection, Reparation, Restoration

There may be times when students need time to reflect on their actions. This is done in a supportive manner at times when staff are able to engage 1:1 with pupils. Where harm or damage has been done this can be put right, where learning has been missed, this can be caught up. We recognise that pupils need to be emotionally regulated to engage with these strategies and that a 'pause' is needed before they are introduced; times of crisis are not the

time for complex verbal discussions about the consequences of harmful behaviour. Appendix 3 details approaches the schools take. We recognise that any consequences need to be proportionate and relevant to the behaviour involved. Every behaviour incident is followed up. As soon as reasonably possible staff involved relate, regulate and reflect with the young person involved. This may include staying at school beyond the end of the school day to ensure that there is time and space to fully explore the situation, to catch-up on missed learning and to ensure that reflection, reparation and restoration have been completed and that we can approach the next day with a positive attitude to 'getting it right'. This approach helps create a safe environment where learners are able to thrive.

3.3 Risk Assessments/Personal Provision Maps and Supporting Behaviour Plans

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk.

The experience of safety seems to have a profound effect on pupils - Louise Bomber, 2013

We understand that through carefully managed risk assessment and consideration of adult behaviour we can create a safe school where learners can thrive beyond the school gate and into adulthood, this is documented in the work of S. Porges, Vagal Nerve Theory, (Appendix 8).

For this reason, risk assessment is knitted into school practice. We constantly monitor and assess our children's presentation, including their behaviours and our responses to them, ensuring that they have appropriate levels of supervision. We are always striving to find the most effective ways to reduce and manage potential risk. Provision Maps record strategies that have been put in place to maximise regulation and inclusion in learning as well as those that we know are successful for de-escalation of emotional situations. Each child has their own '5 point scale' that has been developed with their trained Emotionally Available Adult, this system captures pupil voice in regards to what they may be feeling at each stage of building up to a crisis, how they can help themselves and how staff can help (Appendix 10).

3.4 Physical Intervention.

There are situations where it is in the best interests of the pupil or others for staff to intervene physically to stop harmful behaviour. We aim to do this in ways that are reasonable, proportionate and necessary. Such situations will include the imminent risk of harm or injury, a developing risk of injury or damage to property, the compromising of good order or discipline in the school. The school trains all its staff in 'Team Teach'.

3.5 Searching Pupils.

Where written or dynamic risk assessment indicates the need for a pupil to be searched this is done in accordance with our North Star Academy Trust Security Policy.

The items that NSAT has banned from site, for the safety of all students are:

- knives or weapons, including items that are deemed to be carried as a potential weapon
- mobile phones
- cigarettes, tobacco, vapes, puff bars and other smoking equipment
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Any staff member who becomes aware of a student with a banned item, has reason to believe a student has a banned item must inform SLT immediately. The full procedures for searching a student are found in the school security policy.

4. Linked Policies

Safeguarding and Child Protection Policy

Anti-bullying Policy

Positive Handling Policy

School Security Policy

Exclusion Procedure

Appendix 1



Appendix 2 - Reward Systems

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Points

Each child can earn points for achieving their learning and behaviour targets in lessons and for other achievement outside of lessons. Pupils are involved in self-evaluation linked to the awarding of points. They are displayed regularly and discussed and reflected on at the end of each lesson and day.

Golden Time

On each Friday activities are arranged that pupils can access based on the points they have earned that week. The activities vary according to age and pupil interest and can include off-site trips.

Raffle Tickets

Each class will have opportunities to hand out raffle tickets for behaviours 'above and beyond' expectation. These can be given by any adult that comes into contact with the pupils. Every week a raffle is drawn and pupils who have won a raffle prize will have a lucky dip into a prize box.

Head Teacher Awards

Outstanding work or effort is recognised through a Head Teacher reward sticker linked to prizes. These are accompanied by a postcard home.

Gem Jars

Kindness is promoted by the awarding of a collective 'gem' that contributes to a whole class, bespoke reward when the class target has been reached.

Assembly Certificates

A weekly assembly recognises achievement through certificates focused on various aspects of pupil's achievement, including attendance.

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Points earned are discussed and reflected upon at the end of each lesson and also during afternoon tutor sessions.

Points are converted a financial value and students are able to use this to choose an appropriate reward for themselves.

Each fortnight students come together to take part in an empathic assembly. Similar to circle time these need to be done in a respectful way or their effect may become detrimental. The reflection and 'future commitment' are listened to by emotionally available adults, demonstrating empathic listening to younger students, creating a community of peer support. At the end of the assembly the students who are going on the trip are able to access a reward activity that based on enrichment and challenge, for both staff and students. These shared activities have a proven record of building stronger relations and developing trust, something that our young people need to achieve all they can

Raffle Tickets

Raffle tickets are given to students at any point in the school day as an additional immediate reward for students who go above and beyond. Raffle tickets can be given out for many things; acts of kindness, manners, exceptional work, tidying up, helping others, and sitting quietly...the list goes on! The premise is simple; when pupils see rewards being issued, they respond positively and desire the rewards themselves.

When issued, pupils can place them into the raffle box (with their name on the ticket) at the end of each lesson. The raffle prizes can be a variety of small prizes, let your pupils tell you what they would like to win in the raffle. Staff consult with pupils on a termly basis to give them the opportunity to share a list of things that they would like to be included in the raffle prizes. Raffle draws should take place weekly to maintain interest. As a lead practitioner, you have a budget of £20 a term to spend on raffle prizes. Each lead practitioner will have a raffle box in place for their year group.

Appendix 3 - Reflection, Reparation, Restoration

Points

Where pupils are not engaging and also not allowing themselves to be supported by class staff they may fail to earn all points available.

Supported Break:

This is put in place where pupils have:

- Shown in a previous break that they are unable to manage such unstructured time
- Exhibited dangerous, risky or unsafe behaviour immediately prior to a break time
- Have refused to come in at the end of a previous break
- Have absconded from school.

Reflection

Pupils who have not earned sufficient points for full Golden Time complete a short reflection session with school staff before joining some of the Golden Time groups.

Catch-up and Restoration

The school places a strong focus on learning. Where pupils have not completed classwork, they will be expected to do this work at breaktimes or after school so that they do not miss out on any part of their learning sequence.

Where a student has caused emotional or physical damage they may be kept at break time or after school to put right the damage. This could be through physical help, i.e. picking litter or cleaning graffiti. It could also be through emotional restoration such as restorative conversations or reflective work. All consequences are proportionate and relevant to the behaviour in question.

Learner Support Room (LSR)

Repeated or significant disruption to the learning of others or assault to others can result in an internal exclusion. Pupils will be given clear expectations around their reintegration to class, putting this return in their control, wherever possible. In addition to completing the work set by the class teacher, during their time in the LSR, students will be required to work with staff on reflection, reparation and restoration. The LSR can be used to avoid a suspension or on return from a suspension to ensure the same situation does not occur again.

Suspension

There are times where a suspension is needed as a response to significant damage, disruption or harm. This allows the school time to reflect on its offer to pupils and their needs, seeking external support if necessary. A successful reintegration meeting with parents ensures that the pupil is aware of the support being put in place for them and re-establishes expectations.

Permanent Exclusion

As a last resort the school reserves the right to permanently exclude a pupil where a risk

assessment indicates no alternative. This may be as a result of a serious breach of school rules, significant damage to property, use of or threat of use of a weapon, or injury to a person (this is not an exhaustive list of reasons where a Permanent Exclusion may be deemed necessary).

Appendix 4 – PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.

The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

Often, when a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy.

Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask:

"Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas."

or

"What do you think was going on?", "What do you think that was about?" or "I wonder what...?"

Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy

When you show empathy, you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"

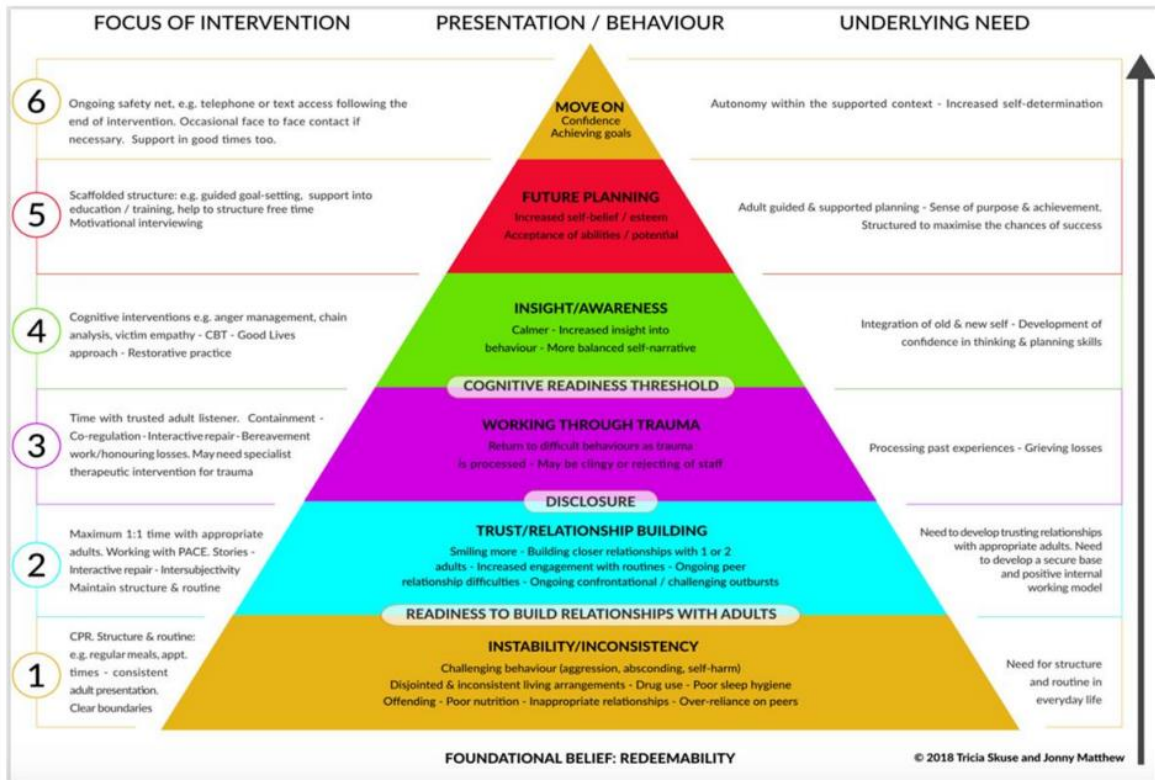
Acceptance and Empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

Appendix 5 Behavioural Observations

| Guidance, Standards and Expectations | | T 2 | T 4 | T 5 | T 6 |
|--------------------------------------|---|--------|--------|--------|--------|
| 4.1 | Staff demonstrate that they are a safe influence in the classroom. | | | | |
| 4.2 | Pupils are challenged calmly. | | | | |
| 4.3 | At times of crisis there is calmness and threats are not made. | | | | |
| 4.4 | Staff make an effort to always show a smiling, positive mood to pupils. | | | | |
| 4.5 | Staff tell upset pupils what they might be experiencing (attuning) rather than asking questions. | | | | |
| 4.6 | Staff validate pupil feelings and show empathy (not simply sympathy). | | | | |
| 4.7 | Staff have 'solution focussed' outcomes when discussing expectations and the needs of both staff and pupils. | | | | |
| 4.8 | Staff show delight/exaggerated joy in working with pupils and particularly on arrival. | | | | |
| 4.9 | Time out is offered as a supportive option rather than a sanction. | | | | |
| 4.1 0 | Initial assessment of pupil emotional regulation before any lesson starts. | | | | |
| 4.1 1 | Adults use calm, quiet, firm voices. | | | | |
| 4.1 2 | Clear routines are in place. | | | | |
| 4.1 3 | Praise focuses on process rather than outcome. | | | | |
| 4.1 4 | Adults focus at all times on pupils, without distraction, interruptions or a disproportionate focus on one pupil. | | | | |
| 4.1 5 | Adults demonstrate that they have 'held someone in mind' or that they know the interests of individuals | | | | |
| 4.1 6 | Adults find subtle ways to encourage positive eye contact with them. | | | | |
| 4.1 7 | Light/appropriate touch may be used to support emotional distress | | | | |
| 4.1 8 | The time available for a task or before an activity ends is clarified, with countdowns offered. | | | | |

| | | | | | |
|----------|---|--|--|--|--|
| 4.1 9 | Positive messages are sent home. | | | | |
| 4.2 0 | Graduated responses list individual strategies and these are visibly in operation | | | | |
| 4.2 1 | Support staff are aware of individual needs, provision and strategies. | | | | |
| 4.2 2 | Support from non-class staff (e.g. hub) is used appropriately. | | | | |
| 4.2 3 | Pupils are positively welcomed back into the classroom following time out. | | | | |
| 4.2 4 | Low-level behaviours are picked up on and recognised as early signs of distress | | | | |
| 4.2 5 | Low level situations may be resolved through an element of choice so that 'face' is not lost and a 'win-win' situation is created. | | | | |
| 4.2 6 | A range of strategies are used to deal with low level behaviour (see What We Do guidance) | | | | |
| 4.2 7 | Students are praised for remaining on task and staying focused and are praised for making good progress and trying hard. Students are encouraged, and anxieties managed through appropriate management of on task behaviours. | | | | |
| 4.2 8 | Communication is adapted according to the expressive and receptive needs of the pupils. This is seen by modelling, chunking and scaffolding. | | | | |
| 4.2 9 | Communication with individual students is influenced by their EHCP and by guidance from the school S<. | | | | |
| 4.3 0 | The amount of information or instruction given is limited ('chunking') | | | | |
| 4.3 1 | Visual prompts are given alongside verbal instruction. | | | | |
| 4.3 2 | Ensure specific learning needs are tailored for with personalisation of key language vocabulary | | | | |
| 4.3 3 | Ensure the needs of the students are considered ahead of lesson time, pre-teaching if necessary. | | | | |
| EH CP | | | | | |
| EH CP | | | | | |
| EH CP | | | | | |

Appendix 6 Trauma Recovery Model



Appendix 7 Serious Incident Review

Serious Incident Review

Name:

Date of Incident:

Behaviour incidents this year:

Number of PI's:

| | |
|---------------|------------|
| Strengths | Weaknesses |
| Opportunities | Threats |

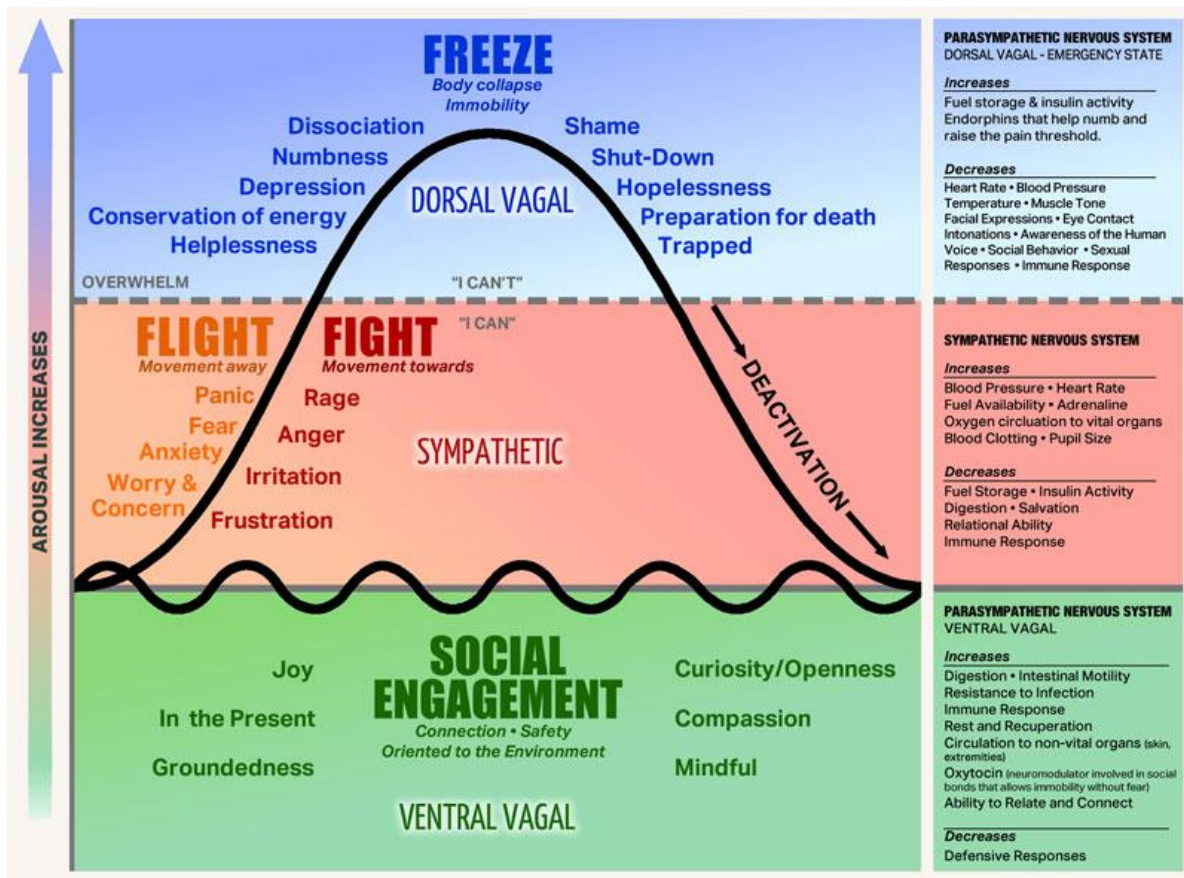
Actions:

Debrief and Lessons Learned

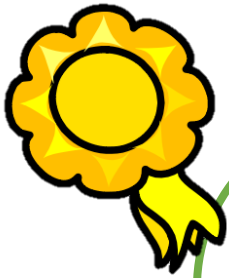
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| During the debrief it is important to identify: | |
| What went well? | |
| What didn't go well? | |
| What could you do better? | |

| Debrief and Lessons Learned | Completed Sign / Date |
|--|------------------------------|
| Review the chain of events from start to finish, step by step | |
| Use the incident/emergency plans to identify any deviation from the planned response | |
| Collate specific feedback on each of the following: | |
| Policies and procedures | |
| Action plans | |
| Site information | |
| Communication | |
| Finance | |
| Health and Safety | |
| Support from 3rd Parties | |
| Media / public relations | |
| Wellbeing | |
| Staff resources and training | |
| Record all your findings in a lessons learnt log | |
| Take any appropriate action to update policies/procedures and plans | |
| Take any appropriate action to rectify or improve the facilities | |
| Identify and undertake any further training | |

Appendix 8 Steven Porges, 1994 Vagal Nerve Theory



How can I earn points?



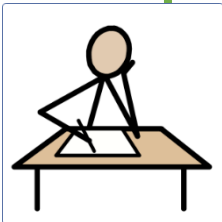
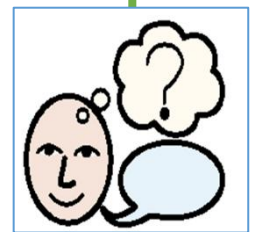
Points during lessons:

You must be ready to learn in order to earn your points

- Correct uniform
- Stood behind your chairs in silence

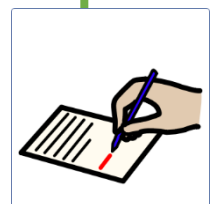
1 point for engagement

- Answering questions in class
- Joining in group discussions
- Completing the set amount of work
- Keeping my work neat and tidy
- Work completed is to my best ability
- Listening attentively when the teacher is talking.



1 point for behaviour

- Listen to staff instructions first time
- Speak to others with respect
- Stand behind your chair at the beginning and end of every lesson
- Work in silence when an adult asks you to
- Allow others to learn
- Keep off-task conversations for social times
- No abusive language/swearing at staff or students



1 point for my target

- Consistently showing I have completed one of my targets throughout the lesson.

My Incredible 5 Point Scale

| Name | What it looks/feels like | What are my strategies |
|------|--------------------------|------------------------|
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |

Supporting Behaviour Plan

| | |
|----------------------|--------------|
| Name | Tutor |
| | |
| Date reviewed | By |
| | |

| Known Triggers | Key information |
|---|---|
| <i>Medication</i> <i>Change of routine</i> <i>Perceived unfairness</i> <i>Sensory – loud noises, touch, confined spaces, clothing, crowded places</i> <i>Peer relations</i> <i>Unstructured times</i> <i>Particular lessons</i> | <i>Usual presentation – smiley, chatty, happy etc</i> <i>Key adults</i> <i>Safe spaces</i> <i>Current context</i> <i>Interests/hook</i> |

| Stage | Behaviours exhibited <i>What it looks like</i> | Helpful strategies <i>What will help, what does the EHCP say, 5 point scale</i> | Unhelpful strategies <i>What could escalate further</i> |
|------------------------------|---|--|--|
| Anxiety | | | |
| Defensive/ Escalation | | | |
| Crisis | | | |
| Recovery | | | |
| Depression | | | |
| Follow up | | | |