

BEHAVIOUR AND RELATIONSHIPS FOR LEARNING POLICY

Our Christian values underpin everyday life in school and our staff and children are expected to demonstrate these values in all aspects of school life. These values guide our relationships and help us create a community where all can flourish.



2. Background and Therapeutic Thinking Philosophy

At East Bergholt CEVC Primary School, we believe that every child is created in the image of God and is valued, respected and loved. We are committed to creating a calm, safe, inclusive and nurturing environment in which every member of our community can flourish academically, socially, emotionally and spiritually.

Our approach to behaviour is informed by the principles of Therapeutic Thinking, the Suffolk Inclusion Toolkit, trauma-informed practice and current Department for Education guidance. We recognise that behaviour is a form of communication and may indicate an underlying need, emotion or barrier to success.

We understand that positive experiences create positive feelings and that positive feelings support positive behaviour. Equally, negative experiences may create negative feelings which can influence behaviour. Therefore, our primary focus is to understand and support the needs underlying behaviour whilst maintaining clear boundaries and high expectations for all.

We believe that children learn best within positive relationships. Through strong relationships, consistent routines and supportive responses, we help pupils develop the skills they need to regulate their emotions, build resilience, take responsibility for their actions and become increasingly self-disciplined.

Central to our approach is the principle of co-regulation. We recognise that children develop the ability to self-regulate through supportive interactions with calm, trusted adults. When children experience stress, anxiety or emotional dysregulation, adults provide reassurance, consistency and guidance to help them feel safe and regain control of their emotions. Through repeated experiences of co-regulation, children gradually develop the skills, confidence and resilience needed to become increasingly self-regulated and independent.

Our aim is to support children on their journey from external discipline, where behaviour is guided primarily by adults, towards internal discipline, where children make positive choices because they understand the impact of their actions on themselves and others.

At East Bergholt CEVC Primary School we:

- Promote dignity, respect and belonging for all.
- View behaviour through a relational and therapeutic lens.
- Recognise that all children can experience periods of stress, anxiety or dysregulation.
- Teach, model and celebrate prosocial behaviour.
- Use consequences that are protective, educational and restorative rather than punitive.
- Seek to understand and address barriers to learning.
- Work closely with families and external agencies to support children's wellbeing and success.

3. Aims

- To create a calm, safe and inclusive environment where all pupils can flourish and achieve.
- To promote behaviour and relationships that reflect our Christian vision, values and school rules.
- To develop pupils' self-regulation, responsibility and ability to build positive relationships.
- To provide a consistent and inclusive approach to behaviour that supports wellbeing, safeguarding and positive outcomes for all pupils.

4. Positive Relationships

Positive relationships are central to our approach to behaviour. All adults at East Bergholt CEVC Primary School are responsible for building and maintaining positive relationships with pupils, recognising that these relationships promote wellbeing, resilience and positive behaviour. To promote consistency across the school, staff use agreed relational approaches and language when supporting behaviour, emotional regulation and relationship repair. Examples of staff scripts and relational language can be found in Appendix 11.

Adults will:

- Build positive relationships with pupils.
- Model expected behaviour and language.
- Use consistent routines and expectations.
- Promote belonging and inclusion.
- Seek to understand before responding.
- Repair relationships when difficulties arise.
- Maintain high expectations with compassion and empathy.

We recognise that some pupils may require additional relational support due to SEND or other vulnerabilities. Positive relationships are therefore central to our support for all pupils, helping every child feel safe, valued, understood and able to thrive.

5. An Understanding of Behaviour

At East Bergholt CEVC Primary School, we understand that all behaviour is a form of communication.

Children are most likely to demonstrate prosocial behaviour when they feel safe, connected, regulated and successful. Behaviour that causes concern may indicate stress, unmet needs or barriers to success, including those related to wellbeing, relationships, SEND, health, family circumstances or learning.

When responding to behaviour, staff will seek to understand:

- What is the child communicating?
- What need might be unmet?
- What happened before the behaviour occurred?
- What support does the child need?
- What can be changed to improve success in the future?

Our responses are guided by curiosity, empathy and professional judgement whilst maintaining clear expectations and boundaries.

Functions of Behaviour

Behaviour may serve different functions for different individuals. These may include:

- Seeking connection or interaction
- Avoiding a task, situation or demand
- Meeting a sensory need
- Gaining access to an activity, object or experience
- Expressing distress, anxiety, frustration or confusion
- Communicating an unmet need

Staff work collaboratively with families, the SENDCo and external agencies where appropriate to understand patterns of behaviour and identify effective support strategies.

6. Types of Behaviour

Prosocial	Behaviour that supports positive relationships, learning and wellbeing. It helps to create a safe, respectful and productive school environment.
Unsocial	Behaviour that does not meet expectations but is not intended to cause harm. It may indicate that a child needs support, encouragement, reassurance or adjustments to help them succeed.
Distressed	Behaviour displayed when a child experiences significant emotional dysregulation and is unable to access prosocial behaviour. This may be linked to anxiety, frustration, fear, sensory overload, trauma or other unmet needs.

Pro-Social Behaviour

At East Bergholt CEVC Primary School, the prosocial behaviours we teach and promote are rooted in our Christian values and our school rules:

- Be Kind
- Be Safe
- Be Respectful

Examples of prosocial behaviour include:

- Being kind and respectful.
- Following instructions.
- Working cooperatively.
- Taking responsibility.
- Persevering when challenged.
- Caring for others and the environment.

Unsocial Behaviour

Examples may include:

- Calling out
- Refusing to participate
- Walking away
- Avoiding interaction
- Low-level disruption
- Not completing work

Distressed Behaviour

Examples may include:

- Verbal aggression
- Physical aggression
- Damage to property
- Absconding
- Persistent disruption
- Behaviour that may cause harm to themselves
- Refusal causing significant safety concerns

When children display distressed behaviour, adults will prioritise safety and regulation before reflection. Staff will seek to understand the needs underlying the behaviour.

7. Teaching and Promoting Prosocial Behaviour

Prosocial behaviour is taught, modelled and celebrated throughout school life through positive relationships, Collective Worship, RE, PSHE, classroom learning, daily routines and opportunities for responsibility.

Adults use positive noticing and encouragement to reinforce prosocial behaviour, linking praise to the school's rules and values to develop self-awareness, responsibility and self-discipline. Prosocial behaviour may be recognised through verbal praise, behaviour charts, certificates, celebration assemblies, visits to senior leaders and sharing achievements with parents and carers.

8. Responding to Unsocial Behaviour

Adults will respond calmly, consistently and discreetly. Where possible, prosocial behaviour will be recognised publicly and unsocial behaviour addressed privately.

Strategies may include reminders, reassurance, redirection, offering choices, task adaptations, movement or sensory breaks, restorative conversations and use of the classroom behaviour chart. The aim is always to support the child to return successfully to prosocial behaviour.

Responding to Distressed Behaviour

When a child is distressed or dysregulated, adults will prioritise:

- **Protect** - Ensuring the safety of all children and adults.
- **Relate** - Using calm, supportive and non-confrontational approaches.
- **Regulate** - Supporting the child to regain emotional regulation.
- **Reflect** - Helping the child understand what happened and how future situations can be managed successfully.

Staff recognise that meaningful reflection cannot take place whilst a child remains dysregulated. Consequences and restorative conversations will therefore occur only when the child is ready and able to engage.

Adults will:

- Remain calm and emotionally regulated.
- Reduce audience and confrontation.
- Use supportive scripts.
- Offer regulation opportunities.
- Consider sensory and environmental factors.
- Maintain dignity and respect.
- Seek support when required.

The priority is always to restore safety, relationships and readiness to learn.

9. Protective, Educational and Restorative Consequences

At East Bergholt CEVC Primary School, consequences are not intended to punish. Consequences are used to:

- Protect people and learning.
- Repair harm.
- Restore relationships.
- Teach skills.
- Support future success.

Consequences are always proportionate, respectful and designed to help children learn from their experiences. Adults will seek to maintain the dignity of all involved and ensure that consequences are delivered calmly and consistently.

Protective Consequences

Protective consequences are actions taken to maintain physical and emotional safety, protect learning and prevent further escalation. They are intended to support regulation, recovery and future success.

Examples may include:

- Moving to a different space within the classroom.
- Working alongside an adult.
- Taking a short period of time away from peers.
- Leaving the playground for a short period.
- Increased adult supervision.
- Adapted timetables.
- Temporary restrictions on access to specific activities where safety is compromised.

Protective consequences are not punitive and should only remain in place for as long as necessary. Where a protective consequence is required repeatedly, staff should consider whether further assessment, support or planning is needed.

Educational Consequences

Educational consequences help children learn from incidents and develop more successful ways of responding in the future.

Examples may include:

- Repairing damaged property.
- Tidying resources or areas affected by behaviour.
- Catching up on missed learning.
- Practising a skill that requires further development.
- Rehearsing alternative responses.
- Completing restorative work.
- Reflecting on choices and their impact.

Educational consequences should always have a clear connection to the original behaviour and provide an opportunity for learning.

Restorative Consequences

Restorative consequences focus on repairing relationships and restoring trust.

Children are supported to:

- Understand the impact of their actions.
- Recognise the feelings of others.
- Take responsibility.
- Make amends where appropriate.
- Develop strategies for future success.

Restorative conversations will only take place when the child is emotionally regulated and able to engage meaningfully. The purpose is not to assign blame but to support understanding, empathy and growth.

Classroom Behaviour Charts

East Bergholt CEVC Primary School uses classroom behaviour charts (Appendix 4) as part of its behaviour support system.

The behaviour charts provide:

- Clear and consistent feedback.
- Opportunities for positive recognition.
- Support for self-reflection.
- A shared language across the school.

Movement on behaviour charts is accompanied by calm professional dialogue that explains the behaviour observed and supports future success.

Adults ensure that the emphasis remains on learning, relationships and positive behaviour development.

Responding to Repeated Patterns of Behaviour

Where behaviour concerns are repeated, persistent or escalating, staff will seek to understand underlying patterns and identify appropriate support. This may involve monitoring, discussions with parents or carers, assessment and observation, involvement of the SENDCo or external agencies, and the development of individual support plans. The focus will remain on understanding needs and promoting positive outcomes rather than increasing sanctions.

10. Recording and Monitoring

Unsocial or Distressed behaviour, including behaviour involving injury, damage, bullying, discriminatory behaviour, absconding, restrictive intervention or suspension, will be recorded on CPOMS.

Records should include the incident, relevant context, actions taken and any follow-up required. Senior leaders will regularly monitor behaviour data to identify patterns, emerging concerns and the effectiveness of support, using this information to improve provision and outcomes for pupils.

11. Restorative Practice

Restorative practice is central to our approach. Children are supported to take responsibility for their actions, understand their impact on others and repair relationships. Restorative conversations may be used following incidents of conflict or harm.

Restorative Questions

The following questions may be used to guide restorative conversations:

1. What happened?
2. Who has been affected and how?
3. What can we do to put things right?
4. What can we do differently next time?

Questions may be adapted according to age, understanding and individual needs.

12. Regulation and De-escalation

Children cannot learn effectively when they are highly anxious, distressed or dysregulated. Staff will therefore prioritise emotional regulation before reflection, using calm, supportive and consistent approaches to help children regain readiness to learn e.g. slow and steady voice, offering choices, remaining calm, avoiding confrontation and allowing processing time. Staff use consistent de-escalation and co-regulation language to support pupils during periods of stress, anxiety or emotional dysregulation. Examples of agreed scripts and relational language can be found in Appendix 11.

De-escalation Script

Staff may use the following script:

- Child's name.
- "I can see something is wrong."
- "I am here to help."
- "You are safe."
- "When you are ready, I will listen."
- "Let's find a way forward together."

Behaviour Reminder Script

Staff will use positive, consistent language to reinforce expectations and recognise prosocial behaviour.

Praise will focus on the behaviour demonstrated and its positive impact on others, helping pupils understand how their actions contribute to a safe, respectful and positive school community.

This supports the development of intrinsic motivation and internal discipline. Children are encouraged to make positive choices because they understand their value and impact, not simply because an adult is monitoring them.

13. Pupils with SEND and Additional Needs

We recognise that some pupils may require additional support to access learning, regulate their emotions and demonstrate prosocial behaviour. Behaviour may be influenced by SEND, communication or sensory needs, social, emotional or mental health needs, trauma, attachment needs, medical needs or family circumstances.

Whilst maintaining high expectations for all pupils, we will make reasonable adjustments where required to reduce barriers to learning and enable pupils to participate fully in school life.

Reasonable Adjustments

Reasonable adjustments may be made to support individual pupils and may include:

- Adaptations to the classroom environment
- Visual timetables and visual supports
- Additional processing time
- Movement breaks
- Sensory resources and sensory breaks
- Adapted tasks or learning activities
- Alternative methods of communication
- Access to a safe or regulating space
- Increased adult support
- Individualised strategies and support plans

These adjustments will be reviewed regularly in partnership with parents, carers, staff and external professionals where appropriate.

14. Graduated Response and Therapeutic Planning

Where behaviour becomes a barrier to learning, relationships or wellbeing, the school will follow a graduated response in line with the SEND Code of Practice and Therapeutic Thinking guidance (Appendix 1):

Assess → Plan → Do → Review

Most pupils will be supported through universal provision. Where concerns persist, increasingly targeted and personalised support may be provided to ensure that interventions remain proactive, proportionate and responsive to individual need.

Understanding Behaviour

Where behaviour concerns persist, staff will seek to understand the underlying causes of behaviour. Therapeutic Thinking and Suffolk Inclusion Toolkit tools, such as the Early Prognosis Tool (Appendix 1), Anxiety Mapping (Appendix 2) and the Therapeutic Tree (Appendix 3), may be used alongside observations and behaviour monitoring to identify strengths, needs, triggers and effective support strategies.

Individualised Planning

Where additional support is required, personalised plans may be developed in partnership with pupils, parents, carers and relevant professionals. This may include Predict, Prevent and Progress Plans (Appendix 5), Therapeutic Plans (Appendix 6) or Risk Reduction Plans (Appendix 7) to identify needs, reduce barriers, promote positive outcomes and support safety where required. Plans will be reviewed regularly and adapted as needs change.

Partnership with Parents and Carers

We work in partnership with parents, carers and pupils to understand needs, plan support and review progress. Through this collaborative approach, we aim to ensure that every pupil feels safe, valued and supported to achieve their full potential.

15. Playground and Lunchtime Behaviour

The principles and expectations outlined in this policy apply equally during playtimes, lunchtimes and all school activities. Staff will promote prosocial behaviour, respond to behaviour concerns using therapeutic and restorative approaches, and make reasonable adjustments where required to support inclusion and wellbeing.

Our aim is that all pupils feel safe, valued and included during unstructured times and are ready to learn.

16. Bullying

At East Bergholt CEVC Primary School, we are committed to providing a safe, inclusive environment where all members of the school community are treated with dignity, respect and kindness.

Bullying is unacceptable and will not be tolerated. All concerns will be taken seriously, investigated promptly and responded to appropriately. Incidents of bullying, discriminatory behaviour and prejudice-based bullying will be recorded on CPOMS and monitored in line with school procedures.

Further information about the prevention, identification and management of bullying can be found in the school's Anti-Bullying Policy <https://www.eastbergholt-pri.suffolk.sch.uk/policies>

17. Restrictive Intervention and Reasonable Force

The school is committed to reducing the need for restrictive intervention through positive relationships and proactive support. Restrictive intervention, including the use of reasonable force, will only be used as a last resort and in accordance with the school's Restrictive Interventions and Reasonable Force Policy.

18. Suspension, Permanent Exclusion and Reintegration

At East Bergholt CEVC Primary School, we are committed to supporting all pupils to remain engaged in education and to succeed within our school community.

We recognise that behaviour is a form of communication and that pupils displaying distressed behaviour often require additional support, understanding and intervention. However, there may be exceptional circumstances where a suspension or permanent exclusion is necessary to protect the safety, welfare and education of others.

Any decision to suspend or permanently exclude a pupil will be made by the Headteacher and will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the pupil and the requirements of current Department for Education guidance.

Suspension or permanent exclusion will only be considered after appropriate support, reasonable adjustments and interventions have been explored, unless there has been a serious breach of the school's Behaviour and Relationships for Learning Policy or where allowing the pupil to remain in school would seriously harm the education, safety or welfare of others.

Where appropriate, Therapeutic Plans, Risk Reduction Plans and other support strategies will be reviewed before and following any suspension.

Reintegration Following Suspension

Following a suspension, a reintegration meeting will normally be held with the pupil, parents or carers and an appropriate member of school staff.

The purpose of the meeting is to:

- Repair and rebuild relationships

- Review the circumstances leading to the suspension
- Identify any additional support required
- Review existing support plans and reasonable adjustments
- Agree strategies to support future success

The reintegration process is intended to provide a positive fresh start whilst ensuring that pupils understand expectations and receive the support needed to succeed.

Our aim is always to help pupils learn from difficulties, restore relationships and successfully re-engage with school life.

19. Roles and Responsibilities

Creating a positive culture of behaviour and relationships is the responsibility of the whole school community.

Governors

The Governing Body is responsible for:

- Ensuring the school has an effective Behaviour and Relationships for Learning Policy.
- Monitoring the implementation and impact of the policy.
- Holding leaders to account for behaviour, inclusion and safeguarding arrangements.

Headteacher

The Headteacher is responsible for:

- Implementing and monitoring this policy.
- Promoting a positive, inclusive and therapeutic school culture.
- Ensuring staff receive appropriate training and support.
- Making decisions regarding suspension and permanent exclusion in line with statutory guidance.

Staff

All staff are responsible for:

- Building positive relationships with pupils.
- Promoting and modelling prosocial behaviour.
- Applying the policy consistently and fairly.
- Using restorative and therapeutic approaches.
- Recording and reporting significant behaviour incidents appropriately.
- Working in partnership with parents, carers and external agencies where required.

Staff are expected to use the agreed relational approaches, scripts and restorative language outlined within this policy and Appendix 11 in order to promote consistency across the school.

Parents and Carers

Parents and carers are expected to:

- Support the school's values and expectations.
- Work in partnership with the school.
- Attend meetings relating to their child's behaviour where appropriate.
- Encourage positive behaviour, attendance and engagement with learning.
- Support the school's restorative approach by helping their child take responsibility for their actions, understand their impact on others and make positive changes for the future.

Pupils

Pupils are encouraged to:

- Follow the school rules of Be Kind, Be Safe and Be Respectful.
- Demonstrate the school's Christian values.
- Take responsibility for their actions.
- Seek support when needed.

- Contribute positively to the school community.

20. Monitoring and Review

The Headteacher and Senior Leadership Team will monitor the implementation and effectiveness of this policy through:

- Behaviour records and incident reports.
- CPOMS monitoring.
- Attendance and exclusion data.
- Pupil, parent and staff feedback.
- Safeguarding and wellbeing information.
- Governor monitoring and review.

Behaviour data will be analysed to identify patterns, trends and areas for improvement, including the effectiveness of support for vulnerable pupils and those with SEND.

The Governing Body will review this policy annually, or sooner if required, to ensure it remains compliant with statutory guidance and continues to reflect the school's vision, values and commitment to providing a safe, inclusive and supportive environment where all members of the school community can flourish.

21. Additional Behaviour and Safeguarding Considerations

Searching, Screening and Confiscation

School staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is carrying a prohibited item or an item which may pose a risk to themselves or others.

Searches will be carried out in accordance with current statutory guidance and with due regard to pupils' dignity, privacy, age, understanding and individual needs.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that may be used to cause injury, commit an offence or damage property

Where a search is undertaken, the school will follow the requirements set out in the school's procedures and statutory guidance. Significant incidents will be recorded and parents informed as appropriate.

Behaviour Beyond the School Day

The school may apply behaviour sanctions and interventions where poor behaviour occurs outside of school and:

- During any school-organised activity
- While travelling to or from school
- While wearing school uniform
- When a pupil is otherwise identifiable as a member of the school

The school may also respond to behaviour outside school, including online behaviour, where it:

- Impacts on the wellbeing or safety of members of the school community
- Constitutes bullying or child-on-child abuse
- Could adversely affect the reputation of the school
- Disrupts the orderly running of the school

Serious incidents will be recorded and managed in accordance with this policy and safeguarding procedures.

Child-on-Child Abuse

The school recognises that children can abuse other children, both in person and online.

All allegations or concerns relating to child-on-child abuse will be taken seriously and responded to in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

The safety and wellbeing of the victim will always be the school's primary concern. Appropriate support, risk assessment and multi-agency involvement will be implemented where required.

22. Positive and Appropriate Touch

Positive and appropriate touch can play an important role in supporting children's wellbeing, safety and emotional regulation.

Staff may use appropriate physical contact for reasons including:

- Comforting a distressed child
- Supporting or guiding a pupil
- Assisting with personal care needs
- Curriculum activities such as Physical Education
- Maintaining safety

All physical contact will be professional, age-appropriate and responsive to individual needs.

Staff will always take account of:

- The child's age and stage of development
- Individual preferences and sensitivities
- SEND, trauma or attachment needs
- The context and location of the interaction

The school recognises that some pupils may not be comfortable with physical contact and these preferences will be respected wherever possible.

23. Growth Mindset and Learning Behaviours

At East Bergholt CEVC Primary School, we encourage all pupils to develop resilience, independence and a positive attitude towards learning.

Through our Growth Mindset approach, pupils are encouraged to develop their 'Learning Superpowers':

- We learn from our mistakes
- We give 100% effort
- We never give up
- We challenge ourselves

These learning behaviours support our school rules of Be Kind, Be Safe and Be Respectful and help pupils develop the confidence, perseverance and self-belief needed to flourish both academically and personally.

We encourage pupils to view mistakes as opportunities for learning and growth and to demonstrate courage and perseverance when faced with challenge.

Early Prognosis

Date:

Staff member:

**The
behaviour**

Unemotional, non-judgemental, factual description, including severity and frequency.

•

Pupil voice

•

Do we still need more information? ↓

Function

Sensory

Escape or
Avoidance

Attention

Tangible gain

Do we still need more information? ↓

**Health &
wellbeing**

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

•

Do we still need more information? ↓

Context

Home

School

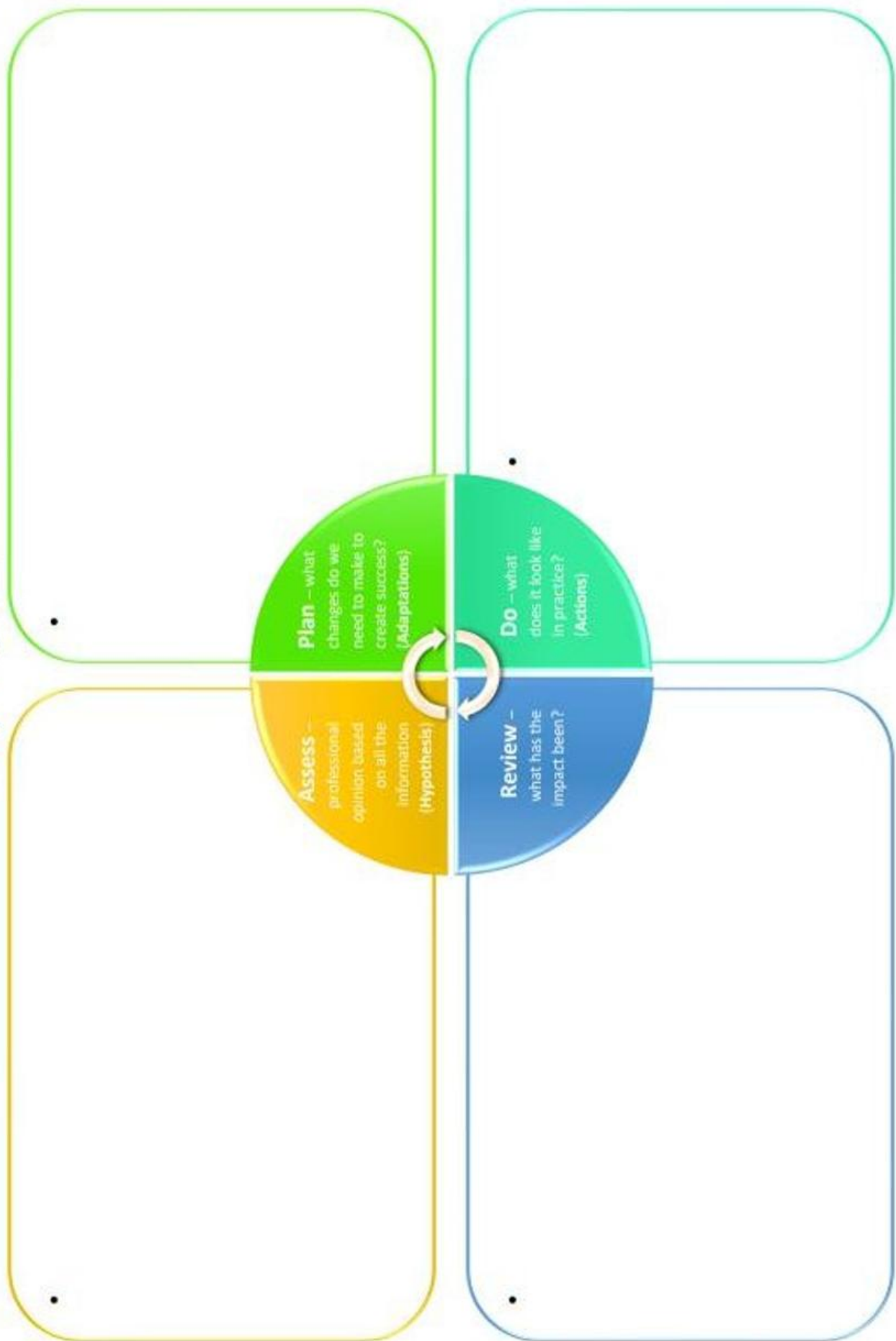
Community

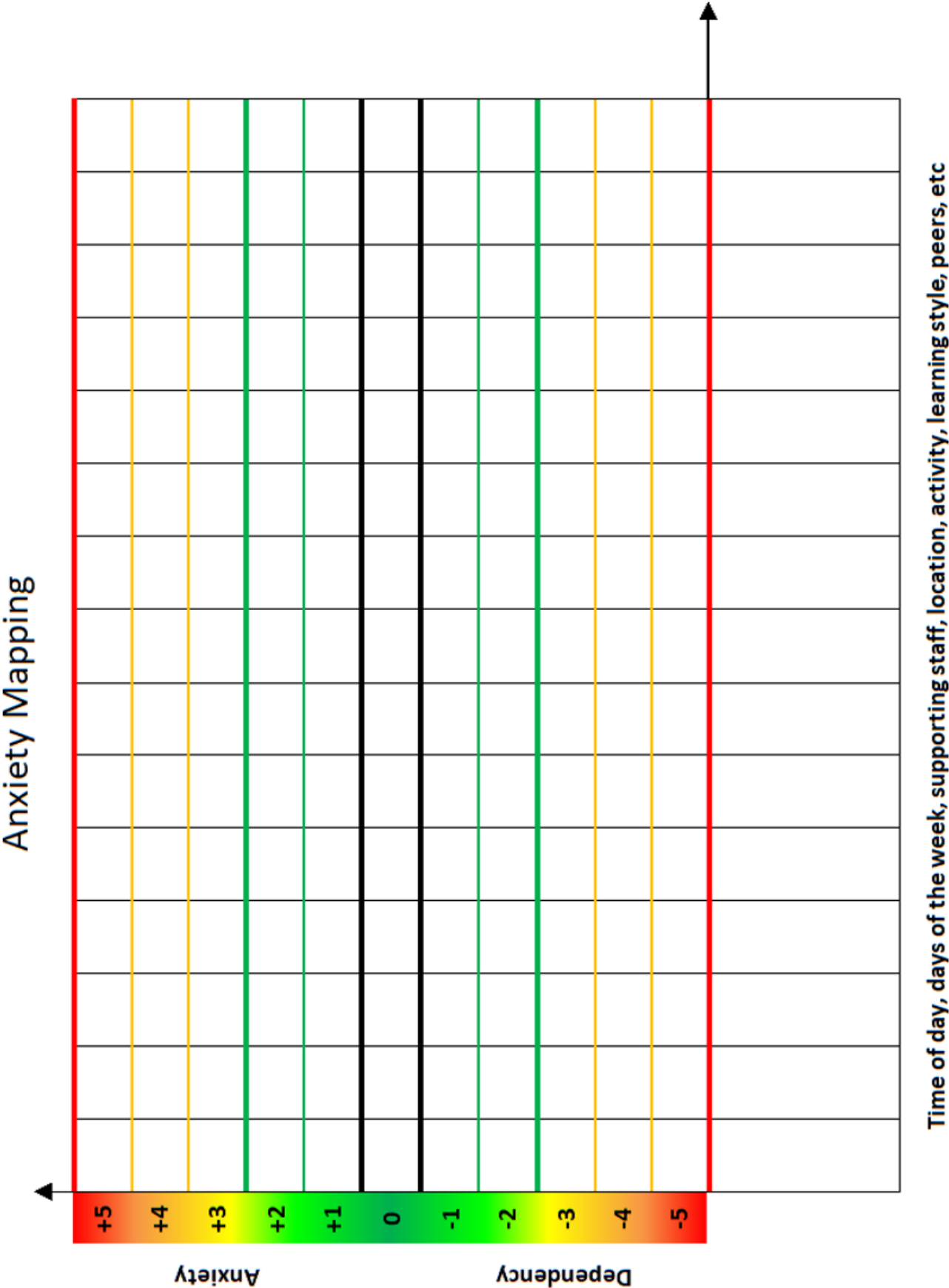
Do we still need more information? ↓

**Cultural
relevance**

•

Early Prognosis

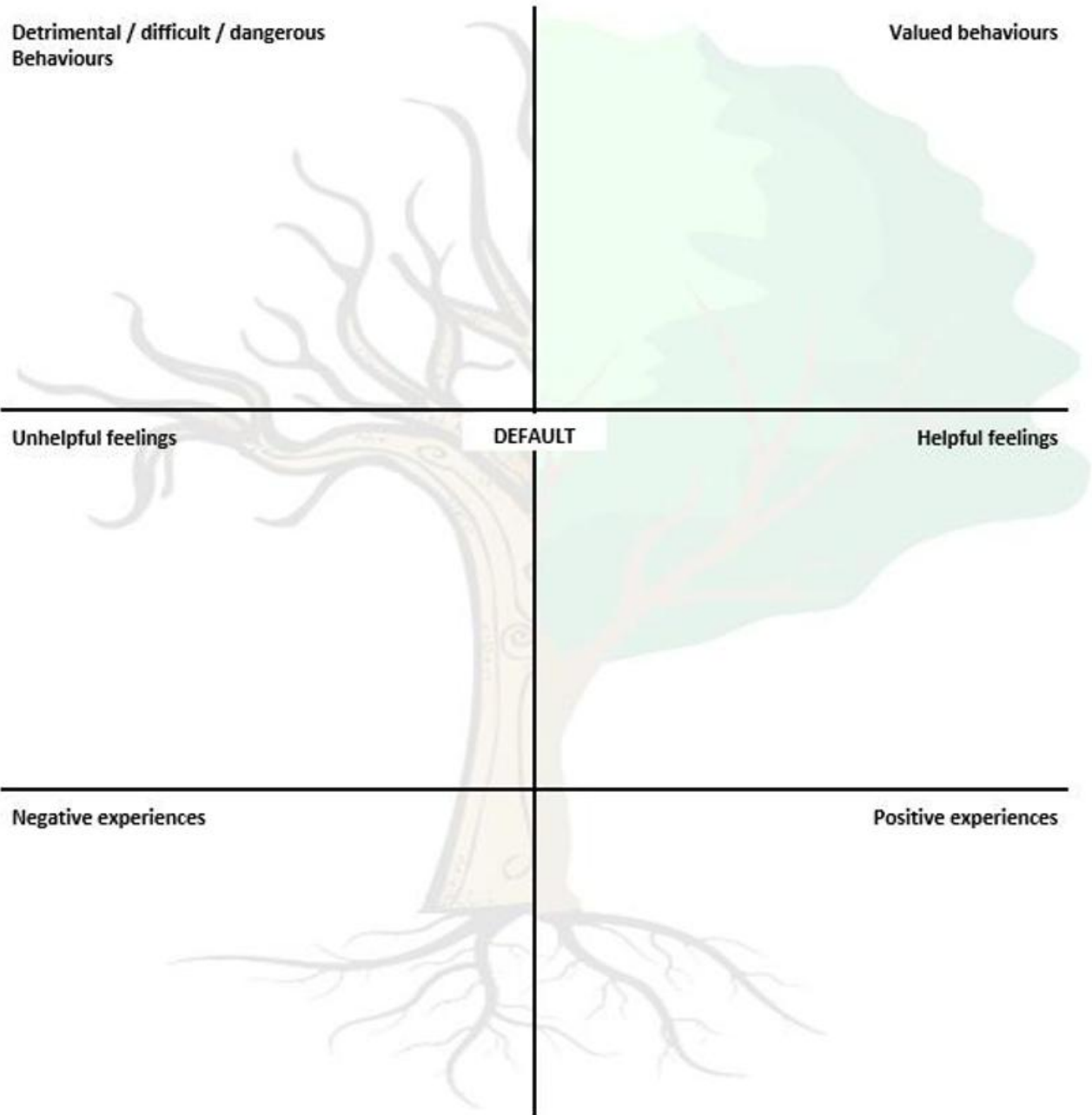




Appendix 3 – Therapeutic Tree

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	





Appendix 4 – Classroom Behaviour Chart

Classroom Charts

Classroom Behaviour Charts provide a consistent approach to recognising prosocial behaviour and supporting pupils when behaviour falls below expectations. All pupils begin the day on Ready to Learn.

How to use the Classroom Chart

For Recognition and Praise

When pupils demonstrate prosocial behaviour, positive learning behaviours or go above and beyond expectations, staff may move their name up the chart and provide specific praise linked to the behaviour observed. Pupils who reach Outstanding and remain there for the day may receive a Classroom Certificate (Appendix 9) and a team point.

- **Good:** "I noticed you... Thank you. Please move your name up."
- **Great:** "I noticed you... Thank you. Please move your name up"
- **Amazing:** "I noticed you... Thank you. Please move your name up"
- **Outstanding:** "I noticed you...Thank you. Move your name up"

Classroom Certificates recognise pupils who have consistently demonstrated outstanding prosocial behaviour and positive learning behaviours throughout the day. Pupils who have required reminders to meet expectations will continue to be recognised and encouraged through the school's wider recognition systems.

For Reminders and Support

When pupils display unsocial behaviour, staff will use calm, consistent reminders and support them to return to prosocial behaviour.

Movement down the chart may include:

- **Reminder:** "This is a reminder because... Let's think about how you can get back to Ready to Learn."
- **Second Reminder:** "This is your second reminder because... What do you need to do to be successful?"
- **Time Out:** "You need some time to regulate and reset. Please go to..."
- **Consequence:** "We need to work together to help you be successful. Let's agree the next steps and how you can make a positive change moving forward." (Parents/carers contacted)

At each stage, staff will explain the behaviour observed, reinforce expectations and support the pupil to make positive choices.

Consequences will be proportionate, respectful and focused on learning and future success.

Where behaviour reflects distress or dysregulation, staff will prioritise safety, regulation and support in line with this policy.

Appendix 5 – Predict, Prevent & Progress Plan

Predict, Prevent and Progress Plan

Child name: ----- Date of plan: -----
 Year group: ----- Date for review: -----

	Predict	Prevent	Progress
Score	Staff/Location/Activity/Peers/Time Unable to cope with: 1. 2. 3. 4. 5.	Adaptations (including protective consequences) What will manage the over-anxiety: 1. 2. 3. 4. 5.	Adaptations (including educational consequences) How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
Increased Anxiety	+3 - +5		
	+2		
	0		
Increased dependency	-2		
	-3 - -5		

Each individual factor in column 1 should have a linked response in columns 2 and 3.

Appendix 6 – Therapeutic Plan

Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Valued behaviours	Strategies to respond
Detrimental / DIFFICULT behaviours	Strategies to respond
Detrimental / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	



Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date:

Risk Calculator

Name	
Date of birth	00/01/1900
Date of assessment	

Harm / Behaviour	Opinion or Evidenced O / E	Conscious or Subconscious C / S	Seriousness of harm (A) 1/2/3/4	Probability of harm (B) 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal Offence					
Harm from absconding					

Risks which score 6 or more (probability x seriousness) should have strategies listed on the risk reduction plan

Seriousness	
1	Evidence of upset or disruption
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely
3	Weekly or less. The risk of harm is more likely than not to occur again
4	Daily or constantly. The risk of harm is persistent

Appendix 8 – Stress Management Plan

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 'Distress 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.

<u>Name:</u>	<u>Date:</u>
<u>Year Group:</u>	<u>Review Date:</u>

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

<u>Stress Area</u>	<u>What is it that generally causes the stress?</u>	<u>Indicators of excessive stress- how does the child show this?</u>
<u>Physiological/sensory (biological)</u>		
<u>Emotional</u>		
<u>Thinking/learning related (cognitive)</u>		
<u>Social</u>		

<u>Prosocial</u>		

Distress Mapping

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

Compromised Safety Mapping

<u>Compromised Safety</u>	<u>Yes/No</u>	<u>Harm/Behaviour</u>	<u>Yes/No</u>
<u>Compromised Safety to self</u>		<u>Damage to property</u>	
<u>Compromised Safety to peers</u>		<u>Compromised safety from disruption</u>	
<u>Compromised Safety to staff</u>		<u>Compromised safety from running away</u>	
<u>Other</u>		<u>Other</u>	

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

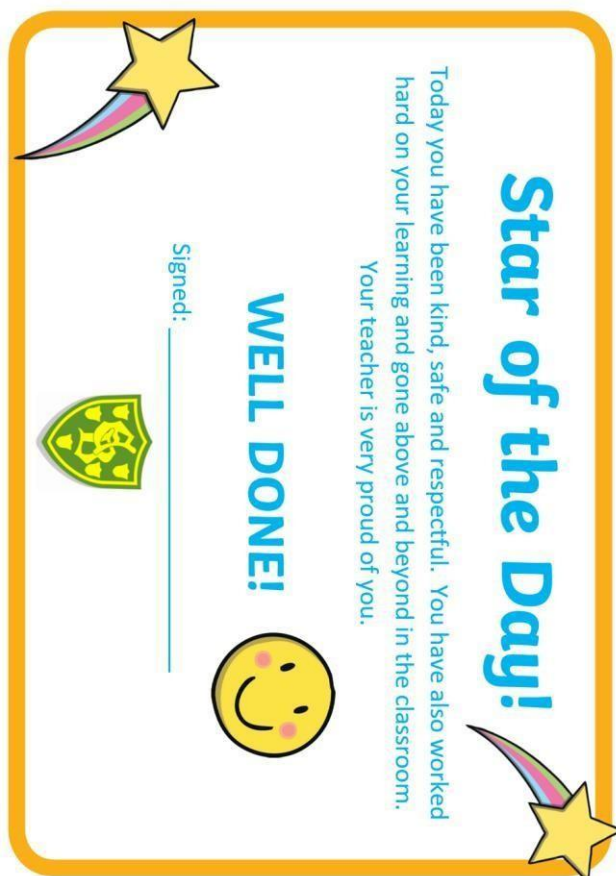
Child's Self-Regulation Plan

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®.



STAFF SCRIPTS AND RELATIONAL LANGUAGE

At East Bergholt CEVC Primary School, adults use calm, respectful and consistent language to support positive relationships, emotional regulation and prosocial behaviour. The examples below are intended as guidance and should be adapted to meet the age, understanding and individual needs of pupils.

Positive Noticing

Staff should actively notice and name prosocial behaviour.

Examples:

- "Thank you for showing respect by listening carefully."
- "I noticed you kept trying even when it was difficult. That showed perseverance."
- "You were kind when you helped your friend."
- "Thank you for making a safe choice."
- "I can see you are trying hard."
- "You solved that problem really thoughtfully."

Where possible, praise should focus on effort, choices and behaviours rather than personal labels.

Gentle Reminders

When behaviour begins to drift from expectations:

- "Remember, at East Bergholt we are kind, safe and respectful."
- "What should you be doing right now?"
- "Let's make a better choice."
- "How can I help you be successful?"
- "Take a moment and think about your next choice."
- "Show me that you are ready."

Offering Choices

Providing clear choices helps pupils feel supported whilst maintaining expectations.

Examples:

- "You can choose to complete your learning here or work at the spare table. Which would help you most?"
- "You can join in now or take a minute to get yourself ready."
- "You can walk with me or by yourself."
- "What would help you make a successful choice?"

Supporting Emotional Regulation

When a pupil is becoming anxious, overwhelmed or dysregulated:

- "I can see something is worrying you."
- "You are safe."
- "I'm here to help."
- "Let's work through this together."
- "Take your time."
- "Let's focus on the next step."
- "Would a movement break/help from an adult/quiet space help right now?"

Adults should avoid lengthy discussions when a pupil is distressed and instead focus on helping them regulate.

De-escalation Language

When behaviour is escalating:

- Speak calmly and slowly.

- Use the child's name.
- Reduce language and give processing time.

Examples:

- "I can see you are upset."
- "I'm here to help."
- "When you are ready, we can talk."
- "Let's move somewhere quieter."
- "You don't need to solve this right now."
- "Let's focus on keeping everyone safe."

Adults should avoid confrontation, threats, public reprimands or power struggles.

Restorative Conversations

Once a pupil is calm and ready to reflect:

- "What happened?"
- "What were you thinking and feeling at the time?"
- "Who has been affected?"
- "How have they been affected?"
- "What could you do differently next time?"
- "How can we put things right?"

The aim is to support understanding, responsibility and relationship repair.

Repair and Reconnection

Following an incident, adults should actively support pupils to reconnect positively.

Examples:

- "I'm pleased to see you ready to start again."
- "Today is a fresh start."
- "Thank you for talking this through."
- "Everyone makes mistakes; what matters is what we do next."
- "I'm glad you're back and ready to learn."
- "Let's move forward together."

Language to Avoid

Staff should avoid language that may escalate situations, shame pupils or damage relationships.

Avoid:

- "What's wrong with you?"
- "You always..."
- "You never..."
- "Because I said so."
- "If you don't..., then..."
- Public criticism or humiliation
- Arguments or power struggles

Instead, staff should remain calm, curious and focused on supporting pupils towards prosocial behaviour and successful outcomes.

Through consistent relational language and positive interactions, we help pupils feel safe, valued, understood and able to flourish within our school community.