



## Relationships and Behaviour Policy

### Great Dunmow School 2026-2027

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| Headteacher review:  | <i>Carrie-Ann Gibbs</i><br>September 2026 |
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## School Values

At Great Dunmow School, relationships are not an addition to behaviour practice; they are the foundation of it. As a specialist Social, Emotional and Mental Health (SEMH) school, we understand that many of our learners have experienced disrupted education, adversity, relational trauma, rejection, loss or repeated experiences of not feeling understood. Our first responsibility is therefore to create a community in which every learner is safe, known, valued, included and able to belong.

Our approach is trauma-informed, relational and safeguarding-led. It is informed by Trauma Informed Schools UK and Thrive principles, while remaining firmly rooted in statutory safeguarding duties, the Independent School Standards, high expectations and each learner's individual needs. The six trauma-informed principles that shape our practice are:

- **Safety**  
Safety means physical, emotional, relational and psychological safety. We recognise that what feels safe can differ between learners. Staff use their knowledge of each learner, individual plans, predictable routines and careful environmental planning to reduce avoidable threat and support regulation.
- **Trust**  
Trust is built through consistency, transparency and follow-through. Adults explain decisions, avoid unnecessary surprises, do what they say they will do and repair relationships when things go wrong. This is especially important for learners whose previous experiences may have made trust difficult. *Trust starts with a culture of connection in relationships. Many people who have experienced trauma have experienced unsafe and disrespectful interactions and do not support the building of resilience to deal and manage with difficult life situations.*
- **Peer Support**  
Peer support and belonging are important protective factors. We create structured opportunities for learners to experience safe peer connection, cooperation and positive contribution while recognising that some learners may need additional support to navigate friendships and group situations.
- **Collaboration**  
We work with learners rather than simply doing things to them. Wherever safe and appropriate, learners are involved in understanding concerns, identifying triggers, planning support, reviewing incidents and agreeing what may help next time. Families, commissioners and involved professionals are included where appropriate.
- **Empowerment, voice and choice**  
We actively identify strengths, capability and progress. Learner voice and meaningful choice are important, particularly for children who may have experienced coercion or powerlessness.

Choice is offered wherever it is safe and practicable; it does not override safeguarding duties, lawful boundaries or the rights and safety of others.

- **Cultural, historical and gender issues**

We recognise that behaviour can be interpreted through adult assumptions and bias. Staff consider culture, race, sex, disability, neurodivergence, sexuality, gender, religion, care experience and other aspects of identity when reflecting on behaviour, relationships and the impact of school systems. Discrimination, harassment and victimisation are challenged.

These principles are expected to be visible in everyday practice: in the language adults use, the way boundaries are held, how incidents are responded to, how pupils are reintegrated after difficulty and how staff remain curious about what behaviour may be communicating.

## **School Ethos**

Great Dunmow School is a caring, high-expectation specialist community. We believe learners are most able to learn and develop when they experience safety, connection, predictable boundaries and adults who remain regulated and reliable. We treat every learner with dignity and respect while being clear that every member of the school community has the right to be safe and to learn without intimidation, abuse, discrimination or avoidable disruption.

Our behaviour practice is inseparable from safeguarding. Behaviour can provide important information about a learner's wellbeing, relationships, mental health and safety. A new or concerning change in behaviour must never be explained away simply because a learner has SEMH needs, a diagnosis, a trauma history or a known pattern of dysregulation. Staff remain professionally curious and share safeguarding concerns with the DSL in accordance with the Safeguarding and Child Protection Policy.

We recognise that learners have an individual 'window of tolerance' within which they are more able to think, communicate, learn and make safe decisions. Stress, sensory overload, relational threat, perceived rejection, trauma reminders or unmet need can move a learner outside this window into hyperarousal or hypoarousal. Adults therefore use co-regulation, predictability, attunement and appropriate adjustments to help learners return to regulation. Regulation support is not a reward and must not be withdrawn as a punishment.

## **A Relational Behaviour Model**

At Great Dunmow School we use a relational behaviour model informed by trauma-informed practice. Relationships are the primary vehicle through which we teach behaviour, maintain boundaries, repair harm and support the development of self-regulation. Our key principles are:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.

- Behaviour management is predominantly through relationships.
- Learners who are struggling to manage should be understood, supported and included, while the safety and rights of others are protected.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rules and routines should be clear, taught explicitly and adapted through reasonable adjustments where needed.
- Consequences should be logical, proportionate, educational or protective and, wherever possible, sit within a process of restore and repair.
- Behaviour that falls below expectations may reflect unmet need, stress, lack of skill, learned responses, choice, environmental factors or a combination of these.
- Adults consider the interaction between the learner, the environment, relationships, expectations, communication needs, previous experiences and current circumstances.
- Effective support begins with understanding what the behaviour may be communicating, what needs to be taught, what needs to change and how safety will be maintained.
- Practice is evaluated through safety, wellbeing, engagement, reduced harm, improved regulation, successful participation and the extent to which reasonable adjustments enable learners to access education.

At GDS, fairness does not always mean sameness. Consistency means that adults apply the same principles reliably, not that every learner receives an identical response. Reasonable adjustments and personalised plans may mean that the route to the same high expectation looks different for different learners.

## General Expectations

We have high expectations for all learners. SEMH need is never a reason to lower our ambition for behaviour, learning, relationships or personal development. At the same time, expectations are taught explicitly and supported through reasonable adjustments, individual plans and co-regulation where required. The following expectations apply throughout the school day, during school transport arrangements where the school has responsibility, on educational visits and off-site provision, and when a learner is identifiable as representing the school.

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to teach, model, remind and reinforce these expectations. Adults notice effort, repair, honesty, regulation, kindness and progress - not only compliance. When expectations are not met, adults respond calmly and predictably, maintain the relationship and consider both the impact of the behaviour and what the learner may need to learn or practise next.

Behaviour that falls below expectations will receive an appropriate response. Every interaction is an intervention, so staff avoid public shaming, power struggles, sarcasm and punitive escalation. Connection does not mean permissiveness: adults hold clear boundaries, protect others and follow through on agreed responses while preserving the learner's dignity and route back into the community.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Unstructured/Social time
- Activity times such as PE
- Moving around the school
- Break and Lunchtimes

## What do we do to teach and promote positive management of behaviour?

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise student's self-esteem by using praise to encourage and acknowledge positive actions and attitudes.

### Behaviour and Reward Scheme

Great Dunmow School aims to both improve and track behaviour. Each lesson students can gain up to two points in each of the following areas, learners' behaviours during breaks are also reviewed as part of the reward scheme:

1. **Attendance and Punctuality**
2. **Engagement in Learning**
3. **Stretch and Challenge**
4. **Regulation**
5. **Character Traits**

Teachers and support staff will issue a percentage for the day (number of points). At the end of the week the points are totalled up and learners qualify for an hour of free reward time on Friday afternoons if they have achieved 465/500 points throughout the week.

We also operate the following reward scheme:

**Learner of the Week** certificate – a learner can receive a certificate of achievement and a £5 voucher for completing extra stretch and challenge work in lessons.

**Reader of the Week** certificate – a learner can also be awarded a certificate and £5 voucher for positive engagement in independent/guided reading, comprehension and/or phonics interventions

**Positive Peer Award** certificate – a learner can also be awarded a certificate and £5 voucher for demonstrating our school values and character traits.

**Personal Growth Award** certificate - a learner can also be awarded a certificate and £5 voucher for overcoming a personal challenge.

**Headteacher Award** – a learner can receive the Headteacher award at any point when they have achieved or overcome something which deserves extra recognition. The learner is also awarded a £10 voucher.

Tracking of individual student's behaviour is also monitored using this scheme. Staff encourage students to discuss and reflect on what points they achieved each lesson and why.

Students meet with Key Workers at 3 points during the school day to review their points and goals.

At Great Dunmow School, we treat behaviour as meaningful information and ask both 'why?' and 'why now?'. Staff act as 'stress detectives': they consider triggers, patterns, context, relationships, sensory needs, learning demands and safeguarding information. The points and reward system supports motivation, reflection and celebration, but it is only one source of information about a learner. It must never replace professional judgement, individual plans or safeguarding curiosity.

## **Viewing behaviour as a learning process**

At GDS we understand regulation and pro-social behaviour as skills that are taught, practised and strengthened over time. Learners may test limits or respond to stress, boredom, challenge, disappointment, shame or perceived threat in different ways. Adults use co-regulation and explicit teaching to help learners develop safer and more effective strategies. We aim for 'connection before correction' - but correction still matters. Once a learner is sufficiently regulated, adults support reflection, accountability, repair and learning.

## **Our general responses incidents**

Our school uses restorative and relational approaches because they support accountability without severing connection. Restorative work is not used to pressure a learner who has been harmed into contact, forgiveness or an apology. It takes place when those involved are sufficiently regulated and when it is safe and appropriate. Consequences may still be necessary where they are logical, proportionate, protective or educational.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

As part of restore and repair, a learner may choose or be supported to make amends in a developmentally appropriate way - for example through words, writing, a practical act of repair or changed behaviour over time. A forced apology is not regarded as meaningful repair.

Where appropriate, a logical consequence or natural reparation may be used - for example helping to restore an area that has been damaged or completing interrupted learning. Any financial reparation is considered in accordance with the school's terms and individual circumstances and is not used in a way that is humiliating or unsafe.

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

## Using logical consequences

### The use of consequences

Consequences are one part of our response to behaviour. They are not used to punish a stress response, disability or unmet need. They are used where a response is required to protect safety, uphold a boundary, repair harm or teach a more successful alternative. When deciding a consequence, staff consider seriousness, intent where it can reasonably be established, impact, prior patterns, safeguarding information, SEND, reasonable adjustments and the learner's ability to understand and benefit from the response.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective responses are used to reduce immediate or foreseeable risk and protect the rights and safety of others. They are reviewed regularly and must not become an unplanned or indefinite reduction in education. At GDS these may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- a formal suspension, where this is necessary and proportionate under the school's published arrangements; suspension will never be disguised as an informal request to remain at home, and time out of school will be accompanied by planned reintegration and review.

Educational responses are designed to teach, rehearse, repair and increase the learner's capacity to manage a similar situation more successfully next time. They should be logical, proportionate and matched to the learner's developmental and communication needs. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviour
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

| Behaviour                                                                                                                                                                                                                                               | Possible Consequences/outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Refusal to complete assigned activity</li> <li>• Disrespectful comments</li> <li>• Swearing</li> </ul>      | <ul style="list-style-type: none"> <li>• Deduction of points</li> <li>• Change to seating plan</li> <li>• Co-regulation/support with reflection from a trusted adult</li> </ul> <p><i>I can see there's something wrong (acknowledge their right to their feelings)</i></p> <p><i>I'm here to help and listen. Tell me what happened</i></p> <p><i>Be the 'Stress Detective' – be curious</i><br/><i>Ask WHY? And WHY NOW?</i></p>                                                                                                                                                |
| <p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Harmful behaviour</li> <li>• Any discriminatory behaviour</li> <li>• Causing significant, deliberate damage to school property</li> </ul> | <ul style="list-style-type: none"> <li>• SLT notified.</li> <li>• Opportunity for reflection.</li> <li>• Restorative approach followed.</li> <li>• Incident form completed for discriminatory incidents</li> <li>• Incident recorded</li> <li>• Parents notified by telephone by SLT member.</li> <li>• Outcome will be personalised based on previous behaviour, severity, response from child/young person(s).</li> <li>• Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration</li> </ul> |

## Harm from dysregulated (stress response) behaviour

Our school always prioritises the safety and welfare of learners and staff. Trauma-informed practice never means accepting harm. Behaviour may be understandable in the context of stress or trauma and still be unsafe, frightening or harmful to another person. The impact on the person harmed is recognised independently of the intent or level of regulation of the learner whose behaviour caused the harm.

## **Supporting those who have been harmed**

Anyone who has been harmed is offered support based on their needs. This may include first aid or medical assessment, a safe space, support from a trusted adult, contact with parents/carers, safeguarding action, police involvement where appropriate, and adjustments to reduce further risk. The person harmed will not be expected to participate in restorative work unless this is safe, appropriate and genuinely voluntary.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- provide reassurance, clear information and follow-up support, including opportunities to share any continuing worries or impact.

## **Behaviour, safeguarding and child-on-child harm**

Some behaviour incidents are also safeguarding incidents. Bullying, discriminatory behaviour, harmful sexual behaviour, sexual harassment or violence, exploitation-related behaviour, significant aggression, weapon-related concerns, substance-related concerns, absconding and sudden changes in presentation may require a safeguarding response in addition to a behaviour response. Staff must not allow a behaviour label to obscure a child protection concern. Where there is any safeguarding concern, the Safeguarding and Child Protection Policy takes precedence and the DSL is informed without delay.

Where one learner has harmed another, GDS considers the safety, voice and needs of the learner who has experienced harm and the safeguarding, developmental and therapeutic needs of the learner who caused harm. Risk assessment and safety planning may include changes to supervision, routines, spaces, peer contact or curriculum access. Trauma-informed practice is never used to minimise, normalise or excuse abuse, discrimination or harmful behaviour.

## **Risk Assessment Process**

Risk assessment at GDS is dynamic, individualised and preventative. It draws on the learner's voice (My Page), EHCP and known needs, safeguarding information, patterns in incidents, known triggers, protective factors, family and professional information, and the environments in which risk is more or less likely to arise. Risk plans identify early signs of dysregulation, prevention and de-escalation strategies, reasonable adjustments, responses to foreseeable risk and how staff should support recovery after an incident. Plans are reviewed after significant incidents, patterns of concern, changes in presentation or new safeguarding information and at planned intervals.

## **Physical intervention (seclusion and restraint) - the use of reasonable force**

GDS follows the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools' (effective from 1 April 2026) and the Independent School Standards, including Standards 16A and 32A. Restrictive intervention is not a routine behaviour-management strategy and is never used to punish, humiliate or secure compliance where a less restrictive response is reasonably available. The school actively seeks to minimise its use through relationships, individual planning, environmental adjustment, co-regulation, prevention and de-escalation.

Where force is lawful and necessary, staff use no more force than is reasonable in the circumstances and for no longer than is necessary. The response must be proportionate to the risk being managed and take account of the learner's age, SEND, medical needs, trauma history and known vulnerabilities where these are available to staff.

Every significant incident involving use of force, and every incident of restraint or seclusion within the meaning of the applicable regulations, is recorded in writing as soon as practicable. Records include the context, de-escalation attempted, reason the intervention was necessary, type and duration of intervention, staff involved, injuries or medical support, pupil needs and post-incident actions.

Staff who are required to use planned physical intervention are trained in the school's approved BILD-accredited PRICE approach. Further detail is set out in the school's Reducing Restrictive Practices Policy.

Records of restrictive intervention are maintained through the school's incident-recording system and are reviewed by leaders to identify patterns, disproportionality, repeated triggers, training needs and opportunities to reduce future use.

Parents/carers are informed of each relevant incident as soon as practicable in accordance with the Independent School Standards and statutory guidance. Where providing information to a parent would be likely to result in significant harm to the pupil, the school follows the statutory alternative reporting route. After an incident, the learner and staff are offered appropriate physical and emotional support, and plans are reviewed. Seclusion is never used as a disciplinary penalty.

## **Screening and searching children and young people**

Searching, screening and confiscation are undertaken in accordance with current DfE guidance and the law. A search is a safeguarding intervention as well as a behaviour matter, and staff will seek the learner's cooperation wherever possible. Searches are carried out by authorised staff with appropriate regard to dignity, privacy, sex, age, SEND, communication needs, trauma history and the risk of escalating distress.

Current guidance: Searching, screening and confiscation in schools (DfE, updated 2023).

Items may be confiscated where permitted by law and school rules, including where an item presents a risk, is prohibited or may be evidence of an offence. Parents/carers are informed as required. Where the circumstances or item indicate possible exploitation, criminal activity, self-harm, substance misuse, sexual harm or another safeguarding concern, the DSL is informed and police or Children's Social Care advice is sought where appropriate.

Authorised staff may search for prohibited items in the circumstances permitted by law. Searches should ordinarily be conducted by a staff member of the same sex as the pupil and with an appropriate witness, subject to the urgent-risk exceptions in statutory guidance. Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- vapes, tobacco and cigarette papers
- fireworks
- pornographic images

## **How we support children and young people with additional Social, Emotional and Mental Health needs**

GDS is a specialist SEMH school; additional social, emotional and mental health needs are therefore part of our core provision rather than an exception to it. Learners may also have ADHD, Autism, speech and language needs, sensory differences, learning needs, attachment-related needs, FASD, medical needs or other neurodevelopmental differences. Presentation can vary considerably between learners and across contexts.

We use each learner's EHCP, Graduated Approach, Core Strengths Profile, Adult Response Plan, Risk Assessment and other relevant professional information to understand strengths, needs, triggers, communication, regulation and successful support. Reasonable adjustments are planned rather than improvised wherever possible, and are shared with the adults who need to know.

Behaviour may arise from stress, fear, sensory overload, communication difficulty, trauma, shame, task demand, peer dynamics, learned patterns, unmet need or deliberate choice; staff do not assume one explanation. Adults remain curious, seek patterns and distinguish between understanding the reason for behaviour and accepting unsafe behaviour. Our aim is to help learners return to regulation, learn more effective strategies and participate successfully in education and relationships.

## **Mobile phones and personal devices**

GDS is a mobile phone-free environment during the school day, in line with current DfE guidance and the school's safeguarding arrangements. Learners hand in phones and personal devices in accordance with school procedures unless an individual exception has been agreed for a specific need. Unauthorised use, refusal to hand in a device, filming, harassment, harmful online conduct

or use of a device to facilitate bullying, exploitation or other harm is addressed through this policy and, where relevant, the Safeguarding and Child Protection Policy.

## **Ways to Support Understanding**

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

## **Our Principles - the things we will do as adults**

### **All staff**

- Seek to understand what behaviour may be communicating while remaining alert to safeguarding concerns and the impact on others
- Keep the relationship at the forefront: connection before correction, followed by reflection, accountability and repair when the learner is regulated
- Model calmness, compassion, curiosity and respectful boundaries; never use humiliation, sarcasm or retaliatory responses
- Understand that events in a learner's life, including trauma, loss, family stress, peer relationships and online experiences, can affect presentation
- Use logical, proportionate, protective and educational consequences rather than punishment for its own sake
- Provide predictable routines, explicitly teach expectations, set clear boundaries and make reasonable adjustments
- Regulate our own emotions and seek support or a change of face when we are no longer able to respond calmly
- Co-regulate with learners and intentionally teach the skills needed for increasing independence and self-regulation.

## **Suspension, permanent exclusion and reduced timetables**

As an independent school, GDS manages suspension and permanent exclusion in accordance with the Independent School Standards, the school's published policy and contractual arrangements with parents/carers and placing authorities. Suspension may be used where necessary to protect safety or respond to serious or persistent behaviour, but it is not automatic and is considered alongside safeguarding, SEND, reasonable adjustments, risk, previous support and the likely benefit of the response. Permanent exclusion is a last-resort decision.

The school does not use informal or unlawful exclusions. A learner will not be sent home or told not to attend because of behaviour outside the school's formal arrangements. Part-time or reduced timetables are not used as a behaviour sanction or long-term solution; where exceptionally used in a learner's best interests, they are time-limited, regularly reviewed and accompanied by a clear plan to return to full-time education, with relevant parents/carers, commissioners and local authorities informed as required.

Every suspension is followed by planned reintegration. This includes consideration of what happened, what support or adjustment is needed, whether safeguarding or risk information has changed, how relationships will be repaired and what will help the learner re-engage successfully.

## **Head Teacher**

- Leads on this policy, models the school's relational and safeguarding-led expectations and ensures practice is consistent across the school
- Ensures staff receive regular training in trauma-informed practice, behaviour, safeguarding, de-escalation, SEND, reasonable adjustments and restrictive intervention as relevant to role
- Ensures staff know how to record and escalate behaviour, safeguarding, discriminatory and restrictive-intervention incidents and that patterns are reviewed
- Ensures individual risk assessments and Adult Response Plans are in place where needed and reviewed after significant incidents or changes in presentation
- Is the person authorised to suspend or permanently exclude a learner, with the Deputy Headteacher acting only under delegated arrangements in the Headteacher's absence

## **Other Senior Leaders**

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure behaviour, safeguarding and restrictive-intervention data are accurate, reviewed for patterns and used to inform support, training and improvement

## **Classroom Staff**

- Plan teaching and the learning environment with learners' SEMH, SEND, regulation and communication needs in mind
- Use agreed individual plans consistently and contribute to their review; involve parents/carers and learners in personalised planning where appropriate
- Communicate regularly and professionally with parents/carers about progress, concerns and support
- Provide timely support when a learner is experiencing difficulty and escalate concerns when behaviour may indicate increased risk or safeguarding need

## **Family**

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

## **Governors**

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Provide proprietor/governance oversight of behaviour, serious sanctions, safeguarding, equality, restrictive interventions and the effective implementation of this policy
- Ensure that all staff receive purposeful training in order that they can undertake their role

## **Further Guidance**

1. Keeping Children Safe in Education (DfE, 2026)
2. Behaviour in Schools Guidance (DfE, 2024)
3. Independent School Standards (DfE, 2026)
4. Restrictive Interventions, including the Use of Reasonable Force (DfE, 2026)
5. Searching, Screening and Confiscation (DfE, 2023)
6. Mobile Phones in School (DfE, 2026)
7. Working Together to Improve School Attendance (DfE, 2026)
8. Equality Act 2010 and SEND Code of Practice: 0-25 years
9. GDS Safeguarding & Child Protection Policy (26-27)
10. Reducing Restrictive Practices Policy Policy (26-27)

**The following appendices contain ways to help us to understand the behaviour**

Appendix 1: A Tool for Understanding and Reframing Behaviour

Appendix 2: Adult Response Plan

Appendix 3: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Appendix 4: Risk Assessment Guidance

Appendix 5: Behaviour Interventions and Sanctions

Appendix 6: STARR Analysis

## Appendix 1 - A Tool for Understanding and Reframing Behaviour

| Describe the behaviour<br>Review and be curious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reframe the Behaviour<br>from for example: “He’s just lazy” or<br>“She just wants to get attention”<br>to something more helpful.<br>Examples of reframing-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reflections<br>How is this behaviour understandable?<br>What’s getting in their way/what are the<br>barriers?<br>How can we help?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Adult response<br>What do we need to intentionally teach?<br>Find the barriers and remove them                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Be the stress detective</p> <ul style="list-style-type: none"> <li>- why and why now?</li> </ul> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> <li>• Is there an adult response plan?</li> <li>• Is the plan helpful, shared, used and understood?</li> <li>• Is there a personalised stress/distress management plan?</li> </ul> <p>Consider the environment</p> <p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p> | <p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p> | <p>The impact of trauma</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy?</p> <p>How have earlier experiences shaped the child/young person’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p> | <p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child/youngpersons’s strengths</p> <p>Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p> <p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p> |

Blank template - A Tool for Understanding and Reframing Behaviour

| <b>Describe the behaviour</b><br><b>Review and be curious</b> | <b>Reframe the Behaviour</b> | <b>Reflections</b><br><b>How is this behaviour understandable?</b><br><b>What's getting in their way/what are the barriers?</b><br><b>How can we help?</b> | <b>Adult response</b><br><b>What do we need to intentionally teach?</b><br><b>Find the barriers and remove them</b> |
|---------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                                                               |                              |                                                                                                                                                            |                                                                                                                     |

## Appendix 2: Adult Response Plan

|                                                                                                         |                                                              |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Window of Tolerance</b><br><br>What the child/young person is like when regulated, calm and engaged? | How best to support and maintain this and support regulation |
| <b>Dysregulation</b><br><br>What are the first signs that things are becoming too stressful?            | Strategies to support and to co-regulate                     |
| <b>Hyperarousal</b><br><br>What are the communicating behaviours?                                       | Interventions necessary to support and co-regulate           |
| <b>Hypoarousal</b><br><br>What are the communicating behaviours?                                        | Interventions necessary to support and co-regulate           |

### Appendix 3: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

**The questions are designed to be prompts to inform Graduated Approachning.**

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

| Safety                                                                                                                                       | Y/N n/a | What needs to be done |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------|
| If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person? |         |                       |
| Have actions been taken to address identified risks?                                                                                         |         |                       |
| Have staff received appropriate training as part of addressing identified risks?                                                             |         |                       |
| Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?                |         |                       |
| Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?                             |         |                       |
| Is the child/young person feeling secure in their relationships with adults and peers?<br>(see Social Interaction section)                   |         |                       |

| The SEND Environment                                                                                                                                   | Y/N n/a | What needs to be done |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------|
| Has a One Page Profile been completed for this child/young person?                                                                                     |         |                       |
| Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?       |         |                       |
| Is Graduated Approachning in place for this child/young person?                                                                                        |         |                       |
| Is there a current Adult Response Plan in place for the child/young person?                                                                            |         |                       |
| Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools) |         |                       |
| Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?                                        |         |                       |
| Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?       |         |                       |
| Are parents/carers requesting parenting support at home and have they been appropriately signposted?                                                   |         |                       |
| Are there any outside agencies already involved in the support for the child/young person?                                                             |         |                       |
| If outside agencies are involved, have their recommendations been followed effectively?                                                                |         |                       |
| Have interventions provided by outside agencies been delivered?                                                                                        |         |                       |

| The Learning Environment                                                                                               | Y/N<br>n/a | What needs to be done |
|------------------------------------------------------------------------------------------------------------------------|------------|-----------------------|
| Have the child/young person's views about their learning been sought?                                                  |            |                       |
| Is the child/young person able to access support quickly in the classroom when necessary?                              |            |                       |
| Is a Learning Support Assistant directed to support the child/young person?                                            |            |                       |
| Does the Learning Support Assistant have a good understanding of the child/young person's needs?                       |            |                       |
| In line with best practice, does the Learning Support Assistant offer hover support?                                   |            |                       |
| Are there procedures in place to regulate and monitor the use of personalised provision if necessary?                  |            |                       |
| Is there safe place that the child/young person can access within the classroom when necessary?                        |            |                       |
| Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit? |            |                       |
| Is the child/young person able to attend to and engage with whole class learning?                                      |            |                       |
| Is the child/young person seated with good role models and away from others who may prove distracting?                 |            |                       |
| Is the child/young person able to work effectively with peers in a group?                                              |            |                       |
| Is the child/young person able to focus and complete independent work for an appropriate period of time?               |            |                       |

|                                                                                                                      |  |  |
|----------------------------------------------------------------------------------------------------------------------|--|--|
| Are adults using positive language around and to the child/young person?                                             |  |  |
| Are adults using the language of Growth Mindset to support the child/young person?                                   |  |  |
| Are the child/young person's feelings and emotions acknowledged?                                                     |  |  |
| Do staff react consistently to communicating behaviours?                                                             |  |  |
| Are rewards and consequences given fairly and consistently?                                                          |  |  |
| Is the child/young person given access to sensory, movement or brain breaks when necessary?                          |  |  |
| Have the child/young person's sensory needs been explored? If so, has provision been made for them?                  |  |  |
| Does the child/young person have good relationships with the adults in the classroom?                                |  |  |
| Does the child/young person enjoy being given responsibility?                                                        |  |  |
| Are there times when the child/young person can focus on work for longer periods of time?                            |  |  |
| Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE? |  |  |
| Is the child/young person able to work outside of the classroom when appropriate?                                    |  |  |
| Is the child/young person supervised adequately when out of the classroom?                                           |  |  |

|                                                                                                                                                                                |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?                                             |  |  |
| Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly? |  |  |
| Is the child/young person able to line up with their peers?                                                                                                                    |  |  |
| Does the child/young person have any other significant relationships with staff or children around the school?                                                                 |  |  |

| <b>Social interaction<br/>(less structured environments)</b>                                                                                 | <b>Y/N<br/>n/a</b> | <b>What needs to be done</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------|
| Have the child/young person's views about friendships and relationships with adults and peers been sought?                                   |                    |                              |
| Does the child/young person have friends they can play with?                                                                                 |                    |                              |
| Is the child/young person able to interact appropriately with other children beyond their friendship group?                                  |                    |                              |
| Is the child/young person able to play safely and independently?                                                                             |                    |                              |
| Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?                       |                    |                              |
| Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs? |                    |                              |
| Does the child/young person know how to access adult support in less structured environments?                                                |                    |                              |
| Do the adults supervising have a clear understanding of the child/young person's needs?                                                      |                    |                              |
| Do staff react consistently to communicating behaviours?                                                                                     |                    |                              |
| Are rewards and consequences given fairly and consistently?                                                                                  |                    |                              |

## Appendix 4: Risk Assessment Guidance

### Key Questions for the Risk Assessment

#### 1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

#### 2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

#### 3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

## APPENDIX 5 - BEHAVIOUR INTERVENTION AND SANCTIONS

| Level 1 Behaviours – Containable issues that should be managed with independent action from all staff                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Behaviour</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Intervention</u>                                                                                                                                                                                                                                                                                                                                            | <u>Potential Consequences</u>                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Rudeness</li> <li>• Shouting/screaming</li> <li>• Talking over an adult or peer</li> <li>• Minimal engagement in learning</li> <li>• Low level disruptions</li> <li>• Defacing work</li> <li>• Ripping up points sheet</li> <li>• Late to lesson</li> <li>• Incorrect use of equipment</li> <li>• Leaving rubbish</li> <li>• Breaking equipment (pencils, rulers, etc)</li> <li>• Damaging displays</li> <li>• Playfighting</li> </ul> | <ul style="list-style-type: none"> <li>• Reminders of expectations</li> <li>• Planned ignore/Positive praise</li> <li>• Redirection</li> <li>• Modelling appropriate behaviours</li> <li>• Offer sensory stimulus</li> <li>• Brain break</li> <li>• Offer learning support</li> <li>• Use of PACE</li> <li>• Other strategies identified on My Page</li> </ul> | <ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Reflective conversation</li> <li>• Apology (verbal, written, picture, act or other)</li> <li>• Complete missed work in reflection time</li> <li>• Removal from activity if behaviour continues</li> </ul> |

| Level 2 Behaviours – May require a change of face to a preferred adult/key worker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Behaviour</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Intervention</u>                                                                                                                                                                                                                                               | <u>Potential Consequences</u>                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Repeated level 1 behaviours</li> <li>• Persistent disruption of lesson</li> <li>• Disrupting others from learning</li> <li>• Refusal to attend lesson</li> <li>• Discriminatory language (verbal or written)</li> <li>• Intimidating behaviour towards staff or peers (threats of violence etc)</li> <li>• Repeated rudeness to peers or staff</li> <li>• Taking keys, radios or other unauthorised equipment</li> <li>• Sexualised language</li> </ul> <p><b>Level 2 behaviours require a low-level behaviour form to be completed.</b></p> <p><b>Individual risk assessment will need to be updated.</b></p> | <ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Change of face to preferred adult</li> <li>• Time away from stimulus</li> <li>• Use of PACE</li> <li>• Thrive regulation activity</li> <li>• Use of strategies on My Page</li> </ul> | <ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Reflective conversation</li> <li>• Apology</li> <li>• Loss of reward time</li> <li>• Call home to parent or carer</li> <li>• Meeting with a member of SLT (if required)</li> <li>• Repair or restore any damage</li> <li>• Internal isolation</li> <li>• Off-site learning</li> </ul> |

| Level 3 Behaviours – SLT may be required to support the management of behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Intervention                                                                                                                                                                                                                                                                                           | Potential Consequences                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Repeated Level 2 behaviours</li> <li>• Theft</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Repeated and deliberate discriminatory language</li> <li>• Assault</li> <li>• Vaping or smoking on school property</li> <li>• Significant damage to property</li> <li>• Possession of a weapon</li> <li>• Possession of alcohol or drugs</li> <li>• Absconding from school site</li> <li>• Absconding from off-site activities</li> <li>• Sexualised language aimed at an individual</li> <li>• Verbal abuse towards a member of the public</li> </ul> <p><b>Level 3 behaviours require an incident form to be completed with a detailed account.</b></p> <p><b>Individual risk assessment will need to be updated.</b></p> | <ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Change of face to preferred adult</li> <li>• Time away from stimulus</li> <li>• Use of PACE</li> <li>• Contact SLT</li> <li>• Use of restrictive practice (see policy)</li> <li>• Use of strategies on My Page</li> </ul> | <ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Loss of reward time</li> <li>• Loss of preferred activities</li> <li>• Internal isolation</li> <li>• Off-site learning</li> <li>• Suspension</li> <li>• Contact to parent or carer</li> <li>• Police involvement</li> <li>• Cost of repairs sent home</li> </ul> |

| Level 4 Behaviours – Immediate requirement of SLT to manage behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Behaviour</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Intervention</u>                                                                                                                                                                                                                                                                                                                                                                | <u>Potential Consequences</u>                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Repeated Level 3 behaviours</li> <li>• Extreme damage to property</li> <li>• Significant physical violence towards peers or staff</li> <li>• Use of alcohol or drugs on school site</li> <li>• Selling of drugs or alcohol on school site</li> <li>• Use of a weapon</li> <li>• Physical abuse towards a member of the public</li> <li>• Sexual assault or harassment</li> </ul> <p><b>Level 4 behaviours require a SUI to be completed with a complete account of the incident</b></p> <p><b>Individual risk assessment will need to be updated</b></p> | <ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Change of face to preferred adult</li> <li>• Time away from stimulus</li> <li>• Use of PACE</li> <li>• Contact SLT</li> <li>• Use of restrictive practice (see policy)</li> <li>• Use of strategies on My Page</li> <li>• Contact police if all other de-escalation strategies have failed</li> </ul> | <ul style="list-style-type: none"> <li>• Loss of points</li> <li>• Loss of reward time</li> <li>• Loss of preferred activities</li> <li>• Internal isolation</li> <li>• Off-site learning</li> <li>• Suspension</li> <li>• Contact to parent or carer</li> <li>• Police involvement</li> <li>• Cost of repairs sent home</li> <li>• Permanent exclusion</li> </ul> |

- **SUGGESTED LANGUAGE**

- 'First'..... and 'Then'.....

- ***When*** you have done ..... you will have / be able to.....” Not “***If*** you do ....., you will have / be able to”

- **Repair and Restore:**

- Therapeutic crisis intervention individual debriefs (STAR Analysis) which forms part of the incident report.

- The individual is encouraged / required to reflect on their behaviour.

- The aim of a 'reflection' is to diminish the possibility of a recurrence of the behaviour and support the individual in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.

- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time

- The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs (ensure student has returned within their window of tolerance)

- The discussion should only take place if there is the realistic possibility of 'private' time for both individual and staff member – allowing time and 'space' for discussion of what might have triggered the behaviour.

- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other individuals in the group)

- A debrief or meeting sheet should be kept with a copy of the incident report.

- It is imperative that 'visual conversation' techniques are used to assist the individual to process the information if this is required to support understanding.

- A plan is put in place with the individual as the result of this exercise.

## Appendix 6: STARR Analysis

|                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date:<br>Time incident occurred:<br>How long did the incident last:                                                                                                                  |
| <b>Setting</b> – <i>any important factors from earlier in the day / day before / has something changed – where did the incident take place and with who, who else was there?</i>     |
| <b>Triggers</b> – <i>were there any notable events prior to the behaviour occurring? What task were they doing or asked to do? Was there a sensory stimulus eg, noise.</i>           |
| <b>Action</b> – <i>Describe the behaviour, how did it start? How did the student respond/react? What did the student do, how was the student feeling - <u>name the emotions</u>.</i> |
| <b>Response</b> – <i>How was the situation managed? How did the behaviour stop and why? What happened afterwards?</i>                                                                |
| <b>Reflect, Repair &amp; Restore</b> – <i>what could the student have done differently? What needs to happen now? (Agree actions whether needed by staff or student)</i>             |

