

Behaviour Policy

Compton CofE Primary School

WRITTEN	January
APPROVED BY	The Headteacher
REVIEWED	-
DATE OF NEXT REVIEW	March 2028

At Compton Church of England Primary School, we believe our vision, 'life in all its fullness', promotes the spiritual, physical, intellectual, emotional, moral and social development of the children in our care. Our vision and values of Friendship, Creativity, Responsibility, and Perseverance and Koinonia shape our policies & curriculum & ensure that everyone within our school is treated with love and respect; they enable all to feel secure and valued, regardless of creed, colour and ethnicity.

Our Christian vision & values are rooted in the Bible & the teaching & example of Jesus. They inspire us to embrace academic excellence & rigour & ensure that everyone can flourish and live life in its fullness.

Introduction

At Compton CofE Primary School we are committed to creating an educational environment that supports all pupils to *live life in its fullness* and become learners who get to learn in classrooms that are free from disruption. We aim to create a positive, happy and caring environment where all pupils behave with consistently high levels of respect for themselves, others and their community. Our approach has understanding at its very heart: understanding that pupils come into our school environment with different and varied experiences; understanding that our behaviours change when we are emotionally dysregulated; understanding that adults can help pupils to regulate and self-soothe. Through our consistent, positive approach, focused on relationships, pupils develop strategies that support them in self-regulation, behaviour and self-control in a safe environment where new learning can take place. We strongly believe that, through consistently high expectations of behaviour, we are able to provide an equitable approach which acknowledges each pupil as an individual who has the right to be treated with respect and compassion. The school's approach is embedded in the DfE's [Behaviour in Schools Guidance 2022](#) and the Church of England's [Valuing all God's Children](#).

We believe that our school values help underpin this relationships policy by:

- ★ Enabling children and adults to communicate clearly about their feelings showing **responsibility**.
- ★ Showing **friendship** and empathy when managing behaviour and relationships with others.
- ★ Being **creative** and showing belief in our own abilities and potential to achieve.
- ★ Helping pupils to be **conscientious** so that we can all learn in a safe, disruption free classroom.
- ★ Supporting pupils to demonstrate **koinonia** be reflective of their responsibility in enabling everyone to succeed.
- ★ Providing a curriculum that is **creative**.
- ★ Helping pupils to be confident and resilient in repairing and restoring relationships.

Key premises of this policy

- ★ Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- ★ Behaviour is a form of communication.
- ★ Taking a non-judgemental, curious and empathic attitude towards behaviour.
- ★ Putting relationships first.
- ★ Maintaining clear boundaries and expectations around behaviour.
- ★ Not all behaviours are a matter of 'choice'.
- ★ Behaviour must always be viewed systematically and within the context of important relationships.
- ★ Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupils' Social Emotional Mental Health (SEMH) special educational needs.

Our Approach











At Compton CofE Primary School, we believe that relationships are essential and at the heart of successful learning and classrooms. Relationships form the very basis of human interactions and we know that pupils will come into our school environment having had different experiences of positive relationships. Therefore, we see it as our mission to enable all pupils to develop positive and highly successful relationships with their

peers and adults. This policy is formed from a deep understanding of being 'trauma informed' and that early experiences shape who we become later in life. We believe that 'connection' between pupils, their peers and adults across the school enable us to work with pupils to help them understand their emotions and behaviour, and support them in learning from the experiences together. As such, we:

- ★ Connect before we correct
- ★ Stay curious about feelings and what behaviours are communicating
- ★ Co-regulate and empathise
- ★ Repair and restore relationships, not punish

Our 'Ready, Respectful, Safe' behaviours.

All stakeholders (Governors, staff, pupils and parents/carers) agree to our 'Ready, Respectful and Safe' behaviour expectations. These help us to ensure a consistent and positive culture is established around behaviour and attitudes towards learning throughout the school day. The 'Ready, Respectful, Safe' behaviour expectations provide a reference point for stakeholders and act as a reminder of how we can all work together to ensure that our school is a great place where excellent learning takes place. We believe that our 'Ready, Respectful, Safe' expectations provide a deep understanding of how we can all be productive and contributing citizens that understand tolerance as an essential skill for life.

	Friendship	Creativity	Responsibility	Koinonia	Perseverance
Ready- We will be ready to learn, listen and participate					
Respectful - We will show respect for ourselves, our peers and adults					
Safe - We will keep ourselves and others safe					

Class and School Culture of noticing

Whether pupils are displaying our 'Ready, Respectful, Safe' behaviours or not, we notice and remain curious about the impact an individuals behaviours are having on the rest of the class and community. The majority of pupils for the majority of the time will be 'Ready, Respectful, Safe' At Compton CofE Primary, we emphasise intrinsic motivators as well as extrinsic motivators (stickers, house points, marble jar or class rewards). We notice 'Ready, Respectful and Safe' behaviours with intrinsic motivators such as:

- ★ Verbal acknowledgement, naming the 'Ready, Respectful, Safe' behaviours
- ★ Recognition board
- ★ Positive notes - For example, 'A note to say'.
- ★ Over and above postcard sent home by SLT.
- ★ A phone call home.
- ★ Sharing learning with other members of staff, including Headteacher and Deputy
- ★ Values medals.

On the occasion that pupils are not displaying our 'Ready, Respectful, Safe' behaviours, we notice by:

- ★ Drawing attention to those that are demonstrating 'Ready, Respectful, Safe' behaviours in the vicinity of a pupil who is finding it difficult.
- ★ Using distraction techniques to change the direction of the pupil's behaviours.
- ★ Change of face and change of space can work well - for example, does somebody else need to intervene, or can the pupil in question complete an errand for which you can then praise the completion of?
- ★ Use non-verbal techniques. Some examples include: maintain eye contact, wait for the correct response, use gesture.
- ★ Offering 'time in' to discuss the barriers that are preventing READY behaviours. This is on a personal basis with a member of staff who remains non-judgmental and curious. We offer attunement and co-regulation by providing a narration (using mental state verbs: I know, I think, I wonder) that recognises the emotion with empathy that regulates, relates and reasons.
- ★ Providing practical and helpful advice, developed through talking to the pupil in a compassionate way.
- ★ Enabling the pupil to 'repair' relationships through mediation with other pupils and adults.
- ★ Providing the opportunity for supported reflection.
- ★ Issuing the pupil with a 'Ready, Respectful, Safe' card with reminders of our expectations.

It is expected that, on using one of the strategies above, pupils should return successfully to their lesson and continue with their learning being 'Ready, Respectful, Safe'. However, if the pupil is not able to return successfully or is continuing consistently to display behaviours which are not 'Ready, Respectful, Safe' staff may:

- ★ Complete part/all of the child's learning outside of the classroom with a known adult (compassionate restart).
- ★ Change location and restart learning in a new location.
- ★ Where appropriate, a 'Reflect to Restart' sheet will be completed (Appendix 1) with the teacher/Team Leader or 'The Nest Team'. The 'Reflect to Restart' sheet guides a discussion that identifies the behaviours that are not 'Ready, Respectful, Safe' and steps to move forward. Parents will be informed. The 'Reflect to Restart' sheet should be completed after a succession of incidents and not a low-level isolated incident. The sheet should then be passed to 'The Nest' team.
- ★ Ask the pupil to complete, alongside the Team Leader or a member of 'The Nest Team' a 'Ready, Respectful, Safe' scaling grid (Appendix 2) throughout the day to help us evaluate and unpick triggers. Parents will be informed.

- ★ Use the 5 point scale* (Appendix 8)
- ★ Place the pupil on a 'Pupil Profile" (Appendix 3) which states the strategies and support given by the school. The pupil profile is written in partnership with parents.
- ★ Use 'natural and logical' consequences (Appendix 4).
- ★ Removal from the class **

A flow can be found in appendix 5 which provides a quick guide to the steps. Senior staff and pastoral support staff will work with the adults in the classroom to ensure strong relationships are built with the adults in their classroom. Documents which support conversations for both staff and children can be found in Appendix 7 and 8.

- ***The 5 point Scale:** This is a very simple tool that can be used to teach self-regulation. It was originally designed for children with autism, but it is highly effective with anybody of any age. It's simply a 5-point scale for regulating. It supports adults and children to learn when emotions, voices, or whatever you are moderating is causing low level disruption to other children's learning in the classroom or the child's own ability to self regulate their emotions at the time.

By rating feelings and behaviours using the faces, the behaviour is not labelled as good and bad. For example, the angry face shows that being angry isn't bad and we all have been angry from time to time. It's what we do to express that anger and manage that anger that matters.

For children who regularly make reference to the 5 point scale or staff who engage children this way more frequently; the scale can be adapted with support from the school's Inclusion Lead so the scale offers the child some strategies to use at each of the 5 points. This works best when the child is part of the conversation, with the adults, when agreeing the strategies. The 5 point scale should then be referenced on the child's pupil profile.

- ****Removal from the Classroom:** This is considered a serious sanction and should only be used when the above strategies have been attempted, unless behaviour is extreme to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Removal is used to maintain the safety of all pupils and to restore stability following a high level of disruption to learning. It also allows for the pupil struggling to regulate to be taken to a place where education can be continued in a managed environment.

Removal should not happen in spaces considered 'separations spaces, for example, sensory or nurture. To support this the senior leadership will allocate a work space suitable for the child. The length of the removal is initially for 1 full school day or 1 afternoon if the pupil has need to be removed during the morning.

Pupils will be reintegrated into the classroom either with an agreed reintegration meeting with the parent or carer, if appropriate or with the class teacher and Inclusion Lead.

Removals from the classroom will be monitored termly by the Inclusion Lead and any patterns shared with the Headteacher.

Restorative Conversations: The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. They support the pupil developing a deeper understanding of the situation and behaviour that was deemed to be unsafe and/or not in keeping with being READY. The conversations focus on repairing and nurturing relationships and move the focus away from the negative behaviour and focus on responsibility, relationships and supported problem solving. Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to Compton CofE Primary School and for those who are able, a reflective moment. It is essential that the pupil is regulated and calm before this happens and, as such, may need to take place sometime after the incident. The following format should be used for pupils:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions?
5. In what way were they affected?
6. What could you do to try to repair what's broken?

Higher level pastoral support

Nurture sits at the heart of higher level pastoral support. Children will be supported in their self regulation. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment.

Our Higher Level Pastoral Support will ensure the child is not passed between adults in the search for 'higher authority'. Instead, the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture.

Parents

We value the support of parents in helping us encourage 'Ready, Respectful and Safe' behaviours. It is our hope that parents will receive most contact from staff when their child has been successful. Parents will be informed if their child has completed a 'Reflect to Restart' and 'Ready, Respectful Safe Scaling' sheet. Parents will be asked to come into school to support a 'Ready, Respectful and Safe Contract'.

Our Parent Support Advisor will provide support and a voice for parents to ensure a good relationship

between school and home is maintained.

Policy Statement on ANTI-BULLYING

Compton CofE Primary School promotes community cohesion and equity by tackling any form of discrimination. Bullying and racist remarks are not tolerated. We believe that when bullying is challenged effectively children will feel safe and happy and we will deal with matters arising proactively. The school's anti-bullying policy should be read in conjunction with the behaviour policy for a clear understanding regarding the school's approach to both. The anti-bullying policy can be found here: [link](#)

Policy statement on Sexualised Behaviour

The school promotes the NSPCC Talk PANTS helping children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or harmful sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Compton CofE Primary School uses Brook's nationally recognised Sexual Behaviours Traffic Light Tool that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people. The resource uses a traffic light tool to categorise the sexual behaviours of young people, to help the school:

- make decisions about safeguarding children and young people
- assess and respond appropriately to sexual behaviour in children and young people
- understand healthy sexual development and distinguish it from harmful behaviour

By identifying sexual behaviours as green, amber or red (Appendix 6), Compton CofE Primary School can work with professionals across different agencies to the same criteria when making decisions and protect children and young people with a unified approach.

To keep all parties safe the school may put in place Brook Safety Plan or individual risk assessment to support the child. Parents will be involved along with their child (if appropriate) to write the Safety Plan and/or risk assessment. The Safety Plan and/or risk assessment is a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It is proportional to the level of risk and non-punitive. The safety plan considers identifying and promoting strengths as equally important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Policy statement on Suspension and Permanent Exclusions

At Compton Cof E Primary we view suspension and permanent exclusion as a last resort and will work with pupils and parents to put into place all appropriate measures before we suspend or exclude a pupil. However, in order to ensure our school is a calm, safe, and supportive environment where both pupils and staff can work in safety and are respected, the Headteacher may impose this sanction.

We follow the advice as set out in the DfE's [Suspension and Permanent Exclusion from Maintained Schools in England](#) document.

Appendix 1

Reflect to Restart



Name: _____

Date: _____

Friendship



Creativity



Responsibility



Koinonia



Perseverance



What positive changes will I make?

What support might I need?

Signed by child:.....

School:.....

Appendix 2

Ready, Respectful, Safe Scaling



Name: _____

Date: _____

Pupil								
Teacher								

What have we noticed:

We want to remember:

We have reflected:

Signed by child:..... School:.....

Appendix 3

Pupil Profile



Name:

Class:

All about me

My strengths are:

- ★
- ★
- ★
- ★

I enjoy:

- ★
- ★
- ★
- ★

I find it difficult to learn when:

- ★
- ★
- ★
- ★

Support that helps me:

- ★
- ★
- ★
- ★
- ★

Review and revisions:

Please avoid:

- ★
- ★
- ★

Safety Plan

Name _____



Strategies to maintain positive behaviour: ★ ★ ★ ★		If I'm dysregulated you can diffuse the situation by: ★ ★ ★	
Early warning signs or triggers are: ★ ★ ★ ★		Please do not: ★ ★	
Description of unsafe behaviours: ★ ★ ★		Physical intervention may be necessary and used in the best interest of the child when: ★ ★ ★	
What will happen if I show unsafe behaviours: ★ ★ ★			
Signed Parents: Print: _____		Signed Class Teacher: Print: _____	
Signed SENDCo: Print: _____		Signed TA: Print: _____	
Signed SENDCo: Print: _____		Signed Headteacher: Print: _____	
Signed MTA: Print: _____		Signed MTA: Print: _____	
Date of Plan: _____		Review and revisions: _____	

Appendix 4 - Natural and Logical Consequences

Natural consequences are just what they sound like: consequences that come about because of a natural progression of events. They are not arbitrarily applied, but are simply the "fall out" that occurs after an event. They are connected to the 'event' (breach of behaviour) in some fashion. They are applied in a very matter-of-fact (but not retaliative) way in an effort to teach the child a school/life rule. Natural consequences, as the word "natural" implies, are what happens without any input or interference as a result of an action or decision. Some good examples of this would be a child refusing to put on a jacket when it's cold outside and then not having anything to wear when they feel chilled or if your work is poorly presented it cannot be marked by your teacher and must be redone. Logical consequences, on the other hand, are what are given to a child by a school adult when the child misbehaves or breaks a rule, and are ideally linked to the behaviour. For instance, a child who doesn't complete their work during a lesson will have to complete the learning in their own time, or a child who does not respect school property will lose the right to use it.

Examples of natural and logical consequences

	Natural	Logical
A child has not completed work to a good standard.	The learning needs to be re done.	The child must complete their work in their own time such as at lunchtime or breaktime.
A child does not complete their work during a given time.	The learning is incomplete.	The child must complete their work in their own time such as at lunchtime or breaktime.
A child repeatedly calls out during lessons.	Peers become frustrated by the disruption to their learning.	The child works outside the classroom with a TA.
A child does not look after school property.	The school property can no longer be used by pupils	The pupil loses their right to use school property - temporarily. For example, if the classroom has not been looked after the child will use a breakout room instead of the classroom for part of the school day. The child will tidy up the classroom before using the nest.
A child has hurt another child at playtime.	Peers are upset and frustrated that someone has been hurt	The child cannot use the playground as it is not safe. The phase leader may support this.

Staff behaviours and input

Teachers, TA's and MTA's praise and recognise Ready, REspectful and Safe behaviours.

Teachers, TA's and MTA's notice a child is not displaying Ready, Respectful and Safe behaviours use the noticing strategies and the RRS reminder sheet.

The child does not respond so the Teacher, TA or MTA encourages time in with a restorative conversation or employs a natural consequence.

The child does not respond so the adult completes a 'Reflect to Restart' sheet and informs parents.

The child does not respond and shows persistent behaviour over a two week period. The Team Leader employs the RRS Scaling grid. Parents will be informed.

SENDCo may start the pupil on

Outcome

Teachers, TA's and MTA's give a Team Point.

The child is displaying the RRS behaviours. Teachers, TA's and MTA's look for opportunities to praise.

The child is displaying the RRS behaviours. Teachers, TA's and MTA's look for opportunities to praise.

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Appendix 6

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up. Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

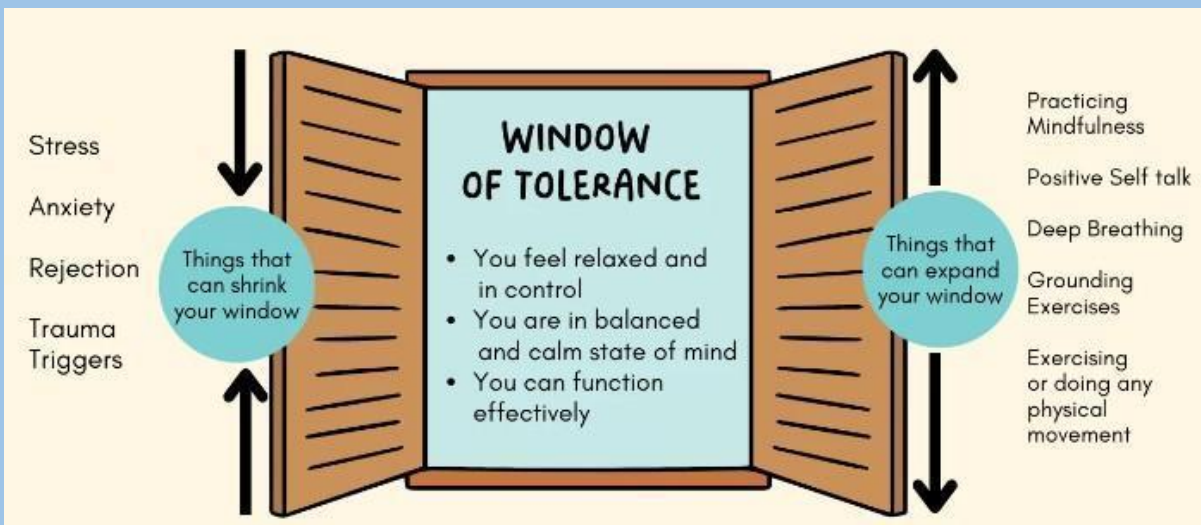
Red behaviours indicate a need for immediate intervention and action.

Appendix 7 - Window of Tolerance - Guidance for staff

<p><u>Hyperarousal</u></p> <p>Fight/Flight</p> <p>I am unsafe.</p>	
<p>What may it look and feel like for the child?</p>	
<ul style="list-style-type: none"> • out of control • anger • overwhelmed • attacking 	<ul style="list-style-type: none"> • hurling insults • difficulty trusting adults • quitting • running away • blaming others
<p>Do:</p> <p>Know when the situation is in stalemate.</p> <p>Do not create a win-lose situation.</p> <p>Offer reassurance.</p> <p>Be empathetic.</p> <p>Be curious.</p>	<p>Say:</p> <p>I am here for you.</p> <p>We can turn this around. What happened?</p> <p>How can I help you?</p> <p>I am going to stay with you.</p> <p>Come and talk to me when you are ready.</p>
<p><u>Escalation Vigilant</u></p> <p>I feel threatened.</p>	
<p>What may it look and feel like for the child?</p>	
<ul style="list-style-type: none"> • chaotic • high energy • threatened • anxious • appear very still, or not engaged 	

<p>Do: Give limited choice. For example, if a child is angry, give them two options of where to go - making them feel that they are in control.</p> <p>Be playful.</p> <p>Give a child a way to 'get out' of the situation</p>	<p>Say: I can see that you are struggling.</p> <p>I wonder if you are feeling anxious.</p> <p>Shall we go for a walk?</p> <p>What can I do to help you right now?</p>
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<p>with dignity.</p> <p>Offer the use of a calm space.</p> <p>Step back and offer the child a chance to calm down.</p> <p>Be flexible in thought and response</p> <p>Be aware of the signals given out by your body position and posture. Keep open body language.</p> <p>Smile if appropriate - particularly to show agreement.</p> <p>Acknowledge the existence of a problem.</p> <p>Divert and distract by introducing another activity or topic.</p> <p>Notice that they have a 'big feelings'.</p>	<p>Take a breath and tell me one thing that is bothering you.</p> <p>You need to understand that every choice has a consequence. If you do the work that would be fantastic. If you don't do the work then this will happen.... I will leave you to your decision.</p> <p>I need you to ...</p> <p>I know you will</p> <p>... Thank you for</p> <p>...</p> <p>I have heard what you said and now we need to...</p> <p>We will ...</p>
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Window of tolerance

I am calm and ready to learn.

What may it look and feel like for the child?

- Flexible
- open
- curious
- self regulated

- Offer clear structures, routines and boundaries (with high expectations).
Be prepared to listen.
Wherever possible, show trust and allow pupils to resolve their own problems.
Acknowledge the existence of a problem.

Children's hard work is recognised:

1. Describe what you see - What great adjectives!
2. Describe what you feel - It is a pleasure to read your work.
3. Sum up - You remembered to use adjectives - wow! That's what I call great writing.

Hyperarousal

Flight

I am fizzy and avoidant.

What may it look and feel like for the child?

- passive
- withdrawn
- shame
- helpless

Do:

Inform the children of the desired behaviour.

Demonstrate to the child that you would like to hear what has happened or the problem.

Give two choices.

Be playful.

Talk low, slow and quietly.

Offer reassurance.

Notice that they have a 'big feelings'.

Divert and distract by introducing another activity or topic.

Be flexible in thought and response.

Be aware of the signals given out by your body position and posture.

Smile if appropriate - particularly to show agreement.

Say:

I can see this is tricky for you. I'm going to stay with you until you are ready.

What can I do to help you right now?

How can we get through this?

Can you tell me a bit more? Then we can work it out together.

I can tell you're not feeling it today. What can I do to help you?

Let's break it down into small steps.

Take a breath and tell me one thing that is bothering you.

You need to understand that every choice has a consequence. If you do the work that would be fantastic. If you don't so the work then this will happen.... I will leave you to your decision.

I need you to ...

I know you will

... Thank you for

...

I have heard what you said and now we must...

We will ...

Hyperarousal

Freeze

I am too overwhelmed.

What may it look and feel like for the child?

- shut down
- freeze
- overwhelmed exhausted
- internally hyper-vigilant
- externally still and watchful
- Numb
- surrendering

Do:

Talk low, slow and quietly.

Give a child a way to 'get out' of the situation with dignity.

Know when the situation is in stalemate.

Do not create a win-lose situation.

Be empathetic.

Be curious.

Support the child to be grounded, e.g. ask about surroundings, 3 things of a certain colour or something with 5 senses

Say:

This sounds really hard. I'm here if you want to talk about it.

Take some time - I'm here to talk when you are ready.

When talking to children please do not:

Remind the child of previous incidents

Make unrealistic threats

Make 'you will' statements and get involved in arguments

Make unreasonable consequences.

Appear to lack confidence.

Appear tense

Appear intimidated

Do not shame the child.

Allow 'You can't make me - I won't' types of situations to develop. Inflate the situation out of proportion.

Refer to family members, especially to make comparisons with siblings.


Invade personal space.

Use staring, threatening eye contact.


Stand over pupils in a threatening manner.

Appendix 8 - 5 Point Scale (Window of Tolerance - Child friendly version)


Ready to learn

	Feeling	Thinking	Doing	Strategies
	Calm	I am able to learn new things	I am ready to learn	Magnet eyes
	Happy		I am looking	1,2,3
	Relaxed	I am able to listen	I am listening	Team point
	Flexible	I am interested in this	I am taking part	Recognise Compton rules
	Confident		I am following the rules	Give a compliment
Say	I can see you are really enjoying today's learning.			


Managing distractions

	Feeling	Thinking	Doing	Strategies
	Confused	I don't feel quite right	I can use positive self talk	Give direct verbal feedback
	Agitated	I am distracted		
	Nervous		I can take some deep breaths	Remove resources that might be distracting
	Tired	I am in control		
	Fed up	I am managing my feelings	I can ask an adult for help	Acknowledge positive behaviours
Say	I need you to...			


In need of a strategy






	Feeling	Thinking	Doing	Strategies
	Intolerant	I am struggling to manage my feelings	I need a sensory break	Sensory break
	Rejected		I can take some deep breaths	A quiet/ change of space
	Threatened	I can't concentrate		A walk
	Chaotic	I'm only just in control	I can ask an adult for help	Complete a job
	Anxious			Have a drink
Say	I wonder what is tricky for you at the moment?			

In need of adult help

	Feeling	Thinking	Doing	Strategies
	Frustrated Scared Withdrawn Angry Helpless	I feel everyone is looking at me I don't want to be here I am losing control	I need a strategy to calm me I need some space I need an adult to give me options I need a way back I need to share my big feelings	Choose a calming activity: colouring, sorting, doodling, mindfulness Speak to a trusted adult Complete learning in a different place Go for a walk/ run
Say	Take a breath and tell me one thing that is bothering you.			

In need of 'time in'

	Feeling	Thinking	Doing	Strategies
	Furious Ashamed Overwhelmed Embarrassed Aggressive	I'm feeling lost I'm feeling out of control I'm going to explode I don't feel I can keep myself safe.	I need to be somewhere else I need help I need someone I can trust alongside me	Tear up paper Run off some energy Weighted blanket Draw/ write what the problem is Punching bag Blow bubbles
Say	Come and talk to me when you are ready.			

				
Ready to learn	Managing some distractions	In need of a strategy	In need of adult help	In need of some 'time in'