

***Positive Behaviour and Relationships,  
Trauma Informed Attachment Aware  
Policy***

***Welsh House Farm Community School  
and Resource Base***



***“Inspired to grow and flourish”***

The development of positive social, emotional and learning behaviours is at the heart of this policy, underpinned by our Welsh House Farm Community School vision statement.

*“Committed to providing a nurturing and supportive environment where all can be inspired to flourish and grow.”*

### **Statement of intent**

For all pupils to be valued and respected members of the Welsh House Farm family and wider community, flourishing and growing in a healthy, safe and nurturing environment.

We are proud to be a Trauma Informed Attachment Aware School (TIAAS). This is a whole school, child-centred developmental approach that supports the emotional and social wellbeing of pupils. All staff have received and continue to receive training delivered through Birmingham Educational Psychology Service. It is based on the latest research in neuroscience, attachment theory and child development.

TIAAS emotion coaching supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others.

### **Our aims:**

- All members of the school community are listened and responded to, in order to ensure that everyone is included, respected, inspired and valued.
- Through building positive relationships as the key principle of our behaviour management we take a holistic approach, raising self esteem, using praise and emotion coaching approaches to support pupils.
- Pupils are encouraged to build tolerance, make good choices and take responsibility in readiness for making positive contributions to society.
- We enable pupils to grow and flourish, showing the best version of themselves through experiencing challenges and embracing change.
- We lay the foundations for pupils to become independent and enthusiastic learners with a willingness to take risks demonstrating their 'can do' attitude.
- Children will gain a sense of belonging through an awareness of their rights and the rights of others.
- We support the personal development of pupils, through a TIAAs approach to discipline so that they can understand and manage their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding towards others.

It is of paramount importance that the school promotes consistent messages of positive behavioural models for children to observe and experience, enabling them to make good choices about the types of behaviour that they adopt.

*"Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial."*

Creating a Culture: How school leaders can optimise behaviour March 2017

Tom Bennett

Independent review of behaviour in schools

*Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

This school is committed to securing an inclusive environment where all children can access and enjoy learning. We need all stakeholders to show respect and tolerance for others; understand other people's needs and emotions and feel a secure sense of belonging.

The school climate supports staff, enabling them to work in an atmosphere where teaching and learning can take place.

### Whole School Initiatives

#### **School of Sanctuary**

Welsh House Farm Community School holds the School of Sanctuary Award.

A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.



#### **UNICEF Rights Respecting Silver Award**

This initiative promotes children's rights and puts them at the heart of schools' practice and ethos. The Rights Respecting Schools Award programme supports schools to embed the United Nations Convention on the Rights of the Child (UNCRC or CRC) in their practice to improve well-being.



#### **Aims of our learning environment:**

- **Ensure that children feel safe in the classroom and are able to remain emotionally regulated in order to learn.**

- To regulate the conduct of pupils through positive relationships, using emotion coaching and emotional first aid strategies to manage behaviour choices and allow learning to take place. See Appendix for our approach to emotional first aid.
- To recognise and promote good behaviour, self-discipline and respect
- to prevent bullying (please also refer to anti-bullying and harassment policies)
- Have access to a 'safe space' a quiet environment to have 'time to calm' when they are experiencing 'heightened' emotions
- to ensure that the classroom environment meets the physical and emotional needs of pupils to ensure they can complete assigned work, taking pride in presentation and content.

### OUR SCHOOL MOTTO

*'Inspired to grow and flourish'*

### SCHOOL VALUES

At Welsh House Farm, our key values underpin the ethos of our school community.

- We work together to make a difference.
- We respect, value and care for each other.
- We celebrate our successes and achievements.
- We strive for good attendance and punctuality.
- We always have a 'can do' attitude and have high expectations.
- We ensure the safety and well-being of all.
- We embrace challenge and change.
- We contribute to a positive day in any way we can.

*If you see someone without a smile, give them one of yours*

### SCHOOL RULES

We have three rules that pupils follow in order to uphold the school values and support our ethos of positive behaviour management, self-discipline and respect.

1. Listen when you are spoken to.
2. Always work to the best of your ability.
3. Always do as you are asked.

### THE MAINTENANCE OF APPROPRIATE BEHAVIOURS

*Article 37 No one is allowed to punish you in a cruel or harmful way.*

Emotional and learning behaviours are at the heart of our behavioural procedures and approaches. As a trauma informed attachment aware school, we use our

understanding of social and emotional development and learning within all our approaches to behaviour.

### The roles of school staff

#### The Head Teacher will:

- Implement the school Behaviour, Relationships and TIAAS policy consistently by setting standards of behaviour and supporting staff in the implementation of this policy.
- Ensure that the SLT and Middle Management Team carry out their allocated roles effectively, so that the high expectations for behaviour, teaching and learning are consistently applied throughout the school.
- Make sure that **ALL** adults in school take a lead in managing behaviour, using school policy, procedures and protocols.
- Oversee agreed behaviour monitoring books and ILPs for behaviour.
- Advise support staff where necessary. (Support staff should keep class teachers informed about any concerns that may arise regarding pupils in their class).
- Be responsible for giving suspensions and permanent exclusions.
- Hold records of all suspensions and permanent exclusions.
- Report to governors on the effectiveness of the Behaviour, Relationships and TIAAS policy.

#### RACIAL AND HOMOPHOBIC HARASSMENT

- Any child involved in racial or homophobic abuse will be sent to the Head Teacher immediately (or to the Deputy Head if the Head Teacher is absent).
- All incidents are recorded on CPOMs.
- Where it is appropriate, parents will be contacted.
- Any incidents reported - parents will always be informed, and where necessary invited to a face-to-face meeting to discuss the behaviour.

#### THE USE OF SUSPENSIONS AND PERMANENT EXCLUSIONS

- The head teacher holds records of all suspensions and permanent exclusions.
- Suspensions are used rarely. It is understood that suspensions may exacerbate the individual's sense of disengagement and often have little or no effect on the behaviour of the child. Furthermore, they are not very effective in deterring others, especially if the suspended child is seen 'enjoying' their freedom on the streets. Serious incidents of inappropriate behaviour are given much thought and deliberation to enable successful strategies being employed. These strategies are many and varied, from individual nurturing relationships to the use of carefully structured reintegration/reengagement methods.

However, if suspension is deemed the most appropriate sanction, it will be used.

- Permanent exclusion is the final sanction and is rarely used. Permanent exclusions are considered where there has been serious physical abuse towards staff or pupils; where there has been extreme disruptive behaviour or behaviour that is dangerous to the child or to others; or where disruptive or dangerous behaviours continue despite a consistent, well-documented and varied approach to behaviour management over time.
- Where possible, rather than enforcing a permanent exclusion, we will endeavour to find a more suitable placement for a child through a managed move.

### **The Behaviour Lead will:**

Work with the Education Support psychology service to keep up to date with TIAAS training and work towards school certification.

Work as a member of the pastoral faculty.

Generate reports requested by the Head Teacher and Governors on behaviour incidents in school.

Keep up to date records of:

- Behaviour incidents
- Individual Learning Plans for supporting positive relationships

### **The class teachers and support staff will:**

In the classroom, the staff will:

- Display clearly and refer consistently to the school motto, rules and values.
- Explain the reasons for the rules and be consistent in implementing them.
- Use positive praise and reward pupils in line with school celebration systems
- Refer to emotion coaching strategies and scripted responses in order to support pupils to remain emotionally regulated in all types of school activities and environments. (Appendix 1 and 2)
- Consistently follow the procedure of 'Reminder', 'Guidance' and 'Time to talk' linked to the colour code visual board.
- Consistently model desirable behaviours and emotional regulation themselves (this includes modelling working to high standard, good presentation as well as good relationships between members of staff).
- Know their pupils as individuals.
- Make sparing use of sanctions following school procedure, always avoiding group punishment, which pupils see as unfair. It also means avoiding sanctions, which humiliate pupils.
- Ensure that all resources are looked after and replaced tidily, contributing to an attractive shared environment.

All classrooms must be kept tidy and attractive with high quality displays. 'Have nothing in your (house) that is not useful or attractive' and 'everything in its place and a place for everything' are appropriate mottos.

**The following apply to the playground.**

*Article 31 You have the right to play and rest.*

**When on playground duty, the staff will:**

- Build positive relationships with pupils, actively encouraging them to take part in games and exercise to support mental health and well-being.
- Reinforce healthy eating.
- Employ good observational skills
- Support children to deal with problems calmly and positively, modelling scripted language, emotion coaching and giving choices.
  - Situations need to be weighed up carefully to know when/what intervention is appropriate and proportionate.
  - If a basic rule is being broken this needs to be clearly stated, but in more complex situations, particularly surrounding relationships, a child will need support to help **them** reach a solution.
  - Support children in learning how to communicate, recognise and express their emotions appropriately to be able to move towards managing situations independently.
- TAs and class teachers should escort their class to the hall or playground at play and lunch times and stay with them until a member of staff on duty can receive them.
- **Collect classes promptly.**
- Report any concerns about children - either individuals or groups - using CPOMs, assigning the relevant staff member to incident/concern.
- **Fighting is not acceptable** and should be stopped immediately. Children concerned should stand by the duty teacher who will engage with those concerned to reflect upon their choices and provide emotional first aid support to calm pupils if necessary. 'Helping Hand' Triangle Card can be used to inform additional members of staff.

**The pupils will:**

*Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

*Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.*

- Follow the school rules and conduct themselves in accordance with the key values.
- Understand their rights and the rights of others and respect those rights.

- Follow the school guidelines for presentation of work.
- Adhere to the expectations for attendance and behaviour.
- Value and take responsibility for the school environment.
  - Pupils are taught to be mindful of litter and to work together to keep our environment litter free.
  - Each class takes responsibility for recycling paper in special containers.
  - Pupils are taught how to play appropriately in the wooden huts and to respect the flower/vegetable beds and the wild garden. (Children should not be prevented from enjoying the Learning Garden, but safety and supervision must be considered).
  - Pupils are taught to look after and respect resources and equipment.

### **The parents will:**

- Read and sign the Home/School Agreement on admittance to the school. This sets out expectations for attendance and behaviour.
- Support the school in promoting positive behaviour.
- Behave appropriately on the school premises when dealing with any concerns and issues relating to their child.
  - Issues and concerns about a child's well-being, treatment or behaviour should be raised with the class teacher initially. If concerns remain, parents should speak to the Deputy Head Teacher or Head Teacher; then, if necessary, the school governors.
  - Individual pupils and/or their parents should never be approached with issues regarding another child. Parents should adhere to the procedure above.
  - Any aggressive actions and/or inappropriate language by parents towards staff, other parents or pupils are not to be tolerated. It could lead to parents being banned from school premises.

### **OUT OF SCHOOL BEHAVIOUR**

The same behaviour expectations for pupils on the school premises apply to offsite behaviour. Therefore our policy also covers any inappropriate behaviour where children are:

- Taking part in any school organised or school related activity off the school premises.
- Travelling to or from school.
- Wearing school uniform.
- Posing a threat to another pupil or a member of the public outside school.
- Adversely affecting the reputation of the school.



Sanctions may be given for unacceptable behaviour off school premises, which undermines the principles outlined in our behaviour policy. In issuing sanctions, the following must be taken into account:

- The severity of the behaviour.
- The extent to which the reputation of the school has been affected.

### Online Behaviour

Online platforms used in school are carefully monitored. Pupils are expected to adhere to the same rules and expectations when using online platforms and social media outside of school, for their own safety. The school works to support parents with their child's use of online platforms and social media.

### TRIPS

Attendance on school trips is an integral part of the learning experience at Welsh House Farm. Safety is of paramount importance. The school reserves the right to withdraw any pupil, at any time from a trip if they become emotionally dysregulated and exhibit dangerous and/or inappropriate behaviour. Staff carry out written and dynamic risk assessments to ensure the safety of all. Pupils that do not adhere to the school rules or uphold the values of our school may be withdrawn at the discretion of the Head Teacher.

### ATTENDANCE AND PUNCTUALITY

Pastoral Team leads this area. For all Attendance and Punctuality concerns, the pathway set out in the attendance policy is to be followed.

Although many of the initiatives consistently delivered in school are aimed at encouraging the children to attend regularly and punctually, staff should remember that with this age group, children cannot be held fully responsible for their attendance patterns and many complex difficulties can contribute to poor attendance; therefore they should deal sensitively with children, helping them to feel welcome in school at all times.

All children who are late to arrive or late being collected must sign in or out using the electronic system at the front reception desk. Staff will support and oversee this.

### BULLYING, RACIAL EQUALITY AND ANTI-HARASSMENT

There are separate policies for these areas. *Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.*

**IT IS A VITAL PART OF SCHOOL POLICY THAT RECORDS ARE KEPT  
ON ANY CHILD WHO IS EXPERIENCING DIFFICULTIES WITH  
REGULATING BEHAVIOUR**

**REWARDS AND SANCTIONS PRINCIPLES**

**REWARDS and CELEBRATIONS**

We recognise, acknowledge and reward positive behaviour.

**The motivation for high standards of work and behaviour should be the individual's satisfaction and pleasure in performing well. Research shows that the ability to self-reward is the most powerful motivational force and individuals with this skill succeed better in all areas of life.**

- This should be consistently modelled by staff.
- Praise can be given verbally and/or through comments written when marking work.
- Warm words of praise, given appropriately, are very effective and may be remembered for longer.
- Children can be moved to 'gold' for outstanding work or behaviour. Stickers may also be used by staff to reward good work and/or behaviour.
- Material prizes are only given, Whole School initiatives approved by the Head Teacher. When material prizes are given, they will be purchased by the school.

**Children should not be encouraged to work towards prizes as research has found that working towards a prize is often seen as the end goal and after achievement of this, work or behaviour can deteriorate.**

**Star Reader and Star Writers**

Star readers are chosen by class teachers and TAs. A scheduled celebration assembly recognises their efforts and achievements.

**Star Pupils**

One or two exceptional pupils, per class, who are good role models for their peers are recognised regularly, in the 'Star Pupils' assembly, held on Fridays. Each star pupil receives a certificate.

**Times Tables Rockstars and Numbots**

Reward assemblies for mathematics are held half-termly.

### **Gold Book Assembly**

At the end of each term, every teacher (including intervention teachers, the PE specialist etc) chooses two 'outstanding' children for the 'Gold Book' Assembly. Children are recognised for exceptional effort or attainment in any area - but skill needs to be employed in selecting the children to maximise the opportunity to reward individuals and influence all the children positively. The names of the children chosen are recorded in the 'Gold Book' - with the reason for their award. In a Gold Assembly, the achievements of the children are celebrated with the whole school in a special assembly. A certificate is also sent home to share with family and friends.

### **Pupil responsibilities**

#### **Prefects**

In Year 6 all children have the chance to become prefects. They earn this title by their attitude to school life. Prefects are given certain responsibilities and freedoms. At the end of Year 6, pupils who have behaved and worked particularly well will be awarded a Governors' prize in the Leavers' Assembly.

#### **Science Ambassadors**

Two children in each class have the opportunity to become Science Ambassadors. Through the school's links with The Ogden Trust these pupils will be invited to workshops run by the trust. In school, the ambassadors support the teacher with lesson preparation, trialling demonstrations and investigations, demonstrating investigations to the rest of the class and supporting other pupils in Science lessons.

#### **School Council**

Pupil voice is important at Welsh House Farm. Mrs Yeardsley runs the school council and each class is assigned a democratically elected councillor. School council members attend meetings, organise events, report on issues and support whole school development.

Additional responsibilities may be given.

### **SANCTIONS**

*Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.*

*Article 39 You have the right to help if you've been hurt, neglected or badly treated.*

We make provision for developing the emotional learning of all our pupils, recognising and supporting the most vulnerable and challenging individuals. Our learning culture emphasises learning as a process, learning from mistakes, the importance of emotions and responses in learning and how to communicate responsibility for one's own emotions.

The school climate aims to create a shame free learning environment.

Adults act as proactive co-regulators, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance. We highlight and praise good behaviour choices.

Where undesirable behaviour occurs, children should be given the opportunity - time and space to regulate their emotions before reflecting on incidents. The appropriate time for discussion, an opportunity to reinforce behavioural expectations, outline any necessary sanctions and hold a restorative discussion will be part of the professional judgement made by staff.

Research shows that children will respond to staff expectations, so believing that all children can improve will have a positive effect on their behaviour.

Staff should avoid labelling children, but should use the '*name it and tame it*' approach to labelling emotions - the message is that it is **the behaviour not the person** that we wish to change and to change that behaviour we have to understand emotional responses behind it. We believe that the importance of 'relationships' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils.

Staff support by one another to remain calm, rational, emotionally regulated and in control. Colleagues support one another using the principles of the emotion-coaching framework. School staff have access to the school counsellor and can seek support from SLT. Staff dealing with challenging situations have the option to use the helping hand, which can be sent with a child to summon a member of SLT or the behaviour lead. The adult requesting support can then have the option to work with the child/children requiring emotional support to improve their behaviour, or continue their duties and have the additional adult provide this support to the child / children. If the latter is chosen then the child / children and adult initially involved must have time for discussion, based on a broadly restorative approach in order to maintain the relationship and attachment.



Staff and pupils can make use of the 'Purple Heart' and use designated safe spaces around school to feel calm, safe and self-regulate.

Anyone carrying a purple heart wishes to have personal space and staff and pupils respect this.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can engage the child's mind for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We teach children to **accept responsibility** for their inappropriate behaviour and in doing start to address the issue and we also teach **empathy** and **forgiveness**.

**Sanctions must not demean or humiliate. Indiscriminate punishments for a whole class are never justified and not used at Welsh House Farm Community School.**

Staff should use the 'Help Hand' Card to send for the behaviour lead or a member of SLT, when they need assistance. It is never appropriate to send a child to another class.

### Colour Zones

Gold



Green



Red



**It is important to note that the colour zones are appropriate for the majority of pupils. The 'Time to Talk' (red) zone is not intended to shame any pupil.**

Some pupils may require a more individualised behaviour plan that caters to their specific needs. This can sometimes be use to compliment the colour code system.

Staff identify and recognise that particular individuals with specific attachment needs may need bespoke approaches. For example, children who do not respond well

to public praise can have discrete thumbs up or a lanyard symbol shown to them to communicate that they are making good choices.

Some children do not wish to wear stickers on their jumpers or to have certificates presented in public, or to be taken home; these children have the opportunity to store their 'concrete' rewards safely in school.

**The purpose of the 'Time to Talk' Zone is to ensure that pupils requiring guidance will be guaranteed time with an adult to reflect upon their choices and receive emotion coaching in order to better communicate their feelings, explore why they have been expressed in the way that they have, and work on strategies to communicate more appropriately and effectively.**

All classes throughout the school use the Colour Zone system. In the Early Years and SEN Resource Base staff consistently review and adapt the zone board display, making it appropriate for the needs of their particular cohort. All children begin each day on green.

### **Graduated Response**

- Emotion coaching, scripted response is used.
- Children are given a **reminder** and told or shown how to rectify their behaviour.
- This is followed by a **guidance** if the same behaviour persists.
- If a child is spoken to a third time, they are moved into the red, **time to talk** zone, which will mean utilising five minutes break at the next play or lunch time to problem solving (wise owl brain) with an adult.
- For **immediate time to talk** adult support from pastoral team -send the Helping Hand card. This **MUST** be recorded on CPOMS.
- HT and pastoral team will monitor CPOMS records.
- If behaviour is escalating or patterns noted parents are contacted and information shared
- Adults around the child will meet to decide best support pathway (e.g. monitoring book, individual support plan, mentoring, therapy, individual reward system, Check In, Responsibilities...).
- Children who are on a support pathway will be discussed and monitored through termly Children at Risk (CAR) meetings
- Support plans are reviewed regularly.
  
- Pupils can be fast tracked to a support plan or suspended for any of the following
  - Bullying
  - Fighting

- Racism
- Violence
- Absconding

On reintegration, pupil support plan will be shared with pupil and parents. This may involve a part time timetable to support a successful reintegration.

Further support from outside agencies will sought for pupils who make limited or no progress towards their targets - despite support in place.

- Pupils can be immediately suspended or excluded for any of the following
  - Persistent Bullying
  - Persistent verbal abuse
  - Physical abuse
  - Malicious physical assault
  - Sexual abuse
  - Emotional abuse

#### KEEPING PUPILS SAFE - Physical restraint

All staff have up to date **Team Teach** training. The positive behaviour management strategies that Team Teach promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.

If any member of staff becomes aware of, or becomes involved in a situation where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene using positive handling. Our duty of care is to keep everyone safe, in such circumstance; staff will follow the school policy for dealing with such situations. Anyone wishing to view this policy may do so on request. Staff follow guidelines for Keeping Children Safe.

Whenever positive handling has had to be used staff must record event on CPOMS,

## IN CONCLUSION

*Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.*

At Welsh House Farm Community School we aim to provide a secure, happy, ordered, pleasant environment where a broad and balanced curriculum engages our pupils, encouraging them to display appropriate behaviours.

We have high expectations of every pupil and believe that all our children can and will behave well. Relationships are a shared responsibility and we expect pupils to reciprocate in their treatment of staff but - we acknowledge that the adults must take lead role.

Good relationships foster positive behaviours and all staff consistently model the values we believe in:

- Accepting responsibility for our own behaviour
- Kindness
- Generosity
- Fairness
- Empathy
- Forgiveness
- Humour




Policy Revised: July 2023

Adopted by Governors 28<sup>th</sup> September 2023






Next Policy Review: July 2024

Mrs Rebeca Floyd



Welsh House Farm Emotion Coaching Toolkit			
Feelings Friends	What's happening?	Key adult response	Script
<p>Wise owl</p> 	<p><b>Lid closed Upstairs and downstairs brain working together.</b> Reason Talk things through Make choices Problem solve</p>	<p>Emotion coaching Talking board</p>	<p>Step 6 <b>Problem solving Saying sorry Joining in / having a go</b></p> <p>Step 5 (if needed) <b>But, it's not okay / safe to...because... At WHF we...</b> (refer to rules and values)</p> <p>Step 4 <b>I sometimes feel... I understand</b></p>
<p>Scaredy cat</p> 	<p><b>Lid wobbling Staircase via gateway</b> Seeking reassurance Asking questions Low level disruption Attention seeking Withdrawal Teary</p>	<p>Emotion coaching Three Houses</p>	<p>Step 3 <b>Because...</b></p> <p>Step 2 <b>You are feeling ...</b></p> <p>Step 1 <b>I can see that...</b></p>
<p>Dino brain</p> 	<p><b>Lid has flipped Downstairs brain only stairgate is closed</b> Fight / flight / freeze Physical aggression Verbal aggression Hiding Running / walking away Destruction</p>	<p>Co-regulation Soothing / calming De-escalation strategies Emotion coaching (steps 15)</p>	

Appendix 2

<p><b>I can see...</b></p> 	<p><b>You are feeling...</b></p> <p><i>Feelings</i></p> <table border="1"> <tr> <td> silly</td> <td> excited</td> <td> happy</td> <td> calm</td> </tr> <tr> <td> annoyed</td> <td> confused</td> <td> nervous</td> <td> surprised</td> </tr> <tr> <td> scared</td> <td> embarrassed</td> <td> sad</td> <td> angry</td> </tr> <tr> <td> proud</td> <td> tired / sleepy</td> <td> curious</td> <td> worried</td> </tr> </table>	silly	excited	happy	calm	annoyed	confused	nervous	surprised	scared	embarrassed	sad	angry	proud	tired / sleepy	curious	worried	<p><b>Because...</b></p> 	<p><b>What can we do...</b></p> 
silly	excited	happy	calm																
annoyed	confused	nervous	surprised																
scared	embarrassed	sad	angry																
proud	tired / sleepy	curious	worried																
<p><b>I understand... I sometimes feel...</b></p> 	<p><b>But it's not okay...</b></p> 																		

## Appendix 3

### Steps for producing an Individual Learning Plan for Behaviour at Welsh House Farm School

1. Produce a written description of the behaviour(s), work from school written records.
2. Try to work out the reasons for the behaviour and what is being communicated by it.
3. Record proactive strategies to help the child stay happy and calm. Think about what new skills the child may need to learn to help them in the future e.g. a sign for "finished", to wait for 30 seconds etc.
4. Recognise the triggers and the early warning signs of the behaviour (when a person becomes anxious) and think about effective de-escalation strategies to use with this particular pupil.
5. Record the reactive strategies (what to do when the behaviour occurs) to keep people safe, referring to the emotional first aid and emotion coaching toolkit resources available in school.
6. Record the post reactive strategies (what to do after the behaviour, at step 6 in the emotion coaching toolkit). We need to be aware that there is a risk of the behaviour escalating again.
7. Involve as many key people in the pupil's life as possible.
8. Review the plan. Is it working?