

additional learning or sensory needs. Our role is to know and understand the risk factors for individual children and put in place protective factors to help counterbalance the risks (see appendix 4). Our duty is to create an emotionally secure environment where children are well supported and helped to reduce the impact of risk factors, teaching them resilience and self-worth.

We recognise that behaviour is a function of being able to manage emotions, and we therefore aim to actively teach 'self-regulation' in the school environment. We recognise that behaviour is part of the **mental health** and **well-being** of an individual. We recognise that supporting the development of positive behaviour means supporting the mental health of children in our school.

We also recognise that individual and collective behaviour is rooted in **strong relationships** and a sense of **belonging**, and we endeavour to promote an enduring sense of **engagement** in all aspects of school life. This is a **whole school responsibility**; this policy describes our collective approach and states what is expected of all staff when promoting positive behaviour and well-being.

We recognise that a sense of **safety** and **security** are the foundation of positive mental health and well-being of children, and ensure that our school environment is safe and welcoming.

We aim to **promote positive, pro-social behaviour, prevent and manage** negative behaviour, and provide appropriate and timely **support** to children experiencing difficulties with behaviour. We believe that a fair approach depends on everyone getting what they need (**equity**) rather than everyone getting the same (**equality**). **Difference is a positive, as is being an individual. Therefore, there cannot be a rule book that applies to all children, all of the time, in the same way.**

3. Positive Behaviour Management

These strategies are the fabric of expected daily practice at The Windmills, and work together to form the safe, secure environment needed for children to flourish and learn. We set high expectations of behaviour and interaction and adults are expected to model this consistently. At The Windmills, we expect children and adults to:

1. Be kind
2. Show respect to each other
3. Try their best

In order to achieve this we:

- invest in the quality of our relationships between adults and children, among children and among adults. All staff understand the need to establish good relationships with all children, through ongoing positive regard, and repair relationships when something has gone wrong.
- recognise, celebrate and reward positive behaviour and interaction, through team points, Headteacher awards and Celebration Assemblies. For some children, Seesaw is used as a celebratory tool to share with home.
- implement a consistent approach to promoting positive behaviour and managing unwanted behaviour across the school. Our daily routines are consistent and are supported by clear visuals, promoting a sense of safety and security. We prepare children for transitions and changes using social stories and visual timetables.
- teach a broad and balanced curriculum to develop the learning skills and knowledge of all children. The national curriculum is a minimum. We ensure that teaching at The Windmills is engaging, ambitious and differentiated to ensure that all children can access learning opportunities that will lead to the experience of success.
- ensure that teaching and learning are well paced. Review and practice opportunities are woven in at every stage, as we understand the importance of managing the cognitive load in the process of learning. We understand learning differences, and ensure that a range of strategies are used to remove any barriers to learning, such as visual prompts, brain breaks, time out cards, separate (low

distraction workspaces) or coloured paper and exercise books. We use teacher modelling and clear feedback to ensure that children know how to complete learning tasks and what they need to do next.

- explicitly teach the meta-cognitive learning behaviours which enable children to achieve and succeed, including perseverance, collaboration, the importance of a positive growth mindset and the value of learning from setbacks and mistakes.

We promote individual and collective resilience in children through the teaching of a Well-Being Curriculum based on four main areas:

- Relationships and Sex Education
- Digital and media literacy (e-safety)
- Physical health and wellbeing
- Emotional health and wellbeing

We teach children about feelings, emotions and self-regulation using the Zones of Regulation programme as the foundation of developing the language of emotional literacy. The Zones of Regulation programme teaches children that all feelings and emotions are valid. It shows them how to recognise and name a range of emotions as well as looking at what may trigger individual emotional responses. The final stage is to teach strategies to self-regulate our emotions. Our aim is for all children to develop the ability to regulate their emotions and become resilient when faced with challenge.



4. Recognising and celebrating positive behaviour in the classroom

Children’s positive behaviour is recognised, praised, and rewarded – we celebrate and reward good behaviour to encourage it in all children. There are a multitude of ways that we reward and praise children.

Team points are used across the school to encourage good choices. Every child is placed in a team when they join The Windmills and team points are collected and celebrated. We aim to catch the children being good and use praise explicitly to promote the behaviours that we wish to see.

Praise may be given for:

- Listening and following instructions immediately
- Making good choices
- Trying their best
- Working hard
- Being respectful
- Being kind
- Moving around the school sensibly
- Displaying polite manners
- Showing any aspect of the school values and ethos

By using explicit praise focusing on the good choices, we will reinforce the key messages:

Well done you are

- sitting calmly on your chair
- showing you are listening and are obviously ready to learn
- participating and contributing in a positive way – engaged
- asking constructive questions
- going for a challenge – pushing yourself with your learning

- waiting patiently for your turn
- organised and have started the learning
- lining up calmly
- persevering with the task
- doing exactly as I have asked
- using your knowledge to help others
- working co-operatively as part of a team

In addition, a variety of individual and collaborative reward systems are used across the school. Examples of positive rewards include:

- Verbal praise, privately and publicly
- Written comments in books
- Shout outs in English
- Stickers – Headteacher awards – Headteacher certificates
- Going to another member of staff, including SLT
- Communicating good news to parents – face to face or by email
- Recognition in Celebration Assembly
- Seesaw App for vulnerable children to link with home

Children on a specific behaviour programme may have rewards negotiated between the class teacher and the child and home, tailored to meet the child's needs.

The school-wide proactive strategies outlined above promote pro-social behaviour throughout the school for the majority of pupils for the majority of the time in school. However, we recognise that at times, and despite our best endeavours, the behaviour of some pupils will not exemplify these standards, and will need a consistent response. These individuals will be supported by the team around them to write a plan which best supports the child. They may have an alternative learning plan, brain breaks/ physical breaks, a safe space to regulate in and a caring understanding that they need something different to support them to achieve.

The first responsibility for managing behaviour in the classroom is by the class teacher and support staff in the room. The class teacher models how this behaviour is to be improved in a clear and positive way – conversations with individuals happen in private – a reminder about expectations can be given in public.

5. Valuing learning time – setting the culture – and addressing any off-task behaviour:

At The Windmills, we aim for all children to value learning time and use every minute to make as much progress as possible. To help them do that, we use a non-verbal strategy to indicate to children when they are off-task or not making the most of learning time. They will then be asked to make up this time in their time. This should be a subtle tool to remind children of expectations and create a hardworking and harmonious learning environment.

If children are interrupting lessons and therefore disrupting learning, for either an individual or the whole class, the teacher will use a number of behaviour management strategies to improve the behaviour:

- praise someone else for getting it right - to encourage the individual to model their behaviour on what is expected
- non-verbal warning – a teacher look
- non-verbal – moving to the child and removing something the child is fiddling with, without stopping the teacher's flow

- modelling what is expected: speaking politely, please, thank you, well done for making the right choice, etc.
- acknowledge the feeling: I can see you might be feeling...
- reminder of the rule; remember we do not shout out in class – everyone has an equal voice
- I know you can do this, you did it yesterday/ this morning/ last week

On occasion, it is appropriate to tactically ignore low level disruptive behaviour – but not if this is continuous and on-going as this then condones the behaviour that we do not want to see.

Managing low – level distractions and off task behaviour:

Children are expected to work hard during lessons. If they choose not to, they need to make up learning time as they have wasted a learning opportunity. All class teachers have a book where they record learning minutes lost. During a lesson, if a child is off task, the teacher will pick up their book and record the time that the child is off task for. By picking up the book, this is a message to all children but eye contact should be made with the specific child who is off task and a mark is recorded against their name. This is a private record of those children that are off task and for how many minutes. At the end of this session, all children that have remained on-task will leave for break. Those that have lost minutes are kept in and need to carry on with work that they should finish or further improve. This is not up for discussion. The teacher recorded the time that the child was off task and they need to owe this back. It is a logical approach which aims to teach children to be self-controlled and reflective about how they are using learning time. This could also be an opportunity for the teacher to discover more about the behaviour of a particular child to find out the reason behind it.

The names of children are not written on the board and when they are asked to stay to make up time, this is done in a very calm and matter of fact way. We want the children to see this as perfectly logical and therefore, that there is no grey area.

This approach is not about ‘telling off’ or being ‘cross’ with children. It can be delivered in a completely non-verbal manner which means that the learning of others is not disturbed by the teacher dealing vocally with off-task behaviour. If time is lost in the afternoon, it would then need to be earned back the following day which is not ideal as it carries over something into the next day. If it is only minor, the teacher can say that this can be turned around the following morning – or that they have showed enough that afternoon.

Children always have the right to correct their behaviour and earn the time back. This restorative aspect of the approach is vital to its success. However, this is completely controlled by the adult and they may decide that there is still time owed at the end of the session.

Good behaviour management is all about children knowing what the boundaries are and these being consistently stuck to.

Example Scenario A

Child A is off task while the children are independently working.

Class teacher sees this and watches.

Child A gets eye contact with class teacher.

Class teacher shows Child A that they are adding minutes in the book.

When the child is back on task, Class teacher finds a moment to walk past the child and inform them that if they carry on working as hard as they are, there is a good chance they can earn those minutes back.

Example Scenario B

If a child is behaving in a way that is openly disrupting the teaching and learning in the class, the teacher will remind the class about expectations by thanking others for making a good choice (Well done X, you have your hand up and are sitting beautifully). They will then find a way to have a quiet conversation with the child (if possible) to remind them directly about what they are expecting. If the child persists, they will be asked to leave the room for a moment. At the next point where the teacher can leave the room, they explain to the child:

'In this school/ class we don't (whatever the behaviour was. E.g. call out). If you continue to do this, I will need to find you somewhere else to learn for the lesson. As you have been outside for minutes, you will need to make this back up at the next break. However, if you can get back into the class and work hard for the rest of the session, there is a chance those minutes can be earned back. Do you understand? I am ready to have you back into the class now, show me how brilliant you can be.

Example Scenario C

The child has already had time out and has had a private conversation with the teacher. They are still not compliant/ focusing. They are spoken to calmly and asked to take their learning to another class. A space is made for them in another classroom where they are sent to complete their work for the remainder of the session. They are not spoken to about their behaviour by the staff in the new class. At the end of the session, they return to their class where they will have to make up the minutes lost and the work not completed in that session. This is recorded in the teacher's book and on CPOMs. A conversation would be had about the choices the child made that were not in line with how we work in this school.

Example Scenario D

The child has been distracting others and interfering with learning. They are not responding. To deescalate the situation the teacher decided to intervene and move them to a 'reflection/ time out' table in the class where they can work without distracting others. They will lose minutes for needing to be moved. Teacher would calmly say, "X please move to x where you can get on with your work." In conversation after the lesson, you would use the words "We don't talk about poor behaviour during lessons so we are going to discuss why I needed to move you now."

Example Scenario E

If they return to the class and they continue to make poor choices, they will need to be sent to a more senior member of staff for a longer period of time (Inclusion Manager, Head or DHT – depending on availability and phase).

The senior leader will speak to the child, when the child is calm enough to have a productive conversation, about their behaviour and decide on an appropriate course of action, which may be time out of class, conversation with parent, removal of play time, etc.

Each situation is different and will be dealt with carefully in order to support the child moving from a negative situation to a positive one whilst being really clear about the expectations of the school. In every situation, the child should be given options and opportunities to make the right decision to resolve the problem.

What and when to record:

If a child is regularly being recorded in 'the book', this needs to be noted on CPOMs. Teachers should tag the appropriate categories (below) and briefly note the reasons. CPOMs does not need to be updated every time a child loses minutes (they are children and will make mistakes – this is part of growing up and learning) it is only when it is frequent and is becoming a concern. This then builds up a picture over time.

CPOMs Categories:

- Distracting others
- Poor focus - minutes lost repeatedly over a week
- Repeated poor focus /attitude to learning - sent to another class

6. Restorative Conversations

These are used to support the resolution of disagreement or conflict between children, incidents of disruption of learning, or another breach of school rules. Comic strip conversations or social stories may be used if appropriate.

The restorative questions used by all staff are:

1. What happened?
2. What have your thoughts been since the incident?
3. What were you thinking about at the time?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

A restorative approach emphasises the need to **value** all the individuals involved, maintain a **non-judgmental** stance and **communicate** calmly and clearly.

This restorative approach is used for incidents in the classroom and on the playground when 'something has gone wrong', and sits alongside the Zones of Regulation system. We aim to support children to **understand** the links between emotions, feelings and actions and **target** an alternative response. The voice of all the children involved is vital to all stages of this process.

7. Significant poor behaviour and serious incidents

For serious incidents and significant poor behaviour, children should be referred to a member of the senior leadership team (SLT) at once. Class teachers and other staff are expected to resolve minor incidents and small disputes between children. Involving a member of the SLT should be reserved for serious incidents, this then has more impact.

The following is a list of severe, unacceptable behaviours:

- Racist, homophobic or sexualised language
- Physical violence towards others or threatening behaviour towards others
- Verbal abuse/swearing towards others
- child-on-child sexual violence or sexual harassment
- Stealing
- Wilful damage to property
- Persistent disruption or disturbance in the classroom or other areas of the school
- Refusal to carry out appropriate learning tasks for prolonged times
- Leaving class or school without permission
- Confirmed cases of bullying

All severe behaviours are referred straight to the Headteacher/ DHT/ AHT at the earliest opportunity. The build up to the action and how it was dealt with must be recorded on CPOMS by the teacher / TA as soon as possible. The response to and consequence for these incidents are at the discretion of the Headteacher / SLT and will be based on factors such as the age and level of understanding of the child and whether the behaviour has occurred before. Parents must be contacted of those both responsible for the incident and any child that has been impacted. Who

contacts parents will depend on each circumstance – it may be teachers or SLT or a combination. This will be agreed and action taken will be recorded on CPOMS.

Where concerns cross over into safeguarding concerns the incident will be dealt with by following guidance in the school's child protection policy and in Keeping Children Safe in Education.

8. Recording poor behaviour

Staff must note all unacceptable behaviour on CPOMS. This creates a comprehensive history of that child's behaviour which may help to identify triggers and strategies that are successful in managing their behaviour. If incidents are being recorded fairly frequently, parents should be contacted to try and ascertain what the causes are and to build up a working relationship with the parents.

9. Supporting the behaviour and self-regulation of children with additional needs

This policy is written to support the needs of all children at The Windmills Junior School. However, there are times when the whole school and class systems are not enough to support and manage the needs of an individual child or when a child needs an alternative approach.

If a child's behaviour indicates the need for additional support, a graduated response will be followed:

- Meeting between AHT/SLT (Inclusion) and class staff to discuss how the behaviours are presenting and identify additional personalised supportive strategies.
- Meeting between parents/child/AHT/or SLT - class staff to discuss behaviour needs and strategies, and establish SMART targets. A Positive Behaviour Plan can be introduced. Regular review meetings should take place to monitor progress towards the targets and set new targets. The voice of the child and working closely with parents are key to the success of this process.
- External agency support is sought by the AHT (Inclusion). The Learning Behaviour Advisory Team (LBAT) and/or Educational Psychology Service (EPS) should be contacted in the first instance.
- If a child is at risk of exclusion (AROE), the Fair Access team is informed. A small amount of additional funding can be requested from the Fair Access Team to support a child in school in these circumstances.
- If evidence emerges that the wider family would benefit from further support, the Early Help Manager is informed and an Early Help assessment is undertaken with the consent of parents/carers.

10. Playtimes and Lunchtimes

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

- The children have an active and enjoyable break where they feel safe and are well cared for
- Incidents reported by the children are listened to and acted on
- The children are free to play in an environment that challenges poor behaviour and any form of unkind behaviour
- Disputes and incidents are dealt with calmly and children are given time to regulate before speaking with an adult – time out is encouraged as a way of supporting this positive approach

We have agreed a set of playground rules that we expect all to follow:

Playground Rules

Have fun and use your imagination – be curious;

Play fairly and share - take care of the play equipment - respect;

Think about others' feelings and involve them in games - respect;

Work out problems, if you can't, ask a play leader or adult for help - kindness;

The adults are there to help you; listen and follow their instructions - respect;

No play fighting or rough games; people get hurt! - kindness

The pupils at The Windmills are expected to follow the school's behaviour expectations during playtimes. Staff on the playground are in attendance to proactively support children with their behaviour and self-regulation. Staff who are supporting positive behaviour need to remind children of behaviour expectations and identify when behaviour indicates that they need some help. The Zones of Regulation language is useful for enabling conversations about emotion/behaviour and supporting children to take time out to calm or reset.

Step 1: Check in with the child – are you okay – you look upset? What has happened?

Acknowledge the feeling: I can see you might be feeling...

Step 2: Acknowledge and refocus:

Reminder of the expectation: At The Windmills we are kind/ respectful. I know you can do this, you did it yesterday/ this morning/ last week.

Step 3: You need to take some time to calm and keep yourself and others safe (direct to a space).

Step 4: Calmly stipulate - it's never OK to use that voice/ push/ hit etc. If support is needed to remove a child from the playground, a member of SLT should be called.

When negative incidents occur on the playground, where possible, staff use the same restorative questions in the moment to ensure that the incident is clearly understood by all involved:

1. What happened?
2. What have your thoughts been since the incident?
3. What were you thinking about at the time?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

11. Exclusions

Exclusion for poor behaviour is used rarely and only when all other strategies have been tried and exhausted, or when behaviour is so extreme that the school is given no other option. Total defiance of school rules and physically hurting others are behaviours that may lead to suspension or exclusions.

Exclusions are dealt with in line with the government's published national guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022).

12. Physical Intervention and Positive Handling (see policy)

Staff have a duty to intervene to prevent children hurting themselves or others, or to prevent significant damage to property. A number of staff across the school are trained in Team Teach de-escalation strategies, and will be called upon when physical intervention is needed. All members of staff have a duty to act to prevent harm if there is not time to call for support or until this support arrives. The DFE guidance stipulates this very clearly.

Some staff are trained in the use of positive handling, which will enable us, in very rare occasions, to control a child using positive known holds to restrain. The use of force in relation to a pupil is used only as a last resort. It should only be used to manage a child's behaviour if it is necessary to prevent the child causing harm: to themselves, to other children, to an adult, to prevent serious damage to property, or, in what would reasonably be regarded as, exceptional circumstances. When physical intervention is used, it should be undertaken in such a way that maintains the safety and dignity of all concerned. All incidents of physical restraint need to be recorded using the appropriate form and regard to the policy – the Headteacher must be alerted instantly and will support through the process.

13. Relationships with Parents and Carers

Establishing good relationships with parents and carers is essential for developing and supporting positive behaviour. There is strong evidence that shows that if children see home and school working positively together this has a significant impact on improving behaviour. As part of the on-going relationship with the school, parents and carers are expected to support the school's Behaviour and Relationships Policy. The school encourages parents and carers to alert the school to issues happening at home which may affect the child's behaviour in school and we will inform parents when there are concerns in school.

14. Use of mobile phones

The school strongly discourages parents from providing their children with mobile phones throughout the primary phase due to increasing evidence about the damage that this does for their mental health and well-being, what they can access and how young people interact online. There is no reason why children in the lower school should need to have a phone at all and we do not allow children in these year groups to bring phones to school.

Mobile phones and watches are not to be used during the school day.

Mobile phones **MUST** be handed in to the class teacher on arrival in the classroom. These will be stored in the teacher's cupboard (which is not always locked) during the day and returned at home time. The school takes no responsibility for lost or damaged phones and parents are agreeing to this by allowing their child to bring devices into school. They are not covered by the school's insurance policy.

Smart watches must **NOT** have access to the internet or this **MUST** be turned off during the school day using parental controls. These devices should only be used for telling the time. If smart watches are a distraction for children they will be removed from the child and stored in the same way that mobile phones are stored and returned at the end of the day.

15. Searching Children

The Headteacher or Deputy Headteacher reserves the right to search pupils and/ or their bags if there is reasonable concern that they could be carrying a harmful implement, substance or something that is age inappropriate or a safeguarding threat (for example – a sharp object or knife, alcohol, illegal or prescription drugs, stolen goods, pornographic images, fireworks or anything that can cause harm. This will be carried out by the Headteacher or the Deputy Headteacher with another member of staff present. The procedure for this would be to speak to the child, ask them to get their belongings and a search would then be carried out if it was felt that this was necessary. The parents may be called to be present for a body search and they would be contacted to discuss the matter and the findings.

16. Whistleblowing Policy

We ensure that all staff feel fully supported and that there is a clear culture that states that the behaviour of the pupils is all of our responsibility. If for any reason a member of staff has concerns about another member of staff's conduct, they should report that confidentially to the Headteacher or to the Chair of Governors in line with the schools confidential reporting policy.

The school follows West Sussex guidance and model policies when dealing with any concerns raising staff.

17. Success Criteria

We will know if we have achieved our goal of good behaviour from all the children when they can be trusted to behave in an exemplary manner whilst learning both in school and out of school. As a village school, we have a strong sense of belonging and responsibility to the community.

There should be clear evidence of exemplary behaviour in all aspects of school life and in involvement with our community. This will demonstrate that our children have matured into kind, considerate, sensible and responsible young people who have an awareness of both their actions and of the consequences of their actions. There should be evidence of good manners apparent at all times, together with signs of a helpful and co-operative attitude towards other people. Our children will have high levels of self-esteem and self-confidence and a positive attitude towards their own learning and development.

Appendix 1: Staff responsibilities

All staff will:

1. Meet and greet the children at the door each morning.
2. Refer to our school values to set high standards and expectations.
3. Model positive behaviours and build positive relationships.
4. Use Team Points throughout the day to notice and celebrate positive behaviour.
5. Follow the behaviour scripts calmly when addressing negative behaviour.
6. Follow the restorative processes for all incidents.
7. Record incidents requiring adult intervention on CPOMs.
8. Adopt the ethos of whole school responsibility; acknowledge and praise positive behaviour and never ignore or walk past anti-social behaviour.

Senior Leaders will:

1. Meet and greet children and families at the beginning of the day.
2. Be a visible presence around the school and especially at times of mass movement.
3. Celebrate staff, leaders and children whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support teachers in managing learners with more complex or social and emotional needs.
6. Regularly review provision for learners whose needs are beyond the range of whole school systems, through Positive behaviour and other intervention plans.

Appendix 2: Classroom Strategies to support positive behaviour

Establishing a positive classroom (teachers should adapt this to the individual needs in their classes):

- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Be consistent with expectations (as outlined in this policy) and communicate these clearly and frequently
- ✓ Plan for the roles of all adults in the classroom and communicate these plans clearly
- ✓ Display the Zones of Regulation in the classroom
- ✓ Use whole class brain breaks to promote self-regulation
- ✓ Have calming resources available for those that need it - potentially creating a calming area or breaks outside the classroom if deemed necessary
- ✓ Daily visual timetable updated and refer to regularly throughout the day
- ✓ Ensure that changes to the timetable are explained to children in a timely manner
- ✓ Write and follow risk assessments for individual children who need them
- ✓ Support other adults to follow the risk assessments
- ✓ Use the Pupil Profiles and PPPs to understand pupils' additional needs

During Teaching:

- ✓ Praise positive behaviour
- ✓ Deal with negative behaviour privately – take time out to deescalate for you and them
- ✓ Remain calm – step out of the situation and seek support if you are unable to remain calm – unless someone is at risk of harm it is always better to leave time to properly investigate and have a calm and measured discussion
- ✓ Differentiate for individual needs – ensure that the learning and low self-esteem is not the cause of the negative behaviour
- ✓ Plan for review and retrieval - interweaving practice (Rosenshein's principles)
- ✓ Plan for manageable cognitive load
- ✓ Have clear consistent routines for transitions and for stopping the class that are used by all adults in the room – explicitly teach the children these class routines.
- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 3: De-escalation strategies:

- ✓ Distract through talk - family, hobbies/ interests, sport, pets etc
- ✓ Distract by asking for help with something else
- ✓ Scripted language, calm, open body language
- ✓ Remind that they are safe and cared for
- ✓ Remove the trigger/ remove them from the trigger
- ✓ Change of activity - Lego, puzzles, sensory
- ✓ Physical activity
- ✓ Give space
- ✓ Give limited choice – but give options
- ✓ Meet basic needs - water/ snack
- ✓ Give time
- ✓ Change of adult
- ✓ Use the ZoR strategies
- ✓ Change of space
- ✓ Peer support if safe
- ✓ Limited, clear language. Repeat using the same words.

Appendix 4: Risk Factors from - [Mental health and behaviour in schools 2018 - DFE publication](#)

There is a complex interplay between the risk factors in children’s lives, and the protective factors which can promote their resilience. As social disadvantage and the number of stressful life events accumulate for children, more protective factors are needed to act as a counterbalance. (3.9 – pg 13)

Who	Risk factors	Protective factors
child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child’s changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • ‘Open door’ policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the comm-unity	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities