



East Ardsley  
Primary Academy

# East Ardsley Primary Academy

## School Rules

- **Respect everyone and everything.**
- **Keep yourself and others safe.**
- **Be responsible for your actions.**
- **Enable yourself and others to learn.**

**How we resolve things when we break a school rule.**

What happened?

How did it make  
you and others feel?

What can you do  
to put it right?

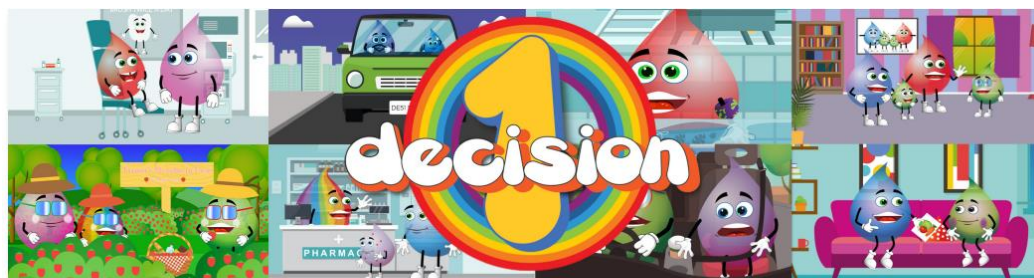


East Ardsley  
Primary Academy

## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 2 – The PHSE Curriculum

In Foundation Stage (Nursery and Reception) we use the 1decision Early Years Portal.

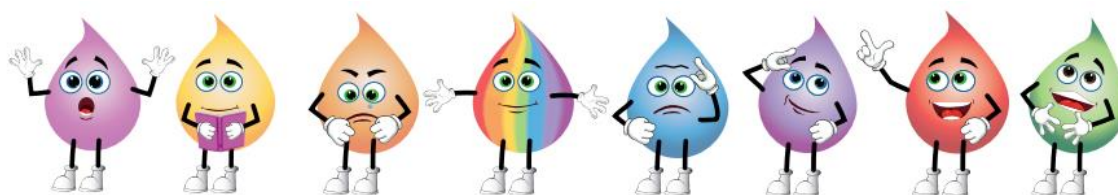


## 1decision Early Years Portal

The Early Years portal has been created to support ‘in the moment’ planning and does not provide individual or suggested lessons. The choice of when and how to use the 1decision EYFS content is down to the discretion of the setting. The resources are suitable for children aged 3-5, but may also be suitable for older children, particularly those with SEN. The EAPA PHSE lead has created documents to support Early Years staff in accessing that range of resources available.

As this is a flexible curriculum, the teacher will select one animated or Read-to-Me Storybook or dilemma that meets the needs of the class at that point in time. One story or dilemma will be used every week as a main input, prompting discussion and possible further activities such as sorting, talking or dilemma cards, mindfulness and mini-yoga videos.

Students are guided through the Early Years resources by Rainbow Drop characters. Throughout these resources, the Rainbow Drops go on many adventures and learn a lot about the wider world that they live in.



1decision is mapped against the statutory framework for the early years foundation stage and the resources link to the early learning goals.



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### Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?  1D – replace lesson 1 Keeping/Staying Healthy - Healthy Eating	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Sex and relationship education Healthy relationships / How a baby is made  1D replace lessons 3/4/5 Growing and Changing - Conception (Split slides into 3 lessons: 1: 1-26 2: 27 – 32 3: 33 – 43)
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship  1D replace lesson 2 Relationships - Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it  1D replace lesson 3 Being Responsible - Looking Out for Others	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Sex and relationship education Healthy relationships / How a baby is made
Spring 1	Identity, society and equality Me and others  1D replace lesson 1 Our World - Growing in Our World  1D replace lesson 2 Our World - Living in Our World	Sex and relationship education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Weighing up risk  1D replace lesson 3 Keeping/Staying Healthy - Alcohol
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Sex and relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights *1D have got 2 lessons on supporting disabilities & same

	*1D have got a lesson on is it safe to eat or drink – Maybe you might feel these would come in useful for this module? If so, find that at -  Hazard Watch - Is it Safe to Eat or Drink?				*1D have got 2 lessons on jealousy & anger – Maybe you might feel these would come in useful for the emotions lessons? If so, find that at -  Feelings & Emotions Jealousy Anger	sex parents – Maybe you might feel these would come in useful for this module? If so, find that at -  A World Without Judgement - Breaking Down Barriers Inclusion & Acceptance
Summer 1	Mental health and emotional wellbeing Feelings  1D replace lesson 3 Feelings & Emotions - Grief  *1D have got 3 lessons on jealousy, worry & anger – Maybe you might feel these would come in useful for the emotions lessons? If so, find that at - Feelings & Emotions Jealousy Worry Anger	Keeping safe and managing risk Indoors and outdoors  1D replace lesson 3 Keeping/Staying Safe - Road Safety  *1D have got a lesson on is it safe to play with – Maybe you might feel this would come in useful for this module? If so, find that at - Hazard Watch - Is it Safe to Play With?	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing 1D replace lessons 2/4/5 Growing and Changing – Puberty (Have a look at lesson and split up as you feel fits best for your class. Just please make sure to still cover You, Me, PSHE wet dreams (lesson 2).  1D replace lessons 6/7 Growing and Changing – Relationships/Appropriate touch (Split into 2 lessons as you feel fits)	Drug, alcohol and tobacco education Different influences  1D replace lesson 3 Keeping/Staying Healthy - Smoking	Mental health and emotional wellbeing Healthy minds  *1D have a lesson on worry when moving school, this might be useful to cover in the module? If you would like to use it please find it – Feelings & Emotions Worry
Summer 2	Careers, financial capability and economic wellbeing My money  1D replace lesson 1 Our World - Working in Our World	Drug, alcohol and tobacco education Medicines and me  1D replace lesson 1 Keeping/Staying safe - Medicine	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money  1D replace lesson 2 The Working World - Enterprise	Keeping safe and managing risk Keeping safe - out and about FGM  1D replace lesson 2 Keeping/Staying Safe – Peer Pressure *1D Knife Crime lesson coming soon!

The red flag demarcates lessons which link directly to safeguarding

## KS 1&2 Social, Emotional & Mental Health skills in the MindMate curriculum

	Self-Awareness				Self-Regulation				Motivation				Empathy				Social Skills			
	Year 1				Year 2				Year 3				Year 4				Year 5			
Feeling good & being me	Can name something they are good at & why	Can name something they are good at & how it feels	Can name a feeling & how it makes their body feel	Can name something they are good at & why	Can name something they are good at & why	Can name something they are good at & why	Can name something they are good at & why	Can name something they are good at & why	Can talk about something they find difficult	Can reframe this into a positive statement	Can offer to help someone reframe	Can talk about an event that made them have strong feelings	Can talk about a time when their comfortable/uncomfortable feelings have influenced their thinking & behaviour & impact on those around them.	Can listen to a friend doing the same	Can use a way of resisting peer pressure	Can name factors that can help them cope with difficult feelings & situations				
EL dimensions																				
Friends & Family	Can talk about things that make them happy & laugh	Can tell the difference between laughing at & with someone		Can offer to share things & include others in activities	Can talk about a time when they have been unkind	Can talk about a time when they have seen someone be unkind & how it made them feel	Can name a wide range of attributes that can contribute to a healthy relationship	Can identify some of these qualities that they have	Can understand we don't all like the same things & show that it's ok											
EL dimensions																				
Life Changes & Transition	Can talk about something that has changed & say what they like & don't like about it	Can understand that different people have different feelings about changes		Can tell how feelings of loss e.g. a pet, can make their bodies feel	Can listen to others talking about loss	Can work with others to overcome a new challenge & can then talk about the sequence of individual events involved in this	Can use "I" messages especially (e.g. I feel X when X happens I would like to tell X) if experiencing difficult emotions	Can listen to others "I" messages												
EL dimensions																				
Strong emotions	Can recognise a small range of strong emotions & say that person looks...			Can complete the sentence I feel unhappy when ... & can ask others what makes them unhappy & listen to the response.	Can name something you do to help yourself when you feel unhappy	Can choose a calming down strategy that will work for them & explain the steps involved	Can complete the sentence 'I feel stressed/anxious when ...and my body feels...' & the sentence 'When I feel stressed or anxious I can ask for help by ...'													
EL dimensions																				
Being the same & being different	Can say a way their friend is different to them & say it's ok			Can create a sentence, series of sentences, they could use to help someone who is being teased or bullied		Can use problem solving phrases such as 'what will happen next?'	Can use a range of vocabulary to apologise when they have done something wrong/unkind.	Can use feedback to improve their self-awareness												
EL dimensions																				
Solving problems / Making it better	Can name three goals/targets & say who can help with them			Can explain a time they had to try really hard & how it made them feel when they did		Can say how they feel in difficult situations.	Can develop a coping strategy that will work for them & explain the steps involved													
EL dimensions																				



## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 3 – Circle Time

- Start with light-hearted, unthreatening activities.
- Intersperse challenging activities with light-hearted ones to release tension, have a laugh, change the dynamic, allow all to take stock.

#### **Circle Activity Guidelines**

- Volunteers can freeze the action at any point and stop, or ask for help.
- Anyone taking a role needs to know that they will be formally de-rolled at the end.
- What is learned can be shared outside the circle, what is said stays in the circle unless express permission is given otherwise.
- Anyone in role wears a sticky label with their assumed name. While wearing this, they are in role.

#### **De-rolling**

- De-rolling is vital. Without it, people can be left stranded in role / vulnerable.
  - Invite person, in role, to comment on how they feel.
1. Take sticker off, put onto chair.
  2. Ask person who was in role to give a word of advice to their character.
  3. Facilitator throws label away.
  4. Invite role player to explain one way that they are different to their character.

Structures for Circle time.

See **Just Schools** for further information.

Circle work on conflict – starting points:	Circle work on conflict – practice:
<ul style="list-style-type: none"> <li>• Fish bowl</li> <li>• Hot seating</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Your turn – my turn</li> <li>• Expressing and acknowledging strong emotions</li> </ul>



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### Appendix 4 – Zones of Regulation

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



For more information:

<https://www.zonesofregulation.com/index.html>



## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 5 – Restorative Enquiry

#### Restorative Listening:

1. **Value the speaker.** Empathy. No overt judgement.
2. **Be curious.** What is their story?
3. **Feelings matter.** Acknowledge / express interest in feelings.
4. **Self awareness.** Be aware of your thoughts, feelings and needs and behaviours.
5. **Win – win** is the aim. Or a mutually acceptable outcome.

#### Restorative Enquiry:

<b><i>The Past</i></b>	
Suggested Question	Focus
Can you explain what happened?	Thinking (interpretation) and behaviour
What were you thinking at the time?	thinking
How were you feeling at the time?	feelings
Who else do you think has been affected by this?	Others' feelings, thoughts and behaviours
<b><i>The Present and Future</i></b>	
Suggested Question	Focus
What have been your thoughts since?	Thinking
What are they now?	
How are you feeling now?	Feelings
What do you need (to do) so that: <ul style="list-style-type: none"> <li>• Things can be put right?</li> <li>• The harm can be repaired?</li> <li>• You can move on?</li> </ul> (This question can be adapted to suit the context).	Needs
What could you <b>try</b> so that this doesn't happen again?	Learning for the future

#### Restorative Enquiry Crib Sheet:

<b><i>Past:</i></b> <i>What happened?</i> <i>Your thoughts?</i> <i>Your feelings?</i> <i>Who else affected?</i>	<b><i>Present / Future:</i></b> <i>Thoughts since / now?</i> <i>Feelings now?</i> <i>What now?</i> <i>(put things right / repair harm / move on)</i>  <i>What could you <b>try</b> next time?</i>
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#### Restorative Enquiry:

(for lanyard)

<b><u>Past:</u></b> <i>What happened?</i> <i>Your thoughts?</i> <i>Your feelings?</i> <i>Who else affected?</i>	<b><u>Present / Future:</u></b> <i>Thoughts since / now?</i> <i>Feelings now?</i> <i>What now?</i> <i>(put things right / repair harm / move on)</i>  <b><i>Try next time?</i></b>
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## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 6 – Reasons for Behaviour

#### **Why children behave the way that they do:**

- Unmet basic needs
- ACEs/trauma
- Lack of communication
- Frustration
- Not yet learned the boundaries / rules
- Poor theory of mind / empathy
- Attention (attachment) seeking
- Space
- Fairness / Privilege
- Social development
- Resourcing (fighting over a toy/object)
- Adult timescales
- Finding waiting difficult
- Transitions
- Changes in setting (e.g. adult not in)
- Changes at home
- Bereavement
- Upset prior to attending that day
- Schematic play
- Boredom
- Weather
- ...

#### Functional Behaviour Analysis - **What's behind behaviour challenges?**

**#1 Social Attention** A person may engage in a certain behaviour to gain some form of social attention or a reaction from other people. For example, a child might engage in a behaviour to get other people to look at them, laugh at them, play with them, hug them or scold them. While it might seem strange that a person would engage in a behaviour to deliberately have someone scold them it can occur because for some people it's better to obtain "bad" attention than no attention at all.

**#2 Tangibles or Activities** Some behaviours occur so the person can obtain a tangible item or gain access to a desired activity. For example, someone might scream and shout until their parents buy them a new toy (tangible item) or bring them to the zoo (activity).

**#3 Escape or Avoidance** Not all behaviours occur so the person can "obtain" something; many behaviours occur because the person wants to get away from something or avoid something altogether. For example, a child might engage in aggressive behaviour so his teachers stop running academic tasks with him or another child might engage in self-injury to avoid having to go outside to play with classmates.

**#4 Sensory Stimulation** The function of some behaviours do not rely on anything external to the person and instead are internally pleasing in some way – they are "self-stimulating". They function only to give the person some form of internal sensation that is pleasing or to remove an internal sensation that is displeasing (e.g. pain). For example, a child might rock back and forth because it is enjoyable for them while another child might rub their knee to sooth the pain after accidentally banging it off the corner of a table. In both cases, these children do not engage in either behaviour to obtain any attention, any tangible items or to escape any demands placed on them.





## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 7 – Dealing with Unrestorative Outbursts

For example: You make me ... when you... (hostile tone, accusatory body language).

**Person A** – So tell me what happened / what is going on from your perspective.

**Person B** – (replies with their interpretation)

**Person A** – So let me just check that I have got this right. You are saying that...

#### **Encourage 'I' statements**

- I have a problem I would like to discuss
- When I see / hear ... (followed by neutral description)
- I feel...
- What I need is...
- So, would you be willing to...

#### **To interpret others:**

- So, when you see / hear...
- Are you perhaps feeling...?
- Do you need ...?
- And would you like...?

#### **Is the other person ready to listen?**

*Can I tell you what happened / is going on from my point of view?*

#### **Could you suggest alternating interchanges?**

*Why don't we both explain how we see things, how we feel about it all and then what we both need to do to put it right? Maybe we can find a way forward that we both agree on?*

*Or, break this into smaller stages.*



## East Ardsley Primary Academy Behaviour Policy – Appendices

### Appendix 8 – Restorative Mediation:

- People in conflict, supported by a neutral third party.
- Hear each other's stories, find a mutually acceptable way forward.
- Gives the opportunity to appreciate the impact of behaviour on other people, whether wilful or inadvertent.
- Key principle – the people with the conflict are the best ones to find the way forward. Imposed solutions do not necessarily address any underlying resentment / bitterness.

#### **Preparation:**

- Get parties to agree to mediation. It's voluntary.
- Consider separate preparatory meetings to help people make sense of their stories, get in touch with their feelings and identify what they would like from mediation. Run as a restorative enquiry.
- (If there is no agreement to meet, the preparatory meetings may be enough).
- Set the scene: no interruptions, circle / triangle of chairs the same height, tissues / water?

#### **1 Establish guidelines**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Let everyone have their say without interruption or challenge</li> <li>• Treat everyone with respect, avoid name calling / insults</li> <li>• Try to keep what is said in the room / share agreement with others but personal details not to be shared (NB can share with parents?)</li> </ul> | <b>Mediators:</b> <ul style="list-style-type: none"> <li>• remain impartial and do not make judgements</li> <li>• try to refrain from making suggestions or coming up with solutions. They support the parties in finding their own way forward</li> <li>• respect confidentiality (other than sharing as needed with colleagues afterwards)</li> </ul> |
|---|---|

#### **2 Hearing the Stories (and problem solving)**

- |   |   |
|---|---|
| <p>Give each person an opportunity to explain:</p> <ul style="list-style-type: none"> <li>• What happened from their perspective (inc. the build up).</li> <li>• How they felt at the time, how they feel now.</li> <li>• (perhaps) talk about others who were affected.</li> </ul> | <p><b>Mediators:</b></p> <p>Use restorative enquiry / conversation techniques.</p> <p>Support the speaker to:</p> <ul style="list-style-type: none"> <li>• Sort the issue out for themselves.</li> <li>• Get understanding of what they have experienced.</li> <li>• Consider the impact it had.</li> <li>• Reflect on what they need to move on.</li> <li>• Explore what they could do differently another time.</li> <li>• Help the parties to recognise that the problem is a shared one and that they can work together to solve it.</li> </ul> |
|---|---|



## **2. Hearing the Stories – extra skills**

Who goes first?	Person who raised the concern? Who wants to? Who is more vulnerable?
Teasing out the story	Can you tell me more? Would you like to say a bit more? Can you be more specific? And then? And before that? Yes? (with enquiring tone). Silence and an interested look. Repeating the last few words said.
Reframing	Mediator reflects back what they have heard. This indicates someone has listened gives a chance for clarification, enables the speaker to put things in a less inflammatory way, choosing words that capture the strength of feeling and essence of what has been said and reframes them in a way that clarifies to both side what is at stake.
Whether to dwell on the past or concentrate on the present	NB: Feelings are more important than what happened. Once all parties have expressed their feelings and acknowledged the feelings of others, it's time to move on. (To 2.5)
Patience and empathy	Mediator to support all to express thoughts, feelings and needs at every stage, ensuring that an agreement is not rushed or under pressure. Patience, sensitivity, acute observation of participants' body language, impartiality and even handedness.

### **2.5 Restorative Problem Solving**

(Once all stories have been heard).

Parties consider what is needed so that:

- Things can be put right
- The harm can be repaired
- They can move on

## **3. Agreement**

Choose practical options to which everyone can agree.

Can be slow, mediator to check how everyone is. (Minor disagreements can signal that there is still underlying tensions which still need to be addressed).

Consider a flip chart to write up all ideas. (Silly ones may lighten the atmosphere!).

## **4. Clarification**

Clarity is vital – Who does what? When? How? What if it doesn't happen?

Write up the agreement in the meeting, ask everyone to sign before leaving. Give all a copy.

Spend time checking what people have learned and how they will behave if a similar situation happens again.

## **5. Closure**

With acknowledgement of the progress made and the hard work done.



**East Ardsley Primary Academy Behaviour Policy – Appendices**

**Restorative Mediation Meeting:**

Establish guidelines	<ul style="list-style-type: none"><li>• Don't interrupt</li><li>• Respect</li><li>• Confidentiality</li><li>• Mediator impartial</li></ul>
Hearing the Stories	<p>In turn:</p> <ul style="list-style-type: none"><li>• What happened from your perspective? (NB build up).</li><li>• Feelings at the time? Now?</li><li>• Others affected?</li></ul> <p>Mediator:</p> <ul style="list-style-type: none"><li>• Deepen reflection and consideration of impact</li><li>• Reflect what is said, reframe if needed</li><li>• Highlight shared nature of the problem</li><li>• Ensure all feelings/needs are stated and heard, then move on</li><li>• Patience, empathy</li></ul>
Problem Solving	<p>What is needed to:</p> <ul style="list-style-type: none"><li>• Put things right</li><li>• Repair harm</li><li>• Move on</li></ul>
Agreement	<p>Share all ideas. Mediator take notes. Flip chart? Chose something all agree to. Write up. Sign.</p>
Clarity	<p>Give out agreement. Check what is learned. What will be done next time.</p>
Closure	<p>Acknowledge progress and hard work</p>



Appendix 9 – Behaviour / Relationship Observations

**Early Years:**

Extract from the Wellbeing Scale in the SENIT Developmental Journal.

(See the SENIT Developmental Journal for further information).

**Using the Well-being Scale to support a Graduated Approach**

- The Well-being Scale (Laevers et al, 2005) helps us to consider the extent to which a child feels comfortable and at ease with themselves and their emotions.
- The Scale has two components: key signs in a child's play and activity to signify well-being and a scale of well-being (a scale rate of 5 is the highest indicator and 1, the lowest).
- The Well-being Scale offers a consistent and comparable approach to understanding a child's well-being. Reference to the scale can facilitate discussions between practitioners and parents, helping to effectively identify children who may benefit from additional support.
- Observing the child's well-being in different contexts and across the session can help identify supportive factors as well as consider where additional support may be required. Analysis of observations can help us think about the ways we can help a child to feel more safe and secure.
- Monitoring a child's well-being over time can help us review the impact of the provision and celebrate steps of progress that may not be captured in other assessment methods.

**8 Signs of Well-being** (adapted from Laevers et al, 2005)

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**Flexibility**

Readily adapting to their environment, easily adjusts to new and different situations/experiences. They may initially be upset or confused by change but quickly accepts. Open approach to problems and frustrations.

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**Openness and Receptivity**

Alert to their environment, shows a willingness and eagerness to explore, both independently and with others.

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**Vitality**

Radiates a vitality and zest for life, displaying high levels of energy.

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**Enjoyment without restraints**

Happy, beaming, smiling, taking genuine pleasure in what they are doing and experiencing, enjoying the right things in the right way (i.e., not putting themselves at risk or hurting others).

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**Self-confidence and self-esteem**

Able to express themselves, let themselves be seen and heard by others. Tries new challenges/activities without fear of failure.

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**Relaxation and inner peace**

Relaxed, composed, they do not bottle up tensions, quick to settle after being excited/upset.



### **Being in touch with oneself**

They know what they need, feel, and think. They show their feelings, and if they are upset/frustrated they can work through these emotions.

### **Being able to defend oneself, assertiveness**

Stand up for themselves, expressing their own wishes, needs, and desires. They will ask for the things they need/want, in an appropriate manner. Will act assertively, not merely following directions/suggestions given by others, especially if these interfere with their own needs/wants.

<b>Well-being Scale</b> (adapted from Laevers et al, 2005)	
<b>5: Extremely High</b>	Continuously showing indications they feel happy, relaxed, and at ease: <ul style="list-style-type: none"> <li>❖ Lively and full of energy.</li> <li>❖ Self-assured, expressing their ideas, needs, and wants in appropriate ways.</li> <li>❖ Eager to explore and engage, showing genuine pleasure in their activity.</li> </ul>
<b>4: High</b>	Generally happy and able to express feelings: <ul style="list-style-type: none"> <li>❖ Express their needs/wants in appropriate ways.</li> <li>❖ Engages in play, showing confidence in choosing what they want to do.</li> <li>❖ Rarely show signs of discomfort.</li> </ul>
<b>3: Neutral</b>	Happy most of the time: <ul style="list-style-type: none"> <li>❖ Maybe occasionally anxious, appearing uncertain and seeking reassurance.</li> <li>❖ May show distress at transitional times.</li> </ul>
<b>2: Low</b>	Signs of emotional discomfort displayed for half of the time: <ul style="list-style-type: none"> <li>❖ Wary of adults or may cling to one person.</li> <li>❖ Being near other children can cause anxiety and they may hurt others.</li> <li>❖ Cannot sustain enjoyment in activities.</li> </ul>
<b>1: Extremely Low</b>	No signs of well-being are shown: <ul style="list-style-type: none"> <li>❖ No interest in others or in playing.</li> <li>❖ Very little energy; might be withdrawn and/or becomes anxious very easily.</li> <li>❖ Child may show clear signs of distress (crying, screaming, shouting) or may engage in more subtle self-soothing behaviours (thumb sucking, rocking).</li> </ul>





## Reviewing Children's Well-Being

CHILD: No.:		DATE:		OBSERVATION	
Time/Context	Observation	Well-Being Scale	8 Signs of Well-Being Observed		
		5 4 3 2 1	<b>Openness and Receptivity</b>  <b>Flexibility</b>		
		5 4 3 2 1	<b>Self-confidence &amp; Self Esteem</b>  <b>Being able to defend oneself, assertiveness</b>		
		5 4 3 2 1	<b>Vitality</b>  <b>Relaxation &amp; inner peace</b>  <b>Enjoyment without constraints</b>		
		5 4 3 2 1	<b>Being in touch with oneself</b>		
<b>CHILD'S VOICE- WHAT IS THIS TELLING US?</b>					





### Observations from Y2 upwards: STAR

[illegible]

**TIME** ↑

Stage	Stage Name	Description	Reflection Prompt
Stage One	Anxiety / Trigger	Need for support and resistance	What are my signs? • • • What can be done to help me?
Stage Two	Defensive / Escalation	Need for diversion, resistance, clear limits boundaries and choices	What are my signs? • • • What can be done to help me?
Stage Three	Crisis		What are my signs? • • • What can be done to help me?
Stage Four	Recovery	Need for continued letting go. Support and resistance	What are my signs? • • • What can be done to help me?
Stage Five	Depression	Need for observation support and monitoring. Recovery and repair.	What are my signs? • • • What can be done to help me?
Stage Six	Developmental Debrief	[ ] Listen [ ] Link [ ] Learn	What are my signs? • • • What can be done to help me?



Appendix 11 – SEMH Offer

Universal All children will access	Universal Plus All children can access	Targeted Some children access	Specialist / Professional Support for an individual
<p>PHSCE, lessons following the LT curriculum.</p> <p>Weekly circle time – planned to respond to the needs of the class, to use restorative practices and to teach emotional literacy and regulation (Zones).</p> <p>Teacher prioritises teaching PHSCE/Circle time themselves to build relationships.</p> <p>Zones of Regulation language used throughout school</p> <p>Ongoing focus on Growth Mindset / Resilience</p> <p>Restorative enquiry and conversations</p> <p>Timetabling gives opportunities for informal SEMH development in less structured times – playtimes, trim trail, forest school.</p> <p>Assemblies with SEMH focus, including resilience.</p> <p>FS and Y1 provision structured to give opportunities for quiet spaces, sensory activities and heavy work, allowing opportunities for co / self regulation</p> <p>D Side (drugs and online safety education) annually.</p> <p>Bikeability (Year 6)</p> <p>PCSO visits, planned in F2.</p>	<p>Time to talk to phase adults – teacher, TAs.</p> <p>Ongoing communication with parents around individual needs.</p> <p>Phase team build communication with parents in the way that suits them best – Tapestry, phone calls, face to face.</p> <p>Emotions coaching approach to overwhelm</p> <p>Parental support for children's SEMH provided to all through Tapestry</p> <p>Planned: FSW to offer coffee mornings including an SEMH/parenting focus</p>	<p>Planned conversations/ activities /support in less structured times.</p> <p>For example:</p> <p>Resilience activity in forest school.</p> <p>Support with social communication planned for trim trail time.</p> <p>Modelling of manners during lunch - etc</p> <p>Peer support. Buddies / mentors.</p> <p>Key worker approach, used for children who would benefit from learned dependence</p> <p>Pastoral team support phase team to consider barriers and needs.</p> <p>Pastoral team to support phase team with strategies</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Calm boxes</li> <li>• Disappointment rituals</li> <li>• Social stories</li> </ul> <p>Consistent approach used by all of phase team.</p> <p>Pastoral team offer meeting with parents to share the point of view of life at home and the child's history.</p> <p>Phase run nurture group.</p> <p>FSW one off drop in sessions</p> <p>LM can direct parents towards resources for their child's SEMH</p> <p>Restorative mediation and conferencing</p> <p>PCSO visits, responding to identified need.</p>	<p>One Page Profile, read by team around the child. Shared and amended with parents termly.</p> <p>Boxall Profile – Assessment and learning plans</p> <p>Social stories</p> <p>Comic strip conversations</p> <p>Learning Mentor work based on SEMH intent or LSS advice (group or 1:1)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The incredible 5 point scale</li> <li>• A parts model approach (Bomber)</li> <li>• Support in class</li> <li>• Life skills work</li> <li>• Nurture session</li> <li>• Emotional Literacy</li> <li>• Emotional regulation</li> <li>• Calming/ sensory activities</li> <li>• Theraplay activities with peers or a parent/carer</li> <li>• Scenario work</li> <li>• Think good, Feel good (CBT)</li> <li>• Flexible thinking</li> <li>• Anxiety support</li> <li>• Healthy Relationships (DV)</li> <li>• Self-harm support</li> <li>• Self-esteem/Resilience</li> <li>• Transition support (preparation for high school)</li> <li>• Mindmate / CAMHS referral</li> </ul> <p>LSS referral:</p> <ul style="list-style-type: none"> <li>• FSW support</li> <li>• Play therapy</li> <li>• Counselling</li> <li>• Wellbeing work</li> <li>• Life Coaching</li> <li>• Mindmate / CAMHS referral</li> </ul> <p>Referral to external agencies. E.g.</p> <ul style="list-style-type: none"> <li>• Families First</li> <li>• Signpost</li> <li>• Young Carers</li> </ul> <p>Link social workers support pastoral/ Safeguarding team.</p>