

PLANNED/PROACTIVE RESPONSES



Context	Values led practice	Impact on situation/student	Student perception of relationships/adults/school
On arrival	<ul style="list-style-type: none"> • Staff at gate and doors • Warm welcome ("nice to see you") • Recognition • Smiling faces • Compliment • High five • Bespoke morning routine/activity • Emotional check in (formal and informal) • Needs check in (food, drink, bathroom) • Allow space (if needed) • Visual timetable in place 	<ul style="list-style-type: none"> • Feel valued • Feel safe • Feel liked • Feel cared about • Reassured • Make a positive start to their day • Reduce anxiety • Setting them up to succeed 	<ul style="list-style-type: none"> • Staff can be relied upon • Fresh start every day • Predictable and reliable routine • Glad to have arrived for the day • Positive relationship with staff strengthened • Positive perception of school strengthened



Needs Analysis - What do our pupils need?

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During lessons	<ul style="list-style-type: none"> • Accurately pitched learning, built around student need • SMART learning objectives - linked to EHCP Outcomes • Differentiation for all pupils - resources, questioning, activities • Valuing all opinions • Minimal teacher talk (lecture style teaching) • Active, well paced, creative and engaging lessons • Group work (Mixed ability where possible) • All achievements recognised and celebrated by everyone in class 	<ul style="list-style-type: none"> • Enthusiastic about their work • Confident to take part • Strengthen their resilience • More willing to participate • Increased academic progress • Enjoy their learning • Proud of themselves • Feel empowered and capable • Productive and positive lessons • Everyone has more fun • Increase self esteem 	<ul style="list-style-type: none"> • Look forward to lessons • Positive association with learning strengthened • Glad to be at school • Positive relationships with staff strengthened • Positive perception of school strengthened



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When a student is displaying low level attention seeking behaviour	<ul style="list-style-type: none"> • Positive class culture • Praising students who are on task • Planned ignoring • Planned responses • Down to their level • Brain break - planned • Calm tones • Neutral facial expressions • Individual success reminder - positive consequences made clear • Scripted response • Active listening - what is their need? • Reminding the student about a time when they were successful • Describing the behaviours that you want to see 	<ul style="list-style-type: none"> • Witnessing modelling of appropriate emotional regulation and behaviour • Reduced anxiety • Reassured by consistency • Feel listened to • Feel respected • Feel cared about • Situation remains as a calm as possible • Minimum attention paid to low level behaviour 	<ul style="list-style-type: none"> • Staff can be relied upon • Staff are understanding and empathetic • Staff see the best in me • Predictable and reliable responses • Positive relationship with staff strengthened • Positive perception of school strengthened • Will understand how to gain adult attention in an appropriate way



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When a student is in crisis and is displaying challenging behaviour	<ul style="list-style-type: none"> • Calm atmosphere • Use de-escalation techniques • Calm tones • Neutral facial expressions • Planned responses • Scripted responses • Active listening - what is their need? • No judgement • Following PHP • Restorative conversation (post-crisis) 	<ul style="list-style-type: none"> • Witnessing inappropriate modelling of emotional regulation and behaviour • Increasing anxiety • Increasing uncertainty • Feel listened to • Feel respected • Feel cared about • Situation remains as a calm as possible • Encouraged to reflect on their own behaviour 	<ul style="list-style-type: none"> • Staff can be relied upon • Staff are understanding and empathetic • Staff see the best in me • Predictable and reliable responses • Positive relationship with staff strengthened • Positive perception of school strengthened • Fresh start established



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When interacting with their peers during unstructured times	<ul style="list-style-type: none"> Activities/games and resources readily available or organised proactively All staff responsible for all students Student-Student conversations and play encouraged and facilitated Staff proactively playing with students and leading or participating in games Staff to role model being active and taking part in games/conversations Staff to role model sharing, turn taking and coping with disappointment Praising positive choices and behaviours when students are playing nicely, being kind/considerate, sharing etc 	<ul style="list-style-type: none"> Feel valued Feeling positive about their day Feel liked Reassured about socialising Ensure a positive break/lunch Enable friendships to develop Reduce anxiety about mixing with other children Maximise learning time (Social and Emotional Development) Enhanced social and emotional development More likely to make friends 	<ul style="list-style-type: none"> Positive perception of other children is enhanced Positive relationships with staff strengthened Adults at school are fun Look forward to break times and lunch times Glad to have been at school Positive relationship with peers strengthened Positive perception of school strengthened School community and feelings of togetherness enhanced



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End of the day	<ul style="list-style-type: none"> • Calm preparation for the end of the day • Shared celebration time • Highlight the positives • Emotional check in (formal and informal) • Needs check in (food, drink, bathroom) • Compliment • High five • Staff at gate and doors • Warm goodbye ("see you tomorrow, well done with.....today") • Positive communication with home (phone call/postcard) • End on a positive for all students 	<ul style="list-style-type: none"> • Feel valued • Feeling positive about their day • Feel liked • Increase self esteem • Feel cared about • Reassured • Ensure a positive end to their day • Enable a positive journey home • Reduce anxiety • Setting them up for a positive evening at home 	<ul style="list-style-type: none"> • Staff can be relied upon • Staff are understanding and empathetic • Fresh start for the next day established • Predictable and reliable routine • Glad to have been at school • Proud of themselves • Positive relationship with staff strengthened • Positive perception of school strengthened



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