

KEMBALL SCHOOL BEHAVIOUR AND RELATIONSHIP SUMMARY

Kemball School uses a wide range of therapeutic, communication, sensory, and behaviour support strategies to help pupils feel safe, regulated, and ready to learn. Positive relationships are at the centre of the school's approach, with the understanding that behaviour is a form of communication and that emotional wellbeing is essential for successful learning and engagement.

Staff use a flexible, individualised, and neuro-affirming approach, adapting strategies to meet the needs of each pupil. This includes providing structure, routine, and predictability for pupils who benefit from clear boundaries and consistency, while also recognising that some pupils are more successful with flexible, low-demand, and personalised approaches that respect their individual communication, sensory, and emotional needs.

Key approaches include Zones of Regulation, restorative "Fix It" conversations, reflective social stories, sensory interventions, TEACCH, Attention Autism, Intensive Interaction, nurture, and wellbeing activities. Communication support, sensory regulation, and carefully structured environments are used to reduce anxiety, support emotional regulation, and promote positive behaviour and engagement.

Through these approaches, pupils are supported to develop independence, self-awareness, social understanding, confidence, engagement, and meaningful participation in learning and wider school life.



KEMBALL SCHOOL BEHAVIOUR AND RELATIONSHIP SUMMARY

- Build positive, consistent, and trusting relationships with pupils.
- Remember that all behaviour is a form of communication.
- Prioritise regulation, wellbeing, and safety before learning or consequences.
- Know each pupil's communication style, sensory needs, motivators, triggers, and interests.
- Use calm, clear, and consistent communication, particularly during dysregulation.
- Adapt expectations, routines, and approaches to meet individual and neuro-affirming needs.
- Use visuals, communication aids, sensory strategies, and predictable support to reduce anxiety and promote understanding.
- Focus on de-escalation and restorative approaches to repair relationships and support reflection.
- Work consistently as a team with families and professionals to provide joined-up support.
- Promote independence, emotional regulation, social understanding, and positive engagement in school life.

BEHAVIOUR AND RELATIONSHIP SUPPORT STRATEGIES

We know that all pupils need clear, consistent boundaries and that the way these boundaries are communicated and supported is extremely important. At Kemball School, staff work hard to develop a deep understanding of each pupil as an individual, including their communication style, sensory needs, anxieties, motivators, and triggers. Strong communication between home and school is essential in helping us to provide the best possible support. If your child has had a difficult night, is feeling anxious, unwell, or experiencing challenges outside of school, sharing this information with us helps staff to respond appropriately and understand how this may impact their school day.

The most effective way we can support pupils is by building positive, trusting relationships with them. Creating a nurturing, predictable, and emotionally safe environment allows pupils to feel secure and understood. When pupils trust the adults around them, they are more able to regulate, engage, communicate, and feel successful within school.

We believe that clear boundaries help pupils feel safe and provide a sense of consistency and predictability. Many pupils find comfort in knowing what is expected of them and what adults will do to support them. We also understand that pupils may challenge boundaries at times, particularly when they are anxious, dysregulated, overwhelmed, or struggling to communicate their needs. During these moments, staff aim to remain calm, consistent, and supportive.

Whilst consistency is important, we also recognise that flexibility and meeting individual needs are essential. Staff carefully consider the demands being placed on a pupil throughout the day and make reasonable adjustments where needed. This may include adapting communication, reducing demands, providing sensory or movement breaks, offering additional processing time, changing the environment, or supporting a pupil through a difficult moment in a different way. Our aim is always to help pupils succeed whilst maintaining their dignity, wellbeing, and emotional safety.

Finding the balance between nurturing relationships, appropriate boundaries, high expectations, and flexibility is central to our approach. We want pupils to feel supported, understood, and successful whilst learning the skills they need to manage themselves safely and positively. Please talk to us if you have any questions about behaviour support or how we support your child at Kemball School.



BEHAVIOUR AND RELATIONSHIP SUPPORT STRATEGIES

At Kemball school we have a range of different strategies to support your child's behaviour. Class staff will use a range of these techniques and develop a behaviour plan if required. You may see some of these terms on your child's behaviour plan along with others that are perhaps suggest by professionals such as OT's, Ed Psychologists etc. We understand that not all pupils will be able to access these strategies and that context, understanding and pupil need are priority with actioning a behaviour incident. All behaviour plans will be individual and created for your child. If you have questions about what is written on the behaviour plan please discuss with the teacher or Emily Buttery (behaviour lead).

Social stories: a visual approach to understanding situations before or after an event. This can help pupils process and learn what to do. Completed in the style of a comic strip, pupil's breakdown a situation and reflect on the impact on themselves and others.

Zones of regulation: supporting pupils self regulation and understanding of their emotions through colour zones. Each zone will define a group of emotions for a pupil who can then identify a tool to support them. Example 'I am in the red zone' Tool: deep pressure hand massage.

'Fix it': this is to develop pupils understanding of actions, accountability and consequence. Following an incident we will discuss how we can move forward and make the situation better and learn from it. We use the term 'fix it' to identify what can the pupil do next? This could be apologies, tidy up or fix a broken item.

Communication and visuals: for pupils who require support with their communication and understanding, staff will use a communication aid and any supportive visuals. When pupils are in crisis, communication can be the most difficult skill to maintain. Using a simple visual which depicts an action or request this can help. Verbal interaction is also when we are not feeling our best, it is difficult to articulate a need or want so an aid is there to help. If there are any support aids, zones of regulation, communication aids or social stories that you think would help your child at home or through a future event please let the class staff know.



SENSORY SUPPORT

Sensory support: this could be in the form of a sensory diet, circuit or general interventions. We know that everyone experiences different feelings towards sensory input and we all seek or avoid certain things because of how they make us feel. Some find this harder than others and this is where sensory support can aid the learning and experiences of our pupils.

A **sensory circuit** is a short sensory motor programme that helps set up children for the school day. It can support children to reach the optimal level of arousal for learning and focus during lessons.

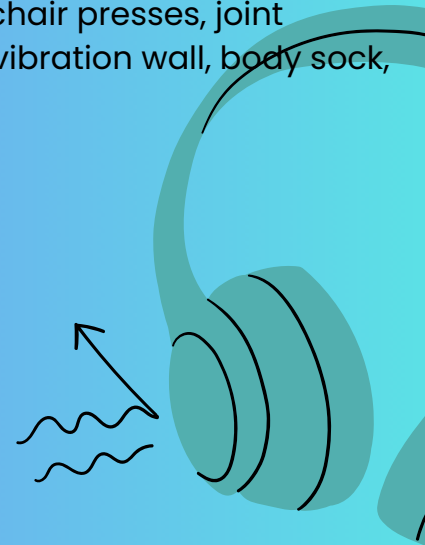
Sensory circuits can last for 10-15 minutes; they should consist of alerting, organising and calming activities, (the order of activities is important).

Use symbol / visual for each activity to support in understanding and preparation.

Alerting: Bouncing, skipping, jumping on a trampette, bouncing on a ball, running around the sensory room, star jumps, swinging-spinning / swinging. Essentially getting the body moving!

Organising: Using the brain and body. Animal walks, balance activities- stepping-stones, lying on a gym ball on stomach, tug of war, Simon says, wobble board balancing and building up balancing and catching a ball / beanbag, scooter board obstacle course / gathering items.

Calming: Wall presses – print and laminate hand prints on the wall, chair presses, joint compressions, squishing or self-squishing with a gym ball, crawling, vibration wall, body sock, ball pit.



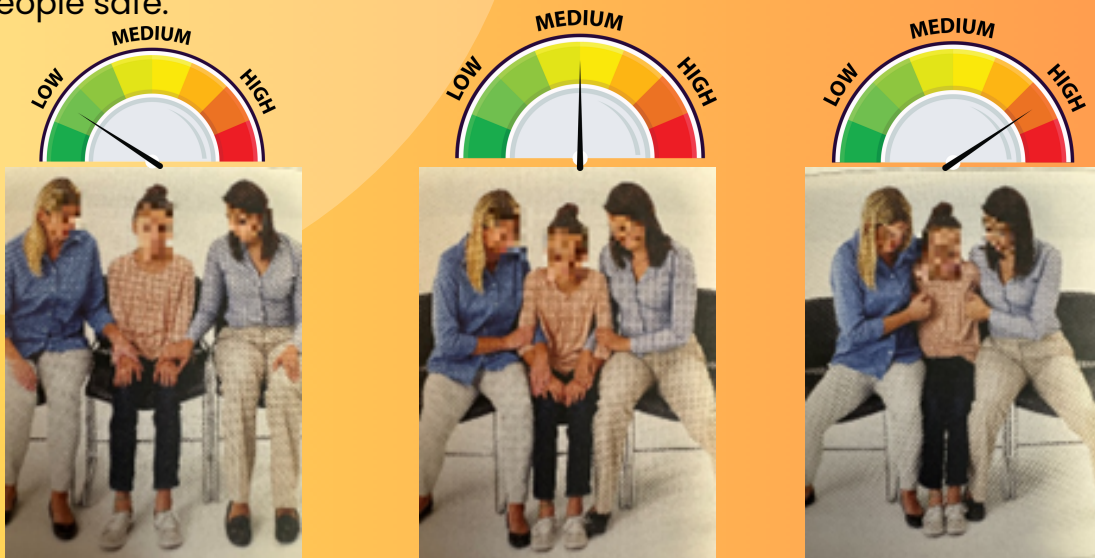
Sensory diet provides the combination of input needed for peak performance from the time we wake up until bed. For pupils who become overwhelmed or dysregulated by sensory experiences. This is an individual intervention which can be applied anywhere and should be considered at all times. This can be used within lessons to develop sensory understanding and exposure to sensory experiences. Develop tolerance towards sensory input and knowledge of how to support their own regulation. We can use this alongside ZOR as required support aid or intervention at any point during the day. You can still use the principles of alerting; organising and calming however consider that this would need to be an individual approach.





CPI Safety Intervention (previously called MAPA) : any form of physical intervention or reasonable force is always the last resort of behaviour management. This is an action to keep the pupil safe and others around them safe also. Although we have a large team of staff who are trained annually we rarely resort to this intervention. You may see this on your child's behaviour plan and be concerned about the level of physical intervention. This is dependent on the level of risk presented and as you know this is potentially unpredictable. Reasonable force is physical/ non-physical intervention required to prevent harm to self, others or damage. Some pupils require and have preference to physical support such as hand holding or physical guiding. All staff have a responsibility to keep our children safe and will use reasonable force if they are CPI trained or not.

CPI Safety Intervention is a structured, evidence-based training program designed to prevent and safely manage crisis situations through de-escalation, verbal intervention and, when necessary, controlled physical interventions. These may include low, medium or high levels of hold. These are used as a last resort and only when absolutely necessary to keep people safe.



Therapeutic rapport is the most important part of the process, regardless of whether reasonable force has been used. While this may include opportunities to 'fix it', the primary focus should always be on repairing and rebuilding the relationship between the pupil and staff member. Pupils must feel safe, supported, and reassured that staff are there to protect them and act in their best interests. We know that positive outcomes for pupils are achieved through strong, consistent staff-pupil relationships. These relationships should be built on trust, understanding, respect, and emotional safety. Restoring connection after an incident is essential in helping pupils to regulate, rebuild confidence, and continue to feel secure within their environment.