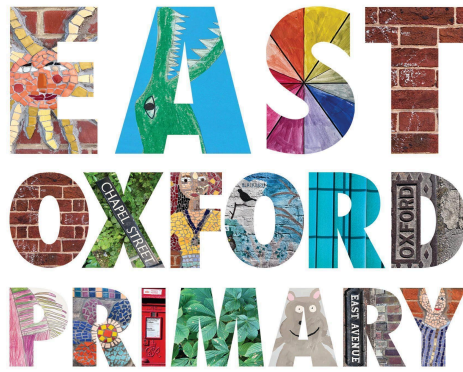




Positive Behaviour Policy

September 2026

March 2025.

Reviewed September 2026 in line with Restrictive Interventions Guidance

This policy has been written in accordance with the Education and Inspections Act (2006), DfE guidance on Behaviour in Schools (2012, 2024), exclusions (2023), the Children and Families Act (2014) and the Equality Act (2010). It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the support of the Headteacher and Governing Body when following this guidance. This is made available to parents on the school website.

Aims

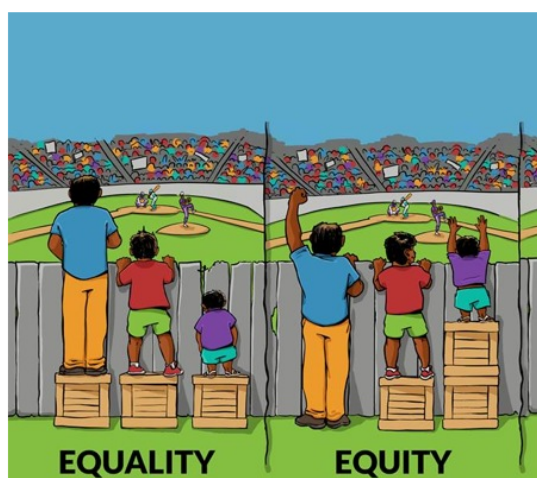
At East Oxford Primary School, we believe that high standards of behaviour, where relationships are at the heart of every interaction, lie at the heart of a successful school, so that:

- all pupils are able to make the best possible progress in all aspects of their school life and work and
- all staff are able to teach and promote good learning without undue interruption or harassment.
- pupils, staff and visitors have the right to feel safe at all times in school.
- there is an atmosphere of mutual respect between staff and pupils
- all members of the community are free from discrimination (cf. Equality Act, 2010)
- we use positive reward and recognition to encourage children to take responsibility for their own behaviour

In order to achieve this, we will positively encourage our children to:

- Show respect for staff, adults and children in and out of school
- Have and maintain a positive self-image and be confident
- Take into account the feelings of others
- Develop self-discipline
- Develop moral qualities such as truthfulness and honesty
- Respect and care for property belonging to themselves and others
- Take responsibility for their actions and consider the consequences of any action they have chosen to take
- Demonstrate behaviours which are conducive to effective learning

We are committed to ensuring that our school develops a relational approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.



This policy is based on a principle of **equity**, not **equality**. Equality means giving all students the same resources, support, and opportunities. The intent behind equality is fair treatment across the board, but in practice, it doesn't account for the diverse needs of individual students. On the other hand, equity recognises that each student's circumstances are different and requires tailored support to ensure everyone can achieve their full potential. Equity isn't about giving everyone the same resources but rather about allocating resources based on individual needs. This may mean providing additional support for students who face socioeconomic challenges, language barriers, or learning differences, thus creating an environment where all students have an equal chance to succeed.¹ This means that children may follow different pathways

through the behaviour policy, and/or receive different amounts and types of support.

¹ <https://institute forequity.ac.uk/wp-content/uploads/2024/11/Understanding-Equality-vs-Equity-in-Schools.docx.pdf>

A relational environment

Our priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. The ability to learn without fear in order to relate to others and engage in learning. Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings.

For some children, *and particularly those who show blocked trust*, we provide a specifically named key adult to support them. This is a named individual, who we feel they have or would be able to develop a strong relationship with, who can provide - as much as is possible - in the moment support when they are dysregulated, distressed, or otherwise unsettled. The role of the key adult is to:

- Support the individual when needed, using emotion coaching and/or PACE as appropriate.
- Facilitate their journey through school, for example by relaying their views, supporting them with sign up for clubs, advocate on their behalf
- Model an appropriate, trusting and supportive relationship, by being there for them at times of need, suggesting strategies and ideas, helping them to name emotions, and, above all, enabling them to feel safe and supported in school.
- Spend time with them on a regular basis, so that they feel known and valued in school.

Key adults will be supported through supervision on a half-termly basis, and SLT/Assistant SENCo/Pastoral Lead are available as and when required to discuss any challenges this brings.

Trauma informed practice

As a school we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

We do recognise that there are situations, particularly those where children's behaviour has had an impact on others, where more structured sanctions need to be used alongside a relational approach.

Teaching Good Behaviour

Through a carefully planned curriculum for PSHE&C and Citizenship, including a strong emphasis on self-esteem, good behaviours are directly taught. This includes the use of PSHE&C, school values, and Circle Time. This includes developing children's emotional literacy through explicit teaching.

Pupil Support

Where children need additional support, this may be through pastoral support, play therapy, the allocation of a key adult to check in with, structured plans (eg sticker charts) and/or pastoral support plans etc. Other adjustments may be deemed necessary as appropriate to the children's needs.

UNDER-ACTIVATED CARE SYSTEM	UNDER-ACTIVATED SEEKING SYSTEM	UNDER-ACTIVATED PLAY SYSTEM
- Blocked trust - Controlling of other children, adults and the environment - Not at peace or at ease with self or others - Not able to ask for help - Every situation (coming to school, being in school, being with others) hard to manage, shown as being passive and apparently accepting or aggressive and protesting - Unstable, excessive 'risk-taking' behaviour - Feelings of worthlessness - Trouble forming social relationships - Lack of empathy and compassion for self or others - Avoidant attached 'I don't need people. I don't go to people for comfort.' 'I don't care about myself and I don't care about anyone else' - Troubled friendships (liking then falling out repeatedly)	- Lethargy - Lack of motivation - Lack of will, drive, curiosity - Little or no desire for knowledge - Can't be bothered - Not open to being positively impacted by lovely sensory experiences (e.g. water, sand, sunshine) - Easily absorbed in an online / fantasy world - Fills ground on the surface of life touching down briefly and moving on - May wander round the classroom aimlessly - Watches what is going on rather than joining in - Not engaged in what is going on - Says they are bored or appears so - Low energy - Cannot sustain concentration	- Not able to experience social joy - Lack of a sense of playfulness or fun - Overly serious and/or impervious to invitations to play - Physically holding in/back and not allowing energy to flow freely - Appears frozen - Lack of capacity to initiate spontaneous play - Unable to play with ideas - Freezes before bedtime - inability to manage stress levels around play - Physically inhibited, lack of freedom and spontaneity
- Gets into fights - Gets angry with others - Frustration can lead to anger - Often has explosive and/or violent outbursts - Destroys things (including their own work) - May direct anger against self. Impulsions of rage e.g. head banging - Holding breath, self-harming behaviour - Emotional dysregulation in regular state, leading to irritability, anger with others - From anger trigger to manifestation in behaviour can be extremely quick i.e. 0-10 seconds - Little frustration, irritations, inability to wait, quickly become major incidents - Show passive aggressive behaviour - Demonstrate extreme protest through defecation or enuresis	- Anxious and on-edge - Watchful, hyper-vigilant and often worried (coming to school, leaving family, playing, working and seeing the world through a veil of fear) - Subtleties of anger which can mask fear - Difficulties - being 'perished' - Frightened of making mistakes so not joining in - Overly cautious behaviours - Even minor changes are difficult to negotiate - the start of day, play time, end of day is difficult to manage - Finds change difficult - Worries about getting things wrong - Complains about physical ailments - Fearful, avoidant or disengaged in trying new things - Physically flees when overwhelmed - Not seeing what is a new situation - Running (flight, fight and/or being frozen (dissociated)) - Not sitting still, may constantly move their leg, tap their foot, fiddle with things, as well as bigger movements	- Depressed - Frozen (can be in unbearable pain) - Age inappropriate separation anxiety - Hypertens - Excessive crying (maybe inconsolable) - Distraction, can't focus on learning - Sleep disturbances, including insomnia - Intense outbursts of rage, when traumatic loss has triggered neurochemical changes leading to anger (Chester et al 2003) - Sometimes managing and sometimes not - Appears lonely and lost - Gets defeated easily - Anhedonia - Displays superficial sense of being OK
OVER-ACTIVATED RAGE SYSTEM	OVER-ACTIVATED FEAR SYSTEM	OVER-ACTIVATED PANIC/GRIEF SYSTEM

- Lego Therapy etc.

It is expected that supportive relationships may take time to develop, particularly for those children who have blocked trust and/or difficulty forming connections.

Parents or carers will **always** be asked to provide permission for therapeutic work (play therapy, lego therapy, art therapy) and will usually be informed when children are allocated a key adult.

Rewards

Positive reinforcement for appropriate behaviour is used throughout the school by staff. Our main emphasis is on encouraging, acknowledging and rewarding sensible behaviour. Teachers use a range of strategies, which may include those listed in Appendix A and others.

Consequences and Sanctions

Although most children across the school maintain a high level of sensible behaviour, there are occasions when individuals fail to respond to school behaviour expectations.

The purpose of any response to unacceptable behaviour should always be twofold: to change the behaviour or the perpetrator, and to provide support to any victim. This means that consequences and sanctions might differ depending on the age, maturity, or intention of the child.

Where a child misbehaves and a consequence is likely to be applied, the key adult should be involved at the first opportunity, either to co-regulate, emotion coach, or generally support with establishing what has happened. The key adult will suggest to SLT the right approach to dealing with the child based on their knowledge of them.

Before applying a sanction or consequence, adults should be certain that differing viewpoints have been considered, including those of the alleged perpetrator. This ensures that all children are treated fairly and have the opportunity to be listened to. Where accounts of an event differ, a record should be made including the views of any witnesses etc. After hearing the differing versions, it is for the adult to decide what has occurred and to take action as appropriate.

Rules

There are three key rules, which should be consistently applied by all staff and regularly monitored for their effectiveness. At the beginning of the year, each class will agree on concrete examples of these rules, which will be displayed in the classroom. These are:

Show Respect

Children are screened for pastoral support using the screening tool, which is based on Panksepp's care system, and the Global Assessment Tool. This identifies strategies which may be useful in providing support, and SLT will identify which adult is best placed to deliver this. Strategies should be bespoke to the child's needs, and include:

- Provision of an key/emotionally available adult
- Identifying a team of adults who can be available
- Targeted therapeutic work
- Play Therapy

e.g. Addressing others politely; showing respect to others and their property; not making aggressive or physical contact with others; not using words which demean or belittle others, including name-calling, racist or homophobic language.

Work hard

e.g. Putting hands up and not calling out; listening to others; taking a pride in one's work; settling to tasks quickly and maintaining focus.

Be Safe

e.g. Not leaving the classroom without permission; walking sensibly in the building, using equipment carefully.

Lunchtimes

If a child misbehaves at lunchtime, he or she will be asked to stop what they are doing so that the situation can be resolved. If the child refuses to take notice, or the poor behaviour continues after a warning, then he/she will have to take Time Out, in a separate area of the playground or in the hall. If the child refuses to co-operate with a sanction, then the duty member of SLT will deal with the incident.

All lunchtime supervisors can nominate children for awards.

Support for families

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school.

Where a parent has any concerns about the behaviour or their own child's behaviour, at home or at school, they may discuss this in the first instance with the child's class teacher and/or the Home School Link Worker. If necessary, the parent may be referred to the Headteacher, Deputy or SENCo. All concerns will be dealt with professionally, confidentially and discretely. Where appropriate, referrals may be made to outside agencies such as the Behaviour Support Team or Educational Psychology Service.

Recording

Serious incidents are recorded and logged in the school's incident book by SLT. Staff complete an incident form. Low level behaviours are managed in the classroom and/or by staff on duty. Where a behaviour may be a safeguarding concern (eg sexualised language, sudden changes in behaviour, patterns of behaviour from children with other safeguarding concerns), it is logged on CPOMS.

This information is used to analyse trends in behaviour across the school and/or cohorts of children. It may be used to build up a picture of a child's behaviour over a period of time, as part of the evidence which leads to a child needing individual plans to help change his/her behaviour. Families are informed and included within this process. For further details, please refer to our Special Educational Needs policy.

Exclusions

Exclusions, either fixed-term or permanent, must only be used as a very last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Disruptive behaviour can be an indication of unmet needs. Where there are concerns about a pupil's behaviour we try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion, including through the use of multi-agency work where appropriate.

In the very rare instances where a child needs to be excluded, this decision is made when the child's behaviour poses an ongoing risk to the safety, wellbeing or learning of themselves or others. The power to exclude lies with the Headteacher, but in their absence, could be made by the most senior member of staff on site, and then only when the ongoing presence of the child would be detrimental to the immediate safety of other members of the school community. Only the Headteacher has the power to permanently exclude a child, and this decision will be subject to review by the governing body. Any child who is sent home during school hours for disciplinary issues has been excluded. Unofficial exclusions are illegal. In all matters, including the notification of parents and the governing body, the headteacher will act in accordance with DfE guidance 2023.

For any exclusion, there should be absolute certainty that all the relevant information about the behaviour and the circumstances leading to it have been investigated and recorded through detailed notes and witness statements. There must also be a record of strategies which have been used, including support over time where applicable, to defuse or address the child's behaviour. Consideration should be given to the use of other formal sanctions as an alternative to exclusion, including internal seclusion.

For exclusions of up to five days, the school will set and mark work for the child to complete at home. Where a period of exclusion lasts for more than five days, from the sixth day the school is responsible for ensuring that the child has access to suitable alternative provision in order to continue their education.

At the end of a period of fixed-term exclusion, the Headteacher or Deputy Headteacher will meet with the child and parents or carers in order to ensure that the child is properly reintegrated into school.

Where parents or carers dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). Parents have the right to request the support of an SEN expert at an independent review panel.

Further information and access to support for parents/carers whose child has been excluded, or is at risk of exclusion, is available at <https://www.oxfordshire.gov.uk/cms/public-site/exclusions>

Allegations against staff

Where a child has made an allegation against staff, which is later found to be malicious, this will be regarded as a serious disciplinary matter under the terms of this policy (cf. 'Allegations against staff' policy).

Searching and Confiscation

This paragraph should be read in conjunction with DfE guidance (2024). This makes it clear that:

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. A member of staff may request to search a pupil if they are believed to have any of the following items:

- Drugs or other dangerous substances
- Weapons
- Items which are believed to have been stolen or taken without permission within or beyond school
- Any other items which it would be illegal for the child to possess
- Other items which the child should not usually bring to school and which have the potential to lead to disruptive behaviour (e.g. mobile telephones, ipods, toys).

Parents do not have to be informed before a search.

A child should be expected to empty pockets, etc. on request by an adult. Where a child refuses such a search, this would be regarded as a serious disciplinary matter and parents informed. Children should not usually be physically searched by an adult, except in extreme circumstances where a child is believed to be carrying an item which may

pose an immediate risk to themselves or others. In this case, a witness should be present, and the child should be searched by an adult of the same gender. Where necessary, the child can be placed under supervision and observation to prevent them from disposing of or hiding any banned items until contact is made with parents/carers. If this is the case, a member of the Senior Leadership Team should be involved.

Staff have the right to examine the contents of any electronic device carried by a child where they have good reason to do so, for example where it may contain inappropriate material or evidence relating to the investigation of a behavioural incident.

Items which are confiscated should be dealt with according to the following criteria:

- (i) Illegal substances and/or weapons should be handed to the police.
- (ii) Stolen items should be returned to the rightful owner and/or the police if it is believed a crime has been committed.
- (iii) Items which are not illegal, but which should not be in the possession of a child (e.g. medication) can be destroyed by the school or returned directly to parents/carers.
- (iv) Items which are of value (e.g. electronic devices, sums of money) but which are reasonably assumed to belong to the child, should be sent to the school office to be collected by parents. Where the ownership of an item is disputed, the school reserves the right to retain the item until this can be clarified.
- (v) Small items of little value (e.g. sweets, inexpensive toys) should be retained securely by the class teacher and returned to the child and/or their parents at the end of the school day.

Restrictive Interventions

This policy is based Department for Education (DfE) guidance “**Restrictive interventions, including use of reasonable force, in schools**” (April 2026).

A restrictive intervention consists of physical force used to overpower, hold back, immobilise, or isolate a pupil against their will. Where restrictive interventions used, they must be reasonable, proportionate, necessary, and used for the shortest time possible to prevent harm to self/others, stop property damage, or maintain safety. Force must **never** be used as a punishment. Any technique that risks breathing or circulation (e.g., pressure to the neck, chest, mouth, or abdomen, and ground holds) is banned.

This is different from permissible every day contact, such as comforting a distressed child, holding a hand, guiding a pupil away from a hazard, giving first aid, or physically congratulating a student.

Placing a pupil in an enclosed space where they are physically prevented from leaving (or made to believe they cannot leave) is strictly regulated. It must only be used during extreme behavioural dysregulation to prevent immediate harm and requires continuous adult supervision. This does not refer to internal exclusion.

Schools must document every significant incident involving force, as well as all incidents of restraint or seclusion, regardless of severity. Parents or carers must be notified as soon as reasonably practicable—ideally the same day. When seclusion or physical restraint occurs, parents are legally entitled to receive a copy of the written incident record. Governing bodies and leadership teams must actively monitor intervention data to track patterns, identify SEND needs, and reduce its use where possible.

Schools must consider underlying triggers—such as neurodivergence, sensory overload, communication barriers, or past trauma—before intervention. Behaviour support plans must be co-produced with families. Where staff are likely to face complex situations, school will provide evidence-based training covering de-escalation, safe physical techniques, and post-incident debriefing.

In extreme circumstances, a child may be restrained in order to prevent them harming themselves, others or damaging school property.

While staff have the legal right to handle a child in response to repeated refusal to follow instructions (for example by removing a disruptive child from a lesson), due consideration should be given to the child's age, the risk of harm to the child and the adult, the risk of escalating the situation further, and the risk of allegations being made against the adult. This should be a last resort. Staff should only use force to manage a pupil where there is perceived to be a risk of harm to other pupils, staff or other adults, or to the pupil themselves. It should not be used to make a child comply with an instruction, although in these circumstances *gentle* contact may be used (for example, leading a child by the hand).

Any occasions during which force has been used should be reported immediately to the head teacher, and recorded in writing. The head teacher will report annually to the governing body on the occasions and circumstances under which force was used.

Discipline beyond the school gates

Where children are participating in a school-led activity (for example a trip or an extra-curricular activity), this policy applies in full. Adults who are not employed by the school (e.g. parent volunteers on trips) should be aware of the content of this policy and, for any serious incidents, seek help from a member of school staff before applying any sanctions or consequences.

Where children's behaviour outside of school, including on the journey to/from school, has an impact on the wellbeing of the school community, the school reserves the right to apply disciplinary procedures. Examples of this may include e.g. cyber-bullying, harassment, or behaviour on the way to school which is likely to bring the school into disrepute.

Police Involvement

Where a child's behaviour would be deemed to be a criminal offence (e.g. harassment, carrying illegal substances or weapons, theft, violent assault on another pupil or a staff member, criminal damage), the school reserves the right to inform the police of the matter and to provide full support to the attending officer. Where a police referral is made, parents will be informed first, except where the allegation relates to criminal activity by adults in the home, in which the school will first make contact with the police and then follow their advice.

Mobile Phones

Children are not permitted to have mobile phones on the school site. If a child brings a mobile to school (for example when they are walking to school alone, they must leave it in the school office.

Complaints

Where a parent is not satisfied with the outcome of a disciplinary matter, they should use the agreed complaints procedure. This would usually involve speaking to the child's class teacher first, then the head teacher or another member of SLT. Where a resolution has still not been reached, the parent should write to the Chair or Governors via the school office.

Review and Monitoring

This policy will be reviewed annually, and forms part of induction procedures for new staff.

The governing body will monitor the policy by:

- Receiving updates on the nature and frequency of serious incidents, for example those which involve racism, bullying, where the safety of a child or others has been compromised, or where exclusion has been used as a sanction.
- A designated governor will review the impact of the policy and provision annually during a visit to the school.

Appendix A

Suggested Rewards:

- *Stickers and stars*
- *Whole class charts focussing on particular aspects of behaviour, including learning behaviours – e.g. friendship, helpfulness, taking responsibility*
- *Whole class reward systems – e.g. marble jars*
- *Certificates rewarding achievement and success in any area of school life*
- *Whole school recognition of achievements and good behaviour, through assemblies*
- *Voucher systems and raffle tickets to enable children to earn rewards over time*
- *Opportunities to take special responsibility, e.g. particular duties, helping other children, etc.*
- *Tribe points*

Appendix B

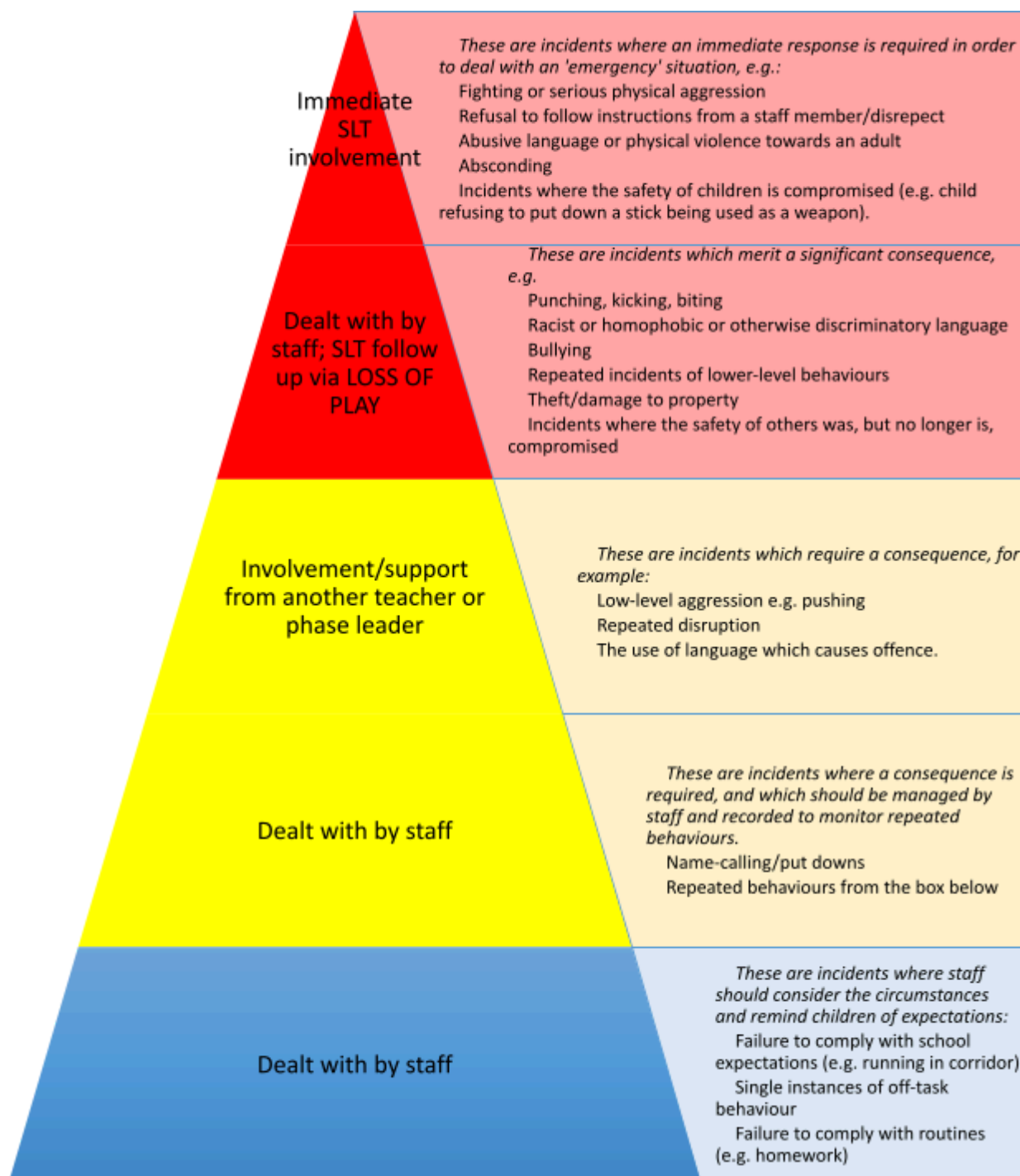
- Verbal reminders and warnings
- Showing disapproval, focussed on the behaviour not the child
- Loss of free time at playtime or lunchtime supervised by class teacher or within the phase team
- Yellow card for third formal warning within a day – incident recorded within the teacher's classroom records.
- Red card for serious incidents, including refusal, abusive or violent behaviour. This will lead to the involvement of a member of SLT.

Where unacceptable behaviour persists, or after an incident of severe magnitude, this will lead to an individual plan, which may include:

- Behaviour charts
- Meeting with headteacher and/or parents
- A home/school diary
- A pastoral support plan
- Internal seclusion
- Fixed term exclusion
- Permanent exclusion

Appendix C

This appendix seeks to clarify the circumstances in which incidents should be dealt with by staff alone or involve SLT. It cannot cover every set of circumstances which may occur in a school, but indicates the level at which behaviours are reported to SLT and recorded. Items in red are recorded in central school incident logs; items in yellow should be recorded by the adult who has dealt with them (e.g. in lunchtime diaries and/or class record books).



Supply teachers should refer any instances in the yellow or red sections to a member of staff at the earliest opportunity.

Appendix D: Examples of strategies to support children when co-regulation is necessary

Proprioception (perception or awareness of the position of the body) can be achieved by lifting, pushing or pulling heavy objects. There may be an opportunity to ask the child to do a job that involves lifting, pushing or carrying something. It may be that you allow the child to dangle or swing from monkey bars or a climbing frame. Proprioception can be achieved through carrying a heavy rucksack or doing press-ups. Yoga can be effective, as can using a trampoline or a body sock.

Vestibular (sense of balance associated with the inner ear) interventions will be anything that involves spinning or swinging – or even hanging upside down. Cartwheels, playing on playground swings and dancing are all useful vestibular interventions.

Tactile (sense of touch) interventions involve light touch, deep pressure massage, messy play activities and play dough. Younger children will respond to dressing up or trying hot and cold foods. Playing in sand or dirt or working in the school garden will also act as a tactile intervention. The well managed use of fidget toys will also help.

Auditory (sense of hearing) interventions can simply involve listening to live or recorded music or natural sounds. Waves, rainfall or bird song can be powerful. Specialist calming music can be played softly in the background in classrooms and shared areas of the school, giving an extra calming influence throughout the day. Binaural beats – which occur when the brain processes two sounds that are at different frequencies at once – are ideal for meditation and calming.

Visual interventions can simply involve the use of colour for calming or stimulating attention. It may be that in the classroom a teacher needs to be aware of any 'visual clutter' that can be distracting and to consider solid walls in neutral, soft colours. Teachers can also be conscious of where a child sits in the classroom to avoid visual distractions. In many classrooms, teachers will sit the most challenging children at the front of the class, but here they may be constantly turning around to seek visual stimulation. It may be easier to sit them at the back of the classroom where they can see everyone. You may wish to use visual timers for activities or even allow children to wear sunglasses. Lava lamps can be a good addition to a classroom or a calming space for children who require visual interventions.

Olfactory (sense of smell) interventions can simply involve removing odours that may upset children and being aware of those that overstimulate. Certain smells can be calming and therefore may soothe or even stimulate children. Try scented play dough or an essential oils diffuser. Taste interventions link strongly with smell. Strong tastes can be used in games and to stimulate a child who is withdrawn. Mints, sour sweets or other strong-tasting foods can help to stimulate an under-sensitive child. However, always be aware of any food allergies, intolerances, or cultural and religious implications before using any food as an intervention.