

"I Feel..." Framework: 14th May 2021

Core Framework element	Core question to drive more holistic understanding of the child	Examples of applying the Framework in practice
Spaces	Where does the child feel most settled at school? Where are they in the green (or yellow!) zone?	Outdoor: the playground, playing fields, benches, going for walks. Inside: at tables or on a sofa, subject classrooms, library, specific staff members office.
People and interactions	Who does the child like to interact with when they are in different zones? I.e., who helps them most when they are orange, for example.	Different staff, family members, and peers will make children feel in different ways. They may also like to spend time by themselves. Some interactions might help the child when they are tired or flat. Other interactions might help the child settle when they are feeling anxious.
Independence and agency	How does the child choose to self-regulate? What are they able to do to manage their feelings and keep them in the green zone?	Look for the coping strategies the child uses independently This could include asking for help, going to a preferred space, using sensory objects, counting, seeking interaction with a particular person.
Objects and interests	What objects are comforting for the child and what activities help them to self-regulate?	Look out for preferred books or characters, use of school equipment, clothing, use of outdoor spaces, and the importance of touch or sensory stimulation and responses.
Communication and expression	In what ways does the child express their feelings?	This could be verbal or non-verbal and directed at the self or others.
Support	How do staff know when the child needs more support?	Include some indication of the areas where the child needs support to self-regulate.
Skills and capabilities	What is the child good at?	The things that children are good at can help boost their self-esteem and help them feel good. There are many things that could be shown here e.g., art, sports, science, maths, humour, storytelling, specific subject interests, public speaking, helping others, computing, specific school subjects, and extra-curricular activities.