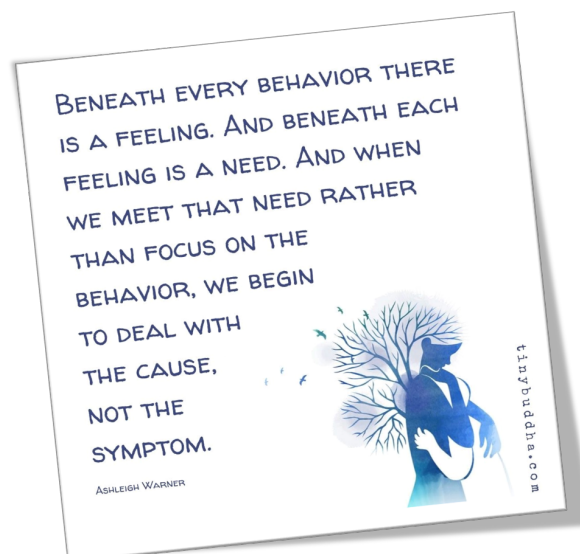


BEHAVIOUR POLICY



November 2020

Mission Statement



“Too often we forget that discipline really means to *teach*, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Dr. Dan Siegel, ‘The Whole Child Brain.’



Rationale:

Our intention is to provide a framework policy that is helpful to our school community and which will align with our Gospel Values, current CAST Code of Conduct, our school Relationship Policy, processes and practice, and to ensure our ‘way of being’ is consistent with an attachment aware approach. It supports the idea that every human being has rights, but that with those rights come responsibilities. This policy is one for the whole school community, *pupils, teachers, support staff, and parents*.

This policy promotes certain approaches, e.g. taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour and relationships; ensuring opportunities for reparation, (especially following exclusions). This policy also raises awareness of certain practices that can be emotionally harmful e.g. public shaming - both verbal and non-verbal.

A Whole School Approach to achieve Authentic Inclusion,
Positive Relationships & Wholehearted Learning:

A whole school approach starts with ethos. Creating an inclusive and positive school ethos around relationships is something that must be driven by the Headteacher and school's SLT in order to be endorsed by, and embedded across, the whole school community.

At Keyham Barton RC Primary we strongly believe that responding to the Social, Emotional and Mental Health (SEMH) needs of each other (adult and child alike) is everyone's responsibility.

This policy also supports our commitment to Laudato Si (Care for our Common home and environmental and social responsibility) by all members of our community. We aim to listen and live in harmony. Care for nature, society and each precious individual we encounter.

This policy should be read in conjunction with our Relationship Policy, Anti-Bullying Policy, our Exclusions Policy and our CAST Code of Conduct.

The policy in daily practice aims to:

- Ensure all our pupils are given the right to learn in a safe and secure environment
- Develop the children's understanding of the value and the need for a code of harmonious living
- Encourage the children to exercise self-discipline and differentiate between expected and risk behaviour
- Understand the value of learning behaviours

Key Principles

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned for pupils through all aspects of our curriculum.
- **Behaviour is a form of communication;** as outlined in the 2014 SEN Code of Practice.
- **Taking a non-judgemental, curious and empathic attitude towards behaviour;** viewing children with challenging behaviour as vulnerable rather than troublesome, with the right to appropriate support.
- **Putting relationships first.** This requires a school ethos that promotes strong relationships as outlined in our Relationships Policy. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all of its members.
- **Maintaining clear boundaries and expectations around behaviour.** Changing from a traditional response to behaviour does not mean having no expectations, routines and structure. In order for children to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately within the context of the care outlined in our Relationships Policy. Natural and logical rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or be punitive in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of the child are within their control. Therefore the language of choice e.g. 'good choice/ bad choice' is not always helpful. Using the language of 'expected' rather than 'acceptable' behaviour is also in line with a commitment to avoid shaming and supports the needs of all our pupils.
- **Behaviour must always be viewed systematically and within the context of important relationships.**
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for the needs of children's SEN and SEMH needs.**
- **MAPA Pivotal training, expectations and scripted interventions underpin our work with pupils.**
- **A graduated approach.** Our policy is differentiated according to all our pupils' needs, SEN and SEMH included, as are all areas of the curriculum. We ensure that our relationships with and knowledge of each child ensures that all children can learn from and grow within the structures we have in place at a level that they access. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs, experiences, strengths and difficulties. These will need to be planned in conjunction with parents and carers and relevant agency partners, shared sensitively:

All children will need to feel safe and calm in order to learn. The principles of the school relationship policy support this. Much of what will help children to feel safe and calm enough to learn is based around inclusive, high quality teaching and providing the right climate and environment.

Some children will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.

A few children will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning.

The expected behaviour of pupils stems from the three school rules:

**Ready
Respectful
Safe**

These rules apply to every situation and area of school life and they are displayed around school and in each classroom.

Promoting, Maintaining and Reinforcing Expected behaviour

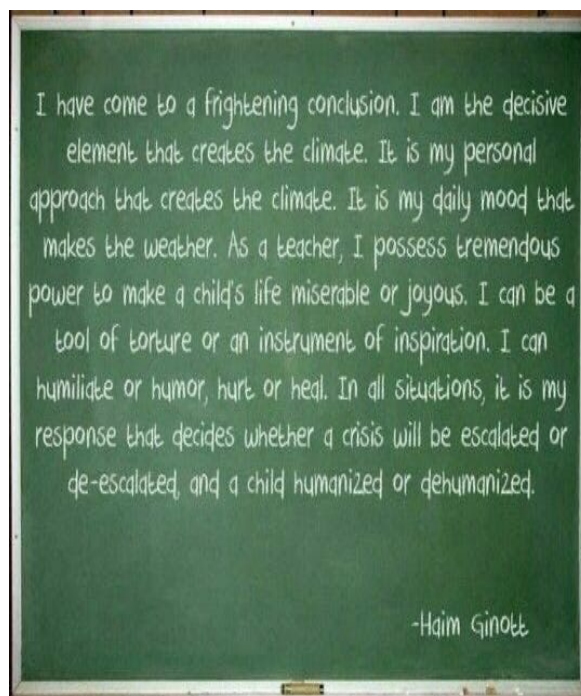
Across the school: we have a whole school approach where all teaching staff set the climate and seek to help children feel psychologically safe to talk by :

- Meeting and greeting them around school
- Making eye contact (where appropriate)
- Recognising everyone has the potential for growing in the likeness of God
- Addressing challenging behaviour in ways that are non-shaming and support reflection
- Modelling de-escalating sentence stems
- Whole school commitment to PACE. (See Appendix A for further explanation.)

In every classroom: the teacher sets the climate, we seek to:

- Build positive relationships. This is key and has the biggest impact.
- Create a climate and environment to meet all children's needs, enabling everyone to learn by ensuring what children need to thrive, is in place.
- Notice, know the children and pre-empt.
- Diffuse and de-escalate situations in line with our view that behaviour is a form of communication and in line with our MAPA training.
- Use PACE (Play, Acceptance, Curiosity and Empathy).
- Personalised plans for our high needs children, based around a shared risk management, ensuring that every child's need is met.
- Some children will need a Now and Next approach with breaks built in.
- Teachers should identify individual children's needs and ensure pre-emptive strategies based around the child, and clear boundaries, are in place. These should be outlined in behaviour IEP's tailored to the behaviour the child is communicating (Appendix B)
- Where PACE doesn't work, use a PRRR approach: Protect, Relate, Regulate, Reflect

Each group room is to be developed into a nurture learning space for children to access when overwhelmed or in need of regulation.



- At the start of each term, throughout the year, pupils should be given the chance to reflect on what these rules would look like in practice and class rooms. The wider school environment should make this explicit through working walls, Class Dojo and display.
- In line with our belief in the inherent goodness of all people as set out in the relationships policy, every opportunity to praise *expected* behaviour with specific labelling for modelling purposes should be taken e.g. 'Well done. When you shared your resources you were being kind.' Class staff may wish to set specific daily or session targets to encourage pupils and meet their developmental needs. These can be recognised through Class Dojo and whole class incentives. No child is to be excluded from these.
- When we see pupils engaged in behaviour that falls outside of the school rules and where modelling and MAPA Pivotal basic principles have not been successful, a scripted intervention using the **interrupt/ redirect/ reinforce** structure should be used as below. The consistent use of this script across the school increases safety cues for pupils through structure with nurture. (See Appendix B for Sentence Stems)

I've noticed that....

(Identify the behaviour that is not safe / kind / ready to learn.)

You know our rule about being safe/ kind/ ready to learn.

You will need to...

Do you remember when you...

(Give a positive example of previous safe/ kind/ ready to learn behaviour.)

Thank you for listening.

Finished. Thank you.

EXPECTED BEHAVIOUR

Teachers will be clear on what expected behaviour is in relation to **Ready, Respect, Safe** using the Behaviour Matrix (Appendix C)

CLASS DOJO

Great learning behaviours and Keyham Keys are recognised through Class Dojo. Whole class incentives equating to time for an activity of their choice – agreed at the beginning of the term – are collected every time the whole class show expected behaviour and beyond. Learning behaviours, self-efficacy and independence are especially celebrated, as are our Gospel values. The class can choose the reward. Classes need to liaise as to what these look like and when and where they will take place. The focus is on recognising positive behaviours and collaboration around these.

- Each classroom uses the Class Dojo App to recognise and celebrate over and above expected behaviour and Keyham Key learning behaviours. Each positive behaviour comes with a number of dojo points that are collected against individual children and the whole house group. All classes recognise the same positive behaviour.
- Each week, points will be analysed for trends in awards/individuals/classes. Classes/individuals with the highest positive scores, or improvement, will be shared with the school community.
- Teachers will receive an analysis report so that children who are persistently landing on 'think about it' can be identified and restorative measures put in place.
- Each half term, reports are analysed for classes to ensure that there is consistency in the application of the policy across the school and so effective intervention can take place. Where behaviour drops, the teacher can ensure effective interventions are put in place to meet children's needs.

There is a **language of belonging** used with all children. They **belong** in the classroom and **belong** to our Keyham family.

Relationships are key and the biggest motivator for dysregulated children. All staff should seek to build positive relationships with children and be a positive role model. When a relationship of trust and love is established, restorative conversations are easier and de-escalation is easier. **Notice** and **pre-empt**. Build opportunities to recognise positive behaviour and to spend time with children who need that reassurance that someone is there for them. Remember their behaviour is a communication. Hear them. Let them know that you do. Spend time with them. Show them that you see and believe in their best self.

Communication of positive behaviour is key. A postcard home or sharing work on Class Dojo can let parents know how proud any adult is of a child. This can also be shared in our Celebration Assembly.

CONSEQUENCES

Pupils who are communicating through persistently unkind, unsafe or not ready to learn behaviour may need to be supported further through a consequence.

In line with our relationships policy, these consequences should be natural or logical, not punitive.

Natural consequences:

Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes. E.g. 'If you throw your food, your food is on the floor.' 'If we are late going out to play, playtime will be shorter.'

Logical consequences:

These are imposed by a person, directly related to the incident or 'offense'. This is the best choice when a natural consequence is not available.

E.g. 'Our timetable says maths before play so if we haven't completed our maths in the lesson, we will have to complete it during playtime. 'If you are unsafe in the swimming pool, I will need to keep you safe by keeping you back from swimming.' 'If you throw the I-pad, it may be broken and then we can't use it anymore.' 'If you disable the mouse, the laptop won't work and we can't use it anymore.'

Illogical or unrelated consequences or punishments:

These are imposed by a person, unrelated to the incident. In the context of learning through relationships, punishments are ineffective, can produce more negative behaviour and damage trust.

E.g. 'If you throw the I-pad, you will go to the blue space.' 'Because you hit Robert you cannot go out to play.' ***This approach falls outside the school policy but is included to demonstrate why it is to be avoided.***

It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, *become* punishment and thus are ineffective.

Restorative conversations

The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. "They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair." (MAPA Pivotal)

Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to Keyham and for those who are able, a reflective moment. **It is essential that the pupil is regulated and calm before this happens** and as such may need to take place some time after the incident. The following format should be used for pupils **who are cognitively able to access it**. The focus is that an adult is present and the behaviour is discussed to repair and restore. This is a key aspect of our behaviour policy. All children have the right to start fresh and restore.

1. **What happened?**
2. **What were you thinking about at the time?**
3. **What have your thoughts been since the incident?**
4. **Who do you think has been affected by your actions?**
In what way were they affected?
5. **What could you do to try to repair what's broken?**

For those pupils who are not cognitively able or whose communication skills are a barrier, a restorative conversation social story should be used.

How we Measure and Record Behaviour

Recording for pupils.

- Class Dojo is an appropriate means of recognition for most children. This can also be shared with parents.
- **For some pupils** a behaviour recording chart on a daily basis can support and share communication with parents. At the end of every session pupils/teachers can reflect on and assess whether they have shown safe, kind and ready to learn behaviour.
- Depending upon the level of behaviour, a record sheet is shared with pupils and their families. This may be weekly for persistent low-level disruption or daily for our higher need children.
- In line with our relationship policy, parents and carers are informed when their child has communicated through behaviour that is not safe, kind or ready to learn to support conversations at home and curiosity about any patterns or triggers for behaviour.
- Where a vulnerable pupil has struggled to be safe, kind or ready to learn this is communicated to parents and carers.
- In line with our relationships policy, class staff are expected to invest in clear communication with families by making phone calls home in the event of a serious behaviour incident so that parents and carers are fully informed about their child's day.

Systematic Recording

Teaching staff use a 4 stage rating system to record pupils' behaviour daily. This is done on a session by session basis. This information (in line with our non-shaming relationships policy) is not shared with pupils but acts to support systematic curiosity about behaviour patterns to inform intervention or to assess a higher level of need when reviewing SEN banding for example. This data is shared with parents on a termly basis via IEP reviews.

Example of Behaviour Data Sheet (Appendix E)

KS1 Behaviour Log

	8:40-9:00	9-9:45	9:45-10:30	10:30-10:45	10:45-11:45	11:45-12:45	12:45-1:50	1:50-2:55	Total Daily Rewards
Mon	Transition in	Reading	Writing	B	Maths	L	RE	Topic	Transition home
Tues				R		U			
Wed				E		N			
Thurs				A		C			
Fri				K		H			
Dominant colour									Sessions /40 %

Each session - READY + SAFE + RESPECT = 1 green sticker/reward

Amber= minimum three reminders about Ready/Safe/Respect

Red= not ready to learn/ play/ eat sensibly/ not allowing others to learn/ unsafe/ disrespectful

Blue= restorative conversation /action

Activate Windows

STEPS BEYOND

While PACE and PRRR guide how our support is provided, when a student engages in dangerous or violent behaviour it would not be appropriate to be playful with the student. In these situations, the need for calm and clear communication is paramount to ensure safety expectations are delivered clearly to the students. If a child is very dysregulated, all the pre-emptive strategies are in place, and best efforts to meet the child's needs are in place and de-escalation strategies have not worked then further strategies may include:

- **Calling a parent to de-escalate, by phone or in person.**
- **Asking a parent to remove their child until they can regulate.**
- **MAPA if the child is unsafe to themselves or others**

After all additional support within school has been exhausted and little or no improvement in a child's behaviour has been made, then the Senior Leadership Team will refer to the document: - **'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units'**, Governors, CAST and will be involved and a permanent exclusion may take place, .

In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, [including verbal and physical aggression], all other steps may be bypassed and a fixed term or permanent exclusion may be issued. Advice may be sought from the Governors, CAST, EP and reference made to 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom in line with statutory guidance, in line with advice and guidance from DfE's

'Behaviour and Discipline in Schools' (Jan 2016)

LUNCHTIMES

- Lunchtimes are less formal times of the day but relationships and communication are key. ISP's need to be shared with MTA's and communication between staff and MTA's is vital.
- If a child has an additional, short term challenge or have had a difficult morning in class, TAs are to inform that class' MTA at the beginning of lunch.

Inclusion and Support for Children with an Education Health Care Plan (EHCP).

- Children with an EHCP are expected to follow the behaviour policy in the same vein as every other child in the school. This is in keeping with our ethos making sure all children have access to a full and **inclusive** curriculum. Although there may be times when an ISP may be more supportive for specific children presenting with a higher need. This will be assessed and based on an individual's needs by each class teacher and shared with all support staff who work with that child, SENDCo and SLT.

Bullying/Unfair treatment

Please refer to our Anti-Bullying policy for information on how all forms of Bullying dealt with.

If a child considers that they have been treated unfairly by an adult or child within our school, they are encouraged to air their frustrations with an adult, or a member of the Senior Leadership Team that they trust, and at a time that they can talk freely. We feel that this is an important step within our children's development to be able to take the opportunity to maturely manage their own behaviour and be able to talk to an adult on equal terms to assisting in resolving the issue efficiently before it becomes unmanageable.

ROLES AND RESPONSIBILITIES

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Setting the climate
- Implementing the behaviour policy consistently
- Ensuring all support staff are aware of the measures in place for individual children
- Modelling positive behaviour and positive language (see Appendices A and B)
- Providing a personalised approach to the specific behavioural needs of particular pupils (See Appendix D)
- Recording behaviour incidents (CPOMS and see Appendix E)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Signed: Date:
(Chair of Governors)

Signed: Date:
(Head Teacher)

Review date: September 2021

PACE (Play, Acceptance, Curiosity and Empathy) is a way of thinking, feeling, communicating and behaving with a traumatised child that aims to make the child feel so safe with you that they can stay open and engaged (socially engaged).

Play

A playful stance can diffuse a difficult situation. Play can release opioids which reduce anxiety and aggression. The challenge is to stay open and engaged with a child when another part of you wants to get angry. When children giggle, they become less defensive or withdrawn and more reflective.

Acceptance

Acceptance is about actively communicating to the child that you accept the wishes, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgement or evaluation, her inner life.

I want to work together to try to make sense of your behaviour even when I am setting limits for that behaviour. E.g. – I am not for spitting at so I need you to stop that now, but I accept that you are very angry with me right now/It's not OK to hit your brother but I see you are angry with him.

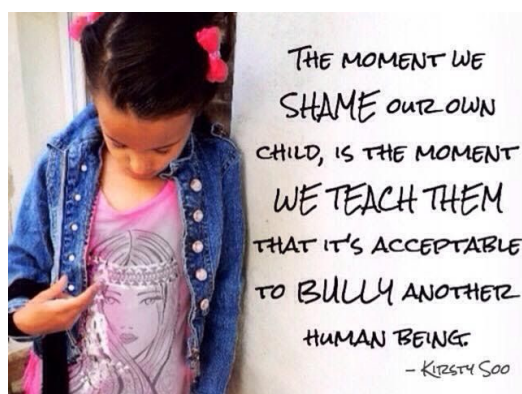
Defensive behaviour can stop when we feel validated or heard. It is also a chance to 'name and tame' frightening emotions for the child.

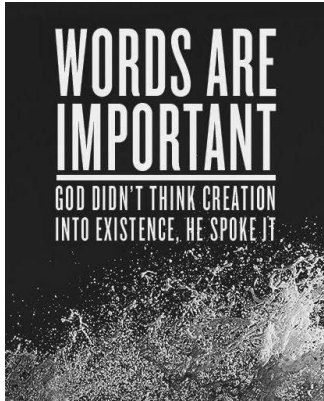
Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. ***Will you help me understand what it was like for you when Jake said that about your mum? Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child "What do you think was going on? Or I wonder what ..."*** It is not an interpretation or a fact gathering. It is about getting to know the child and letting them know that.

Empathy

Empathy encourages connection. It enables us to share the emotion, pain and sensation of others and is us trying to understand the child's experience from their point of view. It allows us to 'hold' frightening emotions for the child, whilst they learn how to process and manage it. (E.g. each carrying a handle of a heavy shopping bag). Sometimes, simple words are the best: ***You were so alone/You were just a little boy/No-one knew...no-one knew/You lost your temper – you feel so sad.***





SENTENCE STEMS TO AVOID POWER PLAYS

Sentence stems for getting out of power plays...words are crucial!

- So you feel...not just a bit angry, but you are very angry
- I understand you feel...
- I need you to...
- Be that as it may...
- Maybe you're right, maybe I will have to talk to them, too
- I've often thought the same, but right now we need to focus on...
- So you see me as someone who...

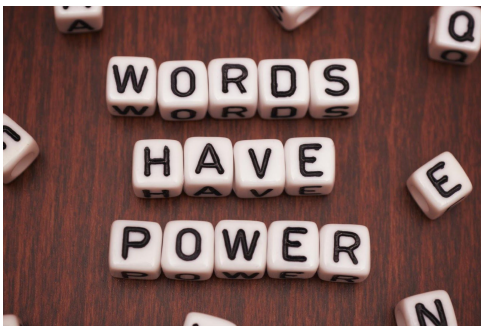
Try not to use commands

- Stop doing that
- You will face the front
- Give me that

Or requests...

- Would you please face the front?
- Will you please pay attention?
- Why haven't you got a pen?
-

(Questions and commands can trigger shame and then rage)



Use language in a positive way with a gentle tone of voice...

I NOTICE is a non-threatening stem to use...

I NOTICE a number of people are fiddling with objects

I NOTICE you've moved furniture out of the rows. I want you to move it back now, please. Thanks, Judy.

I NOTICE you have a phone – I want you to put it in your bag or on my desk. Thank you, William.

Use the language of **CHOICE**...this triggers frontal lobe functioning..

We have a school rule for mobile phones, so you can put it in your bag or on my table. (Give them the take up time – if they refuse to put it away – oh that's shame, you are making that choice because if you don't, I will need to follow it up with you after the lesson instead of going to break (leave them to consider the consequence).



Expected Behaviour Matrix

Appendix C

	In the Classroom	In Corridors/ Stairs	At Lunchtime	In the Playground	In the Toilets
Ready	<ul style="list-style-type: none"> ● Be ready to learn. ● Show good learning behaviours. ● Look after your equipment. 	<ul style="list-style-type: none"> ● Keep to the left. ● Walk safely 	<ul style="list-style-type: none"> ● Be ready to go to lunch. ● Be ready to walk back. ● Eat your lunch sensibly in the time given. 	<ul style="list-style-type: none"> ● Be ready at the end of break lined up. ● Take everything in with you. 	<ul style="list-style-type: none"> ● Be ready at break and lunchtime. ● Go during your breaks rather than lesson time.
Logical Consequence	<ul style="list-style-type: none"> ● Pay back learning time - this could be break or at home. ● Use old equipment rather than new - earn back new. 	<ul style="list-style-type: none"> ● Return to the back to walk down safely. ● Walk with an adult ● Miss 2 minutes of break against wall to calm and be safe. 	<ul style="list-style-type: none"> ● Time - for every minute they hold up, repay in their own time. ● As above, MTA to feedback names to their teacher. 	<ul style="list-style-type: none"> ● Time - for every minute they hold up, repay in their own time. 	<ul style="list-style-type: none"> ● Time - for every minute they hold up, repay in their own time.
Respect	<ul style="list-style-type: none"> ● Listen to the adults in class. ● Take speaking in turns. ● Use your inside voice ● Work quietly ● Give everyone personal space. ● Use kind hands and feet. 	<ul style="list-style-type: none"> ● Keep your hands to yourself and don't touch others. ● Walk on the left leaving a space between you and other children ● Open doors for people. 	<ul style="list-style-type: none"> ● Walk sensibly with your partner to and from Gaynor hall. ● Eat sensibly in the time given. ● Wait your turn ● Stay in your seat. ● Practice good table manners 	<ul style="list-style-type: none"> ● Use kind words to everyone. ● Always use kind hands and feet. ● Share the play equipment. ● Put rubbish in the bin. 	<ul style="list-style-type: none"> ● Let others have their privacy ● Wait your turn ● Flush the toilets when finished ● Use one paper towel at a time and put it in the bin ● Open and close doors quietly.
Logical Consequence	<ul style="list-style-type: none"> ● Time to listen in own time. ● Work on own if distracting. ● Work where it's quiet if they can't work quietly. ● If unable to be safe in class then unable to go out at break. ● Apology letter. 	<ul style="list-style-type: none"> ● Escorted down by an adult if they are unable to do so by themselves. ● Leave class 2 minutes after everyone else if unable to walk with others. 	<ul style="list-style-type: none"> ● Stay with SLT for lunch. ● Practice going last if unable to wait turn. ● Remain in school if you can't remain in seat. ● Lunchtime with HT practising good manners. 	<ul style="list-style-type: none"> ● Playtime on own. ● Time to regulate in break. ● Apology letter in own time. ● Not allowed to use play equipment if can't share. ● Pick up litter during play / litter monitor. 	<ul style="list-style-type: none"> ● Escorted to toilet ● Go back and wait ● Responsibility for helping clean. ● Escorted if door banging.
Safe	<ul style="list-style-type: none"> ● Stay in your carpet space when on the carpet. ● Stay in your seat when working at your table. ● Online safety 	<ul style="list-style-type: none"> ● Be safe on the stairs and be careful of others. ● Stay in your place in the line. ● Walk carefully and safely. 	<ul style="list-style-type: none"> ● Line up outside Gaynor Hall quietly and safely. ● Walk safely, ● Keep to the inside of the pavement. 	<ul style="list-style-type: none"> ● Play safely on the grass. ● Listen to the MTAs and adults who are there to keep you safe. 	<ul style="list-style-type: none"> ● Walk sensibly to the toilets. ● Wash your hands
Logical Consequence	<ul style="list-style-type: none"> ● Work outside if unable to remain in seat. ● No computer if unable to be safe online. ● Parental involvement with online safety. 	<ul style="list-style-type: none"> ● Remain in class if unable to be safe. ● Escorted in corridors with adult ● Time to practice safety in own time. 	<ul style="list-style-type: none"> ● Lunch with SLT if unable to behave safely at any point during lunchtimes. ● Parents to pick up at lunch if lunch behaviour not safe (pre-agreed) 	<ul style="list-style-type: none"> ● Not allowed on grass if not safe. ● With SLT or inside for lunch - and exercise on own later - if unable to behave with peers. 	<ul style="list-style-type: none"> ● Supervised toilet visits. ● Lunchtime presentation on Daily reminders if they have forgotten safety rules.

Steps Beyond

Behaviour Level	Staff Attitudes and Approaches
Anxiety	Supportive
A change in behaviour: <ul style="list-style-type: none"> • Pacing • Lack of eye contact • Becoming withdrawn • Fidgeting • Finger Drumming 	An empathetic non-judgemental approach: <ul style="list-style-type: none"> • Listen • Allow time • Give help • Go for a walk/ physical movement • Distraction • Soother - an activity that regulates (noughts and crosses / mindfulness colouring/ squishy)
Defensive	Directive
Beginning to lose self-control: <ul style="list-style-type: none"> • Refusal • Swearing • Questioning • Intimidation • Spitting • Emotional Release 	Decelerating and de-escalating behaviour: <ul style="list-style-type: none"> • Choices • Now and Next / If and Then • Supportive Touch • Empathic Listening • Interrupt, Redirect, Reinforce • Fogging Statements (where the child distracts and the adult mitigates) • Limit Setting • Give Time/ Allow to Vent
Risk Behaviour	Physical Intervention
Behaviour that presents an imminent or immediate risk: <ul style="list-style-type: none"> • Hitting • Kicking • Biting • Self-Harm 	An emergency response aimed at minimising risk and keeping safe: <ul style="list-style-type: none"> • Physical Holds • Transports (MAPA to a nurture space). • Interventions • Disengagements
Tension Reduction	Therapeutic Rapport
Decrease in physical and emotional energy: <ul style="list-style-type: none"> • Crying • Becoming Withdrawn • Sleeping • Apologising • Reduced Physical Tension 	Restorative approaches to re-establish rational communication, relationships and routines: <ul style="list-style-type: none"> • Sensory Toy • Comic Strip Conversations • Emotional Logic Interventions • Restorative Conversations
Ready, Respectful, Safe	Consistent, Calm, Adult Behaviour

Individual Behaviour Plan

Appendix D IEP

Pupil's name:	Class:	Date: November 2020	Review Date: December 2020
Identified challenges for pupil: Everything is very much on X's terms, he needs to feel in control of situations. If he is asked to do something and he does not want to, he will say no and walk away.			
Behaviours that challenge: <ul style="list-style-type: none"> • "appearance" – what the behaviour looks like • "rate" - how often it occurs • "severity" - how severe the behaviour is • "duration" - how long it lasts. 		Functions of behaviour: <ul style="list-style-type: none"> • Social attention – behaviours that demand attention • Escape/avoidance – behaviours that avoid interaction • Tangible – behaviours to secure an outcome, eg to get a toy • Sensory – behaviours that relate to over or under-stimulation, eg crowded areas 	
FOCUS 1: Identified behaviour: Refusing to follow adults' instructions			
Appearance: Refusing	Rate: Daily	Severity: High	Duration: Between 5 to 60 minutes
Identified function of behaviour: Escape and avoidance			
Agreed strategies to respond to behaviour: <ol style="list-style-type: none"> 1 - Say what you want X to do rather than what you don't (e.g. 'I want you to put that away, then come and sit here, thank you.') 2 - Use the language of choice, reminding X of the consequences. If possible, have 2 positive choices (e.g. 'Do you want to draw this or cut this out?'). 3 - Use positive language such as 'I wonder if we can...' and 'Let's see if we can...' rather than 'It's time for you to...', 'You've got to....' and 'You need to...' 4 - Avoid confrontation - use distraction, play and humour (PACE). 5 - Follow through with consequences calmly. 4 - Praise positive behaviour immediately and time token rewards, as appropriate, 5 - 'Now' and 'Next' Timetable & activities to be clearly communicated with a clear start and end. 6 - Visual Timetable in class -go through with X. 7 - Give X'Take Up Time' e.g. when he refuses, repeat the instruction using positive language and then walk away to give him time to think about it, if needed in a safe place (The Snug). 			
Long term aim of strategies (think SMART): X will be able to show a decrease in behavioural incidents at the next review. Agreed timescale for review: December 2020			
Focus 2: Identified behaviour: being physical and destructive with equipment			
Appearance:	Rate:	Severity:	Duration:
Identified function of behaviour: Tangible			
Agreed strategies to respond to behaviour: <ol style="list-style-type: none"> 1 - Remind X of rules and consequences. Use the language of choice, reminding X of the consequences. If possible, have 2 positive choices (e.g. 'This needs to stop. You have a choice. You can come and talk to me or go to your quiet space.') 2 - Ensure other pupils and staff are safe and then give X take up time - keeping a distance 3 - Remind X of safe space if needed. 4- Label and validate feelings 5 - 'wonder' out loud, 'I wonder if.....' 'Can you help me understand.....' 6 - Provide time to put the situation right. Help X to find a solution and carry it out. 7 - Praise small steps in the right direction 			
Long term aim of strategies (think SMART): X will be able to show a decrease in physical incidents at the next review. Agreed timescale for review: December 2020			
Identified behaviour: Refusing to participate in learning sessions			
Appearance:	Rate:	Severity:	Duration:
Identified function of behaviour: Escape/avoidance			
Agreed strategies to respond to behaviour: <ol style="list-style-type: none"> 1 - Remind of rules. Use the language of choice, reminding pupils of the consequences. If possible, have 2 positive choices 2 - Explain activity and ensure understanding 3 - Use positive language about what you 'know' he can do. Reassure him that an adult will help. 4 - Check how X is getting on with the activity. 5 - Give him regular positive feedback for the effort he is putting in. 6 - Give Pupil responsibility in class 7 - Use a playful approach (PACE) to help engage X in learning at the first sign of him becoming frustrated or upset 8 - Give Pupil a choice whether he is going to work in the snug, or sit at a table 			
Long term aim of strategies (think SMART): X will engage in more whole class lessons at the next review Agreed timescale for review: December 2020			

A staged approach to managing behaviour:

Green = calm & relaxed – needs proactive strategies used that keep the pupil calm

Amber = anxious, aroused or distressed – early de-escalation strategies should be employed with the aim of returning to the green stage
Red = incident! Agreed reactive strategies should be used. Step-by-step approaches are useful for staff to be effective at these times.

Blue = calming down – but still need to be careful – Should detail what happens following a red incident and calming strategies that should be employed.

Stages of behaviour:**Green**

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to keep Individual in the green for as much time as possible.	What individual does, says and looks like that gives us clues that he is calm and relaxed.
<ul style="list-style-type: none"> • TA or teacher to meet and greet and check in first thing. • Ensure X has regular sensory breaks in class. • Allow calm down activity time after break • Give X regular positive feedback encouragement • Reminders of what he has achieved and can do very well. • Give X responsibility for small tasks e.g. being a helper • Have realistic expectations of tasks that require manual dexterity. • Ensure any children who trigger negative behaviours are not sat near X in the classroom • Always try to use aspirational language – say what you do want him to do, not what you don't. 	<ul style="list-style-type: none"> • Sitting at the table • Participating in discussion/learning time/activities • Talkative • Eager to please

Amber

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to stop the situation from escalating further and return individual to the proactive phase as soon as possible.	What individual does, says and looks like that gives us clues that he is becoming anxious or aroused.
<ul style="list-style-type: none"> • Distraction techniques if she looks like she is going to get frustrated such as: moving her away from children who may be antagonising her, encouraging her to move onto something different, using positive language to distract her. • Reassurance about things that she may not like to do. 	<ul style="list-style-type: none"> • Gets up and starts moving around <ul style="list-style-type: none"> • voice gets louder • Reluctant to have a go

RED

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What Individual does, says and looks like when he is challenging.
<ul style="list-style-type: none"> • Strategies should be clear and step-by-step. They might include: • Stay calm and reassure Individual that you are going to help him. • Use PACE to try and defuse situation • Make sure only one person talks at a time. • Distract individual with a favoured object or activity. • If possible, walk individual to a space where he cannot walk away/lock doors • Ensure a message is passed to a member of SLT: 	<ul style="list-style-type: none"> • He will shout no • He will move to snug and try and shut the door. • He will appear very unsettled • He may become physical tipping tables • He will try and walk away from the adult • He will try and lock doors to the snug

Blue Restorative Phase

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to support Individual to become more calm again and return to the proactive phase.	What Individual does, says and looks like that tells us that he is becoming calmer.
<ul style="list-style-type: none"> • Talk to individual discussing how he feels • Drawing with X to establish feelings and explanations of how it escalated • Complete CPOMs • Home-School communication 	<ul style="list-style-type: none"> • His posture will become more relaxed • He will make more eye contact and will interact with you • His voice will be calmer • There will be less movement

Behaviour plan completed by:	Behaviour plan agreed by:	Signed by parent:	Signed by teacher:	Signed by Head:
Date:	Date:	Date:	Date:	Date:

Behaviour Tracking Timetable and Reward Chart

Week Beginning:

	8:40-9:00	9-9:45	9:45-10:45	10:45-11	11-12:10	12:10-1:15	1:15-2:00	2-2:55	Total Daily Rewards
Mon				B		L			
Tues				R		U			
Wed				E		N			
Thurs				A		C			
Fri				K		H			
Dominant colour									Sessions /40 %

KS1 Behaviour Log

	8:40-9:00	9-9:45	9:45-10:30	10:30-10:45	10:45-11:45	11:45-12:45	12:45-1:50	1:50-2:55	Total Daily Rewards
Mon				B		L			
Tues				R		U			
Wed				E		N			
Thurs				A		C			
Fri				K		H			
Dominant colour									Sessions /40 %

Each session : READY + SAFE + RESPECT =1 green sticker/reward

Amber= minimum three reminders about Ready/Safe/Respect

Red= not ready to learn/ play/ eat sensibly/ not allowing others to learn/ unsafe/ disrespectful

Blue- restorative conversation /actions

My Safety and Support Plan

Name _____

Signature _____ Date _____

Name of staff helping me to develop my plan

Signature _____ Date _____

My Circle of Support

(The people who are important to me, my friends and the people who help and support me)

Primary Preventative Interventions

(Getting the right fit between my needs and my support)

What strengths, gifts and qualities do I bring? (Getting to know me)

What is important to me? What works for me? (what matters most to me right now, and in the immediate future: what makes for a good day; what keeps me safe and well; what keeps me active, engaged and stimulated)

What doesn't work for me? (what makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid)

What does good care and support look like for me? (Identify the 'best fit' in terms of the care and support I need to minimise the impact of Precipitating Factors; consider any previous traumatic events, so that the support provided is trauma-sensitive)

Precipitating Factors/ Triggers/ Background Factors

(Internal and external factors which trigger or accelerate my risk behaviour)

My Precipitating Factors/ Triggers (My flash points, triggers, and common conflicts that cause my behaviour to escalate)

Secondary Preventative Interventions

(What helps me to manage my triggers; what decelerates and de-escalates my risk behaviour)

Anxiety Level

(My known observable behaviours)

Supportive Approaches

(My calming and support strategies)

Defensive Level

(My known observable behaviours)

Directive Approaches

(My calming and support strategies)

Risk Behaviour

(Crisis behaviour which is likely to cause harm to self or others)

Risk Behaviour Level

My risk behaviours are:

The level of risk to myself and/or others is:

My preferred strategies to minimise harm are:

Any necessary restrictive interventions staff may need to use include:

To minimise trauma and distress when using restrictive interventions, staff should:

Post-Crisis Support

(My preferred way of managing my emotions after a crisis event)

Tension Reduction

After a crisis event, I prefer to:

Therapeutic Rapport

Support from staff should include: