

Willow Farm Primary School



Willow Farm Primary School

Policy

Behaviour Policy

The latest update of this policy was approved in March 24 by the Full Governing Body
Date of next review: Autumn 2025

Signed: _____

Date: _____

Nominated staff member responsible for policy: Lindsey Jamson (Headteacher)

**Willow Farm
Primary School**

Behaviour Policy

A Relationship-Based
Behaviour Regulation Policy
March 2024

1. Introduction

At Willow Farm Primary School, we are committed to ensuring equality of education and opportunity for all. All staff are expected to uphold and promote the fundamental principles of British values, and as such, we are fully committed to safeguarding and promoting the welfare of all our pupils. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core values and ethos are embodied in five school PRIDE values: positive, responsible, inquisitive, determined, empathetic.

We want our children to grow socially, emotionally, morally, culturally and academically and become responsible, caring and successful members of society. We believe that children learn best when they are engaged in their learning, clear about what to do and consistently encouraged and supported to do it.

To achieve a happy and safe environment, we set high standards, clear guidelines, adopt an overall ethos of good behaviour and apply rules fairly and consistently.

We believe that having high expectations, being good role models, applying rules fairly and consistently and rewarding pupils, enables us to promote positive behaviour. When consequences are needed, this policy gives general guidance on the expected procedures. It is important to note that specific needs of pupils are always taken into account and the procedures are not standard in each case. Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour and develop reflective thinking, giving our children confidence to think for themselves and make sense of experiences, hopefully beyond school and into the 'real world'.

We recognise in some cases a pupil may need additional support to manage their emotional regulation. In such cases, where identified, we will support the pupil appropriately through a range of strategies including, small group and/or 1:1 work focused on emotional literacy.

2. Aims

- To develop a positive and caring environment where each individual is valued and respected.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop self-esteem in individuals.
- To create an environment/community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of pupils' behaviour throughout the school.
- To develop a restorative approach to discipline and encourage pupils to co-operate with one another and adults, in all aspects of school life.
- To recognise and celebrate good behaviour.

3. Legislation and Statutory Requirements

This policy is drawn up in the accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010). Reference has been made to the Use of Reasonable Force in Schools 2013 Guidance and DfE guidance Searching, Screening and confiscation (2014).

Links to Department for Education (DfE) resources:

- [behaviour-and-discipline-in-schools](#)
- [searching-screening-and-confiscation](#)
- [equality-act-2010-advice-for-schools](#)

- [use-of-reasonable-force-in-schools](#)
- [supporting-pupils-at-school-with-medical-conditions](#)

It is also based on the [send-code-of-practice-0-to-25](#).

In addition, this policy is based on:

- Section 175 of the <http://www.legislation.gov.uk/ukpga/2002/32/section/175> 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

4. School Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- Relationships and Sex Education Policy
- Anti-Bullying Policy
- Equality Policy
- Health and Safety Policy
- Child Protection Policy – including Contextual Safeguarding, linked to Keeping Children Safe in Education
- Peer-on-Peer (Child-on-Child) Abuse Policy
- Physical Intervention Policy
- Play Policy
- E-Safety Policy
- SEND Policy
- Staff Handbook

5. Creating the Ethos

5.1 Adults within the School

Relationships are at the centre of all our provision to support and promote positive behaviours and attitudes to learning.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence. Staff establish the boundaries and environment in which positive relationships can develop.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom as well as during out of school activities. These expectations are also reinforced in class or year group discussions as well as in key stage and whole school assemblies.

As adults we aim to:

- promote good behaviour through positive feedback and rewards (see section 6, **Rewards**);
- emphasise the importance of being valued as an individual within the group;
- promote, through example, responsibility, equality, achievement, consideration and honesty;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- respect and celebrate differences;

- ensure fair treatment for all, having empathy for individual circumstances and/or need;
- show positive appreciation of the efforts and contributions of all.

When staff interact with children with respect to issues of discipline, we will:

- use a calm tone of voice;
- focus on the behaviour, not the child;
- avoid arguing with pupils (be non-confrontational);
- give recognition for positive behaviour, especially honesty, from the start;
- clearly state expectations to pupils;
- ensure consequences for undesired behaviour are fair, appropriate and commensurate with the cause (see section **6, Sanctions**);

5.2 Teaching and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection, which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, put over so they are understood by the children, and differentiated to meet the needs of children of different abilities.

Providing feedback to children on their progress and achievements, acts as a signal that the children's efforts are valued.

5.3 Classroom Management

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall, our classrooms provide a welcoming and inclusive environment.

5.4 Pupil Involvement

We believe that pupils are more likely to accept our code of conduct if it is clearly understood, consistently and fairly applied and effective. At the beginning of every year, time is spent with the children reminding them of the PRIDE values, and our 3 school rules of 'be ready, be respectful and be safe'.

5.5 Parental Involvement

Good communication and a close partnership between school and home are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

5.6 Special Educational Needs and Disabilities

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH (Social, Emotional, Mental Health) needs. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and differentiated approaches. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly. Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

- Regulation time – access to a quiet area in or outside of the classroom with resources to support (eg: busy box, sensory/fidget toys, social stories, drawing pads).
- Self-withdrawal, specific 'safe' places (eg. Sensory room, den).
- Anger management interventions (eg: Five Point Scale).
- Support from in-school ELSA (Emotional Literacy Support Assistant).
- Support from external services (eg: GAP team, HFT (Healthy Family Team), Educational Psychology Service, Mental Health Team, Virtual School).
- Individual reward systems/charts.
- Short-term targets – written with child to address a specific issue.
- Therapy-based activities with 1:1 support.
- An individual risk assessment outlining details of support in place

It is also recognised that some pupils (e.g. adopted or looked after children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used, when incidents occur.

It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through confidential briefings/meetings), to ensure that all children's needs are fully met. Staff receive 'Attachment and Trauma Awareness' training to support in this area. Additional guidance and resources are available within appendices 6-10 of this policy.

6. Rules and Guidelines

As a school, we have agreed to have only 3 rules which all children must follow : Be ready, be respectful, be safe.

There are, of course, many other expectations that govern the daily life of the school – for example the system for the end of playtime, what to do if no-one is there to pick you up, where to line up for dinner, etc. These procedural expectations are laid down in the Staff Handbook and are regularly brought to the pupils' attention. The document is updated and circulated annually to all staff, and is also available to supply teachers.

7. Recognition and Rewards

We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom level

- Praise for choice
- On to class recognition board

The recognition board is designed for positive praise, reinforcing the behaviours and actions we want in school. Each class has one focus that they will work on all week. Children can nominate their peers and staff can nominate children too. If we or the children see the behaviour we put them on the recognition board. Classes

- Wow slips
- Mention/Note/phone call to parents

Whole School level

- PRIDE award

Each Friday a child is nominated in PRIDE assembly for demonstrating one of our PRIDE values. They receive recognition from the school community and a badge with the chosen PRIDE value

- Hot chocolate half term.

Once a half term, teachers nominate 2 children from their class to have a hot chocolate with the headteacher. This is for the *always* children - those who are *always* doing the right thing.

- PRIDE points.

Children can receive a PRIDE point from anyone in the school community for going above and beyond the expected behaviour

- Headteacher award stickers

8. Sanctions

Although rewards are central to the encouragement of good behaviour at Willow Farm, from time to time, children need to be reminded about behaviour. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. At each stage, adults speak to children about their behaviour, using age-appropriate language, trying to help them to build an understanding about behaviour that is appropriate at school.

The information below is intended as a guide to procedures for certain levels of behaviour. However, it is vital that each case is considered individually, and that the context of the behaviour and the child's age/maturity, needs and personal circumstances are fully taken into account when consequences are applied.

If a child has an individual behaviour plan this should be followed.

| |
|---|
| Stage 1 - Reminder |
| A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time). |
| Praise them when they positively change their behaviour, acknowledging the positive change. |
| Stage 2 - Warning |

| |
|--|
| <p>If the behaviour persists:</p> <p>A clear verbal caution delivered to the learner (privately where possible) making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.</p> |
| <p>Stage 3 - Consequence</p> |
| <p>If the behaviour still persists:</p> <p>child is informed they will miss 5 minutes of their playtime.</p> <p>Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.</p> <p>Learner is given final opportunity to engage with the learning/follow instructions. Additional 5 minutes can be added up to a maximum of 15 minutes if behaviour does not improve.</p> <p>At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)</p> <p>Time out in an allocated space within the classroom / just outside the door.</p> <ul style="list-style-type: none"> • Child will miss part of their play time. Adult in the class will oversee this and ensure a short reflection conversation takes place. • If a child misses part of their playtime, the adult should record this on the class behaviour log, (Appendix 1) so a pattern of behaviours can be monitored. • Class teacher can inform parents of the behaviour, at their discretion. |
| <p>Stage 4 – Internal referral</p> |
| <p>If the step above is unsuccessful, or if a learner refuses to take a time out then a member of SLT or the pastoral team will be called for. At this stage, the pupil will be withdrawn from an activity or miss break and/or lunchtime to discuss the behaviour further and agree an appropriate sanction/resolution. This will vary, depending on the nature of the incident. Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category and relevant subcategory.</p> <ul style="list-style-type: none"> • Adult who dealt with the initial stages of behaviour will start the log. • Adult who dealt with initial stages of behaviour will inform parents at the end of the day. |
| <p>Stage 4b- Extreme level behaviour</p> |
| <p>No warnings need to be given for this consequence. SLT will be called to deal with these incidents.</p> <p>Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or suspension. This decision will be made by the Headteacher or the deputy in her absence.</p> <p>Examples of this behaviour are: physical aggression, verbal aggression, prejudice-based behaviour, damage to property, persistent rudeness or total refusal to follow an instruction, bullying</p> <ul style="list-style-type: none"> • The member of staff who dealt with this incident is required to log incident on CPOMs under the behaviour category and relevant subcategory. • Class teacher or SLT to inform families of the incident |

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

8.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, the lunchtime play team will consistently 'catch children being good' and share this with them. The lunchtime play team are encouraged to hand out pride points to reinforce this message and will rotate weekly to identify a child from each key stage to be included in the Pride assembly.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

9. Physical Intervention

It is anticipated that all of the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff, there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with Section 93 of the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force ('no more force than is needed.') to control or restrain. This applies to any member of staff at the school.

Reasonable force can also be used to prevent a child damaging property. The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances.

Staff in schools have the authority to use reasonable force to prevent a pupil from:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The necessary use of any physical intervention at Willow Farm is taken very seriously. All appropriate reporting and recording processes will be followed, after an incident, with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions. All reports/records will be uploaded to CPOMS (appendix 2).

It is the duty of the Head Teacher to ensure that adequate training is provided for staff. Staff at Willow Farm are trained in CRB (Coping with Risky Behaviours). However, in an emergency, staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. Further guidance is detailed within our Physical Intervention Policy.

Staff may request the opportunity to access personal support, including counselling, via the Education Mutual Wellbeing Service, or by speaking with the Head Teacher.

10. Suspensions and Exclusion

Suspensions or permanent exclusions, are seen as the final step in a process for dealing with disciplinary issues following a wide range of other strategies, which have been tried without success. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the pupil and will normally only be used as a last resort.

We may also use an internal exclusion (where a child works in another class or area of school for a designated period) in response to serious or persistent breaches of this policy.

When a pupil becomes identified as being at risk of exclusion from school, we will pursue the following course of action:

- there will be clear identification with the pupil of the offending behaviour;
- appropriate sanctions short of exclusion will be used to discourage recurrence of such behaviour;
- parents/carers will be notified of concerns;
- a clear action plan will be put into place to support the pupil;
- external agencies will become involved, in particular the Gedling Area Partnerships Team (GAP) team and the Trust inclusion lead.

Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

11. Bullying

We expect pupils to act safely and feel safe in school, including making sure that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. Working as a whole school, we aim to be aware of what constitutes bullying, where it may take place and how best to prevent it.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic.

If we discover that an act of bullying (including cyber-bullying), intimidation or prejudice-based behaviour has taken place, the incident is recorded and uploaded to CPOMS (see appendices 3 and 4 for relevant forms) and we act immediately to stop any further occurrences of such behaviour. See Anti-Bullying Policy and Equality Policy for further information.

12. Monitoring and Review

This policy will be monitored as part of our ongoing, self-evaluation process and reviewed on an annual basis.

Records of incidents will be kept in the appropriate record files. A summary of this information will be analysed by the Head/Deputy Head Teacher and reported each term to Governors.

Lindsey Jamson
March 2024

Appendix 1 - Classroom Behaviour Log (Stage 3 Behaviour)

[illegible]

Appendix 2 - Physical Intervention – Recording Form

| | |
|---|--|
| Name of student - | Additional students - |
| Witnesses - | Location - |
| Date - | Start Time - Finish Time - |
| Level of restraint - Low Medium High | Staff involved - |
| Parents informed - how and when? - | Staff reporting - |

Pre-Incident

(What were the triggers that led to this incident?)

| | |
|--|-------------------|
| | Trigger |
| | Escalation |

Incident details/Reason

(Please record the approximate length of each hold that occurred during the incident)

| | |
|--|-----------------------------------|
| | Crisis (Option to Act) |
|--|-----------------------------------|

Post Incident

(How was the incident de-escalated and resolved)

| | |
|--|----------------------|
| | De-escalation |
|--|----------------------|

Injuries

(Were any injuries to staff or pupils sustained during this incident, if yes please record the reference number of the appropriate form here)

| |
|--|
| |
|--|

Incident de-brief

(What happened post incident to ensure all involved were physically and emotionally well?)

| | |
|--|----------------------------------|
| | Post Crisis (Support) |
|--|----------------------------------|

Pupils views on the incident

| | |
|--|----------------------------------|
| | Post Crisis (Support) |
|--|----------------------------------|

Key Learning

(What learning has taken place following this incident, what are we going to do differently to avoid this happening again)

| | |
|--|---|
| | Post Crisis (Engage & Learn) |
|--|---|

Signed

Reporter -

Witnesses -

Incident Reviewers Comments

| |
|--|
| |
|--|

Signed Reviewer

Date

Designation

Appendix 3 – Bullying Incident Form

BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

| | | | |
|--|--------------------------|---|--------------------------|
| <i>Extortion</i> | <input type="checkbox"/> | <i>Personal possessions taken/damaged</i> | <input type="checkbox"/> |
| <i>Isolation/Being Ignored or Left Out</i> | <input type="checkbox"/> | <i>Forced into something against will</i> | <input type="checkbox"/> |
| <i>Physical</i> | <input type="checkbox"/> | <i>Written</i> | <input type="checkbox"/> |
| <i>Verbal (Name-Calling, Taunting, Mocking, Baiting)</i> | <input type="checkbox"/> | <i>Spreading Rumours</i> | <input type="checkbox"/> |
| <i>Cyber (Email, Internet, Text)</i> | <input type="checkbox"/> | <i>Other (please specify)</i> | <input type="checkbox"/> |

Details of Young People involved

| | Names | Year Group | Gender | Ethnic Origin Code | Role* |
|---|-------|------------|--------|--------------------|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

*Role: **V** Victim

R Ring Leader

A Associate

B Bystander

Location of Incident (Please Tick)

| | | | |
|------------------------|--------------------------|------------------------------------|--------------------------|
| <i>Classroom</i> | <input type="checkbox"/> | <i>School Bus</i> | <input type="checkbox"/> |
| <i>Playground/Yard</i> | <input type="checkbox"/> | <i>Outside/Around School Gates</i> | <input type="checkbox"/> |
| <i>Corridor</i> | <input type="checkbox"/> | <i>To/From School</i> | <input type="checkbox"/> |
| <i>Toilet</i> | <input type="checkbox"/> | | |

If you feel the incident was motivated by any of the following please tick

| | | | |
|-----------------------|--------------------------|--|--------------------------|
| <i>Appearance</i> | <input type="checkbox"/> | <i>Race/Ethnic Origin *</i> | <input type="checkbox"/> |
| <i>Disability/SEN</i> | <input type="checkbox"/> | <i>Sexual Orientation</i> | <input type="checkbox"/> |
| <i>Gender/Sexism</i> | <input type="checkbox"/> | <i>Home Circumstances including Looked After Children/Young People</i> | <input type="checkbox"/> |

Religion

** Reminder: These incidents should be recorded separately.*

| |
|----------------------------------|
| Brief summary of Incident |
| |
| |
| |
| |
| |
| |
| |

| |
|--|
| Action Taken |
| include any exclusions, parental involvement, or involvement with external agencies. |
| Generally |
| |
| |
| |
| |
| With Individuals (as noted on page 1) |
| 1. |
| |
| |
| 2. |
| |
| |
| 3. |
| |
| |
| 4. |
| |
| |
| 5. |
| |
| |
| 6. |
| |
| |
| If appropriate was an EHAF used? (Referral to Targeted Support) YES/NO |

| | |
|--------------------|-------|
| Form completed by: | Date: |
|--------------------|-------|

| | |
|-----------|------|
| Follow-up | Date |
| | |

Appendix 4 - PREJUDICE-BASED INCIDENT REPORT FORM

SCHOOL DETAILS: Abbey Road Primary School
TYPE OF REPORT: PREJUDICE-BASED INCIDENT

DATE OF INCIDENT:

REPORTED BY:

PERPETRATOR/S DETAILS

NAME :

YEAR GROUP:

GENDER:

ETHNIC ORIGIN:

RELIGION:

HOME LANGUAGE:

REPEAT PERPETRATOR?

TARGET(S)/VICTIM(S)*

DETAILS

****Some incidents may not have a target/victim***

Is the target/victim vulnerable or especially distressed?
Is the target safe (consider arrangements travelling to/from school)? Has the target experienced this prejudice-based incident/bullying before?

NAME:

YEAR GROUP

GENDER :

ETHNIC ORIGIN :

RELIGION :

HOME LANGUAGE:

REPEAT TARGET?

How have parents/carers of both parties been informed? email/phone/in person/other

Type of

Bullying/Incident

race/ethnicity

religion/belief

disability/SEND

Other (*please specify*)

sex/gender

gender
reassignment

sexual
orientation

Where did the incident/bullying take place?

outside school premises (*please detail*)

toilets

classroom

corridor

to or from school

playground/field

dining hall

other (*please specify*)

PLEASE GIVE A DESCRIPTION OF THE BULLYING/INCIDENT REPORTED

WHAT ACTION HAS BEEN TAKEN:- TO SUPPORT THE TARGET/VICTIM?

TO SANCTION/EDUCATE THE PERPETRATOR?

Has the incident been reported to the police? Yes/No

Appendix 5 - Individual Pupil Risk Assessment

| | |
|-------------------|---------------------|
| Pupil Name: | Date of Assessment: |
| Date of Birth: | Review Date: |
| Class teacher(s): | |
| T/As: | |

| |
|---------------------------|
| General Statement of Need |
| |

| | |
|---------------------------------|--|
| Identification of Risk | |
| Describe the foreseeable risk | |
| Is the risk potential or actual | |
| Who is affected by the risk | Self Staff Other pupils other |

| | |
|---|--|
| Other Assessment of Risk | |
| In which situations does the risk usually occur? (possible triggers) | |
| How likely is it that the risk will arise? | Low Medium High |
| If the risk arises, who is likely to be injured or hurt? | Self Staff Other pupils other |
| What kinds of injuries or harm are likely to occur? | |
| How serious are the adverse outcomes? | |

| Agreed Behaviour Management Plan and School Risk Management Strategy | | |
|---|-------------------------|-----------------------|
| Focus of Measures | Measures to be Employed | Level of Risk |
| Proactive interventions to prevent risks | | Low Medium High |
| Early interventions to manage risks in addition to all the things mentioned | | Low Medium High |

| | | |
|---|--|-----------------------|
| Reactive interventions to respond to adverse outcomes | | Low Medium High |
|---|--|-----------------------|

| Communication of Behaviour Management Plan and School Risk Management Strategy | | | |
|--|----------------------|---------------------|---------------|
| Plans and Strategies Shared with | Communication Method | | Date Actioned |
| Parents/Carers | Copy of plan | Meeting | |
| Headteacher | Copy of plan | Meeting | |
| Classroom staff | Copy of plan | Meeting | |
| Midday Supervisors | Copy of plan | Verbal instructions | |
| Supply staff | Copy of plan | Verbal instructions | |
| Other (please specify) | Copy of plan | | |

| Staff Training Issues Identified | | |
|----------------------------------|---------------------------------------|-------------------------|
| Training Needs | Training to be Provided to Meet Needs | Date Training Completed |
| | | |

Plan Agreed By:

Signature:

Date:

Appendix 6

Attachment Aware Approach – all staff should:

- Recognise behaviour as a form of communication.
- Consider what might be underpinning a child's behaviour. Their behaviour might be a very normal response to adverse life experiences.
- Promote a positive approach.
- Spot the child behaving well/doing the right thing.
- Offer specific and descriptive praise (or for those children who find it difficult to accept praise, offer discrete non-verbal feedback).
- Differentiate expectations - How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly? What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?
- Opportunities to celebrate success are vital, break a task down and celebrate a pupil attending to a task for a set period rather than how many questions they have completed. Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- If you notice a pattern of medium level 2 behaviours, be mindful of triggers which may be a certain lesson or a time of day.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupils aren't set up to fail.
- Differentiate response. Some children perceive public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person
- 'Engage, don't Enrage' (Look at your own behaviour – can you remain open and engaged?)

- Use emotion coaching and attachment aware scripts – e.g. “I’m wondering if you are shouting out “this is boring!” because you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail”. (For further guidance on scripts refer to appendix 10)
- Use agreed tools for recording, monitoring and sharing strategies so that they can be consistently implemented. Examples: behaviour logs, reports, pen pictures, individual pupil risk assessments (see appendix 5).

Appendix 7 - Emotion Coaching

Step 1 – Recognise emotions and empathise – be a ‘STAR’

STOP - don’t act or react straight away

THINK - what is going on for the young person right now? What feeling might lay underneath the behaviour you are seeing?

ATTUNE - yourself with that feeling by putting yourself in the young person’s shoes

REFLECT – Think of an equivalent situation for you that could cause you to feel that way?

Step 2 – Show curiosity – label and validate emotions

Use words to reflect back the young person’s emotion and help them to label it

‘I can see that you get angry when that happens. I might feel angry if my work had been lost. It’s OK to feel like that’

Simply observe – saying what you see rather than asking probing questions to which young people might not know the answer.

‘I’ve noticed you’re looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.’

Telling the person that you understand their emotional situation and that you don’t blame them, helps sooth their emotional brain.

Step 3 – State the boundary limits of acceptable behaviour (positive limit setting)

Make it clear certain behaviours cannot be accepted.

ALWAYS retain young person’s self-dignity

‘You’re angry that I’ve taken away your toy... but these are the rules everyone has to follow ... I will keep it safe for you’

Step 4 - Explore solutions to problems together

When the child is **calm and in a relaxed, rational state**:

- **Explore the feelings** that give rise to the behaviour/problem/incident
- **Scaffold alternative ideas and actions** that could lead to more appropriate and productive outcomes
- **Empower the pupil** to believe they can overcome difficulties and manage feelings/behaviour.

“Can you think of a different way to deal with your feelings?”

"Let's see if we can think together about new ways to do this."

“I can help you to think of a different way to cope.”

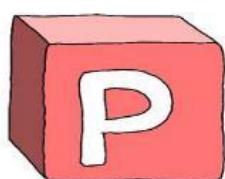
“Can you remember what we said before?”

Support the child to repair relationships that may have been affected (restorative practice questions – appendix 9).

The following principles are central to Emotion Coaching:

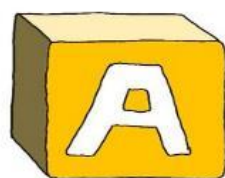
- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before correct'
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries'
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (eg. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

Appendix 8 - Use of PACE



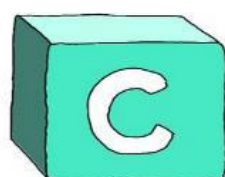
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



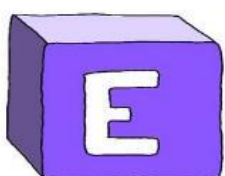
Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

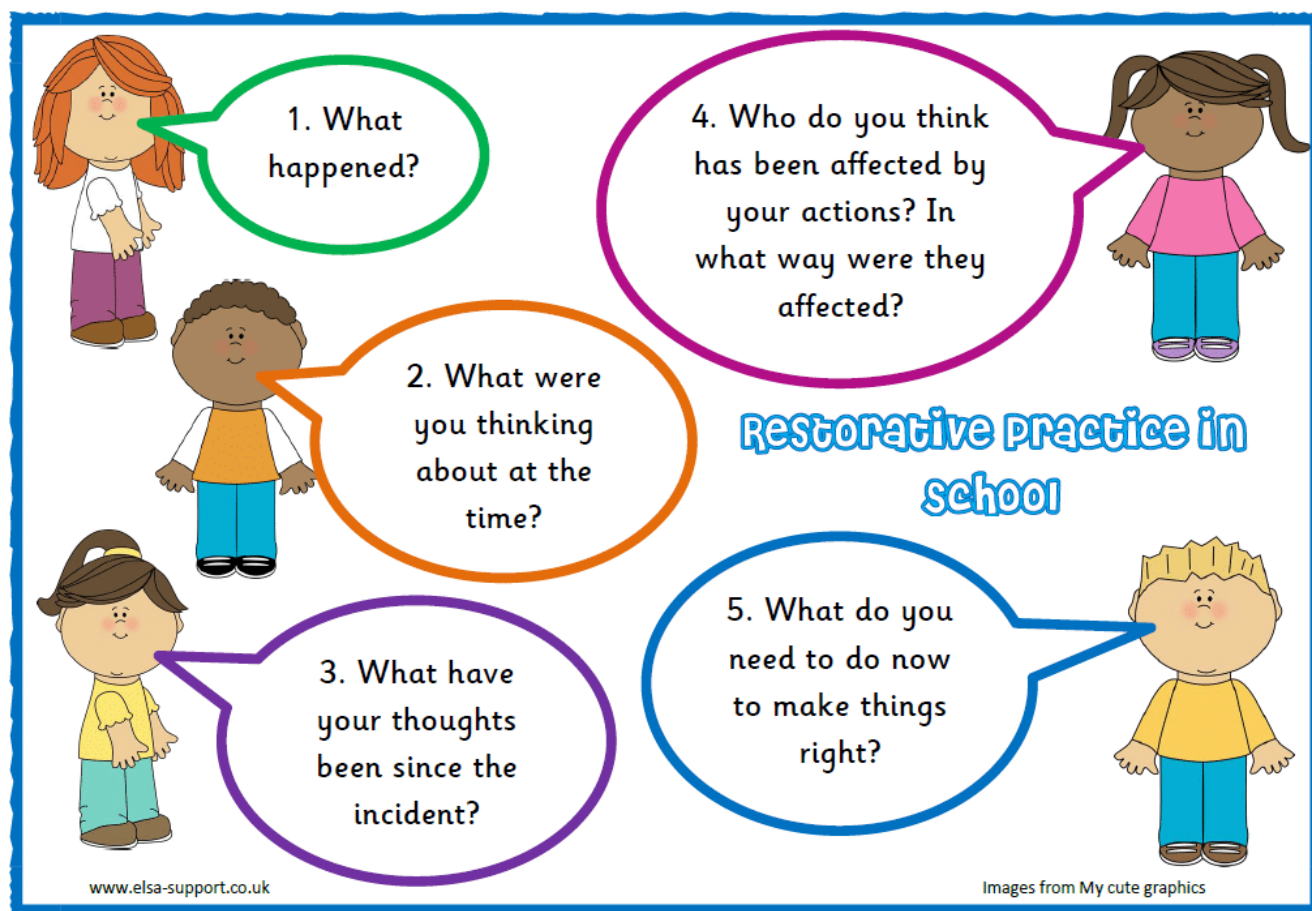
Common misconceptions about PACE

- Playfulness = does not mean you always have to be playing, you can be playful in interactions e.g. use of humour to diffuse a situation.
- Acceptance = not accepting all behaviours, but not rejecting the child.
- Curiosity = does not mean asking lots of questions.
- Empathy = see and understand the child's viewpoint; you don't always have to do what the child wants!

Appendix 9 - Restorative Practice

These prompts may support restorative work and support a child to repair relationships and move on from a situation. Where possible, a solution should be linked to the incident.

(The activity on page 22 can be completed together, with both adult and child writing/drawing the child's responses.)



1.

What happened? Write or draw what happened

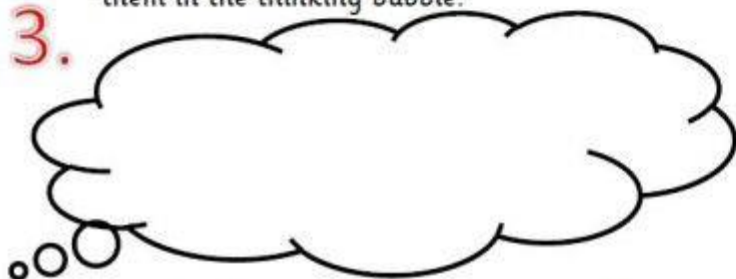


2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.

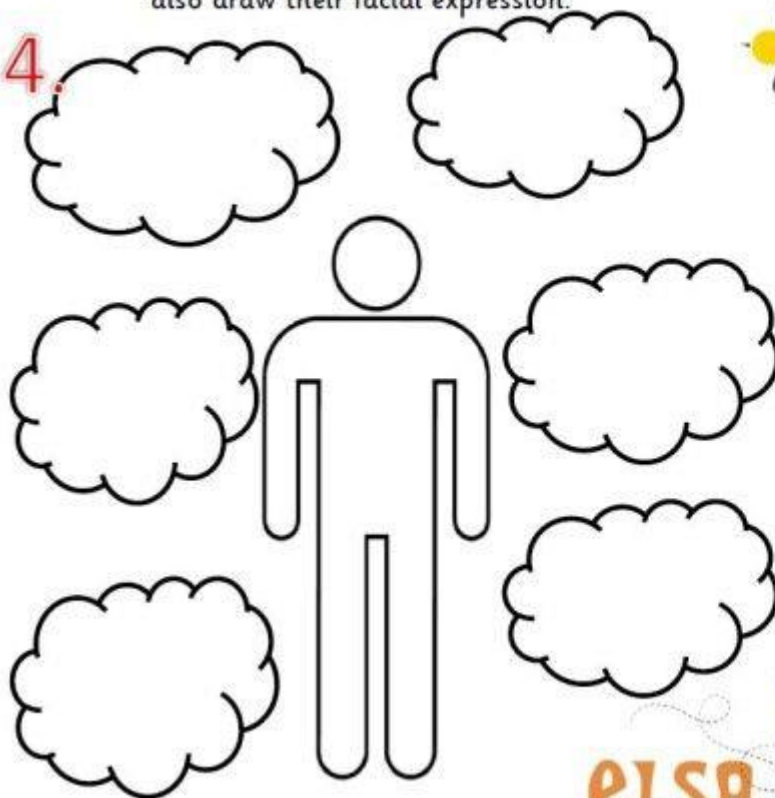


How did it make you feel? Draw your facial expression

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Appendix 10 – Being Sensory Aware

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organizing activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness 'just right'. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated. A sensory diet should consist of 4 or 5 appropriate activities designed to calm, alert or organise. If a student's levels of alertness are very high when starting the diet, it's probably a good idea to begin with a reasonably energetic activity and decrease the level of energy with each subsequent activity to lower the level gradually. Reverse this principle for a student who begins with a very low level of alertness.

| Activities to include in Sensory Diets | |
|--|--|
| The organising activities can be used with both the calming and the alerting activities. | |
| Alerting <ul style="list-style-type: none">• Bounce on therapy ball• Lycra body sox – star jumps, running, dancing• Arm circles – arms outstretched 10 circles each way• Jumping on a trampoline• Star jumps• Jogging Running, skipping (1 or 2 minutes)• Animal walks – crab walks/wheelbarrows• Side walker - outside gym equipment Calming <ul style="list-style-type: none">• Pushing against walls with the hands, shoulders, back, buttocks, and head• Pushing/pulling weighted items• Weights/water bottles/tins held in extended hands for a few seconds – repeated 15 times• Ball squash – student lies on stomach, adult rolls a gym ball over them• Massage• Push a gym ball up and down a wall• Chair push ups• Manipulating putty – twisting pulling, rolling• Drinking thick liquid through a regular straw• Low level vibration is calming - use a massager on the back, arms, and legs | Organising <ul style="list-style-type: none">• Log rolls on a mat - rolling with arms extended above head• Air walker – outside gym equipment• Rolling over a gym ball• Crawling through a play tunnel or under a blanket• Blowing (oral motor) – feathers off a hand, ping pong ball across a table• Ribbons or scarves to make large figure eights in the air• Popping bubbles across the mid body line• Pushing or pulling heavy loads – carrying heavy backpacks• Hanging by arms or climbing• Tug of war• Stretchy material/band – push/pull use with arms and/or feet (put around 2 legs of a chair and use feet to push band forwards)• Wheelbarrow walking• Eating chewy foods or chewing on commercially available items such as Chewy Tubes or Chewelry• Exercise bike |

Appendix 11

RESPONDING TO UNACCEPTABLE BEHAVIOUR/SUPPORTING RELATIONAL DIFFICULTIES

Example approaches and scripts

| Type of Incident | Type of Response (use natural consequences as far as possible) |
|---|--|
| Incident which disrupts learning | Child uses some of break to catch up or to problem solve with teacher—considering strategies which could be used improve engagement in the next lesson. |
| Incident against another person—hurting with actions or words (including speaking to others in a disrespectful way, demonstrating controlling behaviour). | Emotion Coaching and restorative approaches. |
| Incident relating to property (damage, theft, not leaving as found). | Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement). |
| Incident relating to participation in a specific activity e.g. football at break time. | Adults to work with children to resolve conflicts e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this (eg: only play when game is supported by an adult). |

A Graduated Response

| Incident Level | Response examples <i>(Responses will depend on context, the adult's knowledge of the individual, and on what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than an 'Authoritarian' (adults are controlling))</i> |
|----------------|---|
| 1 | <p>Re-focus child</p> <p>Have a quiet word, away from peers</p> <p>Offer of support: "Are you okay? Do you need anything?"</p> <p>Use name: "(Name), is everything okay?"</p> <p>Nip in the bud with a quick, quiet reminder</p> <p>Model or prompt an appropriate response: "Would you like to try saying that in a different way?" or "Did you mean to say, 'Please may I have that book?'"</p> <p><i>See suggested script for further guidance</i></p> |
| 2 | <p>Quietly remind the individual of expectations: Remind them of their choices and warn that if they repeat the behaviour there will be a sanction/consequence.</p> <p>Emotion Coaching: Where a significant reflection/problem solving/restorative element is required, this should be done during a break - 'time in'.</p> <p>Direct an adult or give extra support: Staff presence for the child.</p> <p>Wondering question: "Sam, I'm wondering if sitting too close to Rishi is making it difficult for you to concentrate on your work. Come and sit here where I can help you."</p> <p>Name the need: "I can see you're very cross because you wanted to go in that group first. I know that is hard but it's ok, everyone will get a go this week."</p> |

| | |
|---|--|
| | <p>Direct to regulation activities</p> <p>Distraction/redirection: "Mark, please pop next door and ask Miss Barnes if I can borrow a stapler – thanks."</p> <p><i>Key Attachment Friendly Notes - if teachers need to write down names as a reminder to follow this through this should be done discretely and not where others can see. Follow 'time in' rather than 'time out' approach.</i></p> |
| 3 | <p>Report to SLT</p> <p>Record on CPOMs (complete relevant forms, if required – eg: if prejudice-based incident, bullying or physical restraint)</p> <p>Devise individual behaviour plan</p> <p>Involve parents</p> <p>Involve ELSA or refer to external support</p> <p>Does the child require a risk assessment? (see appendix 5)</p> |
| 4 | <p>Use of reasonable force - staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible.</p> <p>Exclusion (see exclusion policy) Every effort will be made to prevent a situation developing where this becomes necessary.</p> |

Script for use in school

Scripted interventions are noted to be a fundamental building block of classroom behaviour management.

Initial interaction with pupil to address low level behaviours

This type of intervention is useful when you become aware that a pupil is beginning to refuse or become non-compliant.

After trying a few small nudges to get them on task, if you are not getting anywhere, it may be time to turn to a pre-planned script. The script gives you a clear plan of how you can get into the interaction with the pupil, deliver your message effectively and without causing any unnecessary anxiety or miscommunication. The script gives you all you need to be sure you can make this intervention a positive one. Consistency is key, as is tone of voice and expectation. When addressing a pupil or when addressing a pupil's behaviour, it is important to address them and not the whole class. Engage with the pupil at their level, kneel down or sit alongside them and talk calmly and directly to them, without involving the class as your audience. Limit the language you use; this is important as the low-level behaviour being displayed may be due to an overload of information and through you talking more, you only add to the overload of information. If you spot behaviour escalating such as the pupil getting louder, moving about more, becoming unsettled or struggling to stay on task it is best to, quietly and calmly, ask if they need more clarity about the task they are working on? Remember that behaviour is communication, ask yourself... "what is the pupil trying to communicate here?" Are they angry, frustrated, upset or confused and anxious about what they are required to do? These low-level behaviours are typically the first sign of the pupil struggling to process the information or demands of the task/environment they are in. They may need a sensory break, or opportunity to refocus. This could be a short 'organising' activity (Appendix 10) which will help to get the pupil back to the 'just right' state to focus on the task in hand. It is important to identify any triggers to the behaviour such as time of day, any particular lesson or certain demands being placed. We are not always aware of what environment the pupil has come into school from. The demands of home may have already placed the pupil into an 'information/sensory overloaded' state by the time they arrive to school and the demands we place only add to their stress. If you notice any of these 'low level' behaviours, begin by 'connecting' with the pupil before 'correcting' them;

- Open well and do not start a dialogue with an open question – "I notice that you've not found it easy to start this morning/afternoon."

- Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you
- Refer to why you are there – “You know if you’re struggling or if you’re not sure what you need to do, you can come and ask me? “Do you know what you need to do?” It may be that all the pupil needs is a gentle ‘nudge’ to get going. They may be struggling to follow verbal instructions and a visual resource may help them to stay on task and promote independence (eg: a written list of things they need to do to be successful).
- If you feel the pupil is struggling to focus and may need a short sensory break or some time to refocus it is important that you encourage this. A short timed sensory break can help to regulate and refocus the pupil and help them get back on task. Once you have addressed the initial low-level behaviour with the pupil and elicited whether they needed more clarity or a short sensory break, ask if they are happy to continue now they are clearer in what is required and allow them to move on.

Continued low level disruption

Consider the situation

if you have to intervene with a pupil for a second time in one lesson. The first time you spoke to them, you attempted to make a connection with the pupil, offering support, advice to move forward and continue with the task. You offered to explain what was required again for clarity or recognised their need for a sensory break, to regulate/refocus. Unfortunately, the student needs further intervention.

In these situations, there are always those pupils who find it difficult to start a task, remain on task and finish the task. The ‘go to’ attitude is that all pupils need to be treated the same, if one gets away with it, it’s not fair on the others and therefore a sanction is offered. This is where we promote equity over equality. It is fair to have the same high expectations of all pupils, however pupils will naturally meet these expectations in different ways. In being equitable, we are giving the pupil the best opportunity to offer their best work in a way which suits them. Some pupils will need sensory breaks throughout the day, it is important to pre-empt this and build sensory breaks in for pupils that you recognise need movement opportunities to help focus. Other pupils will naturally be able to focus for longer periods. Some pupils will need the comfort of an adult’s direction through the task to ensure they are ‘getting it right’, in these instances it is important to offer that reassurance, slowly building up their resilience by breaking the task into chunks and regularly checking in. It is remiss of us as professionals to consider those children who need extra support, above and beyond, as pupils who are ‘getting away with it’ or ‘being rewarded’. Before we ask ‘why can’t they do it’, we need to ask, ‘have I given them every possible opportunity to be successful?’

Inevitably, at points of repeated intervention it is typical to offer a consequence, such as missing time at break. We have to consider the children we have in our class, their individual learning style and the demands we place. We need to be equitable but recognise that some children are working harder to concentrate, stay on task and use the information they have received, which may cause moments of distraction, lack of concentration or apparent fidgetiness due to overload. Break time for these pupils is often the most important time of the day, a time when they can socialise, play and self-regulate. It may therefore not be appropriate or helpful to sanction missing break-time.

When addressing the pupil for a second time:

- Think carefully about the language you use, be positive and direct in what you expect.

“..... (pupil’s name). I thought you were happy with what you needed to do to complete the task? You have all the equipment you need, you are clear in the outcomes, have a list of the instructions /have had a sensory break to refocus and understand how long you have to complete it.”

“Can I offer any more help?”

“Ok, so are you good to go?”

“Wonderful... I’ll check in with you in 5 minutes.”

Acknowledge compliance and praise them. “Thank you (pupil’s name). I am really pleased you decided to make the right choice. Well done, I can’t wait to tell what a great choice you have made”

For the majority of children the second intervention will be enough to redirect them back to task. For some however we need to be aware that there may be a greater need at hand. If the non-compliance, demand avoidance and refusal is persistent and over time, it is time to explore the potential of a specific barrier to learning. This may be a sensory dysregulation, processing issue or specific learning difficulty. A discussion with Senior Leader or SENDCO to rule in or out the potential of these is the next step.

Script for use at playtime/lunchtime (Level 1 and 2 behaviours)

- 1) Explain what the pupil is doing wrong and what the impact of their behaviour is.
“.....(pupil’s name). I have noticed that you are(behaviour). I’d like you to stop because(impact of behaviour).”

eg: “Aleena, I have noticed that you are calling Hannah names. I’d like you to stop because it is unkind and it is upsetting her.” “Tom, I have just watched you grabbing Amir’s arm. I’d like you to stop because this is dangerous and you might hurt him.”

- 2) If they continue, give a clear warning. “.....(pupil’s name), if you continue I will need to speak with your class teacher.”

eg: “Sam, if you do that again, you will have walk with me at playtime for 10 minutes.”

“Keisha, this behaviour has been going on for a while now. I’m worried that we will have to explain this to your class teacher if you carry on.”

- 3) Allow thinking time. “I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment, and I want to catch you playing kindly.”

eg: “I’m going to help Paul for a minute so you can think about what choice you’re going to make. When I come back to you, I need to see that you’ve picked up the food from the floor.”

“I’m going to wait here so you can come and show me you are sorry when you are ready. I’ll come back to you in a minute or two.”

- 4) Acknowledge compliance and praise them. “Thank you(pupil’s name). I am really pleased you decided to make the right choice. Well done.” OR Continue with the consequence given in your warning. “OK(pupil’s name), because you have chosen to continue to.....(behaviour), I am going to(consequence).”

eg: “OK Ella. You’ve chosen to carry on play-fighting. We’ll have to go and speak with Head Teacher/deputy Head Teacher to see what they think should happen next.”