The Icknield Primary School

Behaviour Policy

The Icknield Primary School Behaviour POLICY			
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Committee	LGB	Required by Law	Yes
Governor approval (date)	Spring 2024	Website (public area)	Yes
Staff / governor responsible	HT	Date first produced	Spring 2024

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Behaviour Policy

> "Why crush behaviours with punishment when you can grow them with love?
>
> Visible consistency with visible kindness allows exceptional behaviour to flourish."
>
> Paul Dix, When Adults change, Everything changes (2017)

Aims and principles

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour.

We will ensure that:
- all children and adults in the school have a clear understanding of the behaviour procedures
- the procedures are followed by everyone consistently and promptly
- children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- the adults in our school show children that they are valued, important and belong

These are our **3 Golden Rules** that underpin this behaviour policy:

We:

- are respectful, truthful and hardworking
- keep hands and feet to ourselves

  look after people and property

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class
- In a school display, in the entrance corridor
- In classrooms, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school prospectus
- On the school website

Our vision:

At The Icknield Primary School our vision is to build a community of a collaboration where diversity is valued and everyone is encouraged to speak in the knowledge that they are listened to. Through education we aim to unlock a brighter future, broaden horizons and show our children that the world is theirs to explore. In doing so, we enable everyone to be ambitious for a lifetime of learning. We expect our children to be ready; to be respectful and to be safe. Everyone is valued here and there is opportunity for all. We recognise that all parents are ambitious for their children, and we help them realise that ambition so that we thrive and achieve together.

At the heart of everything we do are the children. We are a caring and inclusive community, and we live and work by the Icknield values of being:

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This policy is based on current thinking and research, the Cambridgeshire Therapeutic Thinking and Paul Dix's work on behaviour management. Happy children are in the right frame of mind to learn and be challenged and are able to thrive. This policy enables the children to work in a safe and secure environment where all children and staff are valued.

Equality and inclusion statement
We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

Prosocial Behaviour

Prosocial Behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught and greatly valued.

Teaching Prosocial Behaviour

Long term behavioural change comes from developing internal discipline. We believe that children learn how to make positive behaviour choices through;

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement

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- Comfort and forgiveness
- Providing children with the emotional language to discuss their feelings

Additional strategies for staff include:

- All staff to focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive
- PIP and RIP – praise in public, reprimand in private to avoid public humiliation
- Acknowledge children's feelings
- Scanning the classroom
- Maintaining regular scanning of the children in your class, so you can see when they are off task or a situation is developing
- Be prepared – clear routines for transition. Have resources ready to reduce waiting times
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and developing situations
- Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.
- Staff will address children in a calm, quiet voice
- Staff to raise their hand to signal to all children to stop, look and listen

Praise reward and Celebration

Learners should develop the understanding that prosocial behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

1. Praise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.
2. Children to be provided with stickers
3. Children to be given a special job or responsibility
4. Rewarding of House points. House points will be given for good work and attitude and charted in class. The House whose members earn the most house points each week will win the House Cup. The House points for each house will be counted up each Thursday afternoon and passed to the Headteacher to be read out in the Friday morning 'celebration assembly'.
5. Sharing good work with other classes, teachers, Deputy Head, or Headteacher. Good work and achievements being displayed around school, on the school website and on Facebook.
6. Giving positive feedback to parents/carers at the end of the day or over the phone.
7. Marbles for whole class good conduct where pupils work together to earn a reward when the jar is full. A full jar equates to 50 marbles.

We recognise that all of our children need recognition for their prosocial behaviour. Children who are always demonstrating prosocial behaviour should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of

their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour.

In this policy we are defining **'reward'** as a desirable object or experience given to celebrate outcomes already achieved.

<u>Supporting all learners to maintain prosocial behaviour</u>

Some children will require differentiation or reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Sitting in a specific space of their own or in a different way
3. Being met and greeted on arrival by a member of staff
4. Movement breaks
5. Time to talk 1 – 1 with staff

<u>Reminders and Redirection</u>

Some children will require a reminder or redirection to maintain prosocial behaviour; the adult will select a strategy appropriate to the situation. These may include:

1. Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. a finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting………thank you'
4. Quiet, verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors?......Thank you'
5. Quiet verbal reminder of a recent example of prosocial behaviour
6. Moving a child to sit closer to an adult
7. An adult moving to sit closer to the child
8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Lets look at what you have done so far…'

<u>Anti-social Behaviour</u>

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

Staff will initially use the strategies detailed above to encourage prosocial behaviour, however there will be times when children need additional support to learn about their anti-social behaviour through the use of consequences.

Consequences

Consequences will be derived through logic and naturally follow an action. Children will experience consequences for their anti-social actions. We will use two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment. Certain anti-social behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):
- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Differentiated teaching space
- Suspension or Permanent Exclusion

Educational Consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks – Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices
- Rehearsing
- Assisting with repairs
- Educational opportunities e.g. research
- Whole class/Small group PSHE lessons on specific topics
- Restorative conversations and meetings
  Reflection time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours.

Appendix A details specific behaviours and responses, although is not an exhaustive list.

Adults' responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Cambridgeshire Therapeutic Thinking 'A Guide for Parents' outlines the use of 'PACE' in interactions with children, routinely used as part of school practice.

  <u>'PACE'</u>

  Playful (spontaneous and fun) – "Can I join in?", "Let's skip or dance", "What game   can we play?"

  Acceptance (unconditional and positive) – "You are loved, no matter what"

  Curiosity (be curious for them) – "I wonder…", "Tell me about that…"

  Empathy (Listen until they stop) – "I can help you with those feelings", "No wonder   you're upset, that must have been hard"

- Positive phrasing e.g. "Stand next to me", "Put the toy on the table", "Walk beside me"
- Limited choice e.g. "Put the pen on the table, or in the box", "When we are inside, lego or drawing", "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g. tactical ignoring "You can listen from there", "Come and find me when you come back", "Come down in your own time"
- Use of de-escalation script e.g. use the persons name – "David" acknowledge their right to their feelings, "I can see something is wrong", tell them why you are there "I am here to help". Offer

help "Talk to me and I will listen". Offer a 'get-out' (positive phrasing) – "Come with me and...."

Physical Intervention

There are situations when physical intervention may be necessary. Staff are trained by Cambridgeshire Therapeutic Thinking trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a pupil in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes)
- To gently direct a person
- For activity reasons (Drama, physical games)
- To avert danger to the child, other people or significant damage to property

Reflect, repair and restore (after a crisis)

- Once the child is calm, relaxed and reflective, the experience can be revisited with an adult.
- The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.
- The adult may ask the child questions to:
  Explore what happened? (tell the story)
  Explore what people were thinking and feeling at the time?
  Explore who has been affected and how?
  Explore how we can repair relationships?
  Summarise what we a have learnt so we are able to respond differently next time?

Personal Behaviour Plans

Pupils whose behaviour needs additional support may require a personal behaviour plan. These may be a 'A Graduated Approach (see **Appendix E**) or if they place themselves and/or others at a risk of harm they will have individual risk reduction plans (see **Appendix I**). These are overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated in order to reflect changes and progress. Learners who require a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:
- Be informed by a series of reflective documentation, following the Cambridgeshire Therapeutic Thinking.
- Be based on analysis of the child's behaviour using the tools of subconscious or conscious behaviour analysis (see **Appendix A**), anxiety mapping (see **Appendix G**) and the Therapeutic Tree proforma (see **Appendix H**). These will enable staff to establish the times/ places/ lessons that give the learner greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Recording, Reporting and Communication

Behaviour that is dealt with by SLT or causes concern should be recorded on the class behaviour log. Safeguarding recognition of 'child on child abuse' is routinely recorded on MyConcern.

Staff including Midday supervisors must communicate playground behaviour issues with the children's class teachers.

Information about behaviour could be shared with other professionals, e.g. SENDs, Family workers after parental consent is acquired.

Communication with Parents/Carers

Parents are regularly informed of prosocial behaviour examples through teacher/parent dialogues, assembly certificates shared. Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they must inform parents what has happened, and what consequences will be put in place. They may also discuss future actions to support behaviour, for example seeking support from outside agencies, interventions or personal behaviour plans.
They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.

SLT will inform parents when they are dealing with the behaviour. This may be alongside the class teachers. Conversations with parents regarding behaviour.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

Suspension or Permanent Exclusion

Serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not to be made lightly and the school follows the principles and procedures shared in the DFE document https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Anglian Learning guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A re-integration meeting is held with the parents and child on their return to school after a suspension.

Bullying
Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy.

Complaints
Parents who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour Management, including recording of incidents will be monitored and analysed by SLT and Governors.

The core aim of our approach to Behaviour is developing relationships with pupils taking growing responsibility for their learning and behaviour.

Appendix A

<u>Responding to prosocial behaviour at The Icknield Primary School</u>

The table below shows examples of how we encourage prosocial behaviours.

Prosocial behaviour	Typical Adult Responses
Walking in the corridor	"Thank you for walking" "Super walking"
Holding a door open for someone	"Thank you so much, you are so kind/polite"
Using manners, saying please and thank you	"You're welcome" "Lovely manners"
Using good morning and good afternoon	Say "good morning" or "good afternoon" back and smile
Looking after another child who is sad or hurt	"Well done for helping your friend, you are so kind" "I'm sure they feel much better now"
Helping an adult to carry something or to pick something up	"Thank you so much for your help" "You are so helpful."
Sitting respectfully in assemblies	"Thank you for your super sitting/listening" "I can see that you are listening carefully"
Playing respectfully, including following the rules of games	"Thank you for showing respect to each other like sports people do."
Including everybody in games and activities	"Thank you for including everyone. You have made everyone feel important"

Antisocial behaviour at The Icknield Primary School

Anti-social behaviour	Protective/Educational Consequence	Record Keeping
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tappingpencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parents.	None – if repeated log on weekly behaviour record
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parents PSHE lessons could focus on issues arising in the class	None - unless repeated log on weekly behaviour record
Child does not complete work in a lesson to expectation	The child will complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when class is doing something else. If the work is still not meeting expectations,it will be sent home to be completed.	None - unless repeated
Pupil not following adult instructions	Positive phrasing or Limited choice Completion of tasks in break/lunch Teacher discretion to inform parents, unless repeated.	None -unless repeated or a safety concern, log on weekly behaviour record
Unintentionally hurting someone's feelings/or hurting someone physically	Reflection with class teacher- Apology	If the teacher is noting a recurrence ofthis kind of event (e.g. 3 to 4 times in a half term)

Physical response in a game – e.g. pushing, hacking, tripping	Reflection with CT or SLT Protective consequence - miss one game Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs Restorative approach with others if needed - apology	Record on behaviour log If occurs 3 x or more - pattern forming inform SLT and record on Behaviour Log.
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest	Record in behaviour log If it occurs 3 x or more - pattern forming inform SLT and record in Behaviour Log.
Taking property/food that does not belong to them	Reflection with class teacher – written /verbal apology. Parents informed	Record on behaviour log
Spoiling the work of a peer.	Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed If reoccurring child will need to sit away from their peers	Record on behaviour If it occurs 3 x or more - pattern forming so inform SLT and record in Behaviour Log.
Refusing to go where asked or leaving the classroom without permission	Reflection with CT or SLT Parents informed	Record on behaviour log SLT informed
Use of swearing or rude or aggressive language.	Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT	Record on behaviour log SLT informed
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer.		Log on My Concern *In the case of perceived racist comment then policy is followed

Breaking equipment, throwing objects to hurt someone, racism*, bullying* Inform SLT	Pupil is sent to member of SLT Structured play arrangements may be made; eg playtime is not with the class/whole school Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses. Repair of equipment where possible and appropriate Social story Possible internal exclusion with SLT Parents informed by SLT	*In the case of perceived bullying then policy is followed.
Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer. Use of swearing or rude or aggressive language. Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission *Inform SLT	Parents are informed and invited to meet with the class teacher/SLT. Class teacher to follow the Cambridgeshire Therapeutic Thinking "Behaviour flowchart" and complete Anxiety Mapping or the Therapeutic Tree with SLT/SENDCo Personal Behaviour Plan may be appropriate Possible EHCP procedure Possible internal exclusion with SLT Possible Fixed term exclusion Possible permanent exclusion may be considered Involvement of outside agencies	Log on My Concern *In the case of perceived racist comment then policy is followed *In the case of perceived bullying then policy is followed. Appropriate Cambridgeshire Therapeutic Thinking documentation and analysis completed.

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Consequences for difficult and dangerous behaviour
At The Icknield Primary School we have the following steps when dealing with negative behaviour:

EYFS
Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Verbal reminder.	Teacher or TA to give reminder stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'.
2. Name on the log	Teacher or TA records the child's name on their class log. Reminder of school rules.
3. Time to think	Teacher or TA spends 3-5 minutes talking to the child, away from the activity they are doing. Refer to school rules and making positive choices. Child can have up to two 'Time to Think' am or pm.
4. Reflection time with another year group teacher.	Teacher or TA takes child to another year teacher for 5 minutes, for further 'reflection time'. Refer to school rules and making positive choices. Parents/carers informed.
5. Reflection time with SLT.	If a child continues to display negative behaviour or for more serious incidents, the TA takes pupil to SLT or radios for SLT. The child will have a conversation with member of SLT about making positives and complete a restorative activity, eg drawing a picture to make someone feel better or recording a 'sorry' message on a Talking Tin. Parents/carers informed.
6. Suspension (as a last resort or if serious incident occurs).	If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.
The child is expected to have Reflection Time/Time to think as soon as possible after the incident. Each session is a fresh start.	
Playground – during play time	Teacher or TA on duty - if a child shows negative behaviour, the teacher gives a reminder and follows the steps above. If the child needs to talk to an adult, they do so for 3-5 minutes, standing **next to the teacher or TA to discuss making positive choices**. If at the end of playtime, they have the discussion before the start of the next session.

KS1 and KS2
Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Reminder given	Teacher or TA to give reminder, stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'
2. Name on the class behaviour log 'Joe – 1'	Teacher or TA to write name on class behaviour log. Remind pupil of school rules and encourage a change in behaviour.
3. Teacher or TA to write name on class behaviour log. Remind pupil of school rules and encourage a change in behaviour.	The child has a short, 3 – 5 minute conversation at break time, lunch time or end of the afternoon session, about making positive choices, for example: remembering to not call our, following adult's instructions etc.

4. Name is boxed on log – 'Reflection time' 'Joe – 3'	**15 minutes break time OR 15 minutes lunch time reflection** for ongoing low-level behaviour, for example, calling out, not following instructions, making noises, refusal to complete work, making rude comments to staff or peers. **Lunch time reflection for the whole hour*** with SLT for more serious behaviour, such as swearing, name alling and continual disruption that has already resulted in a break time reflection. Restorative conversation takes place during Reflection Time about making positive choices, e.g. such as being safe, following rules, etc. Pupil completes reflection sheet – this should be a learning experience. If finished, pupil can write out examples of being kind, safe and responsible. *Consider a shorter lunch time reflection for pupils with additional needs and a 5 minute physical break in a separate area of the playground/courtyard. **Class teachers should be alerting SLT when there are 3 Reflections in a week, as parents will need to be contacted (see below)**
5 Removal from class, 'Internal Exclusion' – child sent to work outside Head or Deputy Head's office	**Internal Exclusion** Is for escalation in behaviour that has already and reflection time, or as immediate consequence for: continual swearing, racist language, homphobic language, physical violence, or deliberately being unsafe, e.g. throwing chairs or furniture Child will complete work outside of the Head or Deputy Head's office. If this occurs close to the end of the day, the internal exclusion will take place the following morning. Parents/Carers are informed and this is recorded on the back of the class log. - If internal before break time – the time needs to include their breaktime - If internal happens just before breaktime it goes up to lunch and child will eat lunch with SLT - If during/after breaktime the time will cover the rest of the morning session and includes their whole lunchtime - If during break/lunchtime – the time will cover all afternoon till the end of day - If at the end of the day, to be completed the next morning until the end of breaktime Work to be completed needs to be independent – letter of apology If two internal exclusions in one week – child moves to behaviour log **If a pupil has 4 or more internal exclusions within a term, consider bespoke timetable of being in and out of class/lunch/provision map.**
5. Suspension (as a last resort or if a serious incident)	If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.

Further support	
Parents/carers are contacted when there have been 3 Reflection times in one week. Parents will be informed that any further Reflections will result in their child being put on an Individual log. Individual logs to be in place for a minimum of two weeks, with parent meetings to review the logs at the end of each week A Senior Leader will support class teachers with their parent meetings If individual logs are in place for more than 4 weeks, discussion with Senior Leader, class teacher and parents about next steps, which could be: Risk Management Plan; bespoke timetable which is combination of in class and internal exclusion or part-time time-table where child has some home learning in place. If behaviour persists, then referrals to external agencies such as SEND, MHST or Family Workers with take place.	

Pupils with additional needs	
Behaviour policy may need to be adapted – think about whether the steps above are appropriate, eg, you may have to have a quiet word with the child, rather than issuing a 'public' reminder Follow strategies/approaches in ILP or Risk Management Plan Raise any issues with SLT	
Playground – during playtime	Teacher/TA on duty – if a child shows negative behaviour, the adult gives a reminder and follows the steps above. If the child needs to talk to an adult, they do so for 5 minutes, standing next to the teacher to discuss making positive choices. If at the end of playtime, they have their 5 minute chat before the start of the next session – TA may need to do this.

There are times when a child is not given reminders. This may be due to serious incident which is deemed unsafe, therefore, the child is recorded as needing to have Reflection Time either at break or lunchtime. Or if the incident takes place in the afternoon, they may have it the next day. However, it is important that all unsafe behaviour is addressed with a child on the same day it occurs.

The start of each session should be a fresh start for all children.

<u>Lunchtimes</u>

Lunchtime Reception – Year 6	
1. Reminder	Midday supervisors to give a reminder and make a note of the reminder in the book for the playground or classroom. TA to state what the pupil should be doing using continuous verb e.g. "Walking – thank you"
2. Name recorded in book	If Midday supervisors have to speak to the same child again during the same lunchtime, their name is underlined. This **must** be fed back to the teacher when they come to collect their class (TA if teacher is not available). Midday Supervisor to remind pupil of the school rules.
3. Serious incidents or if negative behaviour continues	The child should be taken to see a member of SLT who can talk to the child and decide on the consequences of their actions e.g. exclusion from the playground if they have continually been unsafe or sitting indoors completing a restorative activity, e.g. drawing a picture, writing a sorry card/recording a sorry message on Talking Tin.

Appendix C

Class Behaviour log   CLASS: W/commencing: TERM:

	1. Name on log
	2. Name underlined
	3. Reflection time break/lunch (15 mins)
	4. Reflection time whole lunch hour
	5. Internal Exclusion
	6. Fixed term suspension

	AM 1st session	AM 2nd session	BREAK	AM 3rd session	LUNCH	PM 1st session	PM 2nd session
Monday							
Tuesday							
Weds							
Thursday							
Friday							

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Name: Class:

Details of behaviour

Date:	Type of consequence: - 5 mins - 15 mins RT - Lunch RT - Internal Exclusion	Name of the child having Reflection time	Details: e.g. disruptive behaviour, unfinished work, physical aggression, verbal assault. Give details of other children involved and activity taking place at the time.

APPENDIX D – Class Behaviour log (EYFS)

Name: Class: Week commencing: Term:

	Session 1	Session 2	Session 3	Break	Lunch	Session 4	Session 5
Monday							
Tuesday							
Weds							
Thursday							
Fri							

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APPENDIX E – The Graduated Approach

Therapeutic Thinking Graduated Response

Universal
Behaviour Curriculum

- ❑ Teach pro-social behaviour.
- ❑ Include within pupil induction.
- ❑ Establish routines.
- ❑ Staff role-model expectations.
- ❑ Create positive relationships.
- ❑ Use positive phrasing to communicate expectations.

Targeted
Behaviour Policy

- ❑ Predict and prevent anti-social behaviour; progress to pro-social behaviour - a plan for the majority.
- ❑ Check if the identified behaviour is covered in policy.
- ❑ Follow the policy.
- ❑ Record the impact of policy on pupil's behaviour.
- ❑ Analyse the dynamic using the inclusion circles.
- ❑ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.

Targeted Plus
Early Prognosis

- ❑ Describe the behaviour factually and unemotionally.
- ❑ Gather appropriate and authentic pupil voice.
- ❑ Gather information from relevant parties, including multi-agency colleagues, in respect of:
  - o Function of behaviour
  - o Health and wellbeing
  - o Context
  - o Cultural expectations
- ❑ Use the collated information to Assess, Plan, Do, Review.
- ❑ Where further intervention is needed, move to Predict & Prevent.

Specialist
Predict, Prevent & Progress

- ❑ Update Early Prognosis document.
- ❑ Complete Risk Calculator.
- ❑ Identify any protective consequences needed.
- ❑ Identify educational consequences needed.
- ❑ Complete Subconscious and Conscious checklists.
- ❑ Complete Anxiety Analysis over a period of time.
- ❑ Identify factors the child can't cope with and which they can't cope without.
- ❑ Use all preceding analysis to create a Predict, Prevent & Progress plan.
- ❑ Review the plan regularly.
- ❑ Where further intervention is needed move to Therapeutic Plan.

Specialist Plus
Therapeutic Plan

- ❑ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis).
- ❑ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.
- ❑ Complete a Therapeutic Plan as a result of the completed analysis documents.
- ❑ Continue Assess, Plan, Do, Review cycles.
- ❑ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

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APPENDIX F – Subconscious and Conscious Behaviours and Checklists

Subconscious behaviours

Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **subconscious**.

Please use this checklist to analyse the behaviour and identify anxieties through *anxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? *What are the associated feelings e.g. rejected, lonely, despondent*	
What is causing the anger? *What are the associated feelings e.g. frustrated, embattled, undermined*	
What is causing the fear? *What are the associated feelings? e.g. worried, petrified, reluctant*	
What is causing the disgust? *What are the associated feelings? reluctant, avoidant, cautious*	

What is causing the surprise? *What are the associated feelings? confused, shocked, panicked*	
What is causing the happiness? *What are the associated feelings? excited, enthusiastic, engaged*	

Conscious behaviours

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.
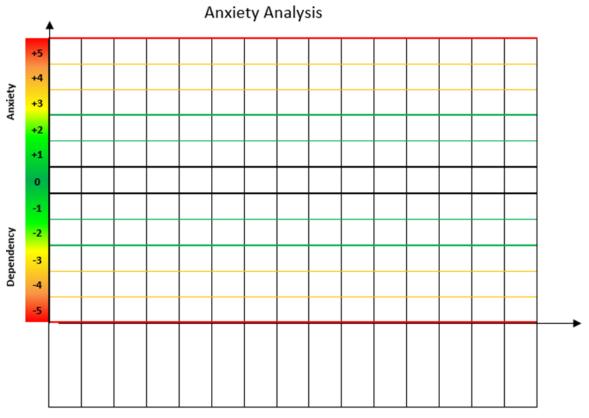
Below is a checklist to explore whether the behaviour of an individual child or young person is **conscious.**

Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Conscious behaviour Checklist

Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe that their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
Was the expected adult response preferable to their current experience?	
Is the expected adult response motivating their behaviour?	

APPENDIX G – Anxiety Mapping

Anxiety Analysis

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

	Score	**Predict** Staff/Location/Activity/Peer/Time	**Prevent** Adaptations (including protective consequences)	**Progress** Adaptations (including educational consequences)
Increased Anxiety	+3 – +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency		Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 – -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.

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APPENDIX H – Therapeutic Tree

Therapeutic Tree

Name:		Year group:	
Antisocial / Difficult / Dangerous behaviours		**Pro-social behaviours**	
Difficult	Dangerous	What are the small, achievable targets the plan will direct staff to look our for and respond to?	
Anti-social feelings		**Pro-social feelings**	
Anti-social experiences		**Pro-social experiences**	
(Risk factors)		(Protective factors)	

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APPENDIX I – Steps Risk Reduction Plan

Cambridgeshire Steps Risk Reduction Plan

Name:	DOB:	Date:	Review Date:

	Risk reduction measures and differentiated measures (to respond to triggers)
Photo	

Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond
Post-incident recovery and debrief measures	

Signature of plan co-ordinator..   Date ....

Signature of parent/carer...   Date ....

Signature of young person..   Date ....