



## Policy Document

<b>Policy Document</b>	
Subject	<b>Behaviour Policy</b>
Approval Date: February 2024	Review Date: July 2025
Signed by: 	Written by: School
Name:	S England
Role:	Headteacher

# Positive Behaviour Policy

This Policy should be read in conjunction with:

- DfE guidance for “Behaviour in schools – Advice for headteachers and schools staff” (September 2022)
- Anti-Bullying Policy
- Physical Intervention Policy
- Behaviour Principles statement
- Lunchtime Supervision Guidance
- DfE Suspension and permanent exclusion from maintained schools (September 2023)
- Hertfordshire Exclusions Guidance
- Ashwell School’s Exclusions Policy
- Hertfordshire’s emotional wellbeing and behaviour strategy

## **Introduction**

Ashwell Primary School is a happy and caring school. Our behaviour policy reflects the aims of the school and is a whole school policy, which is supported and observed by all members of the school community. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and that enable staff to act safely and with confidence.

The parent/school partnership is particularly important in promoting positive behaviour and good attitudes towards a love of life-long learning.

## **Rationale and Ethos**

This behaviour policy supports the school’s mission and aims by promoting the ethos of Hertfordshire’s Therapeutic Thinking (formally STEPS). All of our school community have a right to feel welcome, safe and supported. It is the responsibility of all to respect and ensure the rights of others.

Our aim is to develop a positive focus on improving young people’s engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties.

We strive to teach positive, pro social behaviours rather than manage and control poor and anti-social behaviours. Our approach enables us to understand and work with children and not rely on overpowering them to create pro-social feelings of everyone within the dynamic.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All staff aim to enable children to develop a sense of belonging and a sense of worth. This in turn, will support them in developing strategies they need to help them make decisions about how they will behave and understand the consequences of the choices they make.

## **School Vision and Values - *Shaping Futures: Together we learn, care and grow***

At Ashwell School we seek to provide stimulating, varied and challenging experiences which inspire in all our children a lifelong zest for learning, so that they can become the best that they can be, academically, socially, creatively and physically. Our children are encouraged to become confident, self-motivated and independent learners who take responsibility for their own development. We value all our children as individuals, and nurture in them respect, kindness and compassion, in order that they can take their place as responsible local, national and global citizens.

The school is at the heart of the local community, and staff, parents, pupils, governors and community members' work in close partnership to create a welcoming, happy and productive environment.

**Our Golden Rules**  
Be Responsible & Respectful  
Be Kind & Truthful  
Be the best you can be

**Our Core Values**

- ✓ Respect
- ✓ Empathy
- ✓ Resilience
- ✓ Cooperation
- ✓ Independence
- ✓ Self-awareness

**Inclusion**

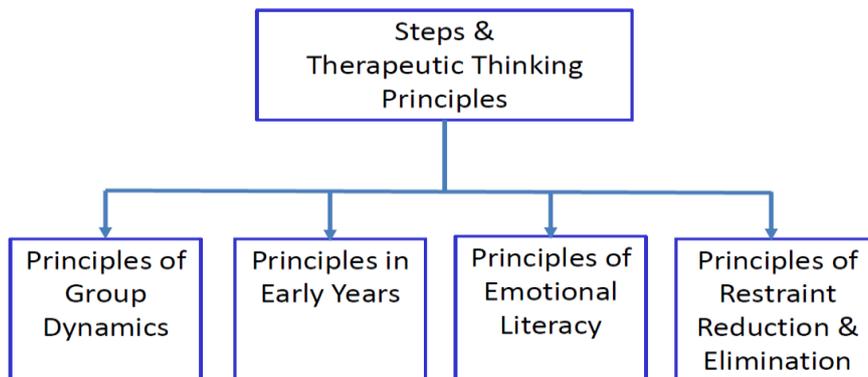
At Ashwell Primary School, we are focussed on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support – Wave 2). Where this support does not meet the child's needs, Wave 3 (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Inclusion Leader and/or HT.

Our behaviour policy is the plan for the majority of children. In addition, some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from our policy. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

**Hertfordshire Therapeutic Thinking (formally known as STEPS)**

This policy is underpinned by Hertfordshire's Therapeutic Thinking, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire's Therapeutic Thinking, is a therapeutic behaviour management approach, which adopts the following principles:



All staff have received Hertfordshire Therapeutic Thinking (formally STEPS) training and we will continue to update this on an annual basis.

## Underpinning our approach through Hertfordshire Therapeutic Thinking:

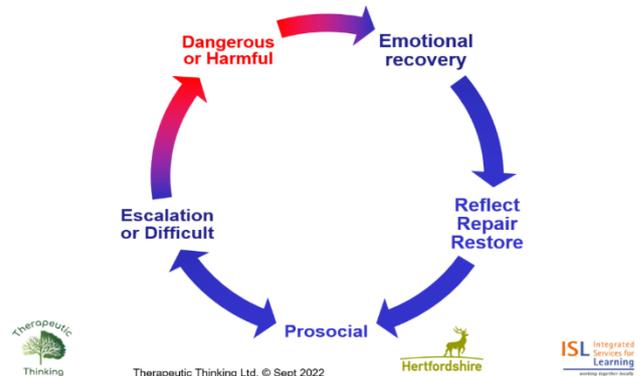
Negative experiences create negative feelings.  
Negative feelings create negative behaviour.

Planned responses

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.

We need to plan for 5 phases of behaviour:

- Pro-Social (Stable)
- Escalation
- Harm
- Emotional Recover (Cool Down)
- Reflect, Repair & Restore



When pupils are well engaged and learning, we need to **'catch them getting it right'**. This can be by recognising and rewarding their efforts through praise, merits, charts, certificates, or anything, which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

## Our School Behaviour Curriculum

Our school behaviour curriculum defines the expected behaviours in school, rather than only having a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for everyone in our school community.

We believe that all behaviours have a function. The function is what the behaviour may be communicating (why the behaviour is occurring). One behaviour may have more than one function. Behaviour functions could be linked to: Sensory, escape, avoidance, attention or tangible gain.

## Therapeutic Classroom Management

At Ashwell School, we take a zero-indifference approach instead of a zero-tolerance approach. This means:

- ✓ Teachers teach following the principles of instruction. They explain and model in small steps, provide guided practice and check everyone gets it before moving on.
- ✓ Staff make sure behaviour rules, routines and expectations are unambiguous, rationalised, overly taught, rehearsed and scaffolded.
- ✓ Staff intervene immediately with curiosity and calm when they notice behaviours that are not aiding learning or indicate dysregulation or distress.
- ✓ Staff use analysis to discover what the child finds difficult and builds on their strengths to relieve stress.
- ✓ Staff model self-discipline and self-regulation, they share and model their calm in the environment.
- ✓ Relationships with children focus on the shared purpose of achieving learning.
- ✓ Approaches are not permissive, they provide differentiation and scaffolds so children can meet expectation rather than lowering expectations.

## Children and Young People 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to repair and restore relationships

**Prosocial behaviours are:**

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.
- Behaviour that create helpful feelings in self and others.

**Pro-social behaviour and internal discipline will be developed through:**

- **Relationships** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- **Role Modelling** – Using words and actions that mirror the responses we are trying to encourage in children.
- **Consistency** – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- **Scripts and Routines** – Using agreed words and actions, which are likely to be most effective in achieving the desired outcome for an individual.
- **Positive Phrasing** – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- **Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; inclusion circles and behaviour plans support this see Appendices)
- **Reward and positive reinforcement**
- **Comfort, Kindness and forgiveness**
- **Feedback and recognition**

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs and learning styles which is in line with the vision of the school.

**Antisocial behaviours are:**

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.
- Behaviour that create unhelpful feelings in self and others

**Unsocial behaviours are:**

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment or self or others.

**Difficult behaviour**

- Behaviour that is antisocial, but not dangerous.

**Dangerous behaviour**

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff will always investigate and analyse behaviour before determining which category it fits into.

## Zones of Regulation

We also teach the Zone of Regulation. The Zones is a behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides a toolkit for students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

### THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

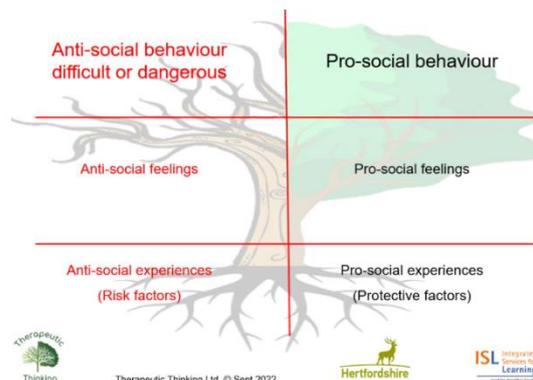


Planned responses to escalating behaviour can include:

### Use of Therapeutic Language

We aim to use consistent language across Ashwell Primary School, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour. Language used by staff is based on four strategies:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- De-escalation



## Positive Phrasing

Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Outlined below are examples of how we address children:

**Always use inclusive pronouns to build the team idea ... We/Us/Our etc.**

“At our school/in our class/at Ashwell...”

## Interactions – Describe and Direct

Don't ask can you/will you ...? – These often result in a 'no!'

Instead:

- Describe what you see
- Direct what is required

Examples of Negative Phrasing (Not Expected)	Examples of Positive Phrasing (Expected)
“why are you talking?”	“x – you are talking. This is listening time. Please Stop.”
“why are you fiddling with that...?”	“x – you are fiddling with... That is distracting. You need to...”
“don't run”	“Walk... Thank you”
“don't play with that pencil.”	“Put the pencil down... Thank you”
“stop staring out the window/daydreaming.”	“Looking and Listening – eyes this way... Thank you”

## Limited Choice

- Where shall we talk, here or in the library?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

## Disempowering the behaviour

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.

## The De-Escalation Process (Child in Crisis)

Ashwell staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'. Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and.....

### **Physical Interventions** (for further details see Restrictive Physical Intervention Policy)

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property
- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times

### **Restorative De-brief**

The purpose of our restorative de-brief is to re-visit the experiences by re-telling and exploring the story with a changed set of feelings.

The aims of our restorative de-brief are to:

- Focus on harm that has been done
- Identify how the harm can be repaired
- Look at experiences, feelings and needs of everyone involved
- Plan to ensure conflict is less likely to happen in the future

### **The process of a restorative de-brief**

- Explore what happened. Allow the child to tell their story and ensure they feel heard.
- Support their story with non-judgemental, accurate descriptions.
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who has been affected and how.
- Consider how relationships can be repaired.
- Plan for a different response to the same experiences of feelings reoccurring in the future.

The above is carried out in a differentiated, age appropriate way that is accessible to the child.

Examples of resources that may be used:

- Social stories
- Role-play with props
- Comic strip conversations
- Independent / adult led reflection activities (see appendix ii & iii)

### **Responsibilities**

**The Governors will:**

- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

**The Management and Leadership Team will:**

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents to secure and promote positive behaviour

**All staff will:**

- work in partnership with parents and carers to promote positive behaviour
- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate positive behaviour
- share responsibility for behaviour management across the school
- communicate effectively with parents concerning their children's behaviour
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

**Children will:**

- respect one another, themselves and all adults
- make pro-social behaviour choices
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

**Parents/carers will:**

- support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

**Lunchtimes**

Lunchtime Midday Supervisory Assistants (MSAs) work closely with all school staff to ensure that the expectations of our children remain the same throughout the school day. Our aim is to be proactive in engaging children in play activities during the lunchtime session rather than reactive and dealing with issues.

**Promoting & Celebrating Success**

Staff will promote and catch children showing the following pro-social behaviours around the school

- |               |            |              |             |
|---------------|------------|--------------|-------------|
| - Helpfulness | - Caring   | - Supportive | - Forgiving |
| - Positive    | - Friendly | - Politeness | - Respect   |
| - Manners     | - Courtesy | - Resilience | - Effort    |

The Headship team hold a weekly whole school assembly where the values are a focus and children receive merits linked to the values. Children are publicly congratulated for special efforts and this is shared with parents through a 'MarvellousMe'. In addition, a wide range of strategies are used to celebrate positive behaviour across the school. These are summarised in the table below however are not exhaustive:

Individual	Whole Class	Whole School
<ul style="list-style-type: none"> <li>✓ Stickers used by staff across the school dependent on child's age.</li> <li>✓ Headteacher stickers for positive attitude towards learning</li> <li>✓ Merits given in recognition of effort or linked to key value</li> <li>✓ 'MarvellousMe' reward sent to parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbal praise</li> <li>✓ Continual encouragement (verbal) to those children who are complying and to a child who has modified their behaviour</li> <li>✓ Age appropriate, personalised class reward system.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rewards for improved behaviour and consistently good behaviour</li> <li>✓ Individual class reward systems in place</li> </ul>

**All Staff at Ashwell will strive to achieve a consistent approach when issuing rewards and using schools systems for positive reinforcement.**

There will be occasions where children's behaviour choices require a consequence. We believe in two forms of consequence:

**Protective consequence** – the removal of a freedom to manage the risk of harm (must also include an educational element and be evidenced in order to return the freedom)

Examples:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space / resources
- Exclusion

**Educational consequence** – the reflecting, learning, rehearsing and teaching so the freedom can be returned.

Examples:

- Learning the relevance of and completing tasks
- Rehearsing and practicing behaviour expectations
- Assisting with or planning for repairs
- Educational opportunities to increase understanding
- Researching the implications of behaviour
- Restorative meetings, conversations and exploration

### **Recording and Reporting arrangements**

The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents with reference to the warning system; we also keep a record of serious incidents that occur at break or lunchtimes.

**Staff must ensure that all level 2 & 3 incidents are reported to parents and details recorded via CPOMS the same school day.** Level 1 incidents will be reported to parents at the discretion of the teacher and dependent on the individual child's circumstances. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

The Headteacher keeps a record of any pupil who receives a suspension or permanent exclusion, the Chair of Governors is notified and these are reported numerically at FGB meetings termly in the Headteachers Report. All racial, homophobic, sexist, LGBT-based, disability-based, religious-based and any other form of prejudice incidents are recorded on CPOMS and reported to the Governing body termly.

## Inappropriate Behaviour Choices and related Consequences

	Examples of Inappropriate Behaviour	Action Needed / Consequences
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• calling out / talking over others</li> <li>• disruption to other children</li> <li>• time delaying</li> <li>• name calling</li> <li>• unwillingness to remain on task</li> <li>• reluctance to follow instructions (refusal/defiance)</li> <li>• inappropriate language</li> <li>• non-compliance with general class expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and non-verbal warnings issued by an adult</li> <li>• Use of planned scripts</li> <li>• Visual warnings (age appropriate class system)</li> <li>• Move the child to a different seating place</li> <li>• Offer limited choice either...or...</li> <li>• Offer an appropriate consequence ...if you continue to...then...</li> <li>• Time Out in class at a separate work area in class</li> <li>• Relevant intervention / support offered</li> <li>• Verbal Reflection activity to be completed</li> </ul> <p><b>*Child must be debriefed by the class teacher about the behaviour at the next appropriate time</b></p>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• continuous Level 1 incidents as outlined above despite interventions</li> <li>• deliberately physically or emotionally hurting another child</li> <li>• any form of physical or verbal retaliation</li> <li>• kicking, punching, biting, spitting, fighting</li> <li>• swearing or persistent rudeness</li> <li>• racial, homophobic, sexist, LGBT-based, disability-based, religious-based and any other form of prejudice language</li> <li>• throwing objects (potentially causing harm)</li> <li>• damage to school or personal property</li> </ul> <p><b>* These apply whether the child is the instigator or acting in retaliation</b></p> <p><b>*Repetitive level 2 behaviour will result in the issue of level 3 consequences</b></p>	<p>All Level 2 incidents require completion of "My Reflection" activity to be completed and logged on CPOMS (age appropriate – adult led or independent)</p> <p><i>*Isolation at break/lunchtime – with SLT or DHT/HT as a protective &amp; educational consequence for breaches of behaviour policy outside of classroom.</i></p> <p><b>1. Internal Suspension A:</b> Time Out, with work, to parallel class (up to 3 times in any half term)  <b>1a.</b> Introduction of 'Behaviour Support Plan' with specific targets (class teacher led)</p> <p><b>2. Internal Suspension B:</b> Time Out, with work, to a senior leader in class (up to 3 times in any half term)  <b>2a.</b> Escalation of 'Behaviour Support Plan' combined with completion of 'Early Prognosis' analysis by class teacher (child reporting to SLT/DHT/HT)</p> <p><b>3. Internal Suspension C:</b> Time out, with work, to a member of the Headship team  <b>3a.</b> Review of support plan &amp; early prognosis. Meeting with child and parents to decide on course of action including behaviour outreach advice / consultation.</p> <p><b>*Child must arrive at time away with their work and a post-it indicating how long they must stay.</b>  <b>*Child must be debriefed by the class teacher about the behaviour at the next appropriate time</b></p>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• serious physical / emotional assault to anyone in the school community</li> <li>• serious damage to school or personal property</li> <li>• continuous breaches of behaviour policy, despite intervention involving staff, DHT, HT and parents</li> <li>• any other serious incident or illegal activity that jeopardises the wellbeing and safety of anyone within the school community e.g. possession/use of bladed item, drugs, firearm etc.</li> </ul> <p><i>*This list is for illustrative purposes and is not exhaustive.</i></p>	<p>Where any of the above has not had an impact over time or for an isolated serious incident, the following procedures should be followed:</p> <ul style="list-style-type: none"> <li>• Isolation within school on a 1:1 basis with DHT/HT</li> </ul> <p><b><u>Follow Hertfordshire Suspensions &amp; Exclusion guidance</u></b></p> <ol style="list-style-type: none"> <li>1. Suspension – fixed term</li> </ol> <p><i>*The length of suspension will be determined by the severity and/or frequency of the circumstances. Repeated suspensions will increase in length as part of the escalation process.</i></p> <ol style="list-style-type: none"> <li>2. Exploration of reduced timetable / managed move / alternative provision</li> <li>3. Exclusion – permanent</li> </ol>

- ✓ The above is a guide and staff will need to consider the child's context, age and additional needs when determining the course of action. \*See section on Inclusion – Page 3
  - ✓ **All level 2 & 3 incidents to be reported via CPOMS the same school day and parents to be informed. Level 1 incidents will be reported to parents at the discretion of the teacher.**
  - ✓ Staff will exercise professional judgment at all times to ensure responses are appropriate and proportionate to the behaviour.
  - ✓ Staff will ensure that a child is not repeating their story unnecessarily and ensure all relevant parties have had an opportunity to share their version of events.
  - ✓ Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences.
- NB: suspensions may be implemented in isolated incidents that result in harming children, staff or property where an investigation has led to serious breach of school rules. This is decided on a case by case basis by Headteacher.**

### **Enrichment Activities**

Extra-curricular activities, class visits, residential trips etc... are part of our wider curriculum offer and therefore children must not be withdrawn from them as a punishment. However, the Headteacher reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the enjoyment or safety of themselves or others. This decision must not exclude due to specific needs and disability (refer to the Inclusion Policy).

### **Systems for the start of the academic year**

Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children's history. As part of the transition, staff use the inclusion circles model. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

### **Behaviour Agreements with the Children** (Class Rules)

During the first week of term, each class are responsible for discussing and agreeing their class rules. This is referred to as a class charter. The class discuss the following:

- How we learn well here
- How we feel safe here
- How we show respect here

A class charter is then produced using positive phrasing e.g., "We will..."

*\*This will be sent home with the children to discuss with parents*

### **Behaviour Support Plans – Appendix IV**

Behaviour Support Plans are used for children where there are persistent low level concerns linked to the level 1 area of the behaviour policy. They are intended to be a short term supportive measure that is put in place to support the school, child and parents work closely together to teacher positive behaviour choices. As part of the level two escalation process a behaviour support plan with specific targets will be used initially by the class teacher in conjunction with parents. Should this be unsuccessful, it will escalate to the child having a daily or weekly check in with a member of the SLT.

- ✓ Support plans will be discussed with parents and logged on the schools Behaviour Support plan log to be monitored.
- ✓ All support plans will be copied and sent home for parents to view daily.
- ✓ All support plans will be reviewed, adapted or closed after a maximum of 6 weeks

### **Pupils' Conduct outside the school gates**

***\*Please note this is taken from the DfE Guidance "Behaviour in schools guidance" (September 2023) and terminology used is not strictly in-line with what we promote in school.***

As stated by the DfE: Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

"Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

## Appendix I – Therapeutic Thinking Graduated Response

<p style="text-align: center;"><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<p style="text-align: center;"><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p style="text-align: center;"><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:             <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p style="text-align: center;"><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p style="text-align: center;"><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

# "My Reflection"

Remember - You Own Your Own Behaviour

- What happened?

- How were people feeling at the time?

- Who has been affected? How?

- What have you learnt from this?

Name \_\_\_\_\_

Date \_\_\_\_\_

Remember to write neatly and in full sentences. Explain yourself clearly.

Appendix III – Reflection Activity (Adult led)

**Reflect - Repair - Restore**

**What Happened? (Explore to discover roots)**

**What were people thinking/feeling at the time?**

**Who has been affected? How?**

*\*ensure child knows reality but is not made to feel guilty*

**How can we repair relationships?**

**SUMMARISE**

**Were parents informed?**

**Y**

**N**

**If no what was the reason?**

**Is this a:**

**1<sup>st</sup> incident**

**Ongoing concern**

*\*\*If ongoing - complete Roots & Fruits document with child/parents/staff*

Appendix IV – Behaviour Support Plan

<p>Add picture of child's choice to personalise</p>	<h2 style="margin: 0;">Behaviour Support Plan</h2> <p style="margin: 0;">You Own Your Own Behaviour</p>	
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**Name:** \_\_\_\_\_ **Class:** Year 3 **Date:** \_\_\_\_\_ **Day:** \_\_\_\_\_

Ticks: 0 ticks - Not met 1 tick - Partially met 2 ticks - Met	Target 1	Target 2	Target 3	Total
<b>1<sup>st</sup> Session</b>				
<b>Break time</b>				
<b>2<sup>nd</sup> Session</b>				
<b>Lunch time</b>				
<b>3<sup>rd</sup> Session</b>				
<b>Break time</b>				
<b>4<sup>th</sup> Session</b>				

Target for today: _____	Today's total _____
Maximum: _____	

**Comments** - for parents, children and staff to contribute to:

Good Luck

Appendix V – Risk Reduction Plan

# Therapeutic plan / Risk reduction plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Differentiated measures.</b>
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<b>Pro social behaviours</b>	<b>Strategies to respond</b>
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<b>Anxiety behaviours (DIFFICULT)</b>	<b>Strategies to respond</b>
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<b>Crisis behaviours (DANGEROUS)</b>	<b>Strategies to respond</b>
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<b>Debrief Notes (reflect, repair and restore)</b>
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