



Millhouse

Primary School and Nursery

Behaviour Policy

To be reviewed: September 2021

Inspiring tomorrow's generation, today.

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COVID-19 Addendum

This addendum to our Behaviour Policy has been written to ensure our procedures are followed at all times which will enable us to keep everyone safe and reduce the risk of transmission of COVID-19.

To reduce the risk of transmission we expect all members of our school community to adhere to the following procedures:

- Stay in their allocated bubbles
- Adults will maintain a distance of 2 metres from each other or follow the 1 metre plus guidelines if this is not possible (the 'plus' being additional measures such as face coverings).
- Keep to the staggered start and finish times and only enter the school premises using the allocated gates
- Do not gather outside the school gates other than to wait in line to enter the school.
- Wash or sanitise their hands frequently, especially when using outside equipment and before and after eating and using the toilet
- Only use or touch equipment allocated to their bubble group
- Avoid unnecessary touching of other people (even those in own bubble)

In addition to the above procedures, we expect all children to treat every member of our community with respect and to not behave in a way that will put others at risk of COVID-19.

We will follow our therapeutic approach to managing and teaching behaviours as set out in the main policy document. However, if a child persistently fails to follow instructions or frequently does not adhere to our COVID-19 procedures, they may not be able to remain in school and will be at risk of exclusion.

Introduction

At Millhouse Primary School and Nursery, everyone has a part to play in the promotion of high standards of behaviour. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We recognise that positive behaviour is a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school.

All staff working with our children receive training in behaviour support. This training is called 'Essex Step-On' training. Staff are trained in the level one 'Steps' and new staff joining the school will have this training as soon as it is available to them. We have a member of staff who is an accredited Step-On tutor and has delivered the initial training to our staff. Annual refresher training is provided for all staff.

Our approach, in line with Essex Steps, is a therapeutic one. It has an emphasis on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. We will also provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Aims

- For all staff to know how to promote pro-social behaviour and manage anti-social, difficult or dangerous behaviour.
- For all members of our school community to have an understanding of what behaviour might be communicating.
- To focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- To provide an inclusive setting so that the unique skills, abilities and needs of every child are recognised and that they receive the right support to fulfil their potential.
- To promote the inseparable link between teaching, learning and behaviour.

School Values

Our school has six Star Values which we support and encourage every member of our school community to develop. They underpin our approach to behaviour and learning. These are:

- * Independence
- * Perseverance
- * Respect
- * Creativity
- * Self-belief
- * Resilience

A Therapeutic Approach

A therapeutic approach works with a child and their emotions to understand what their behaviour is communicating (the reasons behind it). At Millhouse Primary School & Nursery, we recognise that ***negative experiences create negative feelings and that negative feelings lead to negative behaviours***, whilst ***positive experiences create positive feelings and that positive feelings lead to positive behaviours***. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting problematic or complex behaviour and identify the experiences and emotions driving the behaviour so that we can address it accordingly.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour, not just suppress and control the behaviour. The Essex Steps 'Roots and Fruits'

exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

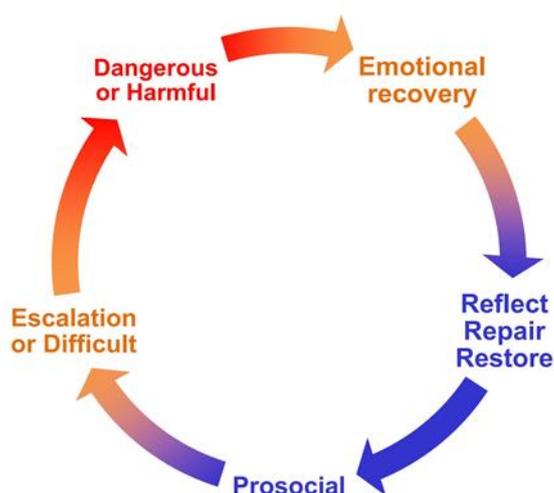
Role of Parents

Parents play a vital part in supporting their child's education and this includes their behaviour. Parents should inform the schools, usually via the class teacher, of any issue or situation that may affect the child's behaviour in school. It is important that parents support both the school and their child when dealing with inappropriate (anti-social) behaviour. This means there is an expectation that parents attend meetings arranged by the school to discuss their child's behaviour and provide support and encouragement with any interventions that are put in place. As a school, we expect parents to support our expectations of the pupils and encourage their child to follow and meet these.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their emotions during everyday teaching opportunities and PSHE lessons. All children should be treated sensitively; criticism should never damage self-esteem and focus on the behaviour rather than the individual child.

Processes – planned responses for each type of behaviour



Promoting Positive (Pro-social) Behaviour

See appendix 2 for more information.

All pupils, parents, staff and visitors who come into school have responsibility for promoting pro-social behaviour by:

- Teaching right from wrong, honesty and respect for others.
- Encourage and teaching internal discipline, self-management of behaviour and a sense of responsibility for pro-social behaviour.
- Praising pro-social behaviour.
- Using positive phrasing / language and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviours.
- Being good role models.
- Using scripts, repetition and structure.
- Comfort and forgiveness

As a school, we believe that rewards are not needed to teach internal discipline and pro-social behaviour. Children will get recognition for their effort and achievements mainly through specific verbal praise and celebration which explains to the child what we are pleased with. Sometimes we will recognise exceptional effort and this can be through the use of a certificate or something personal and relatable to the child such as sharing work or experiences with another audience. We will not use rewards to control behaviour or to 'bribe' the children into behaving in a pro-social way.

Environment

Our school and classrooms need to be supportive. Each class will have the following clearly displayed to encourage pro-social behaviour and support children who may be finding it difficult:

- School Star Values
- Zones of Regulation chart
- 'Emotions' vocabulary and definitions (age appropriate)
- Quiet spaces for individual children who need it
- Examples of pro-social behaviours (either through photos, explanations or celebration / recognition of children who have shown this e.g. 'I am proud' / 'Kindness' board)

We will not use displays as a way of identifying children who are displaying anti-social, difficult or dangerous behaviour (such as traffic lights or rain cloud/rainbow charts) as these can create negative feelings in children and do not change behaviour in the long term).

Consequences – Protective and Educational

The use of consequences serves two purposes: to protect the rights of others and/or to teach and support the child to behave differently next time. At Millhouse Primary School & Nursery, we use consequences rather than punishments as we believe that a child needs to learn and understand what causes their behaviour and how to change it in the long term.

Consequences are to be used when a child behaves in an anti-social way (see appendix 3). They need to be individual to the child and related to the behaviour displayed. We do not use 'blanket consequences' (such as keeping a whole class in at break time) as these only serve to create negative feelings for children who have not displayed the anti-social behaviour. A consequence is a logical response to behaviour, and must follow logically on from this for the child to understand the impact of their behaviour.

Protective Consequences

These protect the rights of others and could include:

- An increased staff ratio
- Change of timetable
- Missing part of a break or lunch time
- A different working space (e.g. working outside the class or in a different room)
- Removal of a specific linked activity (e.g. missing a football session if the behaviour was linked to this)
- Exclusion (see Appendices)

Protective consequences must always be accompanied / followed by an educational consequence so that the child can work towards regaining the freedom that has been removed.

Educational Consequences

These are required to motivate and support the child to behave differently next time and to teach the child the pro-social behaviour needed. They could include:

- Ensuring the child completes the task (providing it was achievable in the first place)
- Writing a letter of apology
- Rehearsing / modelling situation through the intentional teaching of pro-social behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical to do so)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours.
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Lunch Time Behaviour

The therapeutic approach also covers lunch times, although we recognise that we may observe different behaviours to those in the classroom. Lunch time staff are expected to follow the same strategies for promoting pro-social behaviour. We would also expect consequences to be used when anti-social behaviour is observed.

To enable the lunch time staff to manage behaviour effectively, we use a red / yellow card system. If a child behaves anti-socially and they have already been reminded of the expected pro-social behaviour, they will receive a yellow card. This means they will go to a lead Midday Assistant and talk through the situation and try to rectify it. If a lead MDA feels the child needs time away from the playground (red card), they will take them to our Emotional Wellbeing Coach who will ensure an educational consequence is given and start the restorative process with the child.

This process is the same for informal football games ('kick about') however, where a Sports Coach is leading a football match, they will use red and yellow cards using formal football rules, ensuring the children are taught what these are.

Managing Difficult, Dangerous or Harmful Behaviour

For the most part, the strategies above will work for the majority of children; however, we recognise that sometimes a child will behave in a manner that is difficult, dangerous or harmful and we must ensure that we plan for this and can support the child to change their behaviour. As an inclusive school, we will ensure we plan to meet the needs of these children using a 'Think, Plan, Respond' format. This process will be overseen by the Deputy Headteacher (Mrs Haken) and the Inclusion Leaders (Mrs Jones and Miss Durdle).

Thinking about Behaviour

When managing behaviour and responding to anti-social, difficult or dangerous behaviour staff should ask themselves:

- Was the behaviour conscious or sub-conscious?
- What experiences has this child had (positive or negative)?
- Was the teaching and learning appropriate for the child?
- Was there motivation to behave pro-socially? (Does the child know how to behave pro-socially? Is this recognised? Is there more motivation for them to behave anti-socially?)

Staff will try to understand what is driving the behaviour by using a range of tools and by looking at any previous incidents on CPOMS (see flow chart Appendix 4). These will help us to see any patterns and experiences that may be influencing the child's behaviour. It will help staff and children to identify potential triggers that could lead to difficult behaviour.

Plan

Staff will complete a risk assessment to judge the severity and likelihood of harm from the behaviours observed. This, along with the outcomes from the 'Think' stage, will inform the actions on a Predict and Prevent Plan (Triple P) or a Risk Reduction plan (see appendices). This plan will clearly outline how staff will respond and manage the

behaviour and will include any scripts to be used, strategies, consequences and physical interventions as well as actions / language to avoid. This will be shared with relevant staff who work with the child as well as parents.

If a child requires a risk reduction plan, a meeting will be held with the parents at different points of this process and we will keep them informed and updated throughout. It is expected that parents will support this plan.

Respond

De-escalation

When faced with potentially harmful or dangerous behaviour, staff must use the de-escalation script and de-escalation body language. The pupil must be spoken to calmly, assertively and respectfully at all times.

1. **Name** (use the pupil's name)
2. **I can see something has happened** (acknowledge their right to their feelings)
3. **I am here to help** (tell them why you are here)
4. **Talk and I will listen** (it may be possible for staff to find out how the situation has developed, or how it may be resolved).
5. **Come with me and we can** (give them a way out to withdraw from the situation)

Phrases in bold must not be deviated from and can be repeated; this will support both the child and member of staff in what is possibly a stressful situation.

During this time, the child should be given physical space and time to recover and respond to requests. In times of stress, it is advisable to be at least an arm's length away from the child (possibly further). Staff should maintain a sideways, open stance, including managing their height, which will help to make the child feel less threatened.

Where de-escalation has not been possible, the child should be guided from the location to a place of safety (or away from potential harm to others). It is advisable for two members of staff to do this, however it is acceptable for one member of staff to do so if they feel confident. If this is not possible, the other children around should be removed from the situation. At this point it is important not to raise the stress and anxiety levels of the child further and at no time should a child feel they are blocked in or backed into a corner.

Reflect, Repair and Restore

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. It is important that this is completed with any child who has had a protective or educational consequence (for lower level behaviours, this may be a five minute conversation but could be a longer process for more serious incidents).

An adult in school will re-visit the experience by retelling 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 relationships can be repaired.
- Summarise what we have learnt so we are able to respond differently next time.

Some examples of restoration questions may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you put this right?

- How can we make it ok for the next time something happens?

Reporting on CPOMS

We use CPOMS to report all safeguarding concerns as well as significant behaviour concerns. Every member of staff has access to CPOMS (either directly or through their line manager) and should complete a CPOMS incident report for the following:

- Any dangerous or harmful behaviour
- Where there has already been several lower level anti-social behaviour incidents
- Where the learning was significantly disrupted
- Where behaviour was significantly dis-respectful or rude.
- Where a child has needed a protective consequence (including red cards at lunchtime)
- Where there are concerns that behaviour was unusual for a child.

Use of Physical Contact

There are occasions when staff will have cause to use physical contact with individuals for a variety of reasons. For example:

- To comfort a child in distress
- To support a child with their physical care (toileting, self-care, changing clothes)
- To direct or steer a child
- For activity reasons (e.g. PE, drama)
- To avert danger from the child, other persons or significant damage to property.

In situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual needs and history
- The location where the contact takes place (it should never take place in private without others present).

Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated.

Hand-holding

It is natural that young people sometimes enjoy holding hands with adults around them. This is acceptable providing the child initiates the hand holding and is not used as a method to control the child. Alternatives to hand-holding can be offering the child an 'open mitten' hand or a 'supportive arm'. This is done by the adult holding their arm out and the child holding their hand over the adult's lower arm. The adults hand can be placed over the child's hand.

Lap-sitting

Lap-sitting is discouraged as it could make the pupil and adult vulnerable. Children should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position, alongside the adult.

Physical Intervention

See Appendix 8

If a child requires the use of physical intervention to guide, steer or prevent harm we will follow the guidance from the Department for Education (Use of Reasonable Force – advice for Headteachers, Staff and Governors). Before using any physical intervention, staff will use the de-escalation techniques above. All staff have received training in the use of physical intervention and will never use physical contact that restricts breathing in any way (basket holds, leaning forward or face down) or use holds that could harm a child's joints (gripping or holding wrists, elbows etc). Staff will use either a closed or open mitten hand technique for a guide or escort either on their own or with another member of staff. The aim is to move away from the dangerous situation rather than to get to a specific location. At all times, the child should be able to remove themselves from the contact if they feel raised levels of anxiety or stress. If this happens, the staff just repeat the intervention or slightly relax the contact to be able to continue with the guide / escort. This will usually result in the child relaxing and co-operating.

Any use of physical intervention must be recorded on CPOMS and a 'Physical Intervention Record' attached to the CPOMS incident report. Parents will be informed by either the class teacher or a member of the Leadership Team if physical intervention was used.

Involvement of Outside Agencies

In certain situations, it may be appropriate for the school to ask for the support or intervention from another agency. If an outside agency is contacted then parents will be informed and where necessary, permission sought for the agency's involvement.

Bullying

Please see our Anti-Bullying policy.

Complaints or Issues

If there is an issue with a child's behaviour, parents should in the first instance, speak to their child's teacher. If the matter is not resolved, an appointment can be made with the Headteacher or Deputy Headteacher. Where necessary, the involvement of our Learning Mentor or Behaviour for Learning Coach can be used to help resolve any issues between pupils and/or parents.

Monitoring

It is the responsibility of the Head Teacher, or any other delegated staff member, to monitor the use of the agreed behaviour system. Systems will be monitored on a regular basis and updated as necessary.

It is the responsibility of the Head Teacher to report any exclusion (fixed or permanent) to the appropriate authorities, including the Governing Body.

It is the responsibility of the Governing Body to report the number of exclusions each year to the Local Authority and/or the Department for Education.

Review

This policy will be reviewed annually.

Appendix 1

Exclusion Procedure

As an alternative to exclusion, pupils may be offered a changed school day. This means they will be required to attend from 8am to 1pm. and educated separately from their class for a period of 1-3 days.

If a fixed-term exclusion is issued the school will follow the statutory guidance from the DfE.

The following behaviour could lead to fixed-term exclusion:

- Refusing to follow reasonable adult requests.
- Fighting in or around the school.
- Verbal, physical, sexual or emotional abuse of another person.
- Acting in a manner likely to cause danger to themselves or others.
- Acts of vandalism.
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Headteacher or Deputy Headteacher considers fixed-term exclusion appropriate.

After each fixed term exclusion, the Head Teacher will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a Pastoral Support Plan which may include part time attendance or a Consistent Management Plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To allow a cooling off period.
- To enable pupils to learn in a safe, calm environment.

Prior to exclusion, a range of strategies and, in the case of pupils with disabilities, reasonable adjustments will have normally been tried.

- A pupil's first exclusion will normally be for one to two days.
- A second exclusion will normally be for three days. Following the second exclusion, we will consider whether pupils should be on the SEND register.
- A third exclusion will normally be for five days.

During each exclusion, the Head Teacher will consider whether:

- Further investigation of the incident is needed.
- The pupil should be permanently excluded.
- The pupil should have a managed change of school.
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'Team Around the Family' or 'Family Solutions'.

The following behaviour could lead to permanent exclusion:

- Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor.
- Endangering lives.

- Persistent unacceptable behaviour, inducing frequent refusal to follow school Rules and Regulation as outlined above which has not been modified by fixed-term exclusion.
- Possession of drugs/drug paraphernalia and/or alcohol
- Possession of a weapon

Supervised education is provided from the 6th day of exclusion. Work will be provided from the 1st day of exclusion. It must be returned to school and marked. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

Parents have the right of appeal to any exclusion and should put this in writing to the Chair of governors.

Appendix 2

Recognising & encouraging pro-social behaviour

| Do... | Don't... |
|--|--|
| <ul style="list-style-type: none"> • Use verbal praise that specifically explains the pro-social behaviour • Recognise the exceptional as well as the effort made by a pupil • Display examples / definitions of different pro-social behaviours • Use strategies / recognition tools such as a 'kindness bucket' for children to recognise and acknowledge pro-social behaviour. • Reward whole class behaviours, including everyone in the reward where possible. • Use postcards / notes home to recognise and praise pro-social behaviours. • Stickers and certificates can be used for recognition if it helps to build communication for the child. These must always be accompanied by the verbal praise explanation. • If a points based recognition system is used, this must be whole class not individual (i.e. points go to a central total). • If using a points system, there must be a purpose and end point to it – what is it for? Any rewards from it must be whole class • Ensure the child experiences positive activities and affirmations more often than not. • Give a maximum of 2 clear warnings that explain what behaviour is expected | <ul style="list-style-type: none"> • Use rewards as a way of controlling the behaviour through bribery. • Give out so many points / stickers etc that they become meaningless and tokenism. • Overtly display any reward system that identifies individuals. • Have individual reward systems (unless this is part of a child's SEMH plan / provision cycle) • Remove points or rewards that have already been earned or given. |

Appendix 3

Use of consequences

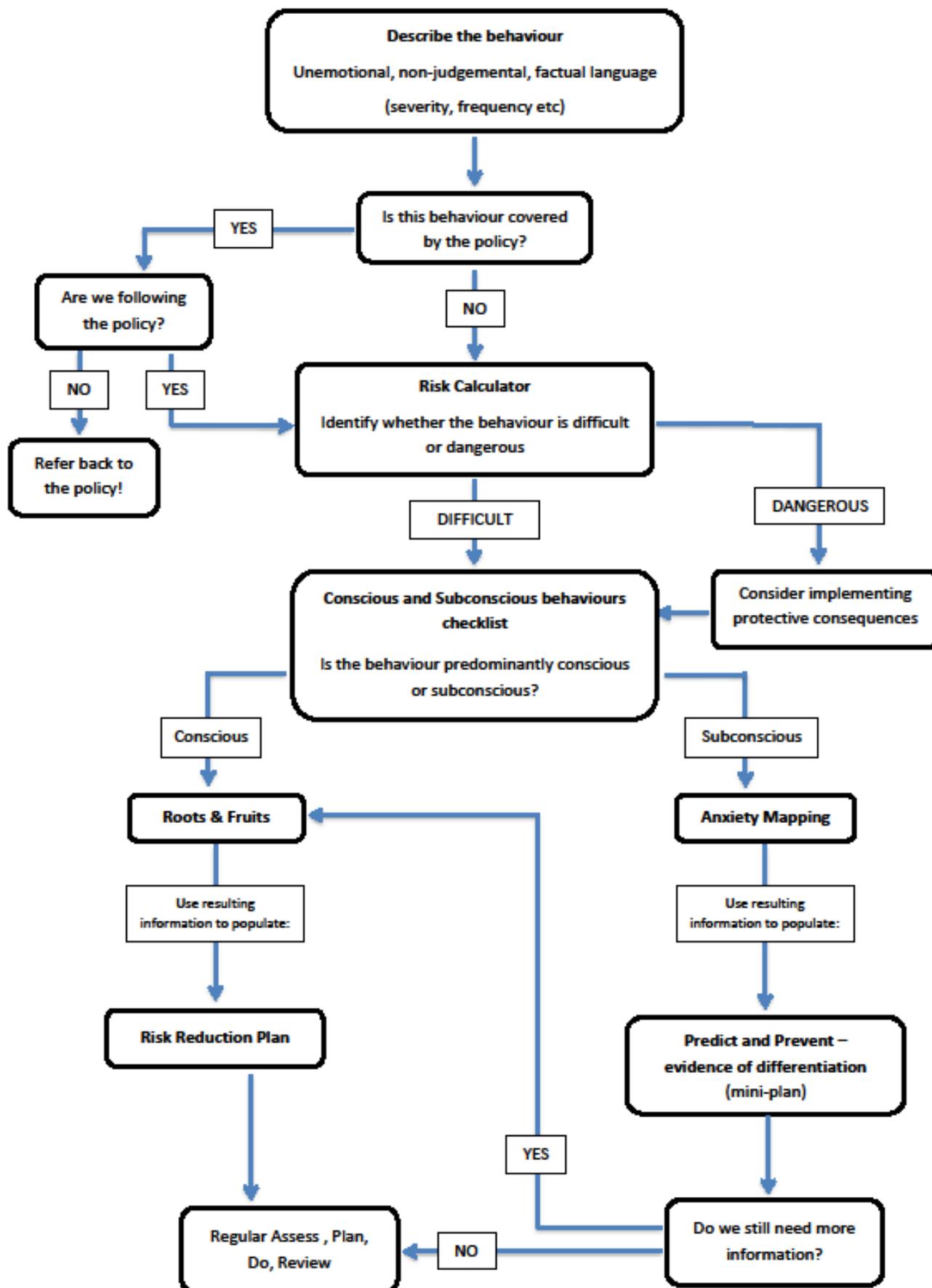
Some further examples of protective & education consequences and when to use them.

| Protective Consequences | Purpose / Reason | Don't... |
|--|---|---|
| Miss part or all of break / lunchtime | To complete work missed / To discuss behaviour / To set or explain expectations / To remove or limit harm to others on the playground | <ul style="list-style-type: none"> Use because a child hasn't completed homework – this can be encouraged by the use of a 'voluntary' homework club and a conversation with parent. Leave the child to sit and 'stew'. There needs to be an educational consequence that runs alongside this. Use this as a blanket consequence for all children in the class – only for those who it applicable to. |
| Different working space: could be within the classroom or in another suitable place (including another class); needs to be followed up with a conversation to set expectations and ensure child knows what to do to behave pro-socially. | To allow pupil to complete task without distraction / To remove the risk of harm / To remove the risk of disruption to others' learning | <ul style="list-style-type: none"> Send a child out of class for longer than necessary (the shortest amount of time possible) Send a child out of class without any work to complete Ask the child to stand outside the classroom |
| Use of an additional adult (including the class LSA) | To lower risk of harm to others / To act as a prompt for pro-social behaviour / To escort a child to and from different places around the school | <ul style="list-style-type: none"> Allocate an adult to a child on a full-time basis. If this is needed, the Inclusion Team will decide who and when. |
| Time out with Ms Slade | To allow the pupil time to reflect and be ready to learn / To remove the risk of disruption to learning / To allow the child to complete work under supervision | <ul style="list-style-type: none"> Send a child for low level behaviours or if other strategies haven't been used first Decide the child needs to spend the rest of the lesson or day with her. This will be decided by JS and/or SMT. |
| Removal of specific, linked activities | To remove the risk of harm / To allow an education consequence to be carried out linked to the activity removed | <ul style="list-style-type: none"> Remove an activity if it is not linked to the anti-social behaviour (e.g. banning football because of disruptive class behaviour). This is a punishment not a consequence. Remove an activity without planning an educational consequence that helps the child 'earn back' the activity. |
| Reduced / Changed Timetable – only HT or DHTs can authorise this | To lower the risk of harm / To prevent exclusion / To enable a phased return to school following an exclusion or period out of schooling. | |

| Educational Consequences | Purpose / Reason | Don't... |
|--|--|--|
| Completing work deliberately not done during a break time | To ensure pupil is learning and is ready for next lesson | <ul style="list-style-type: none"> • Ask a child to complete work if they are unable to access it and the anti-social behaviour was because it was too difficult or they were anxious about it. • Expect the child to complete the work if they are not emotionally regulated at that time. They must be ready to complete it. |
| Conversation with Ms Slade or SMT – 10-15mins | To discuss behaviour choices or reasons / To ensure pupil is ready to learn / To ensure pupil knows how to behave pro-socially. | <ul style="list-style-type: none"> • Send a child without checking with JS or SMT that they are available and this is appropriate action. |
| Write a letter of apology – this could be during a break time or completed at home | To enable the pupil to reflect on their behaviour and show remorse / To ensure the pupil can identify ways to rectify their behaviour. | <ul style="list-style-type: none"> • Use this consequence if a child struggles with writing or writing is a trigger to anti-social behaviour. |
| Using role play, puppets, comic strips or social stories | To help the pupil understand their behaviour / To help the pupil identify how their behaviour affected others / To ensure the pupil knows how to manage their emotions or the situation differently. | <ul style="list-style-type: none"> • Try to complete this if the child is in crisis. |
| Activities that show the pupil how to behave pro-socially (e.g. learning the rules of a game, supporting the running of an activity) | To help the pupil understand how to play a game / activity in a pro-social manner / To help the pupil recognise anti-social behaviour and its effect on the activity. | <ul style="list-style-type: none"> • Use this if it increases the risk of harm to the pupil or others |
| Tidying or cleaning mess made or mending something that is broken | To ensure the pupil recognises the consequences of their actions / To put right their behaviour | <ul style="list-style-type: none"> • Try to complete this if the child is in crisis or it increases the risk of harm. |

Appendix 4

Managing / Supporting Behaviour Flow Chart



Appendix 5

Conscious or sub-conscious behaviour

Conscious Behaviour Checklist

| Question | Response |
|--|----------|
| What is their desired outcome from their behaviour? | |
| What is the motivation to behave antisocially? | |
| What is the motivation to behave pro-socially? | |
| What are the expected consequences? (Limits to freedom) | |
| How can I impact on the child's beliefs or values? | |

Subconscious Behaviour Checklist

| Question | Response |
|---|----------|
| Is the behaviour medical? | |
| Is the behaviour habitual? | |
| What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is over stimulating or overwhelming them? | |

Appendix 6

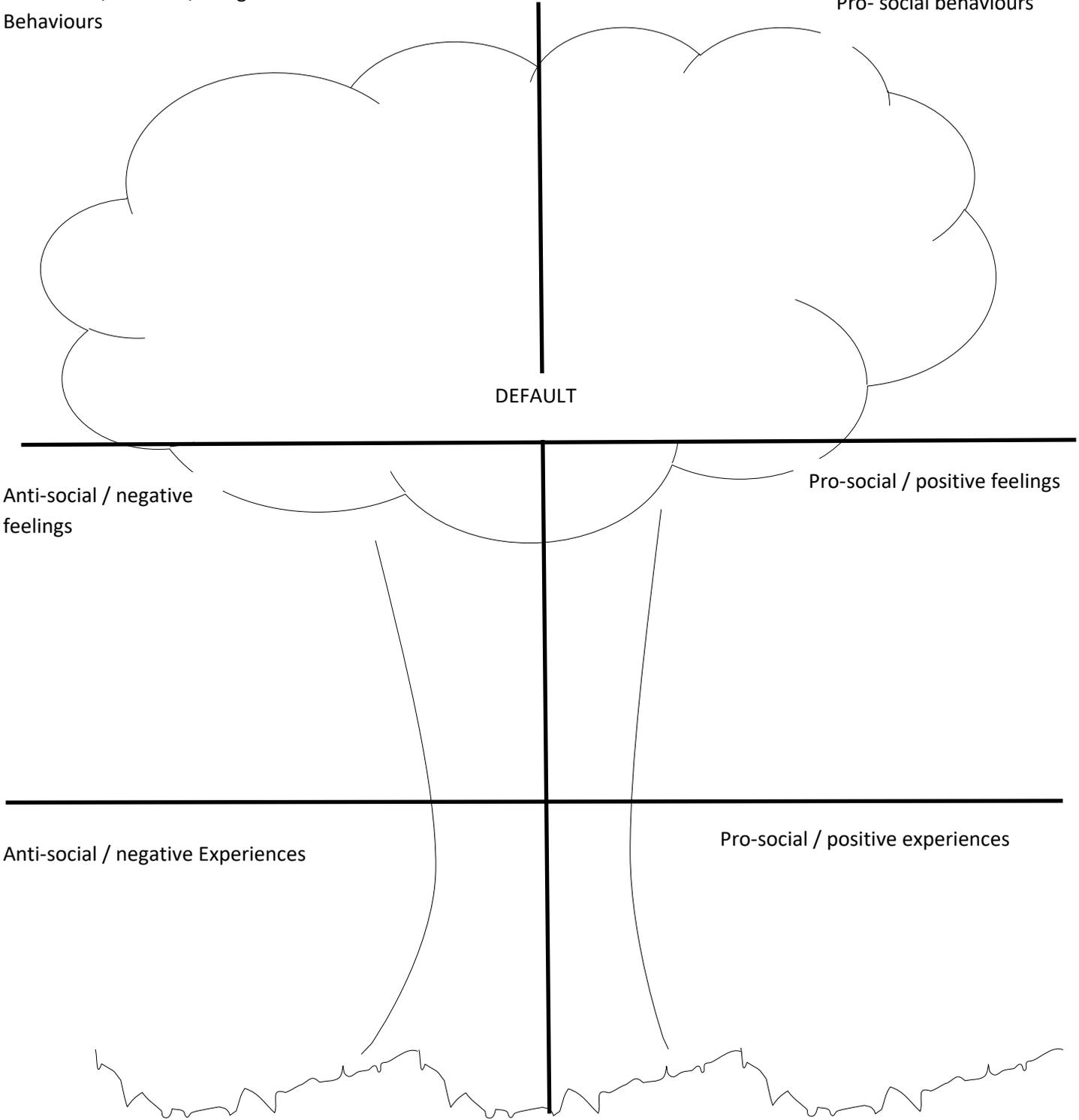
Roots and Fruits

Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



Appendix 7

De-escalation Scripts and Use of Language to Manage Behaviour

Phrases in red are what not to say!

Negative Phrasing

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- Don't talk to me like that
- Calm down

Positive Phrasing

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

No Choice or Open Choice

- Get in here now!
- Get out!
- Do as you are told!
- Give it to me now!
- What do you want to do?
- Would you like to go inside?

Limited Choice

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Empowering the behaviour

- Come back here, NOW
- You are not allowed in there
- Get down from there
- Don't you dare swear at me

Disempowering the behaviour

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

- The de-escalation script in the main policy should be used without deviation when a child is in crisis.

Put together:

Positive phrasing: Come and sit next to me for a story.

Limited choice: Would you like to sit on the chair or bean bag?

Disempowering the behaviour: You can listen to the story from there.

Consequence: We will check you understand the story before going out for break time.

Appendix 8

Use of Physical Intervention

The use of open and closed mittens allows an adult to hold, guide or escort a child without gripping and is a non-restrictive hold, meaning the child can always come out of it (protecting their physical rights).

Students who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

If the student digs their feet in resist the temptation to oppose the force, relax, give a little and the student will reduce resistance.

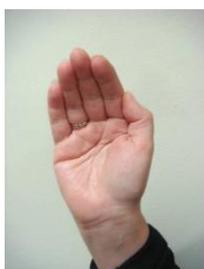
Remember the desired outcome is SAFETY NOT DESTINATION.

Open Mitten



Fingers together
 Thumb away from fingers
 Palms parallel to floor
 The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten



Fingers and thumb together
 The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Offering an arm
 (for support, to guide or escort)



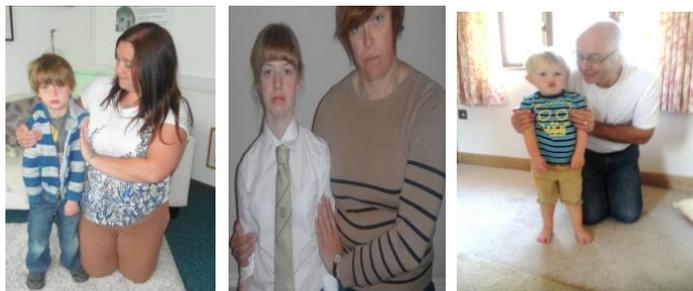
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

Supportive hug



- To communicate comfort or reward:
- Hip in
 - Head away
 - Sideways stance
 - Closed mittens contain each shoulder
 - Communicate intention
 - Use 'de-escalation script' if needed

Supportive Arm
(to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten guide
(to protect or turn)



- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort
(to support, guide or escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten escort – paired
(to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Appendix 9

Predict and Prevent Plan (Triple P)

(Guidance document)

| | Score | Staff / Location / Activity / Peer / Time Predict it | Evidence of action Prevent it |
|----------------------|----------|--|---|
| Raised Anxiety | +2 to +5 | These items overwhelm the pupil: <ol style="list-style-type: none"> 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus) | Planned differentiation required to reduce anxiety: <ol style="list-style-type: none"> 1. Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan). 2. Sentence stems, word bank and chunked tasks needed for all topics. 3. He will always need access to the outside: this should be differentiated as a consequence but never removed. He needs support at playtimes. 4. This may be sensory. Be aware of noises which cause crisis, support if unplanned or unpredictable. Offer reassurance, not criticise. 5. Remove their lolly stick from the pot: never ask them to read aloud. Give them pre-prepared questions to answer and if willing, they can contribute. |
| | +2 | These items run the risk of overwhelming the pupil: <ol style="list-style-type: none"> 1. Literacy | Monitoring needed: <ol style="list-style-type: none"> 1. More support needed to start task and regular check-ins. Celebrate small achievements. Allow take up time if off task. |
| | 0 | | |
| Increased Dependency | -2 | These areas run the risk of developing over-reliance: <ol style="list-style-type: none"> 1. Structured play 2. Praise, non-public | Monitoring needed: <ol style="list-style-type: none"> 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then re-engage and give verbal feedback at the end of lunch – not publicly. 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel. |

| | | | |
|--|----------------------------|---|--|
| | <p>-2 to -5</p> | <p>These areas have developed an over-reliance:</p> <ol style="list-style-type: none">1. Carpet time | <p>Differentiation needed to reduce this over-reliance:</p> <ol style="list-style-type: none">1. He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location. |
|--|----------------------------|---|--|

Predict & Prevent Plan

| | Score | Staff / Location / Activity / Peer / Time Predict it | Evidence of action Prevent it |
|-----------------------------|----------|--|--|
| Raised Anxiety | +2 to +5 | These items overwhelm the pupil: | Planned differentiation required to reduce anxiety: |
| | +2 | These items run the risk of overwhelming the pupil: | Monitoring needed: |
| | 0 | | |
| Increased Dependency | -2 | These areas run the risk of developing over-reliance: | Monitoring needed: |
| | -2 to -5 | These areas have developed an over-reliance: | Differentiation needed to reduce this over-reliance: |

Appendix 10

Anxiety Map

(Blank working copy on school server)

