

Positive Behaviour and Relationship Policy and Procedures



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**Introduction**

At Pinders Primary School we recognise that poor behaviour or behaviour that challenges is often driven by an unmet need in the child and that we need to use restorative approaches to support children to develop an understanding of what good behaviour looks like. Our children need to feel safe and secure in the school environment and as such, we are all trained to deal with situations in the same way, we stay calm, we give children ‘take up time’ we recognise the correct behaviour as soon as it is seen and we do not speak to a child in a way which may make them feel ashamed or wrong. Our consistent approach to behaviour that challenges includes strategically ignoring behaviour which is not unsafe or negatively impacting on the learning in the room whilst recognising good behaviour in others and offering positive praise to all.

We consider good behaviour to be of the greatest importance as without it there will be no learning, and children will not feel as safe and secure in school as they should. Our whole school community should show respect and good manners to each other at all times. As adults, we need to model the highest standards of behaviour and be respectful at all times and equally, we need to recognise and praise good behaviour in all areas of school.

At Pinders Primary we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual pupils to contribute positively to their own personal development and so to that of the school. Our key purpose is to ensure the safety and success of all our students, regardless of their starting point. In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships, and promote personal discipline, equality and respect. Pupils positive attitudes to learning and conduct in class and around the school positively impact on achievement and engagement. The aim of this policy is a working document for adults, in order to support pupils in being as successful as they can be

Aims of this policy

Pinders to have an atmosphere of mutual respect and co-operation

· Pinders staff and other adults working at Pinders to recognise that behaviour is a means of communication and should be dealt with in a calm, non-confrontational way

· To develop a sense of community and shared values by applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment

· To help each child to develop self-respect, respect for other people, for the school environment and for property

· To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities

To have a zero tolerance for racist, sexist and homophobic behaviour; sexual harassment and bullying

**Positive Behaviour**

Our system is simple, equal, fair and accessible to all. We will work in partnership with parents/carers to ensure that they are involved in adjusting poor conduct and celebrating successful changes in behaviour.

The 3 school rules are focused on teaching respect and dignity. These will support pupils in their futures as they move beyond school.

Three core rules which underpin our expectations:

1. To be safe

2 To be ready to learn

3. To be respectful

These core rules are known, used and understood by all stakeholders in the school. Staff are skilled in role modelling, revisiting and unpicking expected behaviours in order to support these.

**Objectives**

* To ensure that everyone connected with the well-being of the school is familiar with this policy (i.e. pupils, staff, parent/ carers, governors)
* To develop trusting relationships at every level throughout the school, thus encouraging a safe, calm, purposeful and happy atmosphere within the school.
* To set good examples at adult level and raise awareness about what appropriate behaviour is.
* To foster a wide and positive partnership between parent/ carers, governors, community and other agencies such as the local fire and police services.
* To develop and encourage mutual respect throughout the school and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
* To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her behaviour and the impact of that behaviour on others.
* To have a consistent approach to behaviour throughout the school with parental Cooperation and involvement.
* To make boundaries of acceptable behaviour clear and to ensure safety of all pupils and adults.

**Monitoring Behaviour at Pinders Primary School:**

Half termly analysis of behaviour will be carried out, and the findings and recommendations will be reported to staff and governors. To include:

• Traffic light analysis.

• Fixed term exclusions analysis

• Attendance analysis – half termly



**Part A: Behaviour guidelines**

**Leadership**

Pinders Governing Body (GB) and Senior leadership team (SLT) are committed to supporting high standards of behaviour, equality and respect. The pupils will be able to voice their opinions about behaviour in school and help to create school policy through a variety of ways (questionnaires, school council). The SLT will have a high profile amongst the pupils and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that pupil’s and staff’s emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act: 2010, Special Educational Needs and Safeguarding procedures.

**In the School**

Pupils are encouraged to have ownership and responsibility for the school as a whole. The rules are applicable for around the school too, and will be rewarded in many ways.

**In the classroom**

* Classroom management is key to promoting good behaviour, equality and respect. At Pinders Primary we expect all classrooms to have:
* All students are welcomed into the classroom at the start of each session
* One Life morning routines are followed
* A positive classroom tone, including tones of voice
* ‘May I have your/everybody’s attention please?’ will be used consistently through school
* Clear expectations about work appropriately differentiated activities
* A visual timetable so students know what is planned for the day.
* An attractive, tidy, well-cared for environment, including displays.
* A well-planned environment so that pupils can move easily, can find and self-access resources, property is respected etc.
* Class reflection hot cross bun sheet used to reflect on behaviours and choices made.
* Consideration of strategic seating arrangements for pupils when working on the carpet or at a table.
* Individual reward/certificate/sticker system

**Break time and Lunchtime procedures**

The following procedure is in place for staff, so a consistent level of discipline is applied in the playground during break times.

• Staff will be appropriately placed to ensure full view of outdoor area.

• All staff deal with low level incidents themselves.

• If an incident requires more support, refer to the class teacher.

• The class teacher may require support, at which point SLT will deal with the situation.

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**Behaviour at Breakfast Club/After School clubs**

Breakfast Club and After School Clubs are ‘optional extras’ where good conduct is necessary. If this is not maintained, then a pupil’s place could be withdrawn. Staff running the clubs use the three core rights.

**Outside the school gates and Off-site visits**

Teachers have a statutory power to discipline pupil for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students’ behaviour in these circumstances ‘to such extent as is reasonable’. Subject to the school’s behaviour policy, the teacher may discipline a pupil for any misbehaviour when the pupil is:

♣ Taking part in any school-organised or school-related activity

♣ Travelling to or from school

♣ Wearing school uniform or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

♣ Could have repercussions for the orderly running of the school

♣ Poses a threat to another pupil or member of the public or

♣ Could adversely affect the reputation of the school.

The school retains the right to formally exclude a pupil whose behaviour is unacceptable. In the case of a physical violence, the pupil may be given a day’s inclusion or fixed term exclusion at the discretion of the Headteacher.

**Relationships with pupils**

The positive relationships that we build with our pupils are the foundation of our work and the biggest influence on promoting good behaviour. Our emphasis is on developing attachments and building trust. Pupils will then learn to be guided by adults. Partnerships with parents/carers Our aim is that our pupils are part of a positive learning environment so that they can reach their full potential. Parents/carers, staff and students need to work together to achieve this. Parents/carers know their students better than anyone and therefore it is crucial that school staff and parents have regular informal and formal discussions. At Pinders Primary School we have an ‘open door’ approach. This means that parents and parent/carers feel that all staff are approachable and that they will be valued and respected in their own right.

**What is Good Behaviour?**

* Good behaviour leads to increased motivation and better learning
* Good behaviour means you treat all people equally and with respect
* Good behaviour means thinking and taking care of others
* Good behaviour means setting an example for younger students
* Good behaviour means being prepared for class
* Good behaviour means being sensible when moving around the School
* Good behaviour is what your parent/ carers and all school staff expect.

When good behaviour is not present, problems may arise. Although pupils can be expected at times to make mistakes and learn from them this is not acceptable where it interferes with the education and well-being of others.

The school does not accept poor behaviour such as;

* deliberately disrupting a class or the smooth running of the school
* Swearing and verbal abuse
* Absconding from lessons or the school
* Racial abuse
* Violent behaviour including assault
* Vandalism, damage to property or theft
* Homophobic or Islamaphobic behaviour
* Bullying (Ref: Anti Bullying Policy)

Being involved in the above will result in a consequence.



**Part B: Core Practises and Responsibilities**

Everyone has the responsibility in helping to promote good behaviour in school and on off-site visits

**The Governors’ responsibilities include**:

* To ensure the school has an appropriate and up to date relationship and behaviour policy
* To support the Headteacher in drafting and reviewing the behaviour policy
* To support the headteacher and staff in promoting and implementing the behaviour policy

**The Headteachers responsibilities include:**

* To ensure that the relationships and behaviour policy reflects the aims of the school;
* To ensure that all relevant parties including staff, governors, parents and pupils are fully aware of, and as far as possible committed to the school’s behaviour policy;
* To ensure that the behaviour policy is consistently and fairly applied throughout the school;
* Liaison with parents and outside agencies.

**All staff:**

* To make pupils aware of the expectations and rights which promote positive behaviour
* To ensure the rights are embedded into each and every teaching session;
* To use the opportunities available to actively teach and promote good behaviour;
* To use the systems for rewards and sanctions as consistently and fairly as possible;
* To liaise with other staff, parents and outside agencies where appropriate regarding individual pupils;
* Engaging and dynamic teaching and learning
* To present as a good/positive role model, particularly in terms of dress code, punctuality and a positive approach.
* Discrete teaching through RSHE and PSHE ( One Life Programme)
* To support the class teacher in implementing the relationship and behaviour policy

**Lunch Time Supervisors/Other Staff Including Supply Teachers, Visiting Specialists, Students on placement responsibilities include:**

* To be aware of and implement the school behaviour policy where it applies to lunch times;
* To use the opportunities available to promote good behaviour;
* To use systems for rewards and sanctions as consistently and fairly as possible;
* To liaise with the SLT and class teachers regarding individual pupils when necessary;
* To be part of a team approach to the rights of all pupils

**Pupil’s responsibilities include:**

* To understand the importance of the three core rules and their benefit for their own learning;
* To try to meet the school’s expectations and follow the school rules;
* To aim to achieve personal targets (for example those set in individual plans, tick sheets or by class teachers) and be actively participant in the development of such targets.

**Parents, Guardians and Other Carers responsibilities include:**

* To support the school in implementing the behaviour policy and promoting good behaviour;
* To advise the school of any concerns about their pupil’s behaviour in academy and support the pupil’s efforts to resolve any difficulties
* **All** members of the school community will be treated equally and with respect
* **All** members of the school community have the right to feel listened to
* **All** members of the school community have the right to learn, free from disruption, bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief (including non-belief), gender reassignment or disability
* **All** members of the school community have the right to be happy, feel secure and be able to learn at Pinders Primary. We believe it is vital that school and parent/ carers should support each other to ensure that this can happen
* **All** members of the school community are expected to behave in a reasonable manner to themselves, to other students and adults equally, showing care, consideration, courtesy and respect to other people at all times.
* **All** members of staff will hold the highest expectations, modelling the behaviour that they want from the pupils Positive and productive relationships with pupils are central to outstanding good behaviour management.
* Adults take the lead with pupils who struggle to maintain positive relationships
* **Good behaviour is the expectation not the exception.** We acknowledge good behaviour in all its forms in a variety of ways



**Part C: Use of Rewards**

Pinders Primary has a culture in which we believe in promoting and recognising success. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded. Each class follows the 3 core rules which are clearly displayed in every room and around school. These are referred to regularly and are adhered to at all times, with a series of rewards to support and identify this success.

We make sure that our pupils’ good conduct is valued, appreciated and recognised. Our rewards include:

* Specific verbal praise that clearly identifies the rule followed and the good behaviour
* Positive recognition through class and school awards
* Sticker awards
* Track it light points awarded for demonstrated behaviour linked to a particular school rule
* Certificates in assembly
* Whole class reward in KS2
* Raffle tickets

**Celebration Assembly**

Celebration assemblies are held every week and are devoted to publicly recognising achievement and in particular those who have followed our One Life values

**Attendance**

The class with the best attendance will be recognised each week.

A certificate is awarded each half term, termly and yearly for 100% attendance

A trophy is awarded weekly for the class with the highest attendance weekly



**Part D: Use of Sanctions**

Behaviour management begins at classroom level with a positive, supportive and proactive approach. We believe that developing the whole child enables them to take responsibility for their own actions, thus promoting self-regulation and proper regard for authority. This system relies heavily on the use of praise to modify behaviour and any success is recognised. However, when rules are not adhered to there must be a consequence with only exceptional exceptions. Sanctions given are proportionate and consistent. Reprimanding a pupil should be carried out in private whenever possible.

**Gentle Reminder**

For the vast majority of our pupils a gentle reminder or pointer in the right direction is all that is needed. This could include:

* Re-direction
* Non-verbal cues – sad card (EYFS/SEND pupils)
* Adjust seating plan
* Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
* Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
* Positive Questioning e.g. *What are you doing?, What should you be doing?, Good you know what to do so can you do it,*
* Positive Choices - *If you do this, then this will happen* (positive outcome) *If you choose to do this, then this will happen* (negative outcome). Now you choose what you are going to do
* Three Core Rules i.e. positively phrased - Take the rule and provide examples. Use praise for positive actions.
* Distraction i.e. if a difficult situation is likely to develop distracting the student's attention, e.g. give a specific task, send a message, etc.

**Formal Process:**

If pupils choose to ignore early interventions via gentle reminders then a more formal process is required and must be consistently applied.

Staff will always deliver sanctions equally to all students, calmly and with care.

It is in nobody’s interest to confront poor behaviour with anger.

De-escalation tactics by adults are important.

Where a pupils’s conduct falls below the standard expected one of the following sanctions may be issued;

• Loss of break or lunchtime

• Reparation: including collecting litter, general cleaning an area they many have messed up

• Being placed on a behaviour monitoring

* Time out with a member of staff
* Removal of privileges
* Parental contact
* Removal from individual lessons to other appropriate members of the key stage e.g. Phase leader
* Confiscation or removal an item
* Paying for or contributing towards broken/damaged school property

**Following a sanction:**

Following a sanction, strategies are considered to help pupils understand how to improve their behaviour and meet school expectations. These may include:

* a targeted discussion with the pupil, use of the hot cross bun reflection sheet, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologies to the relevant person, if appropriate;
* a phone call with parents, and the Virtual School Head for looked after children;
* inquiries into the pupil’s conduct with staff involved in teaching, supporting or supervising the pupil in school;
* inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
* considering whether the support for behaviour management is appropriate

**Reasonable Adjustments (see SEND Policy and statement)**

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The School recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at 9 Version 2, Oct 22 a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. These adjustments maybe temporary. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

These pupils follow a separate behaviour plan which is referred to as route B and will be formulated alongside SENDCo or SLT member.

**Suspensions and Permanent Exclusion**

As a tolerant, supportive school, suspensions and permanent exclusions will only be used as a last resort, and in line with current DfE guidance. ‘ Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.’ July 2022

The school does not wish to exclude any child, but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend or permanently exclude a child. A suspension is when a pupil is temporarily removed from school, for one or more fixed periods, including parts of the school day. During suspension pupils will still receive their education through work being set and marked during the first five days, Reasonable adjustments will be made for a pupil with disabilities of special educational needs. The headteacher has a duty to notify parents in all cases. A permanent exclusion is when a pupil is no longer allowed to attend the school (unless reinstated). The decision to permanently exclude will only be taken:

In response to a serious breach or persistent breaches of the school’s behaviour policy or

Where allowing the pupil to remain in school would seriously harm the education of other pupils or staff in the school.

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| **Graduated Sanction Pathway** | | |
| Stage | Responsibility of | Appropriate Sanction |
| **Stage 1:**  **Low level incidents:**  • shouting out  • chatting  • wasting learning time  • not responding immediately to a reasonable request  • moving out of seat without permission | Class Teacher/HLTA  LSA | **First Warning on traffic lights** **- orange**  Plus:   * Re-direction * Adjust seating plan * Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models. * Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models). * Positive Questioning e.g. *What are you doing?, What should you be doing?, Good you know what to do so can you do it,* * Positive Choices - *If you do this, then this will happen* (positive outcome) *If you choose to do this, then this will happen* (negative outcome). Now you choose what you are going to do * Three Core Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions. * Distraction i.e. if a difficult situation is likely to develop distracting the student's attention, e.g. give a specific task, send a message, etc. |
| **Stage 2:**  **Repetition of stage 1 behaviour Or immediately if**:  • discourteous  • name calling  • pushing  • unwanted touching of another child  • disrupting a lesson  • high levels of unnecessary movement | Class Teacher/ HLTA  LSA | **Second Warning on traffic lights – Yellow**  Plus continue with:   * Re-direction * Adjust seating plan * Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models. * Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models). * Positive Questioning e.g. *What are you doing?, What should you be doing?, Good you know what to do so can you do it,* * Positive Choices - *If you do this, then this will happen* (positive outcome) *If you choose to do this, then this will happen* (negative outcome). Now you choose what you are going to do * Three Core Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.   Distraction i.e. if a difficult situation is likely to develop distracting the student's attention, e.g. give a specific task, send a message, etc. |
| **Stage 3:**  **Continuation of stage 1** **or 2 behaviours Or immediately if child not compliant to previous sanction (s)**  • Fighting/ hurting another child  • Swearing | Class Teacher/HLTA  TA  Key stage leader | **Red traffic lights**   * 10 minutes in phase leaders classroom (escorted if necessary) * Child to complete any missed work during their next break (lunch/break as appropriate) and to apologise * Key stage leader informed and consideration of behaviour monitoring sheet. * Contact with parent/carer at the end of the day |
| **Stage 4:**  **Continuation of stage 3 behaviours Or immediately if**  • Physical assault  • Self-harm  • Engaging in actions that could harm others  • Bullying- all forms  • Threatening- high probability of someone being hurt • Leaving without permission  • Spoiling with intent | Class teacher LSM  Phase Leader  Headteacher | * Phase leader or SLT to speak to child and deal with the initial incident * If necessary, put in place a support plan & risk assessment * SLT consider the involvement of other agencies * CPOMS - high level recording to completed * speak to parents * SLT to give a sanction appropriate to the incident- loss of full play time or privileges. * Headteacher to consider, if appropriate, isolation or exclusion |

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**Part E: Routines and social norms – Transition Times**

Staff to model high expectations and lead by example i.e. Walking on the left and not talking in the corridors.

**All staff** responsible for implementing the consistency of routines.

**Entering the Building at the start of school Y1 – Y6 (EYFS from Autumn 2)**

* Children to be standing in class lines at their designated spot.
* Adult to send each class line in one at a time.
* Children to walk to their designated cloakroom area calmly and respectfully hang up their things.
* Children to walk straight to class for morning greeting
* One adult to supervise cloakrooms – see key stage plans.
* Staff to complete quick uniform check & address any non-compliance. (No jewellery except watches, only blue hair accessories, all long hair tied back, uniform tucked in)

**After playtime/lunchtime:**

* Adult to blow whistle – on whistle all children to stop.
* Adult to blow second whistle – children to put playground equipment back then walk to their designated line area
* Designated adults to supervise each class walking into school
* Children to walk in silently in one single file.
* Hang items up in cloakroom and walk straight to class.
* One adult to supervise cloakrooms – see key stage plans.
* One adult to supervise corridor area – see key stage plans

**After PE:**

* Adult to blow whistle – on whistle all children to stop.
* Adult to blow second whistle – children to walk to their designated line area
* Children to walk in silently in one single file.
* Walk straight to class.

**Walking down the corridor:**

* Walk into the hall in silence, hands by their sides and single file.
* Once at their designated seating place (adults to ensure key individuals are strategically placed), sit down without talking, legs crossed, arms folded or on their laps and facing the front.
* While waiting for every class to arrive, all children to remain silently seated.
* Adults to be seated around the room and supervising
* Doors will shut promptly for assembly to start, if doors are closed you are late and can not enter, but will have to return to class.

**Leaving the hall assembly:**

* Everyone to remain seated and silent until it is time for their class to leave the hall.
* Adult to say class name – children to silently stand & place hands by their sides.
* Classes to leave in a specific order when leaving:

Rear door exit – Y6, Y5/6, Y5, Y3/4, Y4

Front door exit – EYFS (If applicable) Y1, Y1/2, Y2, Y3

* Children to exit in silence, single file and with hands by their sides.

**Entering the hall for lunch:**

* Lunch supervisor to blow whistle and hold up class card.
* Children to return their equipment first, then line up in a single line, under the hall window.
* Adult to walk the line to the hall using left hand side of the steps.

**School Codes:**

**Listening Code**

* May I have your attention please?

How are you showing up?

**APPENDIX ONE ROUTE B**

**Self Regulation Plan**

**Name:** XXXXXX

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| **Prevention Strategies**   * Essential that all staff are aware of this plan and how to support needs –including lunchtime staff/ cover staff to aid consistency of approach. * 1:1- XXX/ Class Teacher- XXXX   Visuals (photographs) to support who he is working with and which adult he can go to.   * Part-time 8.45am-2.00-3.15pm (building up to full time) * The focus room is a designated quiet area for XXXXX. * Photograph visual timetable/ now and next   Simplified Visual timetable with clear photos that XXXXX can post and finish as he has finished/achieved each things.  Clear beginning and end for ALL activities.   * Timer & immediate reward for adult-directed tasks. * Star stickers as reward- may move to sticker chart * Regular positive re-enforcement: * Positive narrative from all Year 1 staff * Personal Reward Chart & Class Accumulator.   Flood with praise, language script  Be specific when capturing the good - XXXXX, I like the way you walked to the carpet.   * Communication between school and home- 1:1 hand over at 2.00pm | | | **Diversion and Distraction**   * Calm area- Focus room * Singing & listening to music * Small World / Lego building / Construction toys * iPad (reward) * Elmo stickers * Under the sea- octopus * Going into hall (physical and sensory activities) * Sensory Activities * Timers * Motivation box * Moving to music * Processing time | | | | |
| **De-escalation**  **Constant Calm, quiet voice**  **Simplify language**  **Reduce demands**  **Use of focus room or physical/gross motor activities**  Adults to take on role of co – regulator - ( provide warm responsive interactions that model calm and support to XXXXX using the strategies listed above )  Reduction in adult physical movements , keep movements calm and controlled   * Calm manner * Singing * Giving a choice * Stay close and hold out hand with no eye contact – avoid physically approaching * Help Hug ( **Last resort – part of red zone strategies )** | | | | | | | |
| **Environment and Triggers**   * Concentration on adult-lead task for more than 5 minutes in his area 1:1. * Not in control of situation. * Asked to do tasks he finds challenging and feels he may fail eg writing. * Not getting adult re-assurance. * Transition and unstructured times especially between home-school and lunchtimes. * Overwhelmed by having to share, take turns. * When peers interrupt his focus on an activity. * Hungry * Tired * Can’t get what he wants | | | **Communication support**  “Good [name of action eg waiting/sitting]”  “I can see you are [name feeling], let’s [name calming action eg breath]”  “Hands down”  “We never [name negative action eg hit] … we [name action he needs to do eg ‘use kind hands’]”  “When you have [name action] then we can [name action]”  “I am here” | | | | **1:1**  **Class teacher**  **Year 1 staff** |
| **Additional risks if out of school**  He may run from adult, hurt adults and peers if he becomes distressed.  He may throw objects if he becomes distressed. | | | | | | | |
| **Risk Assessment** | **Description of Risk** | | **Likelihood of it happening (Low, Med, High)** | **Adverse outcomes if not managed** | | | |
| Throwing objects | | Med-High | Hurt self & others. | | | |
| Spitting adults | | Med-High | Hurt self and others. | | | |
| Hitting adults | | Med-High | Hurt self and others. | | | |
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|  | |  |  | | | |
| **Physical Intervention Strategies** | | **Post incident support** | | | **Recording and notifications required** | | |
| Language script if felt to be appropriate ‘XXXXX I’m here to keep you safe ‘)   * Ensure a safe confident and reassuring environment is created. * Restraint or P.I. if unavoidable * Not insist on eye contact * Not insist on a verbal response * Remove the audience | | Validate feelings and praise for not responding to others’ inappropriate behaviours. Diversion/distraction. Re-assurance.   * Allow him space and time * Reassure him that he is safe * Not respond to the verbal insults that could still be being shouted * Empathic communication – Noticing Aqeel’s feeling out loud * Simple explanation of consequences | | | Serious Incident Record to be filled in. Parents informed.  Notify Safe Guarding Officer of inappropriate exposing. | | |
| Written by and date | | Updated (date) | | | Signed | | |
|  | |  | | | SENDCo |  | |
| Class Teacher |  | |
| Parent |  | |

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| **Green Strategy** | |
| **Support Strategies** | **Behaviour – What does it look like?** |
| * Quiet, calm voice, limit language used * Give time warnings and visuals for activities. * 1:1 meets at beginning of day when class settled, immediately start using now and next * 1:1 Reception staff gives positive narrative.   (Language script up and available in classroom, for all)   * 1:1 stays nearby when XXXXX is choosing. * Adults praise positive behaviour regularly using Elmo stickers and planned ignoring.   Flood with praise, looking for opportunities for praise.   * 1:1 rewards specific behaviour with motivating activities or toys/objects. * Timer and Visual used for adult-directed time. | * Chooses (clear choice of 2 using photo visuals) activities independently. * Happy to play alongside and occasionally interact with peers. * Comes to adults to share achievements or difficulties. * Follows class routines. * Engages in adult-directed activities for 2 minutes with adult support. * Body movements are measured and relatively calm * Happy relaxed manner / positive facial expressions * Mirrors / copies appropriate behaviours from peers & familiar adults * Seeks positive response from adults & peers when in shared activities - for example will look towards them / ask for help, may show reciprocal positive exchanges e.g a smile at each other * Shows sustained attention to activities / resources - appears able to filter out distractions * Spoken language is in an appropriate tone and with appropriate intonation |

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| **Amber Strategy** | |
| **Support Strategies** | **Behaviour – What does it look like?** |
| Quiet, calm voice, limit. language used  Give time warnings and visuals for activities.  Give early positive feedback on all tasks.  Allowing thinking time and space to calm for a few moments if needed.   * 1:1 Table Activity: * Key Adult uses Visual and Timer to remind child of expectations. * Positive re-enforcement by praising doing the right thing eg “Good sitting” “You are doing well” “Nearly finished”. * 1:1 Adult/Teacher gives Motivation/regulation Box. * Other Times: * Calm Activity eg listening to music, small world, a quiet space (focus room). * Key adult stays close but avoids direct approach. * Choice of activity suggested. * Key Adult and Teacher help child to sort difficulties with peers when child asks.   Planned ignoring when safe to do so | * Becomes unsettled – fidgets, calls out (often competitive “I am better” type comments) * Seeks adult re-assurance. * Turns from group. * Gets up and moves away. * Goes to different area/activity suddenly. * Refuses adult direction. * Follow reward system- Elmo stickers * Body movements starting to increase in pace * Distraction level increasing – starting to show reduced focus to task /activity * Appears unable to filter out events around him – looking around him / on increasingly high alert to his environment and those in it * May start to interfere negatively with other children’s play – reduction in shared purposeful play |

|  |  |
| --- | --- |
| **Red Strategy** | |
| **Support Strategies** | **Behaviour – What does it look like?** |
| * Audience removed * Calm manner – no raised voices * Language limited * Use consistent non-verbal signs to support e.g. stop * Another familiar adult called for (help card) * Friendly Hold and guided to. * Ensure a safe confident and reassuring environment is created. * Restraint or P.I. if unavoidable * Not insist on eye contact * Not insist on a verbal response | * Runs to another room * Shouts loudly * Throws objects * Hits staff * Runs away * Runs around the room * Climbs / Jumps on furniture / under furniture / in an **unsafe** manner * Interferes negatively and significantly in children’s play – may include putting them at risk |

**APENDIX 2 TEAM AROUND**

Route B - Pinders Primary Team

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| --- | --- | --- | --- | --- |
| **Profile** | **Team** | | | |
|  |  |  |  |  |
| **External Services** |  |  |  |  |

**APPENDIX Three – Positive handling Plan**



Positive Handling Plan

Child’s Name: Date of Plan: Review Date of plan**: End of term**

What does the behaviour look like?

|  |  |  |
| --- | --- | --- |
| Stage 1:  Anxiety Behaviours | Stage 2:  Defensive Behaviours | Stage 3:  Crisis Behaviours |
| * Becomes unsettled – fidgets, calls out. * Appears unable to filter out events around him – looking around him / on increasingly high alert to his environment and those in it * Gets up and move / leaves the classroom | * Leave the room and runs through the corridor / outside * Goes to different area/activity suddenly * Refuses adult direction * Body movements starting to increase in pace * Start to interfere negatively towards other children’s play. * Refuses to listen * Pulls faces at adults | * *Hides in another space / area* * Physically assaulting bites / kicks / head buts / punches /scratches adults * Spit at adults * Run away from adults * Screaming (very high pitched) * Verbally abusing adults * Starts to throw small and large equipment directed specifically at adults in the room |

What are common triggers?

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|  |

**De-escalation skills**

**Try Avoid Notes**

Verbal advice and support  

Giving space  

Reassurance  

Help scripts  

Negotiation  

Choices  

Humour  

Consequences  

Planned ignoring  

Take up time  

Time-out  

Supportive touch  

Transfer adult  

Success reminded  

Simple listening  

Acknowledgement  

Apologising  

Agreeing  

Removing audience  

Others  

**Diversions and distractions / Praise Points**

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| --- |
| * . |

**Any medical conditions to be taken into account before using Physical interventions?**

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| --- |
|  |

**Preferred method Physical intervention?**

**Intermediate Try Avoid Notes**

Friendly escort   Avoid touch unless he is

Single elbow   placing himself, or others

Caring c guide   in danger

**Smaller children -below Chest Height**

Single person Double elbow  

Elbow cradle and cup  

Bring Bean Bag to the child\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Larger Children – above chest height** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Double elbow   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Single elbow in seats   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure of four   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

|  |  |
| --- | --- |
| Hear  Explain  Link  Plan |  |

How should we record incidents and who should we inform?

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| --- |
| Record the incident on Cpoms. Thismust include a chronological accurate detail of the trigger, factual description about the behaviour displayed, description of de-escalation used or attempted and the outcomes from that. The restraint used, the length of time it was used from start to finish and the conclusion/outcome.   * Inform senior management of serious Incident * Record a clear description of the antecedent / behaviour displayed and conclusion/outcome * **What was the outcome/conclusion?** Repair and rebuild processes following the incident:What intervention was used/how did staff make sure the pupil had fully recovered/calmed down from the incident e.g. restorative practice, pupil asked to return to his work, activity pupil enjoys. * **The recovery period is important to prevent pupils having multiple incidents throughout the day.** * What did Staff learn from the incident moving forward? Was this reflected in the pupils’ plan/risk assessment?). * Look at risk assessment to see if anything has changed. Change if new behaviour has been displayed. Update Risk Assessment and PHP if necessary * Inform foster carers/ social worker of serious incidents |

Headteacher: Name: Lorna Kemplay

Date