Positive Behaviour Policy

MELDRETH
Primary School

1. Statement of intent

At Meldreth Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Meldreth Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Aims

Meldreth Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Ensure a consistent and calm approach to, and use of language for, managing behaviour.
- Increase valued behaviour and reduce detrimental behaviours, including bullying, through planned responses.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Be therapeutic: an approach to behaviour that prioritises the valued feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour, through planned and sustained valued experiences.
- Promote the use of restorative approaches in place of punishments.
- Promote pupils' self-esteem that praises effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as after-school clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.
- Promote an ethos of peer support.

- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

All our work is underpinned by our values, which are explicitly referred to during our conversations concerning behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

2. Key Definitions

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour.

Bribery: The threat or action of withholding valued objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Consequence: A logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

Dangerous behaviour: That which is detrimental and will predictably result in imminent injury or harm. This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance, or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Valued behaviour: Relating to behaviour, which is positive, helpful, and values social acceptance.

Punishment: The imposition of an unvalued or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A valued object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of detrimental feelings.

3. Valued Behaviour

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Rules, routines and consistency are vital principles followed by our staff and children. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours.

We acknowledge the importance of explicitly teaching children what expected valued behaviour looks like. At Meldreth Primary School this is achieved through:

- Consistent teaching and modelling of learning behaviour expectations (eg through school values).
- Explicit teaching of routines and systems to create positive social norms.
- Regular assemblies promoting valued behaviour.
- Explicit teaching of feeling words and vocabulary to ensure the children are emotionally literate so they can articulate their feelings and relate this to their behaviour.
- Consistent and clear language to describe expected behaviours and respond to unsocial and antisocial behaviour.

Adult Strategies to Develop Excellent Behaviour
At Meldreth Primary School, adults apply the following principles in all interactions with pupils:
- **IDENTIFY** the behaviour we expect.
- Explicitly **TEACH** behaviour.
- **MODEL** the behaviour we are expecting.
- **PRACTISE** behaviour.
- **NOTICE** excellent behaviour.
- **CREATE** conditions for excellent behaviour.

4. Detrimental Behaviour
Detrimental behaviour includes anything that causes harm to others in the school community or the school environment. Detrimental behaviour can be difficult or dangerous. This policy supports staff to respond

predictably, promptly and confidently where any detrimental behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

4.1 Difficult behaviour

Difficult behaviour is detrimental, but not dangerous. Examples include:

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing lack of respect to each other or staff.
- Leaving the classroom.
- Property misuse/damage.

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age appropriate teaching and reflection about what we do and why we do it.

Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will:

Positive reminder and de-escalation	→	Warning	→	Educational consequence

4.2 Dangerous behaviour

Dangerous behaviour is behaviour, which will predictably result in injury or harm. It may include:

- Abusive language that could be considered threatening or discriminatory.
- Yelling, shouting and screaming.
- Throwing items.
- Physical aggression.
- Leaving/ attempting to leave the school site.
- Criminal behaviours.

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated.

This could be a classroom, corridor or playground.

If the pupil has a risk management plan in place, the plan will be used to de-escalate the behaviours, otherwise a standard de-escalation script will be implemented.

All dangerous behaviours should be referred to a senior leader.

'Bad' Behaviour Iceberg

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4.3 Bullying

There are various definitions of bullying, but most have the following in common:

- It is **planned** hurtful behaviour.
- It is **persistent** and continues over some time.
- There is an imbalance of **power**.

Meldreth Primary School has in place an Anti-bullying Policy, which explains clearly how we discourage bullying and our response when it does occur. This includes clear definitions of bullying. The policy can be found on our website.

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored, and the logbook is kept with the Headteacher, to ensure close monitoring. Pupils understand that this behaviour is not tolerated. Staff ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

4.4 Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. When reporting incidents (both verbal and written) the detail must always be specific e.g. "child x threw 3 chairs towards the teachers, and then ripped out 2 pages of three books and then threw these on the floor". Helpful conversations follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

4.5 Consequences

A consequence is a logical, explainable response to a valued or detrimental behaviour. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts. At Meldreth Primary School, we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents. This may also include meeting with parents and sharing the behaviours seen.

Consequences should be:
- Timely – begin within 24 hours.
- Relevant – they should be linked to the behaviour demonstrated.
- Proportionate and take into account the child's age or developmental stage/SEN.
- Consistent, fair and recorded.
- Used alongside restorative conversations.

4.6 Educational consequences

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences may include:
- Time learning outside of the classroom in a break-out space.
- Time completing learning in another classroom.
- Time at break or lunchtime to make up lost learning time.
- Time at break or lunchtime to hold a restorative conversation with an adult.
- Removal of roles of responsibility e.g. librarian, school councillor, buddy.
- Other consequences following discussion between class teacher, parents and headteacher.
- Fixing/repairing mess or damage.

4.7 Protective consequences

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour.

Protective consequences may include:
- A separate playtime in or outdoors with a small group/adult e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children.
- Removal of a resource used inappropriately e.g. a child who uses scissors dangerously will have the scissors removed.
- Completing an activity with an adult e.g. a child who pushes children in the line will walk alongside an adult.
- Removal of independent access to a space/part of school e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings.
- A personalised timetable.

Planning for difficult learners
GOOD BEHAVIOUR MANAGERS…
Have an individualised, structured, scripted **plan** of action for difficult learners
Recognise they have a **choice** in how they respond to a learner
Build positive **relationships** with difficult learners.
From Carter & Carter: Succeeding with Difficult Learners (2005)

5. Unforeseeable Behaviour

5.1 Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on building trust between parties.

Restorative approaches:
• View conflict as an opportunity for learning experiences that strengthen relationships.
• Allow everyone involved to express their thoughts and feelings.
• Are inclusive and collaborative.
• Hold people accountable - they are required to take responsibility for their actions and repair harm.
• Attend to the needs of those that have been harmed.
• Aim to resolve underlying issues and root causes.
• Separate people from their behaviours.

5.2 Parent's Role

At Meldreth Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:
• ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
• understand and reinforce the school language as much as possible.
• share in the concern about standards of behaviour generally.
• support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents should be spoken to face-face, phone call or email.

5.3 Physical Attacks on Adults

At Meldreth Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. These incidents should be recorded.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

5.4 Confiscation

Mobile phones and other electronic devices, if brought to school, must be handed in to the school office and be collected at the end of the day. If a child brings something into school, which is inappropriate or harmful

or detrimental to school discipline, the item will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

5.5 Off-site behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

5.6 Incidents that occur out of school directed activities
The school will discuss any incidents reported during school time with relevant parties but will not introduce school sanctions for behaviour that has taken place off the school site and is not a school-directed activity. The school is happy to support parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raises that creates safeguarding concerns, these will be considered in line with our safeguarding policy.

6. Recording, Reporting and Communication with Parents/Carers

The school collects and analyses data on both unsocial and detrimental behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school.

School staff use ABC logs and/or Bromcom (depending on severity and whether there are any safeguarding concerns) to report an incident of unsocial or detrimental behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the behaviour/risk reduction plans of individual pupils.

Reports of unsocial and antisocial behaviour are monitored regularly by SLT and additional adaptations, staffing and interventions planned in response.

6.1 Children with Additional Needs
Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:
- Members of staff working with the SENDCo to follow the Graduated Response to seek to deepen understanding of behaviour, triggers, effective responses etc. (see Appendix 1)
- A risk management plan, which considers how to de-escalate and teach better emotional or physical regulation. These plans may be applicable for children with an EHCP.

6.2 Individual Plans
Individual plans may be implemented by the class teacher and/or SENDCO where a child is regularly demonstrating unsocial or detrimental behaviour and it is agreed that further adaptations are required. Individual behaviour plans recognise that there are some children in school who need different support in order to behave in line with our expectations of valued behaviour. For these children, the whole school system requires specific consideration and tailoring.
The plan will be shared with the child and agreed by both them and their parents. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions. Plan should include valued experiences.

Individual plans are not designed to be used with children subject to an EHC Plan as they already have a different level of support and targets in place.

7. Suspension and Exclusion

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods up to 45 days in any school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends or excludes a pupil, they must inform the parents as soon as possible, giving the reason for the suspension or exclusion.

The Headteacher must also inform the Local Authority and Chair of Governors as soon as possible.

Meldreth Primary School follows the guidance from the Department for Education. All decisions about exclusion are made with reference to this document, which outlines our statutory responsibilities and guidance.

How we respond to different types of behaviour at Meldreth

Type of Behaviour	What you may see	Suggested consequences and actions	Subsequent actions by Staff
Valued behaviour	• Demonstrating any of our values • Acts of kindness • Helping others	• Praise both verbal and written • Headteacher or Sports Awards • Note home • Rewards tailored to individual interests/ needs when a support or risk reduction plan is in place. • Whole class awards	• All members of our school community to promote pro- social behaviours by giving praise, thanking pupils for good manners and awarding stars or marbles to celebrate children's achievements. • Regular sharing of achievements are a central part of our school routine. • Spot somebody demonstrating our values and praise very publicly.
Difficult behaviour	• Not following instructions in a way that does not disrupt others • Task avoidance	• Discuss consequences of behaviour with pupil at a separate time raleting the incident to our values e.g x meant others could not enjoy the activity. This may be break-time/lunchtime or an appropriate time for the individual. • Task completion at break/ lunchtime • Praise the valued behaviours seen	• Teaching team to update behaviour log after every incident • Refer to Graduated Response in Appendix 1 to inform further actions after three incidents. • Investigate why behaviour is occurring • Put mitigations in place e.g. prompt sheet, change seating or personal target • Conversation with parents to discuss way forward if no improvement within four weeks and completion of an anxiety map • Personalised targets for a month reviewed via daily check in with CT or TA • Escalate to Senior Leadership Team if no reduction in occurrences of behaviour

| Detrimental behaviour | • Disrupting others learning
• Intentional acts of unkindness
• Not following agreed classroom rules
• Taking others property without permission
• Not following our values | • Reminded of consequences of a detrimental choice using consistent language
• Educational consequence put in place e.g., finishing task in own time, restorative conversation, tidying up the mess made | • Teaching team to update behaviour log in My Concern after every incident
• Refer to Graduated Response in Appendix 1 to inform further actions after three incidents.
• Investigate why behaviour is occurring
• Put mitigations in place e.g. prompt sheet, change seating or personal target
3 instances of difficult behaviour
• class teacher to discuss valued behaviour with pupil , apply an educational consequence and put mitigations in place
6 instances of difficult behaviour
• pupil to meet with Assistant Head to complete a reflection activity.
9 instances of difficult behaviour
• pupil and parents to meet with HT.
• Behaviour plan to implemented in conjunction with class teacher
Please Note
The Headteacher or in their absence the Assistant Head reserves the right, in the interests of health and safety, to exclude any pupil, exhibiting difficult or dangerous behaviour, from a planned visit to be held off the school site. These pupils will remain on the school premises. |

| Dangerous behaviour - posing a risk to self and or others | • Physical assault on child or adult, resulting in injury that requires first aid
• Repeated verbal and physical assaults on child or adult
• Damage to school property (e.g. window)
• Sustained disruption to the smooth running of the school.
• Continued verbal abuse, physical abuse or non-compliant behaviour over a sustained period of time.
• Leaving school site on more than one occasion | • Implementation of protective consequences
• De-escalation Script
• Internal exclusion – length dependent on disruption
• Fixed term external exclusion
• Permanent exclusion | • Refer to Graduated Response in Appendix 1 to inform further actions
• Teaching team that work regularly with the pupil and or witnessed the incident to determine if behaviour is conscious or subconscious and log after every incident
• Debrief for all conducted by member of Senior Leadership Team
• If physical intervention was used, ensure it is logged
• If Risk Reduction Plan in place, review
• If assault or there was a resulting injury, complete: https://www.reportincident.co.uk/Cambridgeshire/1
• Class Teacher & Headteacher / Assistant Headteacher to refer to Graduated Response in Appendix 1 and put recommended actions in place.
• Meeting with parents and pupil (pupil only included if it is deemed beneficial to them)
• External support/ advice from LA Access & Inclusion Team or appropriate support services
• Key documents
• Exclusions from maintained schools, academies and pupil referral units in England DfE 2017
• Exclusion Guidance – Cambridge County Council 2021

Please Note
The Headteacher or in their absence the Assistant Head reserves the right, in the interests of health and safety, to exclude any pupil, exhibiting difficult or dangerous behaviour, from a planned visit to be held off the school site. These pupils will remain on the school premises. |

| Unforeseeable behaviours | • Behaviour that is out of the ordinary and causes concern. | • Protective consequences put in place immediately if required
• Generic De-escalation script to be utilised "X I can see that you are upset. I am here if you need me (Give a reasonable amount of time and space) I will listen when you are ready to talk" | • Teaching team that work regularly with the pupil and or witnessed the incident to determine if behaviour is conscious or subconscious.
• Debrief conducted by member of SLT.
• If physical intervention was used, ensure it is logged with Headteacher
• If assault or there was a resulting injury, complete: https://www.reportincident.co.uk/Cambridgeshire/1
• Class Teacher & Headteacher / Assistant Headteacher to refer to flow chart in Appendix 1 and put recommended actions in place.
• Review policy
• Meeting with parents and pupil (pupil only included if it is deemed beneficial to them)
• External support/ advice from LA Access & Inclusion Team or appropriate support services

Key documents
DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
Exclusion Guidance – Cambridge County Council
Please Note
The Headteacher or in their absence the Assistant Head reserves the right, in the interests of health and safety, to exclude any pupil, exhibiting difficult or dangerous behaviour, from a planned visit to be held off the school site. These pupils will remain on the school premises. |

Roles and Responsibilities

Role	Responsibility
The Governing Board	Responsible for approving the behaviour policy and reviewing this in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation
The Headteacher	Responsible for: • reviewing this behaviour policy in conjunction with the Governing Board • ensuring that the community encourages valued behaviour and that staff deal effectively with detrimental behaviour, and monitoring how staff implement this policy to ensure the STEPS approach is used • ensuring that all staff are training in the Steps approach as a part of induction
Staff	Responsible for: • Implementing the behaviour policy consistently • Modelling positive behaviour • Providing a personalised approach to the specific behavioural needs of particular pupils – using Anxiety Mapping and other strategies as identified with the Senior Leadership Team • Recording behaviour incidents • Respecting others' culture, race, feelings, beliefs, and values and encourage others to do the same
Parents, Carers and where appropriate older siblings	Responsible for: • Supporting their child in understanding protective and educational consequences • Informing the school of any changes in circumstances that may affect their child's behaviour • Discussing any concerns with the class teacher promptly
Pupils	Responsible for: • Challenging themselves to always be the best they can be • Taking responsibility for my learning and behaviour • Valuing others' learning • Respecting others' culture, race, feelings ,beliefs and values and encourage others to do the same • Completing homework to the best standard they can • Wearing their school uniform and PE kit with pride • Starting each day prepared for learning • Showing respect by caring for the school and its resources

Pupils with complex needs	- Children with complex needs are expected to follow this behaviour policy but may also have an additional behaviour management plan to support their specific needs. Our response to an incident may be affected by the child's specific needs. However, our priority will always be the wellbeing and safety of the school community, including the individual child, their peers and the adults supporting them. - The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to difficult, dangerous and unforeseeable behaviour may be tailored to cater to the needs of the pupil. - The teaching team will evaluate a pupil, who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. - When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Faced with difficult or dangerous behaviour. What can we say...?

← Making it worse

Making it better →

Negative phrasing

Don't talk to me like that!

Stop running!

Calm down

No choice

Get in here now!

Give it to me now!

Open choice

What do you want to do?

What do you want to do?

Would you like to go inside?

Empowering the behaviour—the child learns that their behaviour will create anxiety for the adults and will use this behaviour to gain control or reward. Driven by staff anxiety.

I will let you use the computer if...

Don't you dare...

Come back here, NOW

Punishments

Positive phrasing

Thank you ...

Stand next to me

Walk in the corridor

Put the pen on the table

Limited choice

Where shall we talk, here or in the library?

Are you going to start with the writing or the picture?

Are you going to sit on your own or with the group?

Disempowering the behaviour - very little attention given to the anti-social behaviour—reducing oxygen - wait to catch them getting it right— ride the wave! (unless its dangerous and harmful behaviour)

You can listen from there (child under table)

Come and find me when you come back

Come back into the room when you are ready

Consequences derived through logic

Appendix 1

Universal Behaviour Curriculum	❏ Check existing knowledge, skills and understanding. ❏ Complete pupil induction (routines and valued behaviours). ❏ Establish a realistic starting point. ❏ Establish realistic next steps. ❏ Identify opportunities for teaching and learning linked to real-world experiences. ❏ Provide guided and supported practice of skills. ❏ Review progress. ❏ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	❏ Check if the identified behaviour is covered in policy. ❏ Support the pupil in line with policy. ❏ Monitor and record the impact of policy on progress. ❏ Review progress. ❏ Implement further analysis and planning.
Targeted Early Prognosis	❏ Describe the behaviour factually and unemotionally. ❏ Gather appropriate and authentic pupil voice. ❏ Gather information from parents/carers and staff. ❏ Gather information from multi-agency colleagues. ❏ Ensure collated information informs planning. ❏ Set a review date. ❏ Review progress. ❏ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	❏ Update and review all information within Targeted. ❏ Consider involvement of multi-agency colleagues. ❏ Complete Risk Calculator. ❏ Identify protective consequences. ❏ Identify educational consequences. ❏ Analyse dysregulation and values and beliefs (subconscious and conscious). ❏ Complete Anxiety Analysis for relevant variables. ❏ Create a Predict, Prevent & Progress plan. ❏ Set a review date. ❏ Review progress. ❏ Implement further analysis and planning.
Specialist Therapeutic Plan	❏ Update and review all information within Targeted and Targeted Plus. ❏ Consider involvement of multi-agency colleagues. ❏ Complete the Therapeutic Tree for the individual pupil ❏ Complete a detailed Therapeutic Plan. ❏ Set a review date. ❏ Consider group dynamic options. ❏ Review progress. ❏ Involve multi-agency colleagues in review and identifying next steps.

Appendix 2

Valued behaviours	Difficult behaviours
Listen to whoever is talking Ignore people not making the right choice in a lesson Have a go for yourself Not disrupting others learners Tell an adult if something is wrong Treat everyone and everything with respect Good manners Get involved and take part Wait your turn and let others think If you are asked to do something just do what you are asked to do Treating others how you want to be treated Including people Organising games One way system on the climbing frame Think about space Be a role model for others Use the equipment properly Use a soft ball for football and pass accurately No rough physical contact or physical tagging Keeping hands and feet to ourselves Share Tell the truth Think before you speak Ask an adult before leaving or entering the building	Shouting out Talking back (there are valued ways to talk about things with others rather than arguing) Interrupting (unless it is an emergency) Not looking after the stationery, equipment or environment Throwing things apart from during sports activities Being anywhere near the stream unless you are part of an adult organised group Pushing people Not keeping hands and feet to yourself Changing rules to suit yourself Retaliating when things go wrong Hurting people emotionally