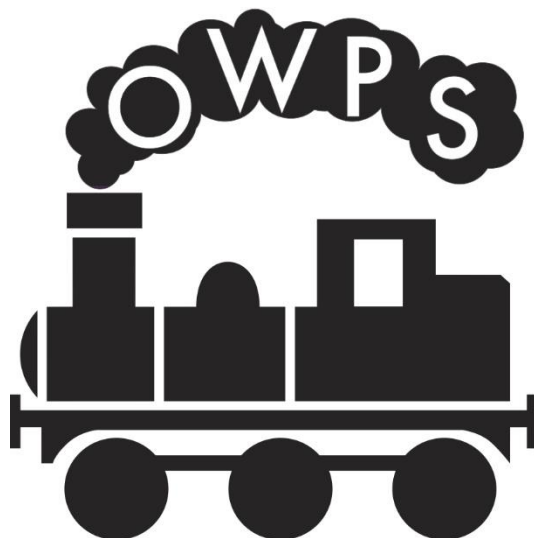


Orton Wistow Primary School



Positive Behaviour Policy

Status	Statutory
Senior Lead	Headteacher
Version	FINAL

Approved by: LGB

Date: 6/2022

Last reviewed on: Sum 2022

Next review due by: Sum 2023

Introduction

This policy provides guidance for all members of the school community on how we will achieve positive behaviour in the school.

Philosophy:

All member of the school community will follow our PRIDE Code (Polite, Respect, Independent, Do Your Best, Everybody Matters)

We encourage children to be responsible for their own behaviour and the choices they make. We encourage them to make the right choice in all situations in school and when they make the wrong choice we use these incidents as a learning opportunity. The children reflect on their behaviour and consider how it could be improved.

Everyone at Orton Wistow Primary School has the **right** to:

- Be safe
- Be happy and to be respected
- Enjoy learning
- Take an active part in school and community life
- Achieve well in every way

And the **responsibility** to:

- Be kind and helpful
- Be caring and gentle
- Look after our school and property
- Listen to people and show respect
- Work hard and do our best
- Be honest

Aims

- To promote teaching and learning
- To enhance pupils' self-esteem and encourage respect for others
- To encourage children to develop independence and self-discipline by becoming responsible for their own behaviour
- To develop interpersonal skills which facilitate co-operation with others
- To eliminate all forms of discrimination, harassment and bullying
- For the school to have a consistent overall approach to behaviour that is communicated clearly to all concerned.

Responsibilities of the Children:

- To follow the PRIDE Code
- To treat all adults and other children with respect and politeness
- To help to make the school a safe, clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour
- To follow Golden Behaviour Rules **(Appendix 1)**

Responsibilities of the Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant learning environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual and take account of social/cultural backgrounds and other personal factors when dealing with incidents of unacceptable behaviour
- To enable each child to do their best
- To model positive behaviour and have consistently high expectations across the school
- To share responsibility for ALL children in the school – ALL children are OUR children
- To promote and enforce the Golden Behaviour Rules **(Appendix 1)**

Specifically:

- Class Teachers will communicate directly with parents following persistent displays of behaviour that fall into Steps 1 or 2 (see Appendix 3) and log any Step 2 incident/s on the behaviour log on Scholarpack
- Members of the SLT will deal with behaviour deemed as meeting the criteria for Steps 3, 4 or 5 (**Steps to Success - Appendix 2**) and log the incident/s on the behaviour log on Scholarpack
- Each class will work with their teacher to develop its own targets to improve behaviour and learning habits linked to the PRIDE Code. (**See Appendix 3 Recognition Boards**)
- We acknowledge that children's behaviour is affected by their self-esteem. All staff should act to promote children's self-esteem through positive reinforcement
- We will take into account the age and any special needs of a child when dealing with 'unacceptable' behaviour. In line with the SEND Code of Practice, we ensure all relevant reasonable adjustments are made to support children with special needs, in order to try and avoid this type of behaviour

Responsibilities of Parents/Carers:

- To ensure children arrive on time for school and ready to work with appropriate equipment and clothing - including PE kit, Reading Diary and Homework
- To encourage children to sort out difficulties in a positive way
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day
- To be responsible for children until they come into the school building
- To model positive and respectful behaviour, especially on school grounds
- To understand and support school policies with regard to learning and behaviour
- To encourage children to be independent and responsible learners

Rewards:

All children and staff in the school are in one of our four School Houses (Nene, Dempsey, Fens and Mallard). There are two Year 6 House Captains for each house, elected by the children.

Good behaviour is rewarded in the following ways:

- Praise from staff
- Verbal comments made in lessons about their work
- Visiting the Headteacher or Deputy
- Shining Star Certificates awarded in Celebration assemblies
- Honours Award Certificates
- Learning Toolkit Stickers (concentration, resilience, responsibility, teamwork and perseverance)
- PRIDE Postcards
- Dojo Points
- House points and weekly House Cup
- Work displayed around the school and on the website/Twitter
- Informing parents
- Extra responsibilities given
- Rewards developed by the class through the Recognition Board
- Golden Tickets awarded by Midday Staff
- Individual class initiatives
- Eric and Eddie the Eco- Eagles
- Gordon the Good Attendance Gorilla

Positive Behaviour in the Foundation Stage

To encourage positive behaviour in the Foundation Stage, the children are introduced to the Pride code when they begin their life in school. We read stories to embed the language and to help the children to understand what the words mean. Alongside this we use the Toolkit learning dispositions with stories from the Power of Reading to bring the words into context.

We have a positive approach to behaviour, every day is a new start and each morning a child is chosen for the Pride Pal chair. Teachers explain to the children why they have been chosen, following from learning the previous day. For example, if a child has shown good manners when passed fruit at snack time, or being independent in the morning. This child is then able to go to the front of the line for lining up times and also takes the register to the office. A photograph of them is displayed in the classroom for the day.

All the adults working in the FS use House Points and toolkit stickers as an extra point of praise in addition to using specific verbal feedback, for example "you have put your suit on yourself, that's being independent." This helps to reinforce the new language being used in school. In addition to the other positive rewards given in school such as shining star and honours awards, a child is chosen at the end of the week to take the class mascots home for the weekend.

We will also be using the new target system where we will be working as a class to meet a new challenge. For example, putting our coats on independently and sitting sensibly to listen to a story. We will move the children's names onto the 'Recognition Board' when they have achieved it. After all have achieved this we will put a marble in the jar. For those children who do this easily, e.g.; zipping their coats up rather than just putting on, we will reward them with a toolkit sticker. For these children who always 'do the right thing' we will reward specific behaviour with a house point.

When we go in the playground after lunch and at playtimes after half term we will be included in the 'golden ticket' for a marble in the jar as a whole class reward. This will add to the marbles being worked towards from the whole class target.

Sanctions will include time out for undesirable behaviour, children will be given two warnings then the third is a time out, 5 minutes with a sand timer. If this continues to another sand timer time, an adult from the FS will take the child out of the room and discuss what has happened and give them chance to reflect on their behaviour. If this happens for a third time in a day, then the child will go to the 'Place of Thought' and miss their playtime.

KS1 & KS2 Reward System

Dojo

- Each class will use the Dojo Points System to recognise positive behaviours.
- Dojo points will be awarded for any element of the PRIDE code, Learning Tools or achieving the class recognition board target.
- Each teacher will decide with their class how many marbles are awarded at the end of the week in the Recognition Board jar for different totals of Dojo Points.
- Staff leading assemblies can also award Dojo points to individuals or to classes using a laminated Dojo Token.
- Parents will be sent instructions of how to connect to their child's DOJO account, allowing them to see when they receive a Dojo point.

Recognition Board

- There will be a Recognition Board display in every classroom – (see **Appendix 3**)
- The board can contain individual names, group/table names or whole class labels. It is up to the class teacher how they organise this element of the board.
- The teacher will agree with their class what the Daily or Weekly Target is and this will be recorded on the board
- They will also agree on the reward for filling their jar.

A marble is put in the Recognition Board jar for:

- A Golden Ticket awarded at lunchtime by Midday Staff
- For achieving the target number of Dojo points
- Achieving the class Recognition Board Target (whether it be Daily or Weekly) One marble per day or a maximum of five for the week (depending on the target)
- For achieving the reading target (number of times that children have read with an adult at home)
- A Shining Star Award
- An Honours Award

House Points

- House points are awarded to children when they have received a 'Did Great' on their Learning Objective slip.
- Each week, the Deputy head will convert the number of Dojo points each House has amassed into a corresponding number of House Points (1st = 20 points, 2nd = 15 points, 3rd = 10 points, 4th = 5 points)

Difficult Behaviour and Sanctions

Making mistakes in the way we behave is a natural part of the learning process, each mistake being an opportunity to learn and grow. However, **repeating** mistakes, especially where this is wilful, is not acceptable. In order to reinforce the learning of good behaviour, it is sometimes necessary to apply sanctions or take other action to emphasise its importance.

Sanctions should be viewed as reinforcement of learning rather than in terms of retribution. Sanctions can also be a deterrent and a means of showing that our code of behaviour is important and needs to be followed.

General Principles:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- It should be the behaviour rather than the person that is criticised
- The sanction should 'fit the behaviour', and care should be taken not to issue sanctions in the 'heat of the moment'. If an adult cannot think of a suitable sanction at the time of the incident, the child should be asked to return to the member of staff at a later time rather than be given an unrelated or unsuitable sanction, or one that is the result of annoyance rather than a consideration of the child's needs
- Group punishments should generally be avoided as they can breed resentment and a sense of injustice. However, it is also appropriate in some cases to consider corporate responsibility: We may be regarded in some cases as members of the whole school community or a class or group in it, and as such may be part of a collective need for particular behaviour to which all are bound. Where there is general dissatisfaction with a significant number of children and where individuals are not clearly identifiable, it may be appropriate to, for example, ask a whole class to practise lining up at break time, or to keep a whole group back at lunchtime to reinforce expectations.
- Physical punishments must never be used, nor any that are likely to cause any form of physical distress, e.g. standing for long enough to cause discomfort. If a child needs to wait in one place as a sanction, a chair should be provided.

Steps to Success (Appendix 2)

Our Behaviour Policy is represented by the Steps to Success System. Each step identifies the type of behaviour that is being exhibited and the action that staff will take as well as the consequence. It also identifies how it is recorded on the school MIS system.

At the Time of the Incident

Before deciding how to deal with an incident that has occurred, it is important that staff reflect on what will be the best approach. Understanding their own emotional response to the incident and the child/children involved is also important.

We find the staggered approach outlined on the next page, from Therapeutic Crisis Intervention for School TCIS to be helpful.

The adult who deals with the incident will spend time talking to the child about what happened and how the child responded. The purpose of the conversation is for the child to take ownership of their behaviour, to understand the impact of their choices and to recognise what a positive choice would have looked like.

Skills Building Pyramid

See next page

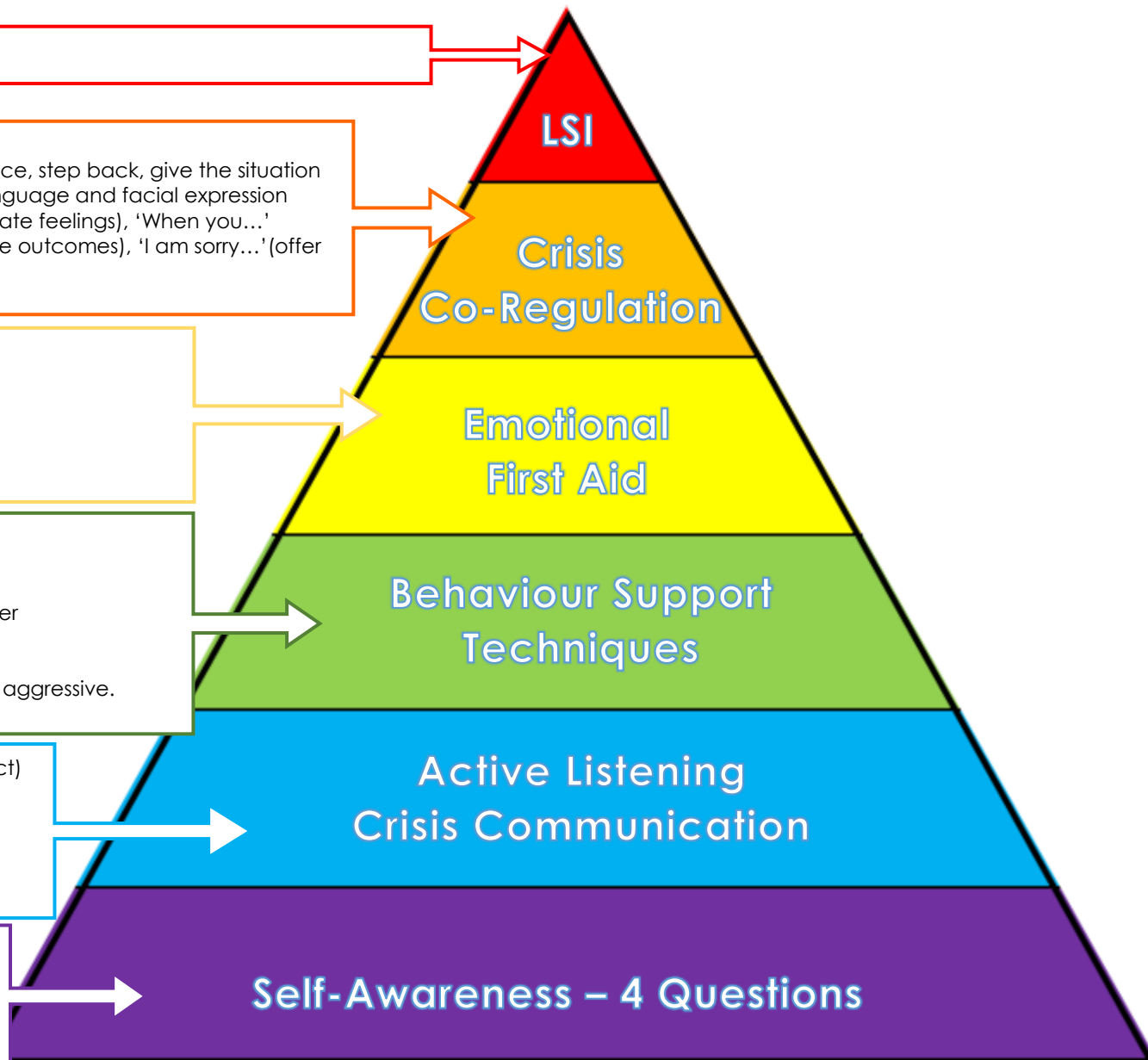
What to think – ask yourself the 4 Questions, use positive self-talk
What to do – take a deep breath, use an open and off centred stance, step back, give the situation time, sit down if appropriate, remember the importance of body language and facial expression
What to say – very little, understanding responses 'I can see...' (validate feelings), 'When you...' (encourage positive behaviours), 'I know we...' (emphasise desirable outcomes), 'I am sorry...' (offer an apology) Remember the importance of tone of voice.

Drain off emotions & Clarify events
Maintain relationships and lines of communication
Remind expectations and mediate if necessary
See from their perspective
Connect Feelings and Behaviour
Encourage to become responsible for own actions

Managing the environment – Is there a trigger or target?
Prompting – reminder of expectations
Caring gesture – physical, recognition of their interests
Hurdle help – help them to overcome a particular challenge together
Redirection and distraction – find a task of interest, find a job to do
Proximity – is there a physical presence which will help behaviour?
Directive statements – e.g. 'David, put that down.' Assertive but not aggressive.
Time away – a job/time away/wallow time

Non-verbal techniques (silence, nods, facial expressions, eye contact)
Tone of voice
Minimal encouragements 'Uh-huh', 'Go on', 'I see'
Door openers 'I'd like to hear more' 'Tell me about that'
Closed questions – 'Do you like maths?'
Open questions – 'How did you respond?' 'What happened next?'

What am I feeling now?
What does this child feel/ need/ want?
How is the environment affecting the child?
How do I best respond?



Staff have been trained to use the three approaches below as and when necessary.

Approach	Restorative Justice	Emotion Coaching	The Life Space Interview (TCIS*)
Summary	<p>A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.</p> <p>OWPS has adopted some of the approaches developed by 'Restorative Justice 4 Schools' including the 'Restorative Chat'. This is used when there has been an issue between two students (or on occasion a child and an adult).</p>	<p>Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.</p>	<p>A Life Space Interview can help teach children better coping skills, and to learn from crisis situations.</p> <p>Choose to conduct a Life Space Interview with a child after events when inappropriate coping behaviours have been used.</p>
Benefits	<p>These chats can have a very positive impact as it allows the victim to be heard and the aggressor to see clearly the impact they have had.</p> <p>Both individuals agree to the outcome and can see that it has been dealt with fairly with the victim's feelings being taken into account.</p>	<p>Emotion Coached children and young people:</p> <ul style="list-style-type: none"> • Achieve more academically in school • Are more popular • Have fewer behavioural problems • Have fewer infectious illnesses • Are more emotionally stable • Are more resilient (Gottman 1997) 	<ul style="list-style-type: none"> • Child returned to normal functioning. • Events clarified for the child. • Relationships repaired and restored. • New coping skills taught. • Child returns to class.
Structure	<p>The conversation is structured using the questions below:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking? • What do you think now? • What needs to happen to put this right? • What will you do differently next time? 	<p>As part of our Emotion Coaching approach, we may consider structuring the conversation with the child/children, in the following way:</p> <p>1-recognise and empathise 2-validate and label 3-setting limits 4-problem solving</p>	<p>I Isolate the conversation (find somewhere quite, keep the conversation on track, avoid 'staff' places e.g. office areas)</p> <p>E Explore the child's point of view (find out what happened. Who? Where? What? When? How?)</p> <p>S Summarise the feelings and content. (Repeat back what they have said and how they felt)</p> <p>C Connect emotions to behaviour ('So it sounds like, because you were feeling angry (emotion), you kicked (behaviour))</p> <p>A Alternative behaviours discussed ('What else could you have done?')</p> <p>P Plan developed/ Practice new (rehearse through role play)</p> <p>E Enter child back into the programme (Draw conversation to a close/check in on them later)</p>

* Therapeutic Crisis Intervention for School

Lunchtime Behaviour

If a child demonstrates negative behaviour at lunchtime it is dealt with in the following way:

Step 1: dealt with by the adult who sees the behaviour or has it reported to them

Step 2: dealt with by the Senior Midday Supervisor

Step 3: Referred to the Class Teacher

Step 4: Referred to Senior Leader

The POT (Place Of Thought)

If a child has behaved at step 2, 3 or 4 the sanction could be that they spend some time in the POT (Place Of Thought) during lunch time.

A step 2 sanction is ten minutes

A step 3 or 4 sanction is twenty minutes. It is possible that a child receives more than one twenty minute POT.

At lunch time ALL children will be taken to the hall by their class teacher at the correct time. If any child needs to attend the POT after finishing their lunch, the midday supervisors linked to that class/year group should be told and they will add their name to their record.

When the child has finished their lunch they will be taken to the correct space (depending on the team they are in) to meet the adult on duty. Once they have spent either ten or twenty minutes in the POT they will be able to go outside for the rest of the lunchtime.

Physical Intervention

The following members of staff have successfully completed a Therapeutic Crisis Interventions for Schools course:

Mr Marks	Mrs Harries	Ms Porter	Mrs Ironside	Mrs Granville
Mr Newton	Mrs Fidgett	Miss Wyatt	Mrs Simmons	Mrs Johnson

This training included the use of physical intervention methods.

- Only physical intervention skills and decision-making processes that are taught in the TCIS Programme may be used in Orton Wistow Primary School. All techniques must be applied according to the guidelines provided in the training and in this policy.
- Physical restraint and holding interventions may only be undertaken by staff that have successfully completed a TCIS course as described in Appendix One to this document.
- Physical interventions must only be employed for the minimum time necessary. They must cease when the child or young person is judged safe and no longer at risk of harm to him / herself or others.
- Where possible, staff members must consult with peers and supervisors prior to initiating physical intervention. Where possible two or more staff members, but no more than recommended in TCIS training, should be involved in any physical intervention to help ensure safety and accountability.
- Young people are not permitted to restrain or assist in the restraint of other young people.
- Medical attention must be offered to any child / young person or adult who receives an injury. If in doubt medical attention should always be sought.
- Orton Wistow Primary School, through its policies and procedures as a school, provides a mechanism in place to facilitate the reporting of complaints.
- Any use of physical intervention should be reported to the young person's parent/s.

Decision Process (In relation to physical intervention)

Physical interventions to contain and/or control the behaviour of children should only be used as a safety response to acute physical behaviour and their use is restricted to the following circumstances:

The child, other children, members of staff or others are at imminent risk of physical harm.

- As any physical intervention involves some risk of injury to the child or staff, staff must weigh this risk against the risks involved in failing to physically intervene when it may be warranted.
- Physical interventions must never be used as (1) punishments (2) consequences or (3) for "demonstrating who is in charge".
- Physical interventions should only be employed after other less intrusive approaches (such as diversions, problem solving, active listening, Behaviour Support Techniques, Emotional First Aid, Crisis Co-regulation, and other verbal interventions) have been attempted unsuccessfully, or where there is no time to try such approaches.
- There must be no deviation from this process unless specified in an Individual Crisis Management Plan (I.C.M.P) – see below.

Recording of the use of Physical Intervention

All incidents of physical restraint must be recorded on the school's Physical Intervention form.

The Headteacher and parents should be made aware of any injury to a child that arises because of physical intervention.

The Headteacher should be informed of any injuries to staff.

Any injuries to children or staff must be recorded. For children, this is recorded on the Accident Form, for staff we use the Violent Incident Report Form.

Debriefing after the use of Physical Intervention

Following any incident of physical restraint, the Headteacher must ensure that debriefing and support is offered to the child, the staff members and any other people involved in or witness to the episode.

Individual Crisis Management Plan (ICMP)

We have a responsibility to conduct a Risk Assessment for each special needs child at intake and to determine the need for an Individual Crisis Management Plan.

The I.C.M.P. should include a strategy for intervening that includes specific physical interventions, if appropriate, or alternative strategies if physical intervention is not an option.

In creating an I.C.M.P. the following must be considered:

- When is the child likely to engage in crisis type behaviour? What function does it serve for the child? What is the child trying to communicate through the behaviour? What other factors are contributing?
- Pre-existing medical conditions that would be exacerbated if the child were involved in physical restraint?
- Medications that the child may be taking which would affect the respiratory system should be noted
- If there is history of physical or sexual abuse this should be considered as it could contribute to the child experiencing emotional trauma during a physical restraint.

- There should be on-going reviews of the child's progress towards goals on eliminating the need for external controls.

For an example of our ICMP form, see [Appendix 11](#)

Behaviour outside of the school site and school times

The DFE gives guidance on this area and it is as follows:

Teachers and other paid members of staff have the power to enforce consequences when misbehaviour occurs outside school premises.

Staff may discipline pupils for:

1. misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;

2. 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;
- could adversely affect the reputation of the school.

Positive Strategies for Dealing with Behaviour Issues – (Appendix 4)

All staff will use appropriate strategies for supporting children to make positive choices about their behaviour. Strategies will be proportionate and appropriate.

Scaling in the classroom - (Appendix 5)

All Key Stage One and Two classrooms will use 'Scaling' as another way of promoting good choices and improvement. There will be a simple 1-10 scale display visible in the classroom (ideally at the front of the room) for the teacher to refer to when necessary. The teacher will support the children in using the scale to identify where they (or the class) are at a particular point in a lesson, day, week etc. with regards to their behaviour, effort or work in any area. For example, the teacher may ask the children to consider what the classroom would be like if it was at 1 on the scale (children being rude, not working hard, hurting others etc.) and what it would be like at 10 (following the PRIDE code, all children working hard, not distracting others, using the learning tools). They can then decide together where they think the class currently are and what they would need to do to improve.

STEPS Forms – (Appendix 6)

A STEPs Form is completed with the child for any STEP 2, 3 or 4 incident. The paper copy is sent home with the child. When possible, the teacher will meet with the child's parent at the end of the day to inform them of the incident. When this is not possible, they will ring the parent. A record of this is recorded on Scholarpack.

Behaviour Support Plans – (Appendix 7)

In some cases the usual behaviour strategies need adapting for individual children. This could include the temporary use of a report card (see appendix) to enable school and home to track a child's behaviour a little more closely and focus on the positive choices the child has made. In rare cases the school may make the decision to create a behaviour support plan (see appendix) for an individual. Often this will be for a child who has special educational needs relating to behaviour. The class teacher, along with the SENCO, will write the BSP using the schools own BSP form and this will become a 'living document' that will be adapted in light of new information regarding the child or changes that have been made to their in school provision.

The school's BSP focuses on the specific negative behaviour the child displays, what are the common triggers for these behaviours, what proactive strategies are in place to try and avoid these behaviours and what should and shouldn't be done when the child is making bad choices.

Behaviour Contracts – (Appendix 8)

At the end of the academic year the Deputyhead will use Scholarpack to complete a behaviour analysis of the year. If a child has had a significant number of stage 1 forms (and maybe some stage 2) often for the same low level behaviour a behaviour contract may be issued. This sets out the key issues from the previous year and has helpful tips and ideas to try and prevent the same pattern occurring again. These contracts are written by the teacher alongside the child and the child's parent is also involved.

Report Card – (Appendix 9)

Some children benefit from their behaviour being monitored more closely. When this is the case, we consider using a Report Card for them, which contains targets which have been agreed with the child.

Each lesson, break time and lunchtime is then graded according to whether it has been positive or negative. The teacher signs the card at the end of each day before it is brought to the Headteacher/Deputyhead for them to sign. Finally, it is sent home and a parent signs to say that they have seen it.

Although, a Report Card is a short term method, lasting a month or two, some children benefit from remaining on a Report Card as the daily check in with senior staff can be beneficial.

STEPs Poster – (Appendix 10)

A child friendly version of the STEP's system will be on display in classrooms and around the school.

Other Resources – (Appendix 11)

There are other resources which we use with children and these are collated at the end of this policy.

Positive Behaviour Policy Appendix

Golden Behaviour Rules (Appendix 1)



We take PRIDE in our school:

- We are POLITE
- We show RESPECT
- We are INDEPENDENT
- We DO OUR BEST
- We show that EVERYBODY MATTERS

Playground

- We don't play fight
- The whistle is blown 3 minutes before the end of playtime and lunchtime. When the whistle is blown, we put away the equipment we are playing with
- When the bell is rung, our teachers are waiting for us and we line up immediately, in register order, without talking



Corridors

- We walk in single file on the left-hand side of the corridor
- When we walk as a class or group through the school, we do not talk
- When we walk through the school on our own or in 2s or 3s, we can use quiet voices.



Classrooms

- We are calm and quiet when we move around the classroom
- We stay seated at our tables and we don't wander around
- We don't distract others



Assembly

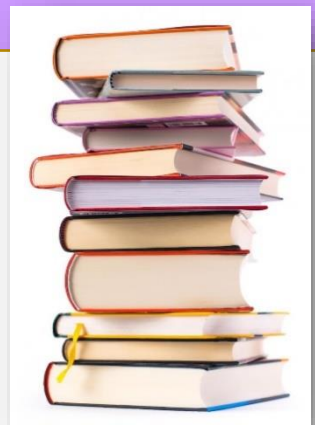
We pay attention and we don't chat

We don't distract others



Library

We always use quiet voices in the library.



Everywhere

We look after the school and equipment

Steps to Success – (Appendix 2)

Step	Example Behaviours	Actions & Consequences	Recording & Communication
Golden Step	Being a good role model to others Demonstrating the learning tools Exceeding the adults' expectations		
The PRIDE Code Step	Following the PRIDE code	Consideration of school reward if necessary.	None
Step 1	<p>Not listening/Ignoring instructions Fidgeting Rocking on chair Pushing in line Talking out of turn Calling out, silly noises Disturbing others Chatting at inappropriate times Unkind language/treatment of others Off task Wandering Not looking after own property, property of others or school property/resources Not working in a group Inappropriate responses e.g. shrug</p> <p>As above + Breaking social distancing rules; touching others on purpose, wandering around the school, mixing into another 'bubble', using equipment without permission.</p>	<p>-See Positive Strategies in Appendix 1 -Verbal Warning</p>	None
Step 2	<p>A. Repeated incidence of Step 1 behaviour in the same session B. Unwillingness to co-operate/follow instructions C. Minor challenge to authority D. Deliberate disruption of lesson E. Rudeness to any pupil in school F. Deliberate misuse of property/resources incl IT equipment*</p>	<p>EYFS Reflective Time Out: 5 minutes. Repeated Step 2 will result in a Break POT</p> <p>KS1/2 Discussion with adult at time of event.</p>	<p>Adult completes Step 2 Form to be given to parent.</p> <p>Step 2 email sent to parent/carer</p> <p>Record as Step 2 on Scholarpack</p>


	G. Persistently breaking the same rule H. Impulsive fighting/hurting others I. Spitting e.g. on the floor J. Telling lies K. Use of inappropriate language	Child attends next available Break POT (Place of Thought) *Removal of items	Speak to KS Leader Informal log notes
	As above + Repeated incidences of breaking social distancing rules on purpose.		
Step 3	A. Repeated incidence of Step 2 behaviour in the same half term B. Severe disruption where lesson cannot continue C. More serious challenge to authority D. Minor Vandalism E. Starting fights/hurting others F. Spitting e.g. at other pupils G. Initial instance of bullying H. Intimidating behaviour I. Racist, sexist or homophobic behaviour	EYFS •Discussion with adult at time of event. Child attends next available Break POT (Place of Thought) KS1/2 •Discussion with adult at time of event. •Child attends next available Lunch POT (Place of Thought) * Letter Home -Loss of activity, responsibility or privileges -Consideration of SEND route -Behaviour report system	Involve member of SLT Formal meeting with parent/carer Behaviour report if appropriate Record on Central Behaviour Log Incident Log (bullying, racism, sexism and homophobia) Record as Step 3 on Scholarpack
	J. Rudeness to any adult in school	Above + Rudeness Letter sent to parents	Record as Step 3 on Scholarpack
	K. Swearing	Above + Swearing letter sent to parents	Record as Step 3 on Scholarpack
	As above + Repeated incidences of breaking social distancing rules on purpose and is beginning to become a danger to others.		

Step 4	<ul style="list-style-type: none"> A. Pre-mediated or unprovoked violent behaviour B. Persistent disruptive behaviour C. Threatening behaviour D. Verbal abuse of staff and 'lashing out' E. Swearing intended to deliberately cause offence F. Leaving without permission and truancy G. Theft of others' property H. Serious or repeated vandalism I. Continuation of bullying 	<ul style="list-style-type: none"> •Child attends next available Lunch POT (Place of Thought) (one or more sessions) -Consider involving external agencies -Further loss of privileges -Exclusion from forthcoming events -Internal exclusion depending on current situation -Possible fixed term exclusion -Pastoral Support Programme 	<p>Involve KS Leader, INCo & HT</p> <p>Relevant staff informed</p> <p>Meeting with parents and further meetings arranged to review behaviour</p> <p>Letter to parents if exclusion applies</p> <p>Record as Step 4 on Scholarpack</p>
	<p>As above +</p> <p>Actions taken by the child that are repeatedly ignoring the social distancing rules, regularly putting others and themselves at risk.</p>		
Step 5	<ul style="list-style-type: none"> A. Serious assault or physical abuse of another pupil or adult B. Major theft e.g. a laptop C. Sexual Misconduct D. Possession/use/selling cigarettes, drugs, alcohol or weapons E. Severe Persistent disruptive behaviour 	<ul style="list-style-type: none"> -Most likely to result in Exclusion 	<p>HT to manage</p> <p>Relevant staff informed</p> <p>Parents informed immediately</p> <p>Chair of Governors notified</p> <p>Police, as appropriate</p> <p>Full recording of details</p> <p>Recording on SIMS (to county)</p> <p>Meeting with parents followed by a formal letter</p>

ClassClassClassClassClass

Recognition Board

we are going to...



When the jar is full,
our reward will be...

Mon	Tues	Wed	Thurs	Fri

Dojo Points	
	= 1 marble
	= 2 marbles
	= 3 marbles
	= 4 marbles
	= 5 marbles

Every time we read with an adult at home,
= 1 Dojo point.

If the total of times the CLASS has read with an adult at home is more than 120
= 5 Marbles

Every time we get an Honours Award or Shining Star,
= 1 Marble

TableTableTableTableTable

Positive Strategies - Appendix 4

Step 1:	Example Behaviours	Positive Strategies
Step 1 Disruptive classroom behaviour	Not listening/Ignoring Instructions	Rule reminder; varying teaching styles; visual reminder, directing questions at specific children; think about positioning of child and if appropriate move next to TA
	Fidgeting	Take object off child as you continue lesson – don't let it stop the flow; Eye contact; Insert a name into the flow; For some children, blu-tac or a permitted item, plan seating position, wedge seat.
	Rocking on chair	Non-verbal signal – nod, look, hand gesture; Go behind chair and tap or gently tip; remind of safety – the 'dreadful anecdote'; Warning; chair removed for set amount of time. (Be aware that some children find this almost impossible as they need 'sensory feedback' a Sit Cushion may help.) Some children benefit from bands on their chair legs
	Pushing in line	Praise children lining up well, move child to the back of the line
	Talking out of turn	Praise/choose children who are sitting quietly or waiting their turn; refer to PRIDE code; stop, fix, glare; ignore or acknowledge depending on child/circumstance.
	Calling Out, Silly noises	Strategic ignoring and tackling later to lessen disruption to flow; Praise those who do the right thing, going to those who put hand up; Set the routines early and show no tolerance. It has to be dealt with some time; eye contact; when a child who does often call out puts up hand, ensure praise/responses as a reward
	Disturbing Others/Chatting	No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult, proximity praise
	Unkind treatment of others	Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity, ear defenders, mark target in book for where child needs to write to
	Wandering	Remove excuses for wandering –pens, equipment all ready; make expectations clear, and say how long it will be before; challenge- 'Why are you out of your seat?' Reminder of rules; Consider movement or brain breaks for longer lessons or testing situations
Step 1 Other general examples	Talking when moving around the school or lining up	Set the tone early; send to back for some children; line up in register order; encourage children to avoid lining up with those who might bring temptation; if majority of class, return to try again or 'practise' at break time.
	Talking in assembly	Eye contact, Say name to let them know you have seen them; Move to front (if behaviour continues child will be dealt with under step 2)
	Careless treatment or not looking after own or others property, or school property	If undamaged talking to child about importance. If accidental or careless damage to others' property involved, staff may refer to HT if recompense is likely to be sought.
	Not working in a group situation	Review at end of lesson; focus on group skills expected when giving instructions for activity
	Inappropriate responses to reminders about behaviour e.g. shrug, or 'Yeah?'	Expect to be talked to with appropriate level of formality for situation – children need to learn this; but...be careful not to cloud the original issue with a focus on consequential misbehaviour

Step 2:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 1 and/or:	Unwillingness to co-operate/ follow instructions.	Strategies: <ul style="list-style-type: none"> • Talk one to one, away from classroom situation; set clear expectations for improvement; be clear and specific about targets - it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve • Removing items e.g. toys/cards, and returning at time decided by teacher • Time Out in class Sanctions: <ul style="list-style-type: none"> • EYFS – Reflective time out for 5 minutes • KS1 / 2 - Withdrawal of break time as child will attend Break POT • Apologies, verbal or written, may be appropriate, but these should be meaningful and sincere. Staff should check that this has been carried out. 	Consider informing Team Leader, seeking guidance and support, who may then decide to intervene directly.	Record as Step 2 on Scholarpack	Parents Evening, if behaviour forms part of a pattern or 'collection' of Step 1/2 instances. Parent informed as part of step 2 procedure and recorded on Scholarpack.
	Minor challenge to authority of adult				
	Persistent problems with homework				
	Deliberate disruption of lessons				
	Rudeness to any adult working in school (or child)				
	impulsive or 'hot head' fighting/hurting others				
	Deliberate misuse of property, or disregard for school environment/resources				
	Breaking rules – e.g. having sweets, swaps, play fighting				
	Spitting e.g. on floor				
	Telling lies				
	Use of inappropriate language				

Step 3:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 2 and/or:	Severe disruption to point where lesson cannot continue	<p>Strategies:</p> <ul style="list-style-type: none"> Time out in another class. This should be anticipated in advance and a 'foster class' identified (see below) Behaviour Report with clear targets (see below) Children reviewing their involvement Consider special needs routes <p>Sanctions</p> <p>EYFS</p> <ul style="list-style-type: none"> Child attends next available Break POT (Place of Thought) where they will read quietly or write a letter of apology. <p>KS1/2</p> <ul style="list-style-type: none"> Discussion with adult at time of event. Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter of apology. <p>Possible Sanctions:</p> <ul style="list-style-type: none"> Loss of representational activity Loss of or exclusion from forthcoming events Further loss of privileges 	<p>Team Leader to be made aware and offer support, who may <i>then</i> decide to refer on to the DH/HT</p> <p>Inform DH/HT</p> <p>In case of severe disruption, use the red card to request help</p> <p>Involve discussion of patterns/developments over year and strategies employed, in Transfer of Information Meetings at end of School Year</p>	<p>Record as Step 3 on Scholarpack</p> <p>In case of racist, sexist or homophobic Incidents record in PRI log and refer to office</p> <p>Incidences of bullying to be referred to the anti-bullying lead.</p> <p>May also need an Individual Risk Assessment for Offsite Visits.</p> <p>If an online safety issue, adult to record on the e-safety incidents log and make DH aware</p>	<p>Parent informed as part of step 3 procedure and recorded on Scholarpack.</p> <p>Arrange meeting with parents, and further meetings to review, where appropriate.</p>
	Initial instance of bullying (follow procedures in Bullying Log)				
	Intimidating behaviour				
	Spitting at others and wiping 'snot' etc.				
	Racist, sexist or homophobic comments or harassment				
	Fighting as in deliberately picking fights/hurting others				
	Minor vandalism				
	More serious challenges to authority				
	Using swearing to insult others				
	Serious Online Safety incident				

Step 4:	Examples	Suggested responses	Who else to involve	Recording	Communication with parents/carers
Repeated instances of Step 3 and/or:	Organised/ pre-mediated or unprovoked violent behaviour; persistent aggressive disputes with others	Strategies: Consider Special Needs register and involvement of external agencies. Seek advice of Inclusion Manager.	HT/DH involved immediately; KS Leader, Inclusion Manager informed	Record as Step 4 on Scholarpack Copies of Letters involved	Parents informed Arrange meeting with parents, and further meetings to review, where appropriate
	Persistent disruptive behaviour	Consider referral to Peterborough behaviour panel	Relevant staff informed as appropriate; in case of persistent disruptive behaviour consider support/case conferencing	<i>When arranging an Offsite Visit, an Individual Risk Assessment form should be completed Refer to Offsites Visits Guidance</i>	Formal letter to parents if exclusion applies Involve and inform parents if loss of representational activity or forthcoming events is under consideration
	Threatening behaviour	Sanctions: <ul style="list-style-type: none"> Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter of apology (possibly for more than one session) 			
	Verbal abuse of staff; lashing out at staff in temper	Possible Sanctions:			
	Swearing or foul language, intended for effect or to deliberately cause offence	1. (Further) loss of privileges 2. Loss of representational activity			
	Leaving classroom/ school/ playground without permission; deliberate truancy from lesson or activity	3. Loss of or exclusion from forthcoming events (Where this occurs the child is still expected to be in school)			
	Theft of property e.g. cloakroom stealing	4. Warning about representational activity e.g. School Council, School Teams	PSP will involve Class Teacher, HT, INCo, parents and Behaviour Support Team.	Paper work for PSP	Parents fully involved
	Serious or repeated vandalism/ damage	5. Warning about loss of forthcoming events. <i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or the school disco, and an educational visit.</i>			
	Continuation or re-direction of bullying	6. Internal Exclusion 7. Fixed term exclusion 8. Pastoral Support Programme for persistent severe behaviour problems, where a child has had fixed term exclusions and is in danger of permanent exclusion, following Peterborough guidelines 9. If no improvement results from implementation of PSP, consider movement to permanent exclusion			

Step 5	<p>Serious assault or physical abuse of another person</p> <p>Major theft</p> <p>Sexual Misconduct</p> <p>Possession/use/selling cigarettes, drugs, alcohol or weapons</p> <p>Severe Persistent disruptive behaviour</p>	<p>Most likely to result in exclusion from school, in accordance with and subject to procedures set out in Peterborough Guidelines current at that time</p>	<p>Relevant staff</p> <p>Parents</p> <p>Chair of Governors</p> <p>Police, as appropriate</p>	<p>Full recording of all details</p> <p>Recording on Scholarpack to county</p>	<p>Parents informed immediately, then in writing.</p>

Scaling in the classroom – Appendix 5

Using scaling in the classroom to improve the climate for learning

What follows is a suggested way of using scaling to engage pupils in a meaningful collaboration to establish and maintain a positive climate for learning.

1 _____ 10

Part 1 – Painting the picture – How do we want our classroom to be?

Ask the pupils to use a scale from 1-10, where:

10 = the best this classroom could ever be *and*

1 = the complete and utter opposite (no teaching, no learning is taking place, no one is safe, no one is treated with respect *etc etc*).

The Miracle Question

Ask them to imagine that they arrive in the classroom tomorrow halfway through a lesson. As they walk in, they just know that the miracle has happened - this classroom is a magical '10'.

What would they see? And hear? Get into detail – what would the other pupils be doing? What would the teacher be doing?

What would they then do to help keep things at 10?

Tease out specifics. Get as rich a picture as possible. Add your contributions – what would you be doing? Saying? Hearing? What will you be seeing the pupils doing?

Part 2 – Using the scale during lessons

Once you've put in the time for this stage, you can then use scaling at any point in any lesson. The scale offers you a very minimally intrusive strategy:

Get the class's attention – and if they have their own scales, get them ready.

Alternatively refer to a scale that is displayed.

- *Where on the scale of 1-10 would you put this lesson at the moment?*
- *Share with your partner 3 things that mean for you that things aren't at '1'. Include at least one thing that you are doing.*

Gather ideas

Share where you would place things on the scale – and explain why (be specific)

Moving to 'x' + 1

'What are you going to keep doing in order to help move things up to 'x' + 1?

What do you need your classmates to do in order to help?

Back to work – then after a few mins, pause and either check out with the pupils where they would place things, or simply give your idea. Be specific as to what pupils are doing to help it be at 'x'. Celebrate. Amplify.

Step Forms - Appendix 6

Step 2 - Behaviour		Consequence
<input type="checkbox"/>	Repeated incidence of Step 1 behaviour in the same session	EYFS
<input type="checkbox"/>	Unwillingness to co-operate/follow instructions	Reflective Time Out: 5 minutes
<input type="checkbox"/>	Minor challenge to authority	
<input type="checkbox"/>	Deliberate disruption of lesson	KS1/2
<input type="checkbox"/>	Rudeness to any pupil in school	Child attends next available
<input type="checkbox"/>	Use of inappropriate language	Break POT (Place of Thought)
<input type="checkbox"/>	Persistently breaking the same rule	where they will read quietly or
<input type="checkbox"/>	Impulsive fighting/hurting others	write a letter of apology
<input type="checkbox"/>	Spitting e.g. on the floor	
<input type="checkbox"/>	Telling lies	
<input type="checkbox"/>	Deliberate misuse of property/resources incl IT equipment*	*Removal of items
Has been discussed with an adult		
Adult:		Child:

Step 3 - Behaviour		Consequence
<input type="checkbox"/>	Repeated incidence of Step 2 behaviour in the same half term	EYFS
<input type="checkbox"/>	Severe disruption where lesson cannot continue	Child attends next available
<input type="checkbox"/>	More serious challenge to authority	Break POT (Place of Thought)
<input type="checkbox"/>	Minor Vandalism	where they will read quietly or
<input type="checkbox"/>	Starting fights/hurting others	write a letter of apology
<input type="checkbox"/>	Spitting e.g. at other pupils	
<input type="checkbox"/>	Initial instance of bullying	KS1/2
<input type="checkbox"/>	Intimidating behaviour	Child attends next available
<input type="checkbox"/>	Using swearing to insult others	Lunch POT (Place of Thought)
<input type="checkbox"/>	Racist, sexist or homophobic behaviour	where they will read quietly or
<input type="checkbox"/>	Rudeness to any adult in school*	write a letter of apology.
<input type="checkbox"/>	Swearing *	
<input type="checkbox"/>		*Letter Home
Has been discussed with an adult		
Adult:		Child:

Step 4 - Behaviour		Consequence
<input type="checkbox"/>	Pre-mediated or unprovoked violent behaviour	EYFS / KS1 / KS2
<input type="checkbox"/>	Persistent disruptive behaviour	Child attends next available Lunch POT
<input type="checkbox"/>	Threatening behaviour	(Place of Thought) where they will
<input type="checkbox"/>	Verbal abuse of staff and 'lashing out'	read quietly or. write a letter of apology
<input type="checkbox"/>	Swearing intended to deliberately cause offence	(1 or more days – to be indicated
<input type="checkbox"/>	Leaving without permission and truancy	here) For ___ days
<input type="checkbox"/>	Theft of others' property	Exclusion from event:
<input type="checkbox"/>	Serious or repeated vandalism	
<input type="checkbox"/>	Continuation of bullying	Internal exclusion for ___ days
<input type="checkbox"/>		Fixed term exclusion for ___ days
<input type="checkbox"/>		Pastoral support programme
Has been discussed with an adult		
Adult:		Child:

Behaviour Support Plan – Appendix 7



Orton Wistow Primary School

Behaviour Support Plan

Section 1



Child's name		Year Group	
Class		Teacher	
Date of birth		Date plan started	
Staff working with pupil		Date for review	

Background information including any medical history (Every note to be dated)

Challenging behaviours	Triggers
•	•
Targets (what are we working towards?)	Early warning signs
•	•
Reactive strategies (what to do and what NOT to do when child is presenting challenging behaviours)	Support after an incident
•	•

Strategies for positive behaviour (what school systems or individual approaches are we using to promote positive behaviour?)	Date started
1.	1.

Agreement		
Parent name:	Teacher name:	SENCO name:
Parent signature:	Teacher signature:	SENCO signature:
Date:	Date:	Date:

Positive strategies available	
Positive praise and verbal recognition of good choices	Report card
Checking in/out (either in classroom or with a specific adult)	Feelings cards – allowing the child to identify any positive or negative feelings quickly
Regular planned times with learning mentor	Movement breaks
Sensory circuits	Credit card system
Fiddle toys	Personal work station

Behaviour Contract

Name: _____

Goals I have set:

1. _____
2. _____
3. _____

If I do not meet these goals, these are my consequences:

1. _____
2. _____
3. _____

If I do meet these goals, these are my rewards:

1. _____
2. _____
3. _____

My contract will be reviewed on: _____

Date: _____

Child's Signature: _____

Teacher's Signature: _____

Report Card – Appendix 9

[illegible]

Orton Wistow Primary School

The logo is a black and white illustration of a steam locomotive. The letters 'OWPS' are written in a stylized font within the smoke coming out of the train's chimney. The entire logo is enclosed in a dashed rectangular border.

This report card belongs to:

--

My targets are:

1.	
2.	
3.	

Date:




Signed:

	Morning Session 1	Break	Morning Session 2	Lunch	Afternoon	Signed by Teacher	Signed by Deputy Headteacher	Signed by Parent
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Instructions

Your card will be checked by an adult at the end of each session, break and lunchtime.

The following code will be used:

-  = targets completely met
 = targets almost met
 = targets not met at all

Your class teacher will sign the card at the end of the day. You must remember to ask them to sign it!

You will take the card home to be signed by a parent.

The card must be brought to school each day.

Appendix 10 – STEPs Poster

The Golden Step

- Being a good role model to others
- Demonstrating the learning tools
- Exceeding the adults' expectations

The PRIDE Code Step

- Following the PRIDE code:

Polite **R**espect **I**ndependent **D**o your best **E**verybody matters

Step 1

- Not listening/Ignoring instructions
- Fidgeting
- Rocking on chair
- Pushing in line
- Talking out of turn
- Calling out, silly noises
- Disturbing others
- Unkind treatment of others
- Wandering
- Off task
- Not looking after own property, property of others or school property/resources
- Not working in a group
- Inappropriate responses e.g. shrug

- Verbal Warning

Step 2

- Repeated incidence of Step 1 behaviour in the same session
- Unwillingness to co-operate/follow instructions
- Minor challenge to authority
- Persistent problems with homework
- Deliberate disruption of lesson
- Rudeness to any pupil in school
- Deliberate misuse of property/resources incl IT equipment *
- Persistently breaking the same rule
- Impulsive fighting/hurting others
- Spitting e.g. on the floor
- Telling lies
- Use of inappropriate language

EYFS

- Reflective Time Out:
- 5 minutes

KS1/2

- Discussion with adult at time of event.
- Child attends next available Break POT (Place of Thought) where they will read quietly or write a letter of apology.

* Removal of items

Step 3

- Repeated incidence of Step 2 behaviour in the same half term
- Severe disruption where lesson cannot continue
- More serious challenge to authority
- Minor Vandalism
- Starting fights/hurting others
- Rudeness to any adult in school*
- Spitting e.g. at other pupils
- Initial instance of bullying
- Intimidating behaviour
- Swearing*
- Racist, sexist or homophobic behaviour

EYFS

- Child attends next available Break POT (Place of Thought) where they will read quietly or write a letter of apology.

KS1/2

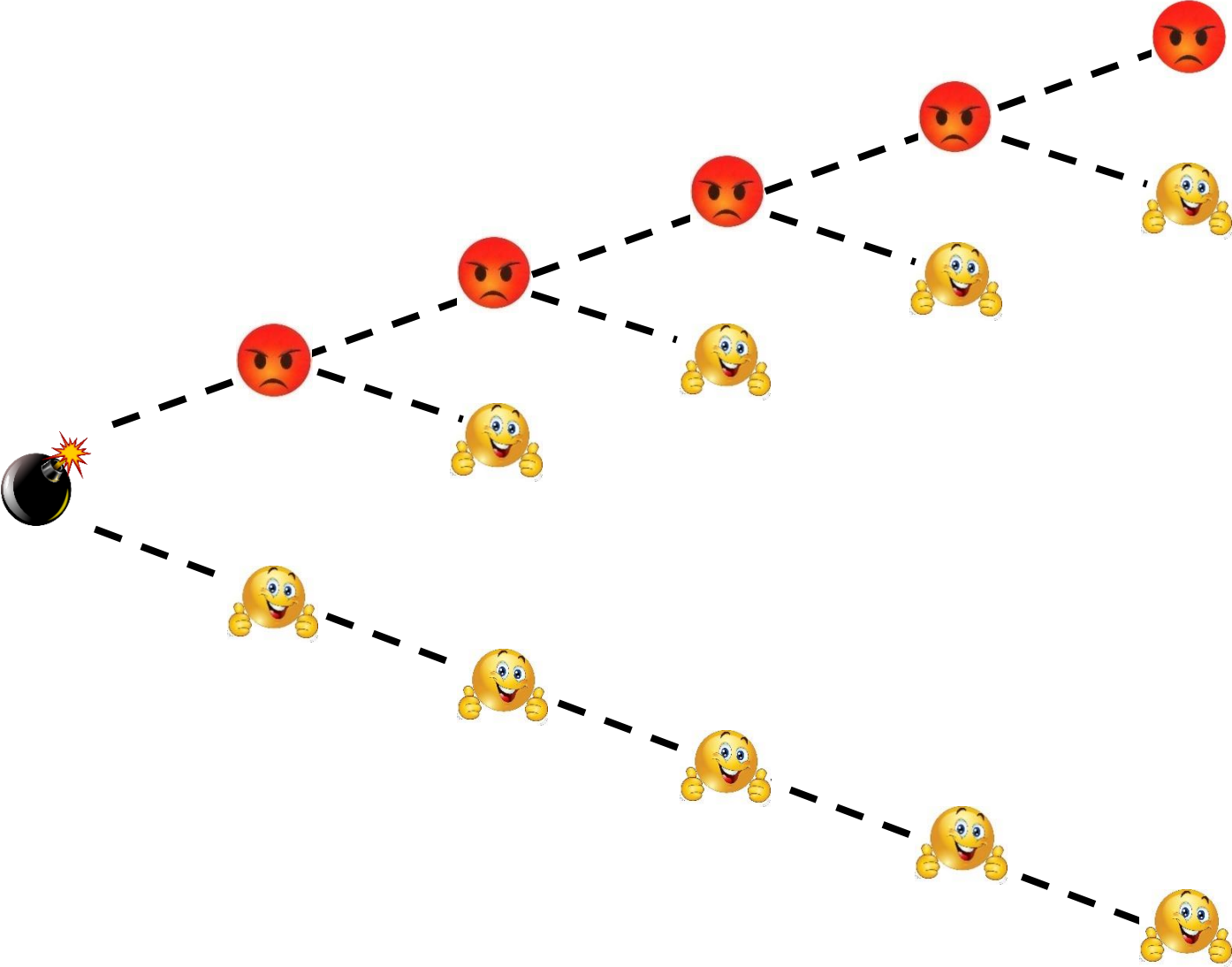
- Discussion with adult at time of event.
- Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter of apology.

* Letter Home

Step 4

- Pre-mediated or unprovoked violent behaviour
- Persistent disruptive behaviour
- Threatening behaviour
- Verbal abuse of staff and 'lashing out'
- Swearing intended to deliberately cause offence
- Leaving without permission and truancy
- Theft of others' property
- Serious or repeated vandalism
- Continuation of bullying

- Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter of apology.
- Exclusion from forthcoming events
- Internal exclusion
- Possible fixed term exclusion
- Pastoral Support Programme







PRIMARY BEHAVIOUR SUPPORT EVIDENCE CHECKLIST

Place the Child causing concerns at the heart of the evidence gathering process

Principles : Early Intervention improves outcomes : Behaviour is a communication tool and needs to be understood in context : Hear the voice of the child and family

Actions : Discover and describe concerns accurately and specifically : Look beyond behaviours for their root causes : Make evidence based decisions and support plans

Do a classroom observation.		Do a functional behaviour analysis	
Are they experiencing Quality First Teaching and Learning? Are they accessing a differentiated curriculum / delivery? What is the impact?	Are they making progress in class? Are they meeting Age Related Expectations? How do they relate to peers and adults? How do they present emotionally?	What are the exact concerns? When do they occur? Where do they occur? How often do they occur?	Complete an ABC analysis ; Antecedents – what comes before? Behaviour – specifically what occurs? Consequences – for child? For adults?
STOP CHECK : WHAT DOES THE EVIDENCE GATHERED SO FAR TELL YOU?			
PHYSICAL	COGNITION AND LEARNING	EMOTIONAL AND SOCIAL	PSYCHOLOGICAL
Check vision and hearing Explore sleep patterns Explore eating patterns Are there any SALT needs? Are there any OT needs? Is the child sensory seeking? Is the child sensitive to noise? Are there any Neuro-Developmental indicators? What is the impact of their physical needs on their behaviour?	Review their progress data Where are their strengths and weaknesses? What level / type of differentiation do they need? What are their learning needs? Do they have a flat or spikey learning profile? Determine whether it is a CAN'T DO or a WON'T DO, and respond accordingly What is the impact of their cognition and learning on their behaviour?	How does the child handle groups? How does the child handle unstructured time – lunch / play time? How does the child present emotionally? Are there any identifiable triggers? Are there any environmental factors of concern – alcohol, drugs, domestic abuse, housing, poverty, safeguarding What is the impact of their emotional and social needs on their behaviour?	Is there evidence from the family history that might indicate; Attachment issues Adverse Childhood Experiences (ACEs) Post Traumatic Stress Bereavement and Loss Is there any evidence of Neuro-Developmental differences? Is the child's behaviour motivated by fear, anger, hypervigilance? What is the impact of their psychological needs on their behaviour?
THINK ABOUT			
School nurse, Project for Schools Paston Pack for OT needs Southfields Pack for SALT needs SEN interventions	Starting Assess, Plan, Do cycle SEN Interventions Screening for dyslexia EP Consultation	Completing an EHA and starting a TAC Referral to Children's Social Care Referral to Behaviour Panel or MASG Refer for Evidence Based Parenting	Completing an EHA and starting a TAC Referral to CHUMS, Project for Schools Referral to Behaviour Panel or MASG Refer for Evidence Based Parenting

PRIMARY BEHAVIOUR SUPPORT EVIDENCE CHECKLIST for PANEL CASES

Place the Child causing concerns at the heart of the evidence gathering process			
Classroom based evidence		Functional behaviour analysis	
Actions	Outcomes	Actions	Outcomes
WHAT DOES THE EVIDENCE SHOW?			
PHYSICAL	COGNITION AND LEARNING	EMOTIONAL AND SOCIAL	PSYCHOLOGICAL

Distraction

- Give a task to distract from unwanted behaviour
- Start to talk about a topic they find interesting (The Hook)

Planned Ignore

- Type 1: Ignore behaviour and praise peers that are showing desired behaviour
- Type 2: Set an expectation and then ignore unwanted behaviour - attention/praise given only when they are demonstrating desired behaviour

C.A.L.M

- Communication - verbal and non-verbal - "Fight fire with water"
- Awareness - anticipate behaviour escalation - know the young person
- Listening - give space and take - allow processing time - give them a 'save face'
- Making safe - ensure environment is safe - objects, other young people etc

Change of Face

- Swap adult - if you are the trigger - sometimes another adult/face will be able to deescalate the situation
- Key Adult - young person choose an adult they feel can help them when they are struggling to regulate behaviour

Success Reminders

- Reminders about rewards/benefits that might be gained by demonstrating desirable behaviour
- Focus on the positive outcome - presuppose they will make the right choice

Limited Choice

- Give a couple of clear options - and then allow time for them to decide e.g. "You may go and sit in the quiet corner and do your work OR You may move to the other table - I will give you 1 minute to decide"
- Give the clear options again and then remind them of rewards and consequences attached to their decision - allow processing time again

Time Out

- Directed - where you direct a young person to go to a designated place for a set time - in order to help them regulate their behaviour
- Offered - quietly suggest to a young person that it may be best for them to take some time out
- Requested - where the young person asks if they may take some time in a designated place for a set time - in order to help them regulate their behaviour

Processing Time

- Allow time for the young person to process your request/instruction

Reassurance

- Use help script to reassure that you can see they are struggling and that you are there to help them get it right

Differentiation

- A common cause of unwanted behaviours comes from work being pitched either too high or too low.

Chunking/ Timers

- Lessons split down into shorter activities give most young people a sense of progress and pace.
- Can be great for those that struggle to focus on a task for a long period
- Helps young people prepare for transition between activities and/or allows them to pace their work

Sensory Support

- Offer sensory resources that will help with the sensory needs of a young person - e.g. fiddle toys, active breaks, weight blanket, contingent touch

Persuasive Scripts

- Pithy - short and to the point
- Positive - describe the desired outcome
- Presupposed - act as though they are going to do the right thing

Family Liaison

- Regular contact with home about positives as well as negatives
- Encourage parents/carers to phone the school if something out of the ordinary has happened at home - knowing will help you support the young person in school

Proximity

- Positive: Sometimes simply moving closer to a young person can prompt them to cease an unwanted behaviour
- Keep in mind: Young people can sometimes go into 'fight or flight' when adults lean over them to check work - even if giving verbal praise

Positive Phrasing

- Use 'Do' (+) rather than 'Don't' (-) in verbal phrases e.g. Instead of "Don't shout out" try "Hands up if you want to say something, thanks"

'I' not 'You'

- Using 'You' to address unwanted behaviour can cause blame and conflict.
- Using 'I' help the young person see that you separate their behaviour from them



GOING FOR GOLD

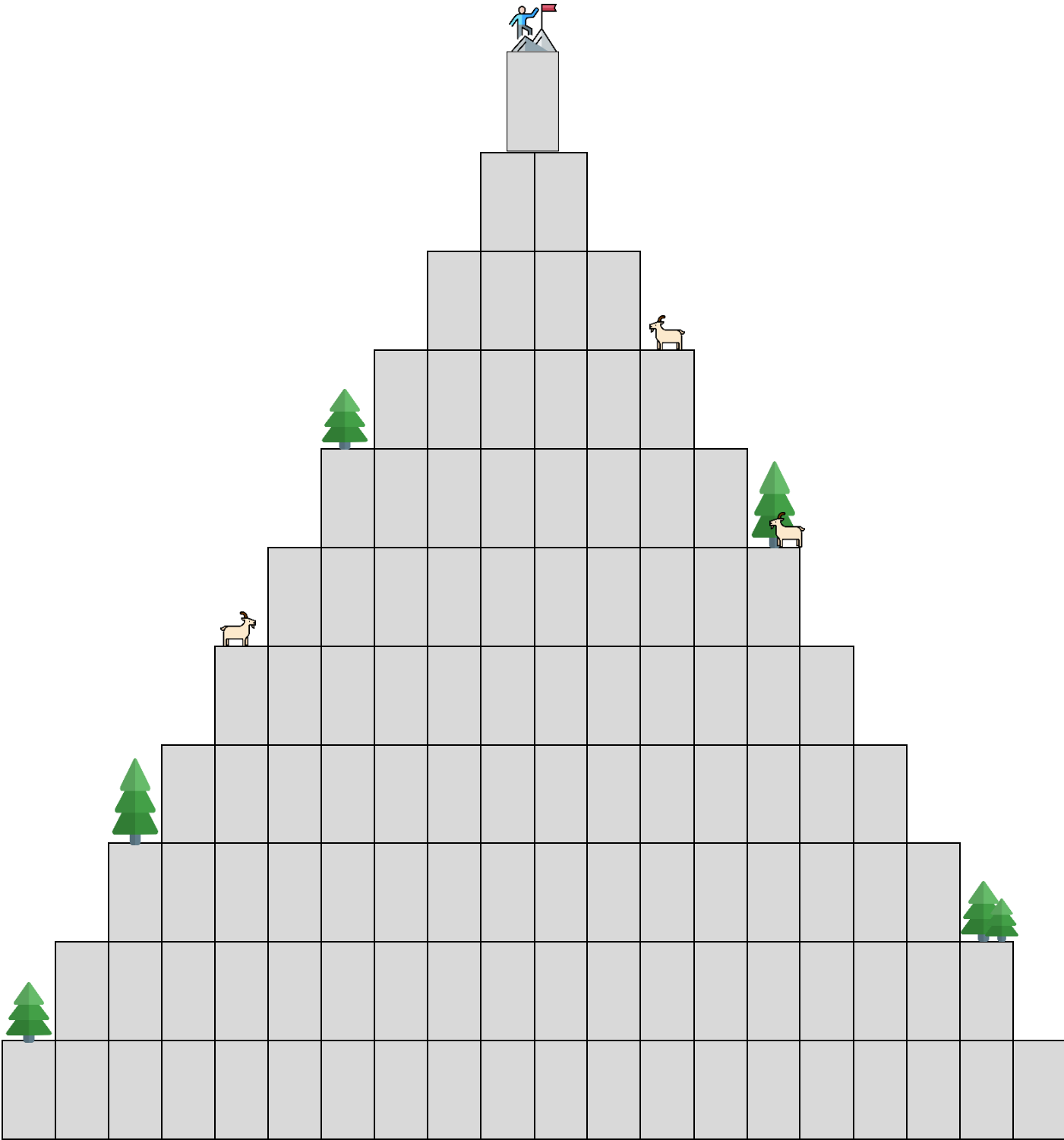
WB	NAME									
	MON		TUES		WED		THURS		FRI	
8.45 – 9.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
9.00 – 9.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
9.15 – 9.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
9.30 – 9.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
9.45 – 10.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
10.00 – 10.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
10.15 – 10.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
10.30 – 10.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
10.45 – 11.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
11.00 – 11.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
11.15 – 11.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
11.30 – 11.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
11.45 – 12.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
12.00 – 12.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
12.15 – 12.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
12.30 – 12.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
12.45 – 1.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
1.00 – 1.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
1.15 – 1.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
1.30 – 1.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
1.45 – 2.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
2.00 – 2.15	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
2.15 – 2.30	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
2.30 – 2.45	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
2.45 – 3.00	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊

YOU STRUCK GOLD!

REWARD	POINTS	REWARD	POINTS





Positive Pyramid!




Every time I'm (quality we are trying to promote) I get a sticker in the box.
It's a race to the top of the mountain!

Being (quality we are trying to promote) means:

Your text here

Your text here

Your text here

Your text here

Your text here

