



Inspire, Encourage, Enthuse, Enable
Colney Heath School

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‘We want Colney Heath to be a respectful, secure, creative learning community in which every individual has an opportunity to confidently and enthusiastically discover, explore and realise their highest potential.’

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AIMS

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Our policy is to enhance a child's self-esteem and respect for others and their environment both within school and the wider community. Through this shared belief we aim to promote meaningful and effective learning in a positive and friendly atmosphere where children learn to make the right choices for the right reasons. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

INTRODUCTION: A THERAPEUTIC APPROACH TO MANAGING BEHAVIOUR

We follow a therapeutic approach to managing behaviour. A therapeutic model is one which is based on the principle that there are better ways of changing behaviour than through the use of punishments or threats, and rewards as bribes, which can be ineffective (except for in the short-term) and sometimes harmful. This is a therapeutic approach which emphasises using preventative strategies and de-escalation techniques, rather than relying solely on reactive strategies. It is through changing the feelings that underlie behaviours that we can best change them: by creating positive experiences we may create positive feelings and thus positive behaviours. If we really want to help children to learn and develop in terms of their behaviour - to make it more 'pro-social' - then we need to have a culture that is rooted in understanding the feelings and experiences that lie behind the child's behaviour. Protective and Educational Consequences are used in place of punishments. (See appendix vi.)

Colney Heath is an inclusive setting that promotes equality of opportunity. We appreciate that children are individuals and that, as a result, different strategies will work to motivate them; we do not endorse a one-size-fits-all approach to managing difficult behaviour and encouraging 'pro-social' behaviour.

Our staff are all given regular training and support on this approach.

1. PREVENTATIVE STRATEGIES AND PROMOTING PRO-SOCIAL BEHAVIOUR

Our emphasis is on promoting the positive and teaching the children how to behave 'pro-socially'. The whole school community must promote pro-social behaviour through:

- building good relationships
- role modelling
- praise and encouragement
- explicit teaching of pro-social behaviour

Staff are expected to plan to prevent behaviour from becoming difficult or challenging.

1.1 Pro-social behaviour

Pro-social behaviour refers to social behaviours that are intended to help others (e.g. helping, sharing or co-operating) and behaviours that conform to rules and/or are socially acceptable.

1.2 Rules

Members of the school are expected to follow basic rules that keep everyone safe, respect people and property and enable the school to be a learning community.

Classes may produce age-appropriate definitions and display these in their rooms.

1.3 Motivating classroom environments: The 'climate' of the classroom is an important factor in preventing difficult, disruptive or dangerous behaviour and in keeping children motivated and engaged.

Children will learn best in a classroom where the adults:

- show that they care
- establish clear expectations in their classroom
- give children a high level of challenge along with a high level of support.

1.4 Learning behaviours (app xi): We want children to learn to take responsibility for their own behaviour and learning; one way in which we teach children about this is **through the PSHE curriculum**. We encourage children to challenge themselves, take risks and try new things. The five learning behaviours, **that are also referenced on the annual report**, are:

<p><u>Stickability</u></p>	<p><u>Communication</u></p>
<ul style="list-style-type: none"> • I persevere • I concentrate • I practise • I am an enthusiastic learner 	<ul style="list-style-type: none"> • I listen carefully to others • I share my ideas confidently and clearly • I communicate my needs in an appropriate way
<p><u>Reflection</u></p>	<p><u>Challenge</u></p>
<ul style="list-style-type: none"> • I think about my learning • I learn from my mistakes • I change what I do so I can improve • I recognise my achievements and I am proud of them 	<ul style="list-style-type: none"> • I will try new things (even if they seem hard) • I am brave • I enjoy challenging myself • I want to improve
<p><u>Creativity</u></p> <ul style="list-style-type: none"> • I am curious • I use my imagination • I use my initiative • I am open-minded 	

1.5 Team Points: In Key **Stages 1 and 2** team points are awarded to recognise and reward individual achievement. Each class have a reward system based on the number of points earned. This reward system is agreed by the class at the beginning of each new school year. Points can only be added to and should not at any point be taken out of the jar as a 'sanction'. **Each class contribute to the creation of a Reward Menu, for their class, that they are able to achieve and enjoy based on their Team Points.**

1.6 Marble jars: Class teachers can use a 'marble jar' to recognise and reward collective achievement. Once marble jars are filled the class may choose to do a celebratory activity. Marbles can be awarded for pro-social behaviours linked to the statement of responsibilities and learning behaviours. It is important to remember not to use marbles as a bribe and

children should be told the specific reason it is being given. Marbles can only be added to and should not at any point be taken out of the jar as a 'sanction'.

- 1.7 PSHE** Personal, Social and Health education is taught across all year groups on a regular basis as well as through assemblies. Within PSHE lessons children are given opportunities to participate in discussion. The purpose of these is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities each child has the chance to contribute and should feel listened to. These also offer the chance to model and teach children 'pro-social' ways to behave and to address concerns that the children may have in relation to learning or friendships
- 1.9 Reducing stress and anxiety:** Children cannot learn if they are feeling stressed or anxious so we ensure that there is time within the curriculum for children to relax through: mental health activities, Mindfulness strategies, regular time for learning outdoors, opportunities for children to make choices in relation to their learning.
- 1.10 Strategies for managing behaviour positively.** There are many ways that teachers and other school staff can keep the behaviour in the classrooms positive and to reduce the occurrence of disruptive, difficult or dangerous behaviours. Where difficult behaviours can be anticipated, teachers can plan strategies to minimise or prevent these e.g. through regular use of sensory activities for an individual. Please see the appendix i. 'useful strategies' for examples.

2. RESPONDING TO DIFFICULT OR DANGEROUS BEHAVIOURS

When faced with difficult or dangerous behaviours staff will respond in a way that is most likely to reduce anxiety and lead to changing the experience.

- **Effective use of language**
- **De-escalation**
- **Emotional recovery**
- **Reflecting, repairing and restoring**
- **Consequences.**

Details of these can be found in the Guidance section.

2.1 Effective use of language. When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and make the situation better. This means:

- using positive phrasing (saying what behaviour you want to see)
- giving a limited choice
- disempowering the behaviour (reducing attention for difficult behaviours)
- the use of logical consequences.
(See appendix ii. 'What to say')

2.2 De-escalation. All staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress staff will use our agreed 'de-escalation script' (see appendix ii. 'de-escalation script').

2.3 Emotional Recovery After any incident that has left a child feeling anxious or angry they will be given time and space to recover emotionally. This will vary for different children but spaces that can offer this include: the professional's room, the library. An adult will always be present or watching from nearby.

2.4 Reflecting, repairing and restoring. After an incident where harm has been caused, the children involved will be given time and space to reflect on what has happened, how they and others feel and the effects of what has happened. They will be guided to think about how they can repair any damage done (physically or emotionally) and how to restore relationships with those affected. Staff will use 'think sheets' (see appendix iv.) to support this process. Older or more able children may complete these independently; younger or less able children may just talk these questions through with an adult. This reflection will only be effective once the children are feeling calm and positive so there may be a necessary delay between an incident and the reflection process.

2.5 Consequences. Where children do not follow the expectations despite being reminded or where significant harm has been caused, staff may use consequences to reduce any further harm or disruption ('Protective consequences') and to teach the children how to behave pro-socially ('Educational consequences'). An educational consequence must always be given following a protective consequence to ensure that children are given the opportunity to learn from their mistakes. (see appendix v. 'Consequences')

3. BULLYING

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, gender, sexual orientation, social background, Special Educational Needs and Disabilities.

Complaints that children are being bullied are always taken seriously, whether the complaint is made by the victim or by someone else on their behalf.

All members of staff recognise that bullying is very distressing for everyone involved - every effort is made to handle complaints promptly, fairly and with sensitivity.

Bullying is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a short period of time (Risk Assessment Probability scale 2 or more)
- Difficult for victims to defend themselves against.

Details of the forms of bullying can be found in the Guidance.

It can take many forms but the main types are:

- **Physical** – hitting, kicking, pushing, kicking, hitting, punching or any use of violence, racial taunts, graffiti, gestures
- **Verbal** – name calling, insulting, making offensive remarks, sarcasm, spreading rumours, teasing
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.
- **Emotional**- being unfriendly, excluding, tormenting (eg, hiding equipment or possessions, threatening gestures, spreading rumours)
- **Sexual** - unwanted physical contact or sexually abusive comments
Homophobic, Biphobic, Transphobic. - because of or focussing on the issue of sexuality
- **Written** -offensive or threatening written material
- **Cyber** - All areas of internet such as email, internet chat room abuse

and social media sites. Mobile threats by text messaging and calls.

Mis-use of associated technology, ie, camera and video facilities

Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Bullying is monitored by **all staff, and the headteacher** reports to governors on request about the effectiveness of the policy. It is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's system (CPOMS), where incidents of behaviour are recorded, and by discussion with the headteacher.

Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

See: Dealing with a Complaint about Bullying – Appendix Xiii.

4. UNDERSTANDING BEHAVIOUR

We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. If a child is having a lot of difficulty with behaviour, we use a range of tools to aid our understanding of what the possible causes might be. These may include the Roots and Fruits model and Anxiety mapping (see appendices vii and viii). Where necessary we may then create an Individual Risk Reduction Plan (see appendix ix.) for that child which will be shared with parents/carers. We work closely with external agencies to ensure that children and their families receive support where it is needed. Also see below regarding Special Educational Needs and Disabilities.

5. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We expect all children to follow the **school and class expectations**. However, this will be more difficult for some children at certain times. To support children with difficulties that affect their behaviour, additional measures may **include a variety of strategies**. See guidance:

- Regular meetings between teacher and parent/carers.
- Home-school contact book (e.g. book of brilliance)
- Short term goals and targets linked to their provision map
- Involvement of external agencies
- Individual Risk Reduction Plan (see appendix ix.)

- Meetings with the SENCo (Special Educational Needs coordinator)
- Constructive indoor play at lunch or play times
- Reduced timetable (see below)
- Social stories

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has an Education Health Care Plan, is developmentally delayed or attachment and trauma experiences affect ability to follow rules). Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, SENCo and parents/carers.

6. PLAYGROUND BEHAVIOUR

Play and lunchtimes should be a positive experience for children and therefore children are expected to continue to follow the expectations when out on the playground. We have a range of positive measures in place to help ensure that play and lunchtimes are fun for all:

Playground Equipment: these are managed by our Lead MSA and are used to ensure that there is a good range of activities to keep the children busy.

Lunchtime club: an inside option identified for key children at certain times and run by a consistent member of staff. This is currently used mainly for KS2 children.

Buddies: Each Reception child is paired with a Year 6 child who becomes their buddy. The buddies support the younger children to manage lunchtimes especially at the beginning of the year.

Lunchtime rota: a nominated member of the Senior Leadership Team (SLT) is on duty every lunchtime to support with any behavioural issues.

7 Procedure for responding to difficult and dangerous behaviours

Level	Examples of behaviour	Actions and adult responsible	Reasonable adjustments Recording
Low level	<p>Being unkind: using a put-down (one-off), leaving someone out, spoiling someone's work/model, name calling</p> <p>Being disrespectful (to self/people/things): interrupting when others are speaking, drawing on exercise books, not helping to tidy up, answering back, refusing to follow instructions, bad language (one off), telling lies</p> <p>Being unsafe: something that might have caused some harm e.g. throwing a rubber across the classroom, pushing and shoving in the line, refusing to leave/ entering an area in the playground as requested</p> <p>Behaviour for learning: poor effort, chatting, disruptive noises, wandering around the room, distracting others</p>	<ul style="list-style-type: none"> • <u>Positive tactics</u> (Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others) • <u>Direct</u> (Gain child's attention – pause – direct them to do what you want them to be doing – and why) • <u>Warn</u> (Tell them what related consequence will follow) • <u>Protective consequence</u> (e.g. 5 minutes time-out or time-in, in class to allow the lesson to continue uninterrupted) • <u>Re-include</u> (attempt to re-include the child to the activity) • <u>Related consequence</u> given (e.g. clean up mess made, practise lining up, re-do/finish work) • <u>Praise</u> right behaviour choice once child has re-engaged in learning 	<p>In the case of a child with SEN, proactive strategies should be engaged to de-escalate the situation. . IEP and RRP details should be used.</p> <p>This may include, but does not limit, to these below e.g. sensory circuit, agreed time out, discussion around Zones of Regulation.</p> <p>No recording necessary (unless persistent)</p>
Moderate level	<p><i>Frequent or_persistent</i> low-level behaviour from any category above</p> <p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, laughing at someone's contribution or viewpoint;_refusal to listen to an adult</p> <p>Being unsafe: behaviour that could cause harm e.g. pulling a chair away, running around with scissors,</p> <p>Behaviour for learning: refusing to work or engage with the lesson</p>	<ul style="list-style-type: none"> • <u>Protective consequence</u> - Continue learning in an alternative learning space (neighbouring classroom or dining room with class TA) for rest of the session. Send 'learning elsewhere' card. • <u>Educational consequences e.g.</u> <ul style="list-style-type: none"> o think sheet completed in child's own playtime. Discuss with class teacher or TA. o opportunities to practise behaviours expected o explore consequences of breaking the rules on themselves, others and the environment. o Mediation/ apology letter 	<p><i>After consultation with parent:</i> <i>Internal referral to:</i> <i>Toy or Play Therapy e.g. Toy Box</i> <i>Mentor Group</i> <i>Social Skills support</i> <i>Parent Support Worker</i></p> <p><i>In the case of a child with SEN, where the above is already in place, a review of this provision may be necessary. Discussion with parents around a change of approach or development of RRP.</i></p> <p>Record of incident made on CPOMs by <u>reporting adult; linked to class teacher.</u></p>
<p><i>Serious/ Difficult</i></p> <p><i>Potential for a significant impact on the well-being of self or others. Support may be</i></p>	<p>Persistent moderate level behaviour from any category</p> <p>Being unkind: Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting</p> <p>Being disrespectful (to self/people/things): Swearing at someone (intentionally), vandalism, stealing from a lunchbox</p>	<ul style="list-style-type: none"> • <u>De-escalation</u> techniques if needed • <u>Immediate protective consequence</u> (Child to be taken to a safe place. SLT informed of incident but not necessarily to deal with incident. Child to stay with a member of staff for emotional recovery time) • <u>Reflect, repair and restore</u> to be carried out by class TA / Teacher • <u>Educational consequences</u> e.g. Think sheet completed in child's own playtime, clean up, letter of apology, work on safety 	<p><i>In the case of a child with SEN, a RRP should detail strategies in place. Investigation to see if de-escalation strategies were used and if so why were they not effective? What needs to be put in place instead?</i></p> <p>Incident recorded on CPOMs. Three incidents of serious or difficult behaviour prompts a review of strategies with the parent. Therapeutic recommendations are</p>

<p>required from school resources e.g. First Aid, nurture, Mentoring</p>	<p>Being unsafe: throwing/kicking objects that are likely to cause significant harm, absconding – from the classroom Behaviour for learning: inciting other children to misbehave.</p>	<ul style="list-style-type: none"> • <u>Further protective consequence</u> – may be need for child to work in another class for further sessions or stay in at lunchtime until they show they are able to follow the rule they broke. 	<p>expected to be engaged with and supported by parents. After parents have been contacted a referral to an outside agency may be agreed – Eg LINKS, St Albans+ etc SLT informed.</p>
<p>Extremely serious/ Dangerous behaviour Potential for impact that requires external agency support</p>	<p>Persistent serious level behaviour from any category Being unkind: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia One-off incident causing significant physical or emotional harm. Being disrespectful (to self/people/things): as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, stealing, verbal abuse to an adult Being unsafe: as above, Absconding – from the school site</p>	<ul style="list-style-type: none"> • <u>SLT</u> called for • <u>De-escalation</u> techniques if needed • <u>Immediate protective consequences</u> Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff for emotional recovery time. • <u>Reflect, repair and restore</u> to be carried out by SLT • <u>Educational consequences</u> – e.g. think sheet completed in child's own playtime, pay for repairs, plan in place for teaching behaviours <p><u>Further protective consequences</u> – child to work in another class or play indoors until they show that they are able to follow the rules. Possible suspension or exclusion, reduced timetable, intervention from other agencies, intervention form Governors, risk reduction plan. Any sanctions – but particularly where exclusion is considered - should be mindful of : Level of harm/ damage. SEN strategies that were in place Previous incidents – frequency, severity, targeted nature, timescale Involvement and engagement with support that has been offered. Where sanctions/therapies are applied more than once, it is expected that they would be more intense than those used at previous incident.</p>	<p>In the case of a child with SEN, a RRP should detail strategies in place. Investigation to see if de-escalation strategies were used and if so why were they not effective? What needs to be put in place instead?</p> <p>Incident recorded CPOMs SLT informed. Parents contacted</p>

Definitions :

Frequent – Weekly or less. The risk of this happening again is more likely than it not happening again.

Persistent – Daily, constantly or in the very least several times a week. There is a very strong likelihood it will happen at any given time.

8. Suspension and Permanent Exclusions

It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

In the event of a suspension or exclusion the school will follow its policy on suspensions and exclusions.

9. Part-time or reduced timetables

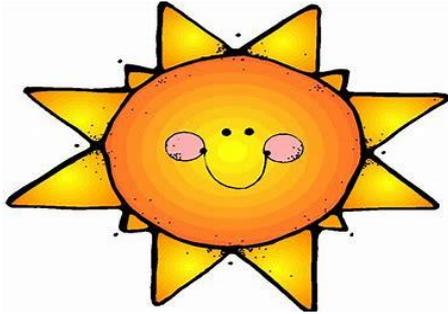
Occasionally it may help to reduce the amount of time that a child attends school. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure where their behaviour is persisting to cause harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support.

Appendices

Appendix i. Useful strategies for managing behaviour positively – an information pack for teachers.

Useful strategies for managing behaviour positively – an information pack for teachers

Let's keep our classroom climates sunny!



Show we care

Establish expectations

Empower learning – high challenge

Give support

Get to know the rules

Give the children regular opportunities to revisit classroom rules and discuss questions of morality such as: 'what reasons are there for being good?' or 'is it ok to break the rules when no-one is looking?' This helps the children to understand what the expectations are and also helps them to see why they are important so that children learn to do the right thing for the right reasons. Spend time discussing examples of kind, respectful, safe and learning behaviours in circle times perhaps by asking children to nominate one another for showing one of those qualities.

Public praise and private criticism

For most children, public acknowledgement of good behaviour can be very powerful in a positive way. Criticism should be as private as possible. Lowering a child's self-esteem is likely to increase misbehaviour. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

Three positives before a negative

Before criticising a child's behaviour or work, aim to have made three positive contacts with them beforehand (e.g. registration time should be used as a positive welcome and start to the school day with an opportunity to greet each individual). They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset or frightened (e.g. of failing). One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help from them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention. Explicit

teaching in classes of Protective Behaviours can support children's understanding of feelings thus allowing them to express themselves confidently and manage their feelings, thoughts and, therefore, behaviour.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger difficult behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. Ask another adult to step in if you are unable to suppress your own emotions.

Scan the classroom

Auditory as well as visual scanning of the classroom is essential. Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see and hear what is going on. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings, but try not to label them for them – you may get it wrong and make things worse. Try some phrases from the de-escalation script e.g. 'talk, and I'll listen' or 'I can see that something's happened; I'm here to listen if you want'.

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. A message or worry book between pupils and Teacher can be a good way for older children to communicate their anxieties immediately.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to the child/ren likely to cause disruption
- your facial expression
- your tone & volume of voice (If you raise your voice, lower it again quickly – a low quiet voice can carry more authority than a screech)
- your posture
- your choice of words
- the use of eye contact

Do they all communicate your confidence?

Do they tend to reduce the temperature or raise it?

Catch them doing the right thing

Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Moving from one task to another without teacher reminders
- Getting all equipment needed for a task without being told
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Saying please and thank you
- Willing to answer questions and contribute to group discussions
- Asking for help when they need it
- Taking a lot of care or putting thought into a piece of work
- Listening to another's point of view
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Taking turns and waiting for others

When children aren't following the rules try these strategies:

- ✓ Distract and re-focus the child. *"Shall we go and do a puzzle together?" "X, could you help me with..."*
- ✓ Ignore and praise the other children who are doing the right thing.
- ✓ Remind children of the expectations. *"Remember our expectation to ... not to ..."*
- ✓ Gain attention – Pause – Direct. Speak in a firm, but friendly way. Use the child's name to get their attention, pause and wait for them to look your way, then give a brief and clear instruction of what to do (not what they shouldn't be doing) *"X, (pause), Look this way, and listen"*
- ✓ Give them a phrase to use instead of their chosen words or actions (e.g. *shouting/snatching/speaking rudely*) *"Try saying 'Please can I have the ...'" "Try saying 'it made me feel sad when ...'*
- ✓ Point out the effects of their behaviour. *"When you ... you aren't able to concentrate on your learning" "You need to listen so that you know what to do" "x felt really hurt when you said ..."*

- ✓ Offer limited choice – where both things are of **equal value** to the child (resist the temptation to hide a consequence here). *“Do you want to start with a picture or use the computer to do your writing?”*
- ✓ Specific, genuine praise when they return to pro-social behaviour. *“Thank you for coming to join us on the carpet.” “I can tell that you are ready to learn because you are sitting still and facing this way.”*
- ✓ Always respond to the primary behaviour. Secondary behaviours should be ignored. Try to block any secondary arguments (e.g. a child argues back “they are talking too!”) with “maybe...but” e.g. *“maybe they are, but I need you to ...”*
- ✓ Avoid asking why questions as a response to low level disruptive behaviours as they can escalate things and make a child feel defensive e.g. *“why are you doing that?”*
- ✓ Think - What can I do to change the feelings behind the behaviour? Can I help create positive feelings?
 - *Feeling anxious – how can I allay their anxiety? (support with academic work – is it achievable?/ sensory diet exercises/ opportunity to be in control)*
 - *Feeling bored – how can I engage and motivate them? (choice within the activity/ keep them busy!/ have I talked for too long?)*
 - *Feeling left out/ different to the class – how can I make them feel included and welcome? (seating/ grouping/ cheery welcome/ group games/ circle times)*

Consequences – something that naturally follows the action (not a one-size fits all approach)

A Protective consequence could be used if the behaviour causes or is likely to cause harm. (Playtime inside/ escorted by adults at certain times/ individual workstation/ avoid lining up). Must always be followed by an educational consequence.

Time out as a consequence: A protective consequence can include removing a child if they are disrupting the learning of others and you've tried strategies to manage this, but it continues. Make sure you have already warned them of this (*SCRIPT “If you carry on ... you will have to work at/in... instead”*) Initially 5-10 mins time-out in class and then try to help the child re-join the class. If this is not successful then child can continue to complete learning in alternative space. *SCRIPT “when you ... it means your friends can't learn and I can't teach, so you'll need to do ... here.”*

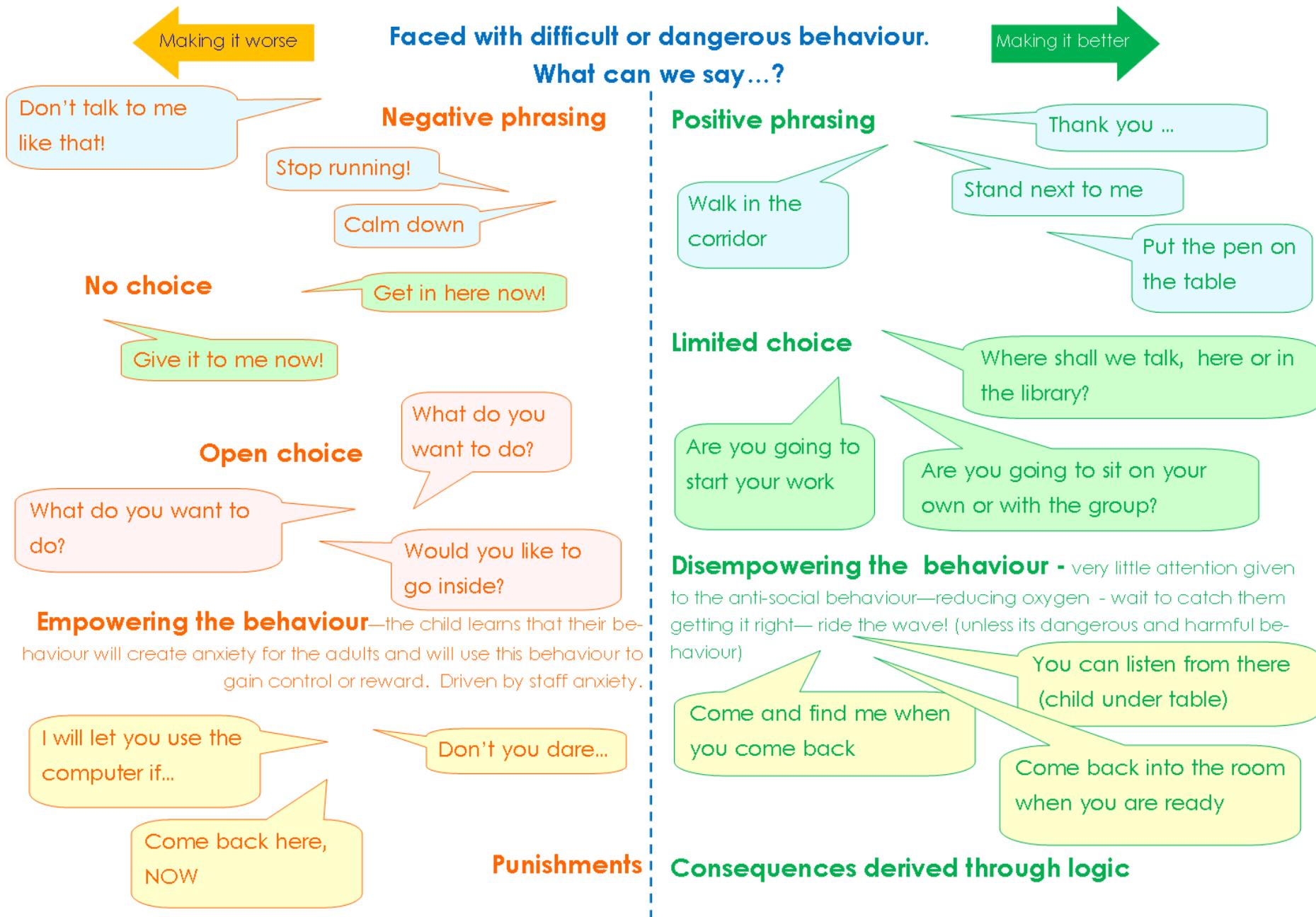
An Educational Consequence could include:

- ✓ Completing a task away from peers *“The other children on your table cannot concentrate, so you will need to complete your task over here”*
- ✓ Completing a task at another time *“Obviously you are not ready to go and do X; you still need to complete your task.”*
- ✓ Rehearsing *“You will need to show me that you can share the Lego nicely, so let's practise together now” (model language of sharing and turn taking). “I need to see that you can come in when the whistle goes, so that we can all get back into class ready for learning time, then I will know that you are able to go outside at playtime with everyone else.” (Short time outside to practise coming in. If not successful, playtime indoors).*
- ✓ Restorative meeting - time to meet and talk with a child affected by their actions.

- ✓ If the behaviour is persistent – try asking someone to observe and record everything that the child says/ does (don't tell them this is what is happening). Show the list to them later and discuss 1:1 – use think sheet questions as prompts.

IF LOW LEVEL BEHAVIOURS ARE PERSISTENT, think about ways to plan to PREVENT it. DISCUSS WITH SLT AND PARENTS/CARERS IF NEEDED.

IF A CHILD ABSCONDS FROM THE CLASSROOM, SEND A CHILD TO THE OFFICE WITH A RED CARD



De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Member of Staff:

Child:

Other children involved:

Adults involved:

Incident details

Previous incidents:

Outcome (Consequence)

Parent Involved:

Action if needed:

Subsequent information:

“Think Sheet 1”

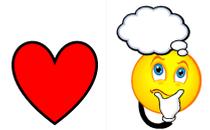


Name:
Date:
Time:
Class:

What happened?



What were people feeling and thinking at the time?



How can you fix things?



Consequences (protective/educational):

“Think Sheet 2”



Name:
Date:
Time:
Class:

What happened? 

What were people feeling and thinking at the time? 


Who was affected? How? 

How can you fix things? 

What will you do next time instead? What have you learnt? 

Consequences (protective/educational):

“Think Sheet 3”



Name:
Date:
Time:
Class:

When I did this

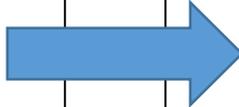


A large empty rectangular box for writing, with a thinking emoji in the top right corner.

This happened



A large empty rectangular box for writing, with a sad emoji in the top right corner.



Next time I will:



A large empty rectangular box for writing, with a small empty box in the top right corner.

My contract:

Next time I will make better choices

Signed:

..... (child)

..... (teacher)

Consequences (protective/educational):

CONSEQUENCES

A CONCLUSION DERIVED THROUGH LOGIC

SOMETHING THAT LOGICALLY OR NATURALLY FOLLOWS FROM AN ACTION

PROTECTIVE CONSEQUENCES

removing a freedom to manage harm.

- ◊ Increased staff ratios
- ◊ Limited access to outside space
- ◊ Escorted in social situations
- ◊ Differentiated teaching space
- ◊ Exclusion for H&S reasons

MUST BE FOLLOWED BY AN EDUCATIONAL CONSEQUENCE

EDUCATIONAL CONSEQUENCES

learning, rehearsing, teaching so that freedom can be returned

- ◊ Completing tasks
- ◊ Rehearsing
- ◊ Assisting with repairs
- ◊ Educational opportunities such as teaching about the impact of teasing/ use of racist language etc
 - ◊ Research
- ◊ Restorative meetings



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Anxiety Mapping



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion	Conscious	Seriousness	Probability	Severity Risk
	Evidenced	Sub-conscious	Of Harm	Of Harm	Score
	O/E	C/S	A 1/2/3/4	B 1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Individual Risk Reduction Plan (Doc 1)

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date...

Class Incident Log

Low level

Year

Date	Child's name	Brief description of difficult behaviour	Action taken by Class Teacher- Educational consequence ?	Restorative conversation ?

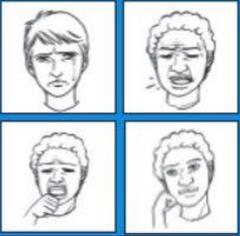
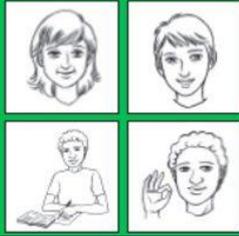
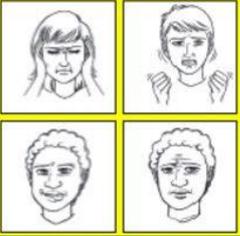
Individual Behaviour Incident

(Mid-level difficult behaviour or more difficult or dangerous)

Date	Name of child/ children	Year Group (s)	Where incident took place
Details of Incident			
Protective Consequence			
Educational Consequence			
Restorative Conversation			
Parent Informed ?			
Staff signature			



The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control. moving slowly or sluggishly.

The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behavior, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

In the classroom, students are provided strategies to help them regulate their bodies and get back to the green zone. We created a visual to help remind students of the different strategies they could use in the different zones. These strategies are meant to take no more than 5-10 minutes.

Dealing with a Complaint about Bullying

All reported incidents should be followed up promptly and effectively.

All serious incidents will be recorded on CPOMS (racist and gender issues will always be regarded as serious).

Victims should be supported and their self-esteem raised.

Bullies need to be helped to solve problems in a non-confrontational or competitive way. Victims will be supported to develop their assertiveness, resilience and independence skills.

In response to a complaint of bullying the school will identify an appropriate response, this may include:

- talk to the bullied child – see if they are happy to have a meeting with the bully and observers/rest of class.
- Have a circle time in class – we have a problem, can we solve it?
- Discuss how unhappy the bullied child feels and ask the group “how can we stop X from feeling like this?”
- Children's responses are written down on our Think Sheets
- Make an action plan – talk about it.
- Discuss the situation a week later to see how things are going. If these strategies do not resolve the problem and it continues the situation is then monitored
- A member of staff is identified to the child
- The identified person will ask the child every day if they have any incidents or concerns to report
- These are recorded on our CPOMS system.
- Parents are given regular feedback throughout the monitoring period
- The child identified as the bully is not usually approached during this monitoring period, but earlier adult intervention may occur during the monitoring period if this is felt necessary.

At the end of the monitoring period the matter is dealt with as is appropriate,

this may include:

- Discussion with both or all of the children involved
- Encouraging the children to recognise each other's point of view

- Giving the children the opportunity to discuss and question each other in a supported context
- Making appropriate inclusions in the PSHE curriculum
- Involving the children's families
- Sanctions for a child identified as doing wrong.

Explanation of Circle Time

Circle Time is an activity that is used in our school to help develop positive relationships between children. It aims to give them tools to engage with and listen to each other.

It is often used as an opportunity to solve problems that are affecting the class, for example too much talking during lessons, or someone being picked on.

The whole class takes part in Circle Time at the same time, usually led by their teacher, who sits in the circle with their pupils.

The circle encourages unity, respect, turn-taking and working together towards a shared vision. It also helps children work on five key skills, without which Circle Time doesn't work: thinking, listening, looking, speaking and concentrating.

Circle Time is used mainly in primary schools, although it can also work in preschool settings. It is sometimes used in secondary schools, too.

Ideally, it should take place weekly, and last between 20 and 50 minutes, depending on the children's ages and ability to concentrate. PSHE lessons may incorporate elements of Circle Time and it may also be used after events that require class discussion

It is usually led by a teacher, although sometimes older children run Circle Time for younger pupils.

Circle Time should not just be a time to chat; it needs a specific structure to make sure all children have the opportunity to be involved.

Certain ground rules apply, and children are often involved in deciding what those rules should be. Common rules include:

- Putting hands up to speak, and not interrupting;
- Taking turns;
- Allowing children to 'pass' if they do not want to speak;
- Valuing all contributions and not putting anyone down.

During Circle Time, children should sit in a circle, either on the floor or on chairs. Their teacher is part of the circle, too, and while they will direct the activities, they should aim to keep a low profile so children have a chance to speak up.

Often, an object like a large shell, a ball, a rubber egg or a teddy will be passed around the circle. When a child is holding the object, it is their turn to speak.

Teachers may choose from a range of activities, such as co-operative games, rounds, musical games, drama activities, talking and listening exercises, puppets and masks.

Sometimes, a particular issue that is affecting the class, school or a pupil is tackled; on other occasions, there may be more general discussions around thoughts and feelings. Where there is a problem to be discussed, individuals should not be identified.

A typical Circle Time might follow the following format:

- Children are reminded of Circle Time rules.
- A game to focus attention and engage interest
- An introduction to the main topic – this might involve a story or video where a scenario is introduced for discussion; a prompt that can promote thinking
- Opportunities for children to contribute their thoughts
- A summary of the issue, perhaps agreed actions and how children can find out more
- A game or mindfulness activity to refocus the children back into other learning

Circle Time should be fun and light-hearted, and always ends on a positive note with an activity that calms children down and gets them back into learning mode.

Circle Time has many benefits for children as individuals and their school. These include:

- Improved speaking and listening skills.
- Increased self-esteem.
- A sense of community.
- An understanding of how their behaviour affects others.
- Improved emotional intelligence.
- Improved problem-solving skills.
- A sense of responsibility.
- Improved relationships between children, and between children and their teacher.