



Behaviour Policy

October 2022 – reviewed annually

Date policy ratified by governing body/trustees:

Date of policy publication: 11th October 2022

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The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy review dates and changes

| Review date | By whom | Summary of changes made | Date ratified by governors/trustees | Date implemented |
|----------------------|---------|--|-------------------------------------|-------------------------------|
| 11 th Oct | KB | Change of phrase 'time-out' to 'safe space' following on from consultation | 10 th October 2022 | 11 th October 2022 |
| 21 st Nov | KB | Added behaviour plan examples for challenging behaviour | | |

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All staff at Elmsleigh School are committed to safeguarding and promoting the welfare of children and are aware of procedures for reporting concerns.

This policy is written with an understanding of the diverse and individual needs of children, including Looked After children.

1. Philosophy

At Elmsleigh we expect a high standard of behaviour, based on a confident, firm, proactive but nurturing approach incorporating positive language. We believe in encouraging children to value and respect people, property and the environment.

E – Enjoyment and enthusiasm,

L – Life Long Learning,

M – Motivates,

S – Safe and Secure,

L – Love and Respect,

E – Engaging communities,

I – Inclusion,

G – Going for Goals,

H – High expectations

OUR SCHOOL INTENT

- ▶ **At Elmsleigh Infant school our intention is for every single child to have the knowledge, skills and purposeful experiences to provide them with the foundations to build a brighter future.**
- ▶ **We believe that creating a magical, nurturing, safe and compassionate learning environment can enable our children to be responsible and respectful citizens who are ready for the next stage in achieving their ambitions as independent learners.**
- ▶ **Elmsleigh is on a mission to change lives every day to ignite learning through passion, motivation and commitment to ensure that children reach their full potential.**
- ▶ **Right from the start, we want every child to become confident communicators in order to grow in becoming successful and resilient in all areas of the curriculum and in their wider community. Everything we believe in is underpinned through our clear and consistent approach throughout the school.**

2. Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, happy and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour by making boundaries of acceptable/appropriate behaviour clear to keep everyone safe.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To encourage increasing independence and self-discipline and self-control so that each child learns to accept responsibility for his/her own behaviour.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To enhance the pupils' self-esteem and encourage self-respect and respect for others.
- To ensure that our children recognise their own personal development and mental health as a priority by developing interpersonal skills that facilitate co-operation with others, problem-solving and rational conflict-resolution skills.

3. Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and private (stickers, dojo awards, certificates, golden box tickets, celebration assembly mentions, praise).
- A whole school approach is used when dealing with inappropriate behaviour.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. Definitions of behaviour

Misbehaviour is defined as:

- › Disruption in lessons, between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › Vandalism
- › Theft
- › Fighting
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. Bullying

It is important that children, school and parents have a shared understanding of the definition of bullying. The 'Anti-bullying alliance' defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.' (2020)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally a one-off incident may occur. This one-off incident would be taken as seriously as repetitive incidents particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required. Elmsleigh would take very seriously, following our behaviour policy as appropriate.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

- Instances of bullying will be reported to the Head who will speak to parent, member of staff or child who made report.
- The Head will discuss with the above who, when, where, how often, specific circumstances?
- Incidents will be recorded on Microsoft Forms.
- The situation will be monitored.
- Staff including Midday Supervisors will be informed at weekly staff briefings of the situation in order to monitor indoor and outdoor sessions.
- Issues will be discussed at SMT meetings and at the Pastoral meeting.

The Head will:

- Speak to the victim.
- Speak to the perpetrator.
- Strongly remind the perpetrator/s of school rules and that bullying is not acceptable.
- As a first line approach attempts will be made to seek agreement with a group of children including the "bully" ways of making the victim's time at school happy.
- All parents will be consulted.
- Efforts will be made to ascertain underlying causes.

Work will be undertaken to support both victim and perpetrator. This may involve the pastoral lead Mrs T Arckless and the SENDCO Mrs N Stokes if wider family support or Early Help is considered appropriate. The class teachers concerned will ensure appropriate circle time / PSHE work is undertaken. Additional support may be appropriate such as playground leaders, kindness captains and consulting the school council.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to the Pastoral Team via Microsoft Forms. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the termly report. The Anti-bullying policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Elmsleigh Infant and Nursery school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in the PSHE Matters curriculum including circle times.
- Regular assemblies
- Playground leaders
- Anti-Bullying week annually in November.
- Odd Socks Day
- Hello Yellow / Democracy Days
- Kindness captains for playground – introduce in November 2022
- Weekly Assemblies on British Values and Elmsleigh values
- Specific curriculum input on areas of concern such as Cyberbullying and Online safety
- Parent information events/information
- Family support
- Staff training and development for all staff
- Positive play
- Pastoral support

- Mental health weeks and days
- Zones of regulation strategy

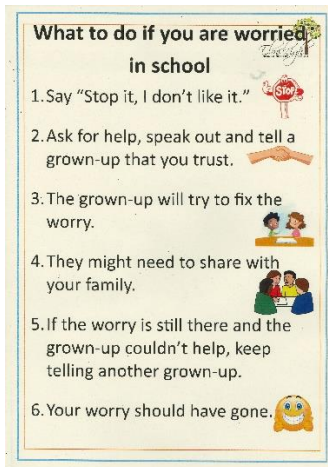
Children should be given specific strategies to support them in keeping themselves safe and in order to self-regulate:

- “STOP! I DON’T LIKE IT’ (children to use hand gesture when saying stop)
Tell them to walk away- if it does not stop then they tell an adult.

Teach them that if they feel like hurting someone they need to:

- STOP, THINK AND HOLD THEIR HANDS TO THEIR CHEST TO STOP THEMSELVES - then walk away - find an adult to explain why they are upset

Teach them the ‘What to do if you are worried’ poster and display poster in every room so that the teachers can refer to it.



Practise these phrases in specific scenarios and changing roles to ensure the children are fully aware of keeping themselves safe.

7. Roles and Responsibilities

Everyone has a responsibility for good behaviour: all staff; parents and the children themselves.

7.1 Governors

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

Governors will be informed of issues regarding conduct via the termly Headteachers Report. The Chair of Governors will be contacted regarding individual cases, which are causing concern.

7.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them share non-negotiables with the whole staff every September as part of INSET.
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from Microsoft Forms regarding behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

7.3 Teachers and staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils through a consistent approach
- › Modelling expected behaviour and positive relationships, offering good role models.
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording relevant behaviour incidents promptly using Microsoft Forms.
- › Challenging pupils to meet the school's expectations
- › To provide a challenging, interesting and relevant curriculum.
- › To treat all children fairly and with respect.
- › To foster good relationships with parents/carers.

The pastoral team will support staff in the behaviour reporting procedure and responding to reports.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy, making them aware of appropriate behaviour at all times.
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture
- › To show an interest in all that their child does in school
- › To encourage independence and self-discipline.
- › Bring their child to school every day and on time.
- › Follow the school's complaints procedure if you have a grievance

Elmsleigh will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › To work to the best of their abilities and allow others to do the same.
- › To adhere to the school's values by showing respect and compassion to their community
- › To adhere to Elmsleigh's rules and routines which include classroom rules, whole-school rules and playground rules.
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards
- › To comply with the instructions of all members of staff.
- › To take care of the school property and environment
- › To cooperate with other children and adults.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. Elmsleigh's behaviour curriculum

8.1 Whole School Ethos and Values

Elmsleigh has established six core values designed to empower children in understanding, reinforcing their expectations in school and promoting positive and effective behaviours for learning. These are embedded into the school curriculum, including weekly assemblies where the 'value of the week' is shared.



Elmsleigh School Rules

- Always follow instructions
- Be kind to everybody
- Take care of everything
- Talk quietly in school
- Always walk in school
- Keep your hands, feet and teeth to yourself
- Always tell the truth

8.2 Classroom management

Teachers set up their own classroom rules at the beginning of the school year as part of transition week with the children. Rules are displayed in the hall and classrooms. Children should be purposefully and happily employed in a safe environment throughout the school day.

Children should feel valued and secure, be encouraged to care for others and develop a positive self-image regardless of their identity. Teachers will create and maintain a stimulating environment that encourages children to be engaged

All staff will:

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Teach specific phrases to all children to make requests, needs, wishes and feelings known:

For turn taking:

- The 5 minute rule
- 'Please can I have a go / have that toy etc'
- 'You can have it in 5 minutes'
- 'thankyou'
- [demo use of a timer]

For managing upset annoyance and allowing for thinking time teach:

- 'STOP! I don't like it'
- tell them to walk away – if it does not stop then they tell an adult.
- Teach them that if they feel like hurting someone they need to:
- STOP AND THINK AND HOLD THEIR HANDS TO THEIR CHEST TO STOP THEMSELVES – then walk away – find an adult to explain why they are upset
- Practise these phrases in specific scenarios, changing roles.
- Observe play in the class room and outside, intervene to remind of these strategies and expect the children to then sort out – only take over if it is breaking down. Congratulate both sides specifically when they have sorted an issue ['well done you remembered the 5 minute rule' / to say 'stop I don't like it' etc.

8.3 Zones of Regulation

At Elmsleigh, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a range of activities to help a child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. (See Appendix C).

The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children through to Year 2.

8.4 Suggested Strategy for resolving conflict

Teach the children that they must wait and take turns to speak in a dispute and you will listen to both sides. If you do need to sort an incident between 2 children remind them that you will listen one at a time– do not launch in [even if you think you know what has happened – they need to learn that you will be fair and listen and they are then less likely to panic, overreact, run off or lie

Teach specific phrases to all children to make requests, needs, wishes and feelings known.

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked. When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action

9 Responding to good behaviour

Many rewardal strategies are implemented to instill and embed a positive and successful learning environment.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

9.1 Rewardal strategies for positive encouragement include:

- Staff congratulating children and positively promoting good behaviour.
- Celebrating achievements with others, either in class or during Special Mentions Assemblies. Positive feedback to parents (verbal and written via Postcard home, for example) Class Dojo points, Stickers
- Presenting good work to the Headteacher or other class teacher
- Be clear and consistent with the children what they can and cannot do (rules).
 - Constantly recognise those children who keep the rules (i.e. a balanced combination of rewards and sanctions).
 - Plan to deal with unwanted behaviour in a manner that is likely to reduce the behaviour recurring (i.e. don't reward children for bad behaviour).
 - Let everyone know there are rules and make it in everyone's interest to keep them – children, teachers, support staff, parents, governors
 - Embed school values into weekly assemblies to promote good behaviour
 - Have high expectations, plan for and expect good behaviour
 - Value one another
 - Model the behaviour that you want to see.
 - Use positive language.
 - Be confident.
 - Attune to children
 - Separate the (inappropriate) behaviour from the child
 - Use the language of choice
 - Keep the focus on primary behaviours (always focus on 'what' not 'why')
 - Actively build trust and rapport
 - Always follow up on issues that count
 - Work to repair and restore relationships
 - Manage behaviour at its lowest level

- Use Class Dojo rewards (25 dojos to trigger children to choose from classroom treat box)
- Use of praise postcards
- Praise - verbal and non-verbal
- Golden certificate presented during class assembly
- Show and tell assemblies and weekly celebration to recognise success
- Lunch-time rewards
- Afternoon tea with the Headteacher

9.2 Golden Time

- ◆ Each class employs a 'Golden Time' that takes place each Friday afternoon.
- ◆ Children select a variety of activities for Golden Time.

10. Responding to mis-behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

10.1 Sanctions

- Ensure sanction matches misdemeanour
- Verbal/non-verbal warning [symbol/sign/spot countdown] x3
- Remind child of appropriate behaviour.
- Remove from problem.
- Explain terms of return to group/class.
- Ensure clear simple language used with symbol support if necessary
- 'thinking time' as appropriate i.e. 5 minutes taken off playtime to complete missed work

If misbehaviour persists:

- outside - stand by member of staff for 2 minutes/'Safe space' zone

If misbehaviour continues to persist:

- Inform the pastoral team - record on Microsoft Forms – inform parents
- If continual behaviour persists, inform parents of incident and invite into the classroom to discuss - informally.

- If severe meet with parent/carers and involve the Headteacher

At any point, a child could move to another classroom and have a calm down walk or a safe space where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices.

A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules. Staff need to use their professional judgement to know whether to complete an incident record within Microsoft Forms when a member of staff deals with a behaviour incident.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Elmsleigh may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › Referring the pupil to a senior member of staff
- › Phone call home to parents
- › Agreeing a behaviour contract
- › Sending the pupil to the Headteacher in extreme cases
- › Fixed term exclusions
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Some children with additional needs will have individual behaviour strategy plans that all staff are made aware of through meetings, personal passport information sharing and staff training. They may not be expected to follow the sanctions /guidelines as stated as inappropriate for level of understanding or tolerance.

The headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to pastoral lead to identify possible strategies
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support such as the FASST team
- Consideration of fixed term or permanent exclusion if all other strategies have proved Unsuccessful

10.2 Managing incidents of unacceptable or inappropriate behaviour from playtimes

Playtimes are an integral part of the school day - the playground should provide a safe, interesting environment. All children have an equal right to space, both in the playground and in school. Children should be encouraged to take care of their own property and respect that of others.

Elmsleigh Playground Rules

- **Keep your hands, feet and teeth to yourselves**
 - **Stay in the playground – keep away from bushes and trees**
 - **Follow the rules when you play games and with the equipment**
 - **Keep safe – stay away from the yellow bars and steps.**
 - **Stay outside**
 - **Always comes when an adult calls you.**
 -
- 1st bell = stop and stand still**
2nd bell = walk to your line.

Elmsleigh will follow the same behavioural expectations and philosophy at playtimes as the rest of the school day. Midday supervisors have all received CPD linked to the Zones of Regulation. Sanctions will be implemented that day based on the nature of the incident.

10.3 Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

10.4 Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
 - Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for

doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum and Zones of Regulation.

11. Child-on-child abuse

What is child-on-child abuse?

- [Keeping Children Safe in Education](#) defines child-on-child abuse as most likely to include but not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - Abuse within intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos
 - Upskirting¹, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
- Sometimes vulnerable children are targeted.
For example:
 - Those living with domestic abuse or with intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling, or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g. girls being sexually touched/assaulted or boys being subject to homophobic

¹ The Voyeurism (Offences) Act (2019) – upskirting is a criminal offence and anyone of any gender can be a victim

- taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
 - Evidence also shows that children with SEND, and LGBT+ children are at greater risk
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

11.1 Preventing child-on-child abuse

There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole school approach to safeguarding. Elmsleigh school will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

Elmsleigh school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of '*it could happen here*' and all inappropriate behaviour will be addressed.

Elmsleigh deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Elmsleigh's behaviour policy, including bullying/ online bullying and prejudice-based bullying and school/college screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches
- Online safety policy and other associated issues, including sharing nudes and semi-nudes and extremist material
- Children missing in education
- Relationships education/ relationships and sex education

11.2 Systems for children to report abuse

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or deputy

11.3 Action on concerns

Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In particular, reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the school will be treated just as seriously as that which has occurred within the education environment.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow the process outlined in Section 6. Responding to concerns about a child's welfare.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmful sexual behaviours been displayed?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g. coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/college, classes, or transport?

- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g. other children in school, adult students, school staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school premises (including any before or after school activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, school premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded in the child's records on My Concerns. This will include all decision making, risk and needs assessment and plans recorded in writing.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children's social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the Derby and Derbyshire multi-agency safeguarding [procedures](#), in particular [Children who Present a Risk of Harm to Others](#) and [Online Safety and Internet Abuse](#) procedures.

Elmsleigh school refers to the Contextual Safeguarding School [Beyond Referrals](#) Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. All relevant policies will be updated to reflect the lessons learnt and consideration given to the wider cultural issues within the school that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff.

12. Recording

Some children may require further records of behaviour incidents if they become a regular occurrence. This decision will be taken following on from discussions between the Pastoral Team / SLT and class teachers. Any child on a child protection plan or child in need, needs to be recorded on My Concerns.

If a child requires further monitoring of behaviours, staff may use the behaviour tally chart (Appendix C) and ABC chart (Appendix D) in order to gather information which will provide the evidence required to offer additional support and intervention for the child.

If behaviour escalates, further evidence will be required which includes a behaviour risk assessment and escalation chart in liaison with external professionals and the SENDCO. Children with challenging behaviours will have individual behaviour plans. (Appendix E)

If there are incidents which results in injury to a member of staff or pupil, a physical assault form is completed. ([Click here](#))

13. Monitoring Behaviour

The headteacher / SLT / Pastoral Lead monitor patterns of behaviour by reviewing Microsoft Forms and or My Concerns at least weekly during pastoral / safeguarding meetings. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class.

14. Use of Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint is a restrictive intervention involving direct physical contact to prevent, restrict or subdue movement of the body, or part of the body. Techniques seek to avoid injury to the child (and staff), but it is possible that bruising or scratching may occur accidentally. These are not to be seen as a failure of the technique, but a regrettable and infrequent consequence of ensuring that the child remains safe.

Elmsleigh Infant and Nursery School uses **Team Teach** as a training model for the management of behaviour for children who may display significant challenging behaviours.

Some children within the ERS may have challenging behaviour as part of their way of communicating. Staff are trained to recognise the signs that a child is in crisis and respond in ways to reduce their anxiety.

The **Team Teach** approach is at least 95% de-escalation and less than 5% physical intervention. At Elmsleigh Infant and Nursery School, we strive to create a safe learning environment where positive behaviours are promoted, anxieties are reduced and risks are minimised.

The **Team Teach** training with regular updates and refreshers means that staff are highly skilled at supporting pupils through the early stages of a crisis, avoiding reaching the point where a restrictive intervention is necessary.

When encountering a situation where Restrictive Intervention might be required, staff will try to summon assistance from a colleague or colleagues using **Team Teach** help protocol and help script. If there are other pupils present, and possibly being put at risk, it is good practice to remove the other pupils from the area until assistance arrives if this is dynamically risk assessed by Staff as the safest option.

Positive handling is the full range of **Team Teach** strategies used to **de-escalate, defuse** and divert in order to prevent violence and reduce the risk of injury to staff and pupils.

- **Escorts** – The use of Contingent Touch to encourage a pupil to walk to a new location
- **Guides** – The positive application of force to overcome minimal resistance prompting and encouraging a person's free movement.
- **Controls** – The positive application of force to overcome moderate resistance, guiding and directing a person's free movement.
- **Restraint**- The positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.

All Physical interventions have the purpose of safeguarding the person, other people or prevent significant damage to property.

Challenging behaviour often signals the need for support and it is essential to understand its underlying cause. All staff need to develop strategies and techniques for dealing with challenging pupils. **Team Teach** remains committed to the term "Positive Handling" to describe a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

15. Safeguarding

Elmsleigh recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

This Policy should be read in conjunction with the following policies / documents:

- Safeguarding
- Bullying Policy
- Physical Intervention
- Attendance policy
- Safer working practices
- SEN
- Relevant Personnel
- Online safety
- Home-school agreement

16. Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, resilience, responsibility, compassion, ambition and community amongst our pupils.

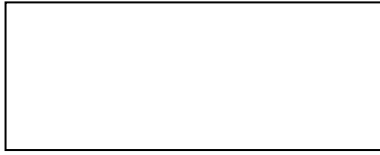
We want Elmsleigh Infant and Nursery School to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Elmsleigh are educated in a caring school where expectations are consistent and everyone strives for the best outcomes. We endeavour to work together to ensure that we achieve these worthwhile goals.

- Head Teacher: Mrs K Burton
- Safeguarding Team: Mrs K Burton [DSL] Mrs T Arckless [DDSL]
- SENDCo (Special Educational Needs and Disability Co-ordinator) : Mrs N Stokes
- SEN Teacher: Mrs N Stokes
- SEN Governor: tbc at Autumn term Governor's meeting

- Safeguarding Governor: Rachel Rayner

- Signed:



- (Chair of Governors)
- Ratified:

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APPENDIX A

Additional strategies to support behaviour may include:

- Small Group (during breakfast club and lunch-time)
- Positive Play group / 1:1 work with the pastoral lead
- ABC Behaviour Chart and incident log
- Work with parents / carers
- Additional support in place as appropriate e.g escape routes for stressed /'trapped' / reflection-time tent/calming down area for children
- Access for sensory room
- Recognise signs before child overwhelmed [attune]
- Separate play and lunch times
- Use specific charts for particular children – you are earning the right to have the same privileges as your peers [not extras]
- Behaviour plan
- Risk assessment
- Contracts
- Early Help referral
- Referral to the FASST team
- Fixed term Exclusion

Strategies for low-level Behaviour

Try to deal with lower level behaviour yourself and only send to head as last resort – much better to send to head with positive news to share. Ensure all adults in the room are aware of your strategies and their own potential role both with individuals and the whole class.

Ask adults supporting individual children to use symbols and gesture to ensure good listening at carpet time rather than talking to the children.

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Chatter between adults should be kept to an absolute minimum – adults talking can encourage low level disruption by the children and discourage good listening.

Use of the visual timetable/ a timer for transitions, general symbol use with instructions and a 3 spot de-marker can be invaluable in supporting all the children.

Keep language simple - single words or very short phrases - begin with the child's name to ensure you have their attention, try to gain eye contact. When possible, use symbols, gesture and sign

Try not to rush a response – be patient –thinking time may be all that is needed.

When expecting compliance give requests to the whole group –rather than drawing attention to a particular child – in some instances ensure you have given that child eye contact whilst doing so / in others this should be avoided! Attuning to individual needs is essential as there is no 'one shoe fits all'.

- Be consistent
- Be confident
- Expect compliance!
- Do not over praise – simple smile, thumbs up is more productive in long run.
- Find opportunities for praise [catch them being good] and be explicit in praise 'well done you sat still and waited'
- Encourage wanted behaviour by noticing/rewarding positive behaviours in all the children 'well doneis sitting quietly, keeping hands to self-etc.
- Demonstrate that you like them
- Find opportunities to share an interest, chat, play etc. particularly to model social play [sharing/turn taking/requesting]
- Always use positive language when reminding of expectations 'remember you are earning a star, golden time...' etc rather than 'you won't get...'
- Give an alternative to the unwanted behaviour – 'you can do this' rather than 'don't do that.'
- Do not talk about the behaviour to others in their earshot- but allow them to hear positive comments about them to others.
- Do not label as 'naughty' [it is the behaviour you are not happy with not the person]
- Set up situations for all to earn privileges rather than just the focus child eg:
You choose where all children sit in the circle – notice 'good sitters ' and choose a couple of these each session to choose where they sit [this works better than singling out certain children to be separated all the time and encourages these children to try for the chance to choose to sit with their friend –they then begin to realise it is a privilege they may be trusted with again]
- Do not let them lead/be first every time – remind/explain rules clearly before giving instruction [it might not be your turn first etc. but you will get a go]
- Increase waiting time gradually in choosing games or leading roles
- Be mindful of gender stereotyping and speak to all children through an unbiased approach.

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Acting out/defiant behaviour

Use limited language – no long explanations [symbols often help even verbal children as their listening / understanding decreases when dysregulated] **ALWAYS remain calm and confident**

Choices

Use the language of choice

(eg, 'either choose to work now or choose to work at playtime' / choose to do this or choose to sit alone.)

- ◆ It gives children confidence by giving them responsibility
- ◆ It regards mistakes as a normal part of learning
- ◆ It removes the struggle for power
- ◆ It has a positive emphasis
- ◆ It links principles and strategies

These can simply give the child valuable thinking time - think about the type of choice you offer; there are two basic types and in both you need to be confident and expect compliance. The aim of both types of choice is to ensure compliance and to enable the child to have some feeling of control. Ensure the choice you offer is acceptable to you so that you are happy with the choice the child makes [don't offer a choice and then become angry with the choice made!!]

Avoid adding to choices or changing them – be clear and specific.

- To expect compliance but with allowing a feeling of control for the child before refusal is evident [in task choice] - 'you can choose to use a red/blue pencil'. 'you can choose to sit here or there'. 'you can carry this or that' Etc, this can disarm refusing behaviour before it starts.
- When refusal /defiance has begun give a clear choice one is compliance and the other is 'boring' [no toys etc]
- 'Choose to join in or choose to sit alone'
- In either case do not start negotiating – that is the choice.
- Remain positive
- Encourage peers to ignore behaviour – this needs teaching
- Ignore a tantrum rather than cajole
- Do not get involved in an argument – make your expectations clear, expect compliance – leave space for them to digest and comply.
- Remove objects that can be missiles – remove peers if situation becomes explosive.
- Individual charts can be very useful – be careful of language and of the reward
- Benefits are twofold –child recognises the need to comply for favoured activity [not for a treat] peers see that they are not getting special treatment simply having to behave as we all do to enjoy the same privileges.
- SEN children may have individual strategies in place either on separate plans or passports

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APPENDIX B

Zones of Regulation

| Blue | Green | Yellow | Red |
|---|---|--|---|
|  Low |  Happy |  Wobbly |  Angry |
| Running Slow | Good to Go | Caution | STOP |
| unhappy tired withdrawn tearful | positive proud calm focused | excited nervous frustrated annoyed | mad furious yelling aggressive |

Behaviour Incident Log – APPENDIX C

INCULDE: HURTING PEERS AND ADULTS / DANGEROUS BEHAVIOUR EG THROWING AND DAMAGING EQUIPMENT / SWEARING

| Deliberate hurting | Low level physical contact i.e. contact that doesn't injure e.g. pushing | Frequently self-harms ie: bangs head | Seeks to damage property ie: throwing chairs | Smears bodily fluid | Requires 1 to1 support for feeding | Puts self in frequent danger | Is actively looking to run away or escape. | Is extremely sensory seeking including self - stimulation | Frequently and unpredictably shows extreme emotions. (e.g. uncontrollable laughing, screaming, behavioural meltdown | Inappropriate use of physical environment: climbing/ dropping to floor/ throwing objects | Pulling hair | Refusal to follow instructions / disruption |
|--------------------|--|--------------------------------------|--|---------------------|------------------------------------|------------------------------|--|---|---|--|--------------|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |

Week beginning: _____

APPENDIX D

Name _____

ABC chart

| Date | Antecedent [what triggers – immediate or cumulative – eg mum cross / not with friend / work demands etc] | Behaviour | Consequence - what happened, but what <i>is</i> child getting from the behaviour? | Notes | Staff |
|-------------|--|------------------|--|--------------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

APPENDIX E

Positive Behaviour Support Plan Example

| | | | | | |
|-------------|--|--------|--|-------|--|
| Name: | | Class: | | Date: | |
| WHO | <ul style="list-style-type: none">• I am a smiley, sociable boy.• When I am relaxed I am chatty.• I like to play with toys and small world toys i.e. cars, trucks.• I like books about transport and will happily flick through the pages, looking at the pictures and making comments.• I am kind, caring and friendly.• I am happy and like to interact with resources. | | | | |
| WHAT | <ul style="list-style-type: none">• I tend to fiddle with small resources and can become obsessive over them, not wanting to share with my peers.• I can find sitting for longer periods difficult.• I copy behaviours, sometimes these are not good examples and I follow others.• I can be very stubborn.• I sometimes refuse to do adult led tasks - I say 'no, not today' if I don't want to do what you are asking.• I occasionally tip/ throw resources on to the floor or damage them in some way.• I sometimes stamp my feet and make high pitched noises if I am becoming agitated.• I sometimes say unkind things to others around me.• I become very excited at times and need reminding to keep calm.• Occasionally I will hit out, kick or squeeze people when I am getting cross.• I often bite my nails and they can become sore. | | | | |
| WHY | <ul style="list-style-type: none">• I want your attention.• I can't concentrate.• I like to control certain situations.• I like to see the reaction of the other pupils.• I sometimes don't know how to behave during the child initiated activities.• I want to play with my friends.• I like to copy my peers negative behaviours.• I'm not sure what's happening next.• I need help to relax. | | | | |

HOW

| | |
|------------------------------|---|
| PRO-ACTIVE STRATEGIES | <p>Skills I need to practice:</p> <ul style="list-style-type: none"> • Working independently for longer periods of time. • Relaxation techniques. <p>How you can help me with this:</p> <ul style="list-style-type: none"> • Give me short, achievable tasks and make sure the expectations are clear. • Practice relaxation techniques I can do on my own. Teach me how to ask for a massage/ time out. Ensure these strategies are easy for me to access. • Praise me for good behaviour i.e. good sitting, listening, and work. • Reward my good behaviour with preferred toys and activities. • I have a sensory diet programme which I need to do every day. |
| ACTIVE STRATEGIES | <p>My early warning signs/ behaviours:</p> <ul style="list-style-type: none"> • I tend to fiddle with small resources and can become obsessive over them, not wanting to share with my peers. • I can find sitting for longer periods difficult. • I copy behaviours, sometimes these are not good examples and I follow others. • I can be very stubborn. • I sometimes refuse to do adult led tasks - I say 'no, not today' if I don't want to do what you are asking. • I occasionally tip/ throw resources on to the floor or damage them in some way. • I sometimes stamp my feet and make high pitched noises if I am becoming agitated. • I sometimes say unkind things to others around me. • I become very excited at times and need reminding to keep calm. • Occasionally I will hit out, kick or squeeze people when I am getting cross. • I often bite my nails and they can become sore. <p>How can you help me?</p> <ul style="list-style-type: none"> • Distract/ Redirect me with a job or alternative activity. i.e. massage. • Use the class 'happy', 'ok' and 'sad' faces in the classroom to give me a visual reminder of how the adults feel about my behaviour. • Remind me of the different strategies I have to help me calm down. |
| REACTIVE STRATEGIES | <p>How you can help me when my behaviours are at peak levels or I'm in a crisis:</p> <ul style="list-style-type: none"> • Position me away from pupils or items that cause distraction. • Try distraction techniques listed above. • Change the staff member working with me. • Offer me time in the chill room. • Give me space – move other pupils away. <p>If Child Ais at risk of harming himself or others use a 2 person escort to move him to a safer area. (See risk assessment for planned physical intervention).</p> |

| | |
|----------------------------------|---|
| POST INCIDENT SUPPORT | <p>How you can help me after a crisis has occurred:</p> <ul style="list-style-type: none"> • Offer me massage and/ or time in the chill room. • Redirect me with a positive activity. • Do not talk about the incident in front of me as this could cause my behaviour to escalate again. • Ring my mum to tell her what has happened. |
| REVIEW | |
| DATE | |

| SIGNED: | Print Name: | Sign: | Date: |
|---------|-------------|-------|-------|
| TEACHER | | | |
| PARENT | | | |
| PUPIL | | | |

| Positive Behaviour Support Plan Example | | |
|--|--------|-------|
| Name: | Class: | Date: |
| WHO | | |
| WHAT | | |

| | |
|------------|--|
| WHY | |
|------------|--|

| HOW | |
|------------------------------|---|
| PRO-ACTIVE STRATEGIES | <p>Skills I need to practice:</p> <p>How you can help me with this:</p> |
| ACTIVE STRATEGIES | <p>My early warning signs/ behaviours:</p> <p>How can you help me?</p> |
| REACTIVE STRATEGIES | <p>How you can help me when my behaviours are at peak levels or I'm in a crisis:</p> |
| POST INCIDENT SUPPORT | <p>How you can help me after a crisis has occurred:</p> |

| | |
|---------------|--|
| REVIEW | |
| DATE | |

| SIGNED: | Print Name: | Sign: | Date: |
|---------|-------------|-------|-------|
| TEACHER | | | |
| PARENT | | | |
| PUPIL | | | |