# MEXBOROUGH ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

# Behaviour Policy

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| **Policy updated:** | **September 2021** |
| **Adopted by MSJ:** | **September 2021** |
| **CoG signature:** | |
| **Review date:** | **September 2022** |

At Mexborough St John's we are committed to providing a broad, balanced and effective education for all the children who attend our schools. We recognise that schools have a statutory duty to maintain good discipline and have formulated this policy with regard to DfE Advice for Headteachers and school staff: Behaviour and discipline in schools (January 2016).

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within school
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

The expectation of children and staff in our schools is that they will follow the school values to be the best that they can be. These are:

**Hope**
**Honesty**
**Respect**
**Stewardship**
**Forgiveness**

**The expectation of adults is that they will:**

- Actively model appropriate behaviours and consistently apply the policy fairly, without favour
- Encourage, praise and listen to children
- Maintain a calm and rational disposition at all times
- Get to know the children as individuals including their interests
- Have high expectations of children's attitudes to learning, play and transitions through school
- Provide security, safety and acceptance and provide a physically and emotionally safe environment
- Raise self-esteem by communicating a sense of importance, ensuring children experience a sense of their own worth
- Establish a culture of positive rewards to ensure a consistent approach across school
- Celebrate positive behaviour and instil a sense of pride in those pupils achieving this
- Teach children explicitly to understand and manage feelings; encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- Collaborate with school leaders in order to uphold and maintain high standards of behaviour within school
- Collaborate with the SENCO/Inclusion Support Workers in order to create a personalised Inclusion Support Plan which enables each child to thrive
- Keep a record of all incidents of serious or gross misconduct and ensure that the Headteacher and parents/carers are informed of any such incidents within that same day
- Work in partnership with parents/carers, school based staff and outside professionals and ensure that advice is understood and implemented
- Ensure that time is taken to reflect upon the sequence of events leading up to an incident in order to understand the needs of the child and in order that that preventative measures can be taken to avoid the same escalation next time
- Ensure that a restorative conversation is had between the adult and child

**The expectation of pupils is that they will:**

- Follow the St Johns values at all times.
- Learn what good behaviour means and value their contribution and role within the school and wider community.
- Use the reflection time provided to them to consider how their choices are impacting on others, and learn how to deal with any future tricky or reoccurring situations.
- Listen effectively.
- Work to the best of their abilities to achieve their potential and allow others to do the same.
- Treat others with courtesy and respect.
- Be well mannered and polite.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

**The expectation of parents and carers is that they will:**

- Support the school to manage behaviour in a positive and supportive way.
- Communicate with school to the best of their abilities. A text messaging service, emails, newsletters, Facebook and the school website are to be checked by families as the primary sources of information.
- Show an interest in all that their child does in school; encourage, guide, support and challenge.
- Teach children how to manage feelings and changes.
- Be role models for children and model positive social relationships.

**The expectation of the governing body is that they will:**

- Be kept informed of all issues relating to this policy.
- Review this policy with the deputy teacher at an appropriate time.
- Question incidents and issues as appropriate.

## Behaviour Approach

Behaviour is part of the learning process for many children and it would be unrealistic to expect them to get it right all of the time.

Here at Mexborough St John's, we take a restorative approach to behaviour and aim to teach children how to repair any harm caused in a situation. Research shows that this helps children to make good choices and change patterns in their behaviour. Children are supported to reflect on their own behaviour to make correct choices about their conduct. We seek to provide security, safety and acceptance in a physically and emotionally safe environment. We adopt strategies to reduce risk and members of staff are trained to handle a difficult situation in a positive way. We seek to listen and communicate; understand the behaviour rather than to merely react to it.

We believe that behaviours which are positively rewarded are more likely to be repeated and so we believe it is important that children enjoy a rich range of positive rewards across each and every school day. The types of rewards used across the school are varied and reflect the individual nature of class and groups and pupils.

| Positive Rewards |
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| Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their special achievement with the Headteacher in order to receive a special 'Headteachers' sticker. A wide range of further rewards are also used to promote positive behaviours: |
| **Go Show**<br>Pupils can share their learning or special achievement with other members of staff and classes in school. Pupils enjoy having their successes shared and acknowledged and feel proud when given this opportunity. |
| **Class Praise**<br>Many pupils learning will be praised and shared with the rest of their class as good examples. Pupil's enjoy this acknowledgement and feel proud of their achievements. |
| **Values Jars**<br>Children can earn points for following the school values. Each week these are collected and exchanged for beads that are placed in the school values jars. Once the jar is full the whole school receives a reward which has been negotiated by the school council. |
| **Dojo Points**<br>Do-Jo Points are awarded for to individuals for their high quality learning in school or at home. Dojos are collected and exchanged for certificates, which are awarded in assembly, as well as prizes.<br>For 50 dojos, children will receive a certificate and a prize.<br>For 100 dojos, children will receive a certificate and a prize.<br>For 150 dojos, children will receive a certificate and a place on a special end of year event.<br>We also encourage children to work together to collect dojos for a group reward.<br>When everyone in a class earns 50 dojos they will receive 15 minutes extra break.<br>When everyone in a class earns 100 dojos they will receive 30 minutes extra break.<br>When everyone in a class earns 150 dojos they will receive a free afternoon, where they will be allowed to choose (e.g. a film afternoon, a pyjama party, a picnic, a disco etc). |
| **Friday Celebration Assembly**<br>This is a recognition and celebration of learning and behaviour in assembly. Each week two children are celebrated from each class. They receive a certificate and small prize for being either the Star Learner or Star Value. |
| **Maths Rock Stars**<br>Every other week pupils celebrate their times tables achievements. All winners receive 5 dojos and a certificate. |
| **Reading Raffle**<br>During the week a child from each class who has shown excellent effort in reading receives a gold coin. This is exchanged for a reading book of their choice from the school book vending machine. |
| **Attendance awards**<br>We also recognise attendance and punctuality as important learning behaviours to be celebrated. Every Monday the class with the highest attendance (over 96%) is rewarded with and additional five minutes play time. Our attendance officer runs half termly attendance initiatives for pupils and supplies all classes with a sweet treat if they achieve a weekly attendance of 100%. |

In addition to the above whole school positive rewards, class teachers may implement other strategies to meet the needs of their pupils. These may include:

- Smiles/positive eye contact/gestures.
- Individual and peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Written comments on work/in books.
- Displaying good work.
- Working towards an activity chosen by the pupil.
- Special responsibilities
- Positive feedback to parents – verbal, written and by text

## Undesirable and Unacceptable Behaviour

Fostering positive attitudes, helps us to keep discipline problems to a minimum. However, if problems do arise, issues are treated fairly based on the needs of the child. Children are always encouraged to speak to any member of staff when they have been upset by a situation. Staff ensure that children are spoken to respectfully at all times by listening to all problems in an empathetic and understanding manner; they endeavour to support pupils by sharing advice and strategies, allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop and present a calm clear statement of expectations using the language of choice (Appendix 1).

All adults in school will follow through all instances of socially unacceptable behaviour in the following way:

| Stage | Cue | Description |
|---|---|---|
| 1 | **Non-verbal signal** | Adult signals the appropriate behaviour and allows take up time, e.g. hand gesture to lower chair, eye-contact, facial gesture. Reinforce with positive non-verbal signals, e.g. thumbs up or smile, when any instruction has been followed. Support without confrontation and continue to teach and address the whole class. |
| 2 | **Proximal non-verbal signal** | Adult, continuing to teach, moves closer to the pupil, signals the appropriate behaviour and allows take up time, e.g. side-on, reassuring touch, hand gesture to lower chair, eye-contact, facial gesture. Again, ensure that positive nonverbal signals are used when any instruction has been followed. Support without confrontation – eye contact is not always necessary – and continue to teach and address the whole class. |
| 3 | **Verbal Signal** (proximal) | Adult will move close to the pupil, state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Name (then short pause) you're calling out / disrupting the learning. I need you to signal – thank you.' Be mindful of tone and volume to support without confrontation. This should be done out of earshot of the child's peers. Consider basic needs and the use of sensory activities such as a movement break. |
| 4 | **Verbal Reminder** (proximal) | Use praise to reinforce any good choices made and do not challenge secondary behaviours e.g. sighing, other noises, tone of voice. Ignore any secondary behaviours and use this opportunity to speak with the child – using the 'WIN' script (I Wonder, I Imagine, I Noticed) or similar – to explore any triggers that may be affecting their behaviour and support the child accordingly to prevent any further escalation. |

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| **5** | **Take 5**<br>- Take up time]<br>- Co-regulate and connect | A) If inappropriate behaviour continues to disrupt the learning, the child will be asked to 'Take 5'. This may happen at their desk, at another place within the classroom or outside of the classroom (which is individual to the child). The aim of 'Take 5' is to allow the child to co-regulate or regulate their own behaviour. Use therapeutic language to help attune and regulate/co-regulate. |
| | | B) The pupil may be asked to leave the classroom if the behaviour begins to escalate quickly towards crisis. This decision is not taken to punish a child, but rather to provide a low stimulus environment without an audience where they can co-regulate / regulate. |
| **6** | **Reflection**<br>- Reflect, repair, reconnect.<br>- Restorative conversation and restorative justice. | Once regulated, a restorative conversation (using restorative questions and affect language where necessary) should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time. |

If a pupil demonstrates continued negative behaviours or ongoing issues, the pupil will miss some of their free time to reflect on these more thoroughly. This will take place at break time or dinner time with a member of staff, in order to solve problems, seek a way forward and restore positive relationships. If a child continues to display persistent disruptive behaviour the following stages may be implemented:

| Stage | Cue | Description |
|---|---|---|
| **7** | **Reflection with as member of the senior leadership team.** | Once regulated, a restorative conversation should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time. |
| **8** | **Complete learning in another class** | In exceptional circumstances a child may be asked to complete their work in another class. This is to give the pupil time to regulate and reengage in a different environment as well as minimising disruptions to the learning of the rest of their class. |
| **9** | **Complete learning in isolation** | Where a child displays dangerous behaviour towards themselves and others or are continuing to disrupt the learning of others they may complete their learning in isolation. This will be supervised by an adult who will support the child with their learning where needed. |

Parents and Carers will be informed id stages seven to nine are followed. At this stage parents / carers may be invited to a meeting with their child's class teacher and a member of the senior leadership team to discuss possible pathways to success. See below for 'persistent disruptive behaviour'.

## Play and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through praise. Staff will also act as a positive role model by pro-actively playing with children, encouraging games and collaborative play.

In order to maintain the safety and wellbeing of all pupils, ALL incidences of serious misconduct in the playground are treated with a 'zero tolerance' policy, **with children either asked to walk with a**

**supervising adult for a period of time, withdrawn to a designated reflection area or withdrawn from the playground**. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.

Children who are persistently unsafe on the playground will require a Plan B (Behaviour Support Profile) which aims to outline a personalised provision and prevent reoccurrence. If, however, persistent unsafe behaviours continue, children may be withdrawn from the playground for an agreed period and gradually reintegrated when they show readiness.

Pupils whose behaviour at lunchtime is persistently disruptive may also be excluded from school.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and senior Leaders in school to seek advice and take a pro-active approach to reducing incidents as quickly as possible, before habits become established.

Staff are encouraged to use their professional judgement in all situations, including giving consideration to any exceptional circumstances or additional needs. That said, all unacceptable behaviour will be addressed in some way, regardless of need.

Where extremely unacceptable behaviour is demonstrated, the child would need to see a senior member of staff or the Inclusion Manager, and a meeting with parents would be required, even for a first offence. This would happen for the following:

- aggressive violence (e.g fighting)
- racism
- deliberate and malicious damage to property.

## Communication with parents / carers

Parents are very welcome in school and are asked to inform us of any problems or difficulties which the child is experiencing inside or outside school which may affect their education. If periods of family difficulty are being experienced - such as bereavement, illness or conflict, we would ask that this information is shared with us so that we can give the child every support, consideration and understanding to deal with their problems or difficulties. This allows our professional judgement to be well-informed, especially if circumstances which are out of the ordinary are occurring.

Staff will, where they see appropriate, verbally inform parents of their child's behaviour. In every instance where a child has reached Stage 6 and it has been necessary to withdraw their child from class/the playground, parents will be informed within the school day or as soon as possible, thereafter.

## Persistent Disruptive Behaviour

Where school interventions have not yet led to sustained improvement in behaviours, the SENCO - and where appropriate the Deputy / Headteacher - may meet with parents to discuss the following pathways to success in school. Behaviour support professionals from within the academy or local authority may become involved at any stage outlined below.

**The Weekly Record**

A weekly record (see Appendix 3) will be put in place to provide you with session-by-session feedback on your child's conduct whilst at school. Parents will be asked to support the school

through their engagement with their child's Weekly Record, actively discussing their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home.

**Chronology**
Parents will be asked to support the school in gathering information about their child and any involvement with Health and other professionals throughout their childhood. If not already in place, parents may be advised to seek the support of NHS professionals though their GP.

**Positive Behaviour Plan**
Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (Plan B). This will include the co-production of a personal profile, a positive intervention plan and strategies for effectively managing challenging behaviour, together.

**Risk Assessment**
In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.

**Early Help Assessment**
It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have any concerns about a child's behaviour. A Family Support Worker may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

**Assessments, External Advice and Referrals**
A range of assessment tools will be used to determine significant areas of SEN need, the outcomes of which may inform our next steps. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

The school may seek the advice of a wide range of external professionals, including Educational Psychologists, Occupational Therapists, behaviour support, Positive Regard, SALT (Speech and Language Therapy) and colleagues within the academy. The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

**Provision**
If following external advice and strategies being implemented, persistent disruptive behaviours continue, consideration will be given to provision for the child in relation to the needs highlighted. This may take the form of personalised provision and/ or therapeutic support.

**Exclusion**
Only the Head Teacher has the authority to internally or externally exclude a pupil (or the SLT in the Head's absence) A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent.
Behaviours leading to exclusion may include:

- Physical assault against adult/child
- Threatening behaviour against adult/child

- Persistent disruptive behaviour
- Intentional damage to property
- Persistent racial abuse
- Sexual misconduct

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Reasonable Adjustment

A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectation that we have of all of our children.

School may, in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, we will:

- Consider the SEND Code of Practice and the BPP policy for SEND;
- Monitor the behaviour logs and, in particular, exclusions for SEND children with EHCP, EHCP pending or other disability;
- Call an emergency/annual review where the SENCO has identified that the child may have difficulties meeting the academy expectations.
- The decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such a meeting does not automatically mean that an adjustment will be made.
- The Headteacher will attend this review.
- The final decision to make adjustments and whether they are considered reasonable rests with the Headteacher, who will take advice at the emergency/annual review meeting.

## Exclusions

Only the Head Teacher has the authority to internally or externally exclude a pupil (or the SLT in the Head's absence) Depending on the pupils needs, circumstances and severity of the incident it may be decided to issue an internal exclusion if possible. For internal exclusions, the parents should be notified and the incident and following action will be kept by school

For external exclusions the school will (by the end of the afternoon session on the day that the exclusion is issued) inform parents of the reasons for the exclusion and that they are legally required to ensure that their child is not in a public space during school hours. Failure to comply with this may result in parents been given a fixed penalty notice. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of exclusion, or as soon as possible thereafter in exceptional circumstances. A log that this has been communicated to parents will be kept by the school.

The Head Teacher keeps the governors regularly updated regarding any fixed term exclusions. Parents have the right to present any objections to the exclusion to the governing body. If the period of external exclusion is to be extended the parents and Governors must be informed. If the

exclusion is a permanent one, the parents must also be reminded in writing of all the warnings and procedures which preceded it. Once again, they have the right to make representations to Governors.

Following any fixed-term exclusion, a reintegration meeting must be held before the child returns to class. The purpose of this meeting is to reflect on the behaviour which resulted in the exclusion and to discuss strategies to be put in place to ensure the behaviour is not repeated. This includes discussing with the child and parents what support and provision may be required to help the child make better choices, but also the expectations from the child themselves and parents.

## If a child absconds

At Mexborough St John's, the gates are opened at 8.45am in order to let pupils in and these are then locked again at 9am. The site is secure and the only way out of the building is through reception, which is locked and subject to an exit button. However, in the event of a child leaving the premises without permission, these procedures are to be followed:

- Report the incident to a senior member of staff after making sure the pupil really has left the premises. The senior member of staff will make the decision when to contact the police, the pupil's parents/guardians and the social worker if one is assigned to the pupil, based on their knowledge of the pupil and the circumstances.

- If the pupil returns to school after this, all agencies and parents must be informed immediately and the pupil should be counselled by a senior member of staff.

- All incidences of pupils absconding will be reported in writing to the parents/guardians on the same day wherever possible and recorded in school, noting time, reason for the pupil leaving if known, and direction he or she was last seen heading towards.

## Positive Handling

If necessary, a child will have a Positive Handling Plan (PHP). This is regularly agreed, reviewed and formalised at annual reviews. Copies are sent home and copies kept in each student behaviour folder. Parents/Cares have opportunities to amend PHPs in consultation with school staff.

The plan includes the following:

- Trigger behaviours
- What the behaviour looks like
- Diversions / Distractions / Praise points
- De-escalation tools
- Medical conditions
- Students preferred physical intervention
- factors to consider when debriefing
- recording of incidents

Handling children in such a way as to hurt or frighten them, is not allowed by the school, the LEA or by law. At times, staff may need to physically hold children for their own or others' safety. If a child is physically attacking another, or injuring himself, or about to run across a road, staff may have little option but to use whatever minimum force is necessary to restrain him. On the other hand, there may be times when it is better to let a child run off, or run from the classroom, rather than use substantial force to control him. Staff have undertaken appropriate training in the TEAM-TEACH

approach to equip them with the skills needed to hold pupils safely and professional judgement, in conjunction with the knowledge of the specific child and the circumstances should be used.

**Procedures for holding children**

**All members of school staff have a legal power to use reasonable force. Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.**
The TEAM TEACH methods are the only endorsed holding procedures for the school and all staff should adhere to the principles of the training they received.

A record of staff trained and authorised to use Team Teach methods is kept. Staff should have exhausted all other behaviour management techniques before resorting to a physical one. However, there may be occasions when a crisis point is reached without the opportunity to use other intervention techniques. Whenever a holding technique is used the following principles should be adhered to:

- Remove the pupil from the classroom situation to a quiet place if possible where adequate seating is available if it is not possible to remove all other children from the classroom.

- Call upon another adult for help and to act as a witness and/or critical friend.

- During a crisis situation the *minimum* of restraint should be used *only* if the pupil is at risk of injuring himself/herself, injuring others or causing severe damage to property. The holds used should be applied as a gradual and graded response, used in conjunction with verbal and non-verbal de-escalation techniques. If the pupil frequently loses self-control, then a behaviour plan should be drawn up for the pupil detailing any specific de-escalation skills and holds to be used. This plan will be shared with parents. Only holds recognised by TEAM TEACH should be used.

- All staff should be aware that other adults can be called upon for help, advice and support, and to remove pupils for debriefing. It is recognised that some staff may have built up strong relationships with certain pupils and in times of crisis these pupils will relate better to them. Senior staff should be available to assist in crisis situations and to help counsel pupils and staff.

- Staff should support each other during every incident. If a pupil is being held, then the supporting member of staff will take over and offer "more help" if the person holding needs help, this may be because they can see problems occurring that the person holding is unaware of.

- There is a potential for injury within any physical technique, although Team Teach does not use pain compliant techniques all staff should be able to show that minimal force was used and any injury should be reported immediately.

- All incidents should be recorded on SAFEGUARD and a Serious Incident Form should be completed and attached to the SAFEGUARD record and then sent to the Head or another member of SLT, who will monitor and evaluate the effectiveness of this approach.

- Debriefing should take place as soon as possible after every incident, for both the pupil and staff but only when they are both ready.

- The purpose of the debriefing is to teach pupils to control their own behaviour, to do this staff should use the HELP method of debriefing.

  **Hear -** to their side of the story first
  **Explain -** Why staff took the action they did

**Link -** To show how feelings drive behaviour
**Plan -** Together to find better ways

## Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, we also ban the following items and as a result are able to search children for them:

- Any item brought into the school with the intention of the item being sold or passed on to other child which will cause disruption to the school or be detrimental to school practice.

School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. Staff will hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and parents will be contacted and asked to collect the item, were appropriate.

## Non-criminal behaviour outside of school

Where non-criminal unacceptable behaviour and/or bullying has occurred off the school premises but has been witnessed or reported to a staff member, the matter will be referred to the Headteacher who will contact parents to discuss a suitable course of action. Where the matter has involved other school pupils or staff members, the Head may undertake an investigation to establish the facts and, where necessary e.g. to safeguard a pupil or staff member from further repercussions, may impose a suitable sanction for the child.

Any incidents of criminal behaviour will be referred to the police and may be followed with a referral to Doncaster Children's Services Trust (Social Care).

## Appendix 1

**Step 1 – Statement of reality (tell them what you see)**

"Ricky, you're climbing over the fence."

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

**Step 2 – Describe the behaviour you want to see**

"Ricky, you need to collect the ball by using the gate – thank you."

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

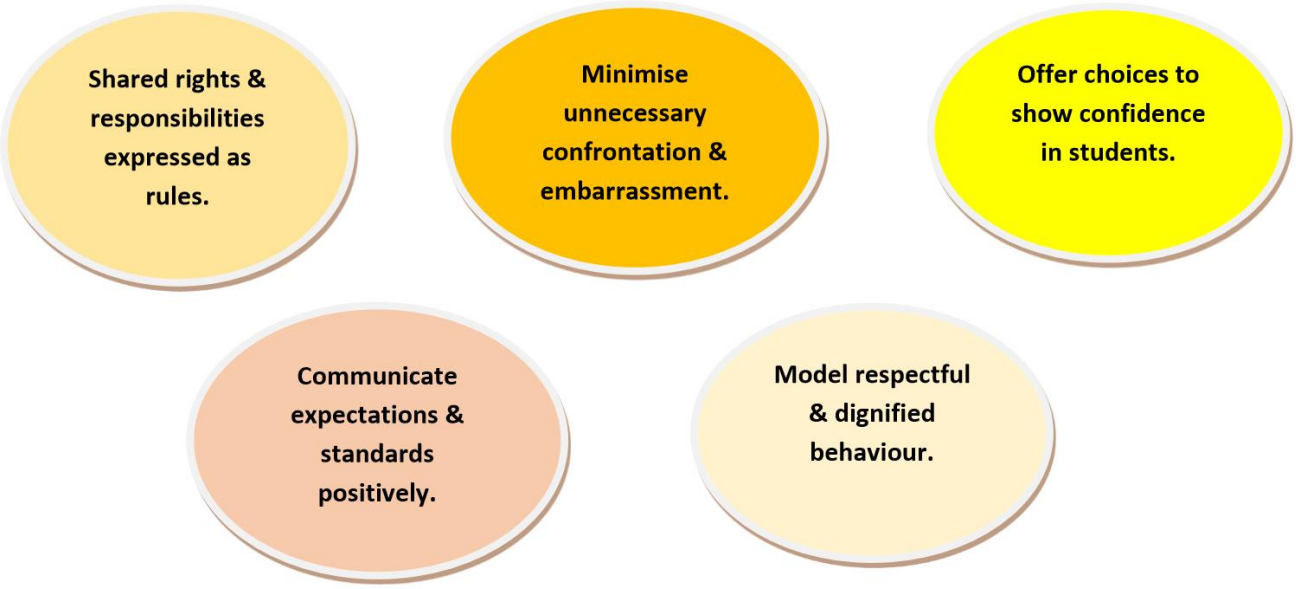
**Step 3 – Statement of Choice**

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences or the child will learn that you do not follow threats through).

"Ricky, if you choose to climb over the fence then you'll have to walk with me for 5 minutes. It's your choice."

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

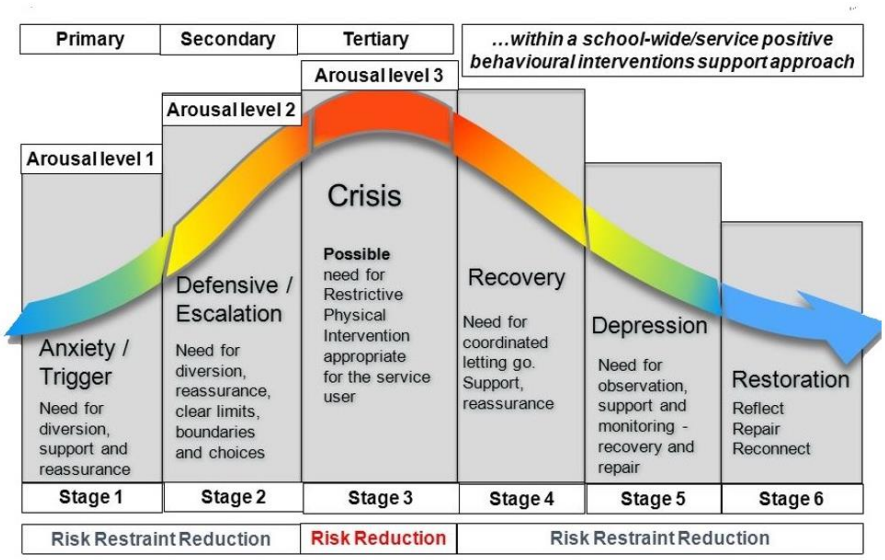
## 5 Principles of effective behaviour management:



## Appendix 2

| Behaviour that is communicated | Stage and Cue to take |
|---|---|
| **Disrespect** | Move through stages 1 - 4 |
| **Disruptive to learning** | |
| **Inappropriate behaviour** | |
| **Failure to follow instructions** | |
| **Refusal to attempt work** | |
| **Other disruption** | |
| **Dishonest** | Stage 4 |
| **Verbal disrespect – name calling** | |
| **Verbal abuse – Swearing / Threatening** | Stage 5 **AND** Stage 6<br><br>Restorative circle between offender, victim and witnesses (friends/family) |
| **False accusation** | |
| **Unsafe** | |
| **Damage to property** | |
| **Theft** | |
| **Hurting / spitting / fighting / biting** | Stage 5 **AND** Stage 6<br><br>Restorative circle between offender, victim and witnesses (friends/family) |
| **Assault – pupil / adult** | |
| **Intentional damage to property** | |
| **Incidence bullying / racist / phobic behaviour** | |
| **Persistent socially unacceptable behaviour – see all of the above.** | Stage 7 to 9 |

| Cue | Crisis Stage |
|---|---|
| **Non-verbal signal** | **Stage 1** |
| **Proximal non-verbal signal** | **Stage 1** |
| **Verbal Signal** (proximal) | **Stage 1** |
| **Verbal Reminder** (proximal) | **Stage 2** |
| **'Take 5'** | **Stage 2**<br>**Stage 4, Stage 5 and Stage 6** |
| **Reflection** | **Stage 5 and Stage 6** |



| Thurs | Targets | Observations |
|---|---|---|
| 9:00 – 10:00 | A<br>B<br>C | B<br>T<br>A |
| 10:00 – 11:00 | A<br>B<br>C | B<br>T<br>A |
| 11:00 – Lunch | A<br>B<br>C | B<br>T<br>A |
| 12:50 – 1:50 | A<br>B<br>C | B<br>T<br>A |
| 1:50 – 2:50 | A<br>B<br>C | B<br>T<br>A |
| 2:50 – 3:00 | A<br>B<br>C | B<br>T<br>A |
| Total | / 36 | |

| Fri | Targets | Observations |
|---|---|---|
| 9:00 – 10:00 | A<br>B<br>C | B<br>T<br>A |
| 10:00 – 11:00 | A<br>B<br>C | B<br>T<br>A |
| 11:00 – Lunch | A<br>B<br>C | B<br>T<br>A |
| 12:50 – 1:50 | A<br>B<br>C | B<br>T<br>A |
| 1:50 – 2:50 | A<br>B<br>C | B<br>T<br>A |
| 2:50 – 3:00 | A<br>B<br>C | B<br>T<br>A |
| Total | / 36 | |

# Weekly Record

Date:

Name:

| TARGETS |
|---|
| A – follow instructions given by adult |
| B – Complete task set |
| C – Stay in the learning environment |

0 = Target not met
1 = Target partially met
2 = Target met

**B** = Behaviour **T** = Trigger **A** = Action

If there is an incident during the session the **behaviour** displayed, the **trigger** that caused it and the **action** taken by staff will be recorded.

**Daily**
**30 / 36** = 2 Bonus stamps
**Weekly**
**160 / 180** = prize

| Mon | Targets | Observations |
|---|---|---|
| 9:00 – 10:00 | A<br>B<br>C | B<br>T<br>A |
| 10:00 – 11:00 | A<br>B<br>C | B<br>T<br>A |
| 11:00 – Lunch | A<br>B<br>C | B<br>T<br>A |
| 12:50 – 1:50 | A<br>B<br>C | B<br>T<br>A |
| 1:50 – 2:50 | A<br>B<br>C | B<br>T<br>A |
| 2:50 – 3:00 | A<br>B<br>C | B<br>T<br>A |
| Total | / 36 | |

| Tue | Targets | Observations |
|---|---|---|
| 9:00 – 10:00 | A<br>B<br>C | B<br>T<br>A |
| 10:00 – 11:00 | A<br>B<br>C | B<br>T<br>A |
| 11:00 – Lunch | A<br>B<br>C | B<br>T<br>A |
| 12:50 – 1:50 | A<br>B<br>C | B<br>T<br>A |
| 1:50 – 2:50 | A<br>B<br>C | B<br>T<br>A |
| 2:50 – 3:00 | A<br>B<br>C | B<br>T<br>A |
| Total | / 36 | |

| Wed | Targets | Observations |
|---|---|---|
| 9:00 – 10:00 | A<br>B<br>C | B<br>T<br>A |
| 10:00 – 11:00 | A<br>B<br>C | B<br>T<br>A |
| 11:00 – Lunch | A<br>B<br>C | B<br>T<br>A |
| 12:50 – 1:50 | A<br>B<br>C | B<br>T<br>A |
| 1:50 – 2:50 | A<br>B<br>C | B<br>T<br>A |
| 2:50 – 3:00 | A<br>B<br>C | B<br>T<br>A |
| Total | / 36 | |

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey. Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low level behaviours is never the best course of action for any child's long-term chance of success.