BREACHWOOD GREEN SCHOOL

BEHAVIOUR POLICY

Believe and Achieve

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Believe and Achieve

Acronyms: KS1 – Key Stage 1 KS2 – Key Stage 2
CPOMS – Online management system for recording information about children

Overall Aim:
At Breachwood Green JMI School we aim to develop self-motivated, self-controlled and responsible children. All staff, children, parents and governors have responsibilities to value, respect, care for, praise and listen to each other.

We have high expectations of the way in which all members of the school community behave towards one another based on the agreed rights.

Children have a right to:
- feel safe;
- learn, work and play, in a safe environment;
- be treated fairly and with respect;
- a good education.

Staff have a right to:
- to do their job;
- be treated with respect;
- to feel safe.

Parents have a right:
- to know their child is safe;
- for their child to have a good education;
- to have their child treated fairly and with respect;
- to know there is a consistent approach to behaviour across the school.

Statement of Principles
At Breachwood Green School, we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.) It is our intention to promote behaviour that enables all children to achieve their potential and develop academically, socially and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our children, both in relation to their education, as well as their behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the children and use of positive behaviour management strategies to promote pro-social behaviours. Our strong school ethos and values underpins everything we do at Breachwood Green School and we encourage our children to be caring, supportive and demonstrate this at all times. We provide them with a safe enabling environment where they feel valued, supported and heard.

Code of Conduct:
As a member of Breachwood Green School, children will be expected to: develop self-discipline; have regard for other children and adults and develop respect for their environment.
We believe that children 'learn behaviour' and make positive behaviour choices through:
· Positive relationships with adults and peers
· Role models, patterning and copying
· Positive phrasing and reminding
· Scripts, routines, repetition and structure
· Consistent, clear and agreed boundaries
· Praise, reward and positive reinforcement
· Comfort and forgiveness

Pro-Social behaviour:
What is pro-social behaviour?
Pro-social behaviours are any actions that benefit others around them or society as a whole.
For example:
· establishing and maintaining positive relationships and interaction with peers and adults (tone of voice; body language);
· acknowledging own feelings, communicating this to elicit positive support ('I am feeling anxious; I need space' or 'I'm feeling cross');
· identifying, understanding and accepting mistakes as learning opportunities, and using a Growth Mindset to persevere and challenge themselves to complete the task;
· identifying, reflecting and repairing anti-social behaviour choices;
· respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Pro-social behaviour acts as a strong motivator in education as it provides students with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, children can struggle to make connections with others, which can subsequently lead to a disconnection, which can negatively influence a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what children are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

TEACHING AND PROMOTING PRO-SOCIAL BEHAVIOUR

Our emphasis is on teaching and promoting pro-social behaviour. It is important to show appreciation of the children who always display pro-social behaviours. The whole school community aims to promote pro-social behaviour through praise and reward. At Breachwood Green School, praise must adhere to the principles of Growth Mindset e.g. praise is given to the action or effort;recognises pro-social behaviours and avoids phrases such as, 'good boy/girl' as this does not fully expand on what it is that is 'good'.

Relationships

At Breachwood Green School, we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained pro-social feelings within our children. This is achieved through daily, positive interactions with all members of our community as well as specific activities such as circle time, assemblies, PSHCE, playtimes etc.

Role Modelling

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

Peer Mediation by KS2 Pupils

Peer Mediation is a process where those involved in a disagreement volunteer to discuss the issues and explore how best to take matters forward. It requires them to operate within a whole school ethos, which is itself restorative. Children and young people can be more comfortable talking to someone their own age who understands their concerns and their perspective. Pupils learn to listen to others' points of view and to accept differences.

In Peer Mediation, the children are trained to act as mediators in a dispute without help from teachers. This empowers children and develops their sense of community and co-operation. The school and classroom become more peaceful, allowing more teaching and learning to take place. Peer Mediation takes place in a structured and safe environment with adult supervision nearby and always requires the participation of two peer mediators. Peer mediators deal with low-level disputes and are always referred to school staff when a situation becomes too complex for them to handle.

Positive Phrasing

At Breachwood Green School, we disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences - all using limited language. Positive phrases are clear, uncomplicated and unambiguous instructions delivered with clarity.

It is often beneficial to support a positive phrase with a ‘please’ or ‘thank you’. Using ‘please’ will suggest an element of choice so should be reserved for low-level behaviours. Using ‘thank you’ suggests you expect the child to comply:

· Stand next to me
· Put the pen on the table
· Walk in the corridor
· Switch the computer screen off
· Walk with me to the library
· Stay seated in your chair

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, ‘Put the chair down on the floor.’

Limited choices often follow directly from positive phrases; e.g. ‘Peter we are going inside. Do you want to walk on your own or with me? On your own or with me, Peter?’ Other examples include:

· Where shall we talk, here or in the library?
· Put the pen on the table or in the box.
· I am making a drink, orange or lemon?
· Are you going to sit on your own or with the group?
· Are you starting your work with the words or a picture?

Scripts and Routines

At Breachwood Green, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time.

In order to disempower the behaviour, we use the de-escalation script (Appendix 1):

Child's name …
· I can see something has happened
· I am here to help · Talk and I will listen
· Come with me and……

Zones of Regulation (see Appendix 2)

At Breachwood Green, we teach, 'The Zones of Regulation' which is geared towards helping pupils gain the skills need to consciously regulate their actions; this in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in different states called "zones,"; each of the four zones is represented by a different colour. Through teaching, children learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

Sensory Room

The school have a sensory room which is available for all pupils. The sensory room is used for dedicated sessions where teaching assistants are working with pupils to meet particularly needs but can also be used by individual children as a form of time out. All pupils in school have the right to use the sensory room but they must seek the permission of an adult before doing so. If a child informs a staff member they are using the sensory room, that adult must check on the child after 5 minutes to see how they are feeling. The child may be given more time in the room – the staff member should assess the situation and inform relevant parties e.g. the child's class teacher. Once a child is ready to leave the sensory room, they should be given the opportunity to discuss their feelings.

Consistency

Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the behaviour policy. Pupils benefit from a consistent approach as it means, regardless of the behaviours, they will get the same calm and predictable reaction from any member of staff. This helps to create a calm, safe and secure environment. At Breachwood Green, we achieve consistency through:
· Shared beliefs
· Shared values
· Shared aims
· Shared actions
· Shared responses
· Shared policy and practice

Planning

We make sure that responses to likely negative behaviours are planned for in advance to ensure that staff know what to do and are not taken by surprise. We use the following planning tools to inform and plan appropriate responses:

1. Anxiety Mapping (Appendix 3)
2. Roots and Fruits (Appendix 4)
3. Conscious/sub conscious Checklist (Appendix 5)
4. Risk Assessment Calculator (Appendix 6)
5. Risk Reduction Management Plans (Appendix 7)
6. ABC (Antecedent, Behaviour and Consequence) Forms (Appendix 8)

All of the above documents can be found in the Appendices with accompanying guidance.

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. We ask ourselves the question, 'What is the behaviour telling us?' Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

Rewards and Positive Reinforcement

Our emphasis is on promoting pro-social behaviour. Praise must adhere to principles of Growth Mindset. The whole school community aims to promote pro-social behaviour through praise and unexpected reward. We aim to promote pro-social behaviour through recognition including:

Rewards

A range of age-appropriate rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.
Rewards may include:

- verbal rewards: "Well done for …", "It's good that you are making the right choice by..";
- For Reception and Year 1, stickers that children can put on their jumpers or book bags;
- class dojos;
- extra responsibilities in the classroom e.g. monitors;
- certificates to take home or work displayed in school;
- special privileges – e.g. extra playtime, class parties;
- sharing achievements with parents;
- sharing achievements with other 'significant' staff;
- a Breachwood's Got Values (BGV) child of the week and a Worker of the Week;
- class daily certificates for working hard;
- special Headteacher certificates.

In addition to this:

- Each KS1 class will have golden time on a Friday afternoon;
- Each KS2 class will have their own reward afternoon at the end of each term.

Class dojos

We use Class Dojo to support our reward system. Each child has the opportunity to be awarded Dojos, primarily for demonstrating our core PRIDE values: Potential, Resilience, Integrity, Discovery, and Equity, but also for achievements such as 'working hard', 'being organised' – teachers have the opportunity to personalise these for their classes. The Dojos allocated to each child are recorded daily on our digital platform which allows us to track children's achievements in real time. Parents are able to download the ClassDojo app which enables them to see how many Dojos their child has been awarded and why.

At the beginning of the term, the class teacher will discuss with the class and decide on how weekly success will

be celebrated (either by recognising the child in each year group who has earned the most Dojos or by rewarding children as they reach specific milestones). They will also decide on rewards children can receive for this e.g. extra playtime or extra apparatus time.

Sanctions

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. We believe that age-appropriate sanctions should be applied fairly and calmly. **The smallest possible sanction that is effective must always be used.** Children need to know why they have a consequence and need to be given the opportunity to make amends. Consequences will be applied in a way that maintains self-respect. Whole group sanctions will be avoided. Sanctions will be applied as soon as possible after the behaviour has occurred. Sanctions are applied consistently, firmly, fairly and without confrontation.

Our Behaviour Systems

Climbing Clouds – EYFS/KS1

For consistency and clarity, the Climbing Clouds system is used in EYFS and KS1. This is a positive behaviour system that to teach the children our expected learning and social behaviours. All children will start on the cloud and have the opportunity throughout the day to climb onto the sun and then the rainbow. Children who reach the rainbow will receive a token.

For children who need to think about their behaviour, their name will be taken off the sun/cloud and in EYFS they will be given 5 mins thinking time with and adult, in KS1 they will be given a 'stop and think' card.

All children can go back onto the cloud system when their behaviour is corrected.

Good to Be Green – Key Stage 2

For consistency and clarity, the Good to be Green Behaviour System is used in Key Stage two. The 'Good to be Green' scheme enables children to visually see if their behaviour is starting to deteriorate and gives them the opportunity to correct this.



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart.

If a child needs support to refocus their behaviour to pro-social behaviour the following will be used:

- Use signals to encourage good behaviour e.g. hand signals/ clapping patterns/ songs to focus the children;
- Verbal reminders about the expected behaviour – these should be anonymous (e.g. 'Some children are … beautifully, thank you. We are just waiting for 3 children to … and make the right choice.);
- Directed positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are making the right choice by……'');
- Ensure that a stated course of action is followed up;
- Keeping your tone of voice low when addressing misbehaviour;
- Taking children aside, helping to de-escalate the situation and avoid further escalation of poor behaviour;

The following system is used in conjunction with 'stop and think' card for KS1 and Good to be

Green for KS2. If children are required to have a change of card, their card should be put in their place to remind them that they are on this card. If they correct their behaviour, they can return their card and revert back to green/the cloud system.

Levels of Unacceptable Behaviour & Sanctions

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines:

These apply to behaviour at all times: in class, around the school and at playtime.

Low level behaviours (those requiring non-verbal strategies or reminders)

- Having shirt untucked
- Shrugging shoulders/moaning/complaining
- Making silly noises/calling out/huffing/puffing/tutting/eye-rolling/talking over other people
- Messing about in the cloakroom/toilets
- Stamping feet
- Snatching/not sharing with others
- Putting heads down/no eye contact (not listening)
- Deliberately distracting others
- Swinging on chairs

Signals to help child adjust their behaviour

- Informal gesture: eye contact, frown, gesture. Moving the child to a different seat.
- A private reminder about the behaviour we wish to see- inviting them to make the right choice.
- Giving the child time to make the right choice.
- Repetition of task or completion of work in own time.

Consequences For Reception:

- Talk to the child about their behaviour.

Consequences For years 1 - 6:

- Issue a 'Stop and Think' card for the child to keep on their table. Ensure they are understand why they have been given this, and clarify the behaviour you want to see.

If behaviour is corrected, children can return their name to the cloud system (KS1) or their card to 'Good to be Green' system (KS2).

Yellow card

- Throwing a piece of equipment across the table to someone
- Running indoors
- Wandering around the classroom/off task
- Inappropriate language used when talking with peers
- Giving cheek/back chatting/being rude
- Deliberately poking/pulling/flicking
- General disobedience after a first warning
- Using others property without asking but being honest when questioned
- Ignoring instructions given
- Making rude gestures/signals/deliberately trying to make the class laugh
- Being unkind to others (name calling)
- Damaging school equipment
- Continual chatting during lesson time /talking in assembly
- Play fighting at break time/getting too boisterous
- Responding inappropriately to others in class
- Falsely accusing others/deliberately getting others into trouble

Sanctions

For reception:

- Time out

For year 1 & 2:

- Loss of up to 5 minutes of morning playtime and 'reflect, repair and restore' discussion (depending on child's needs) with staff member. After the reflection, the emphasis should be on 'we are now starting again…'

For years 3 – 6:

- Loss of 10 minutes playtime/lunchtime and 'reflect, repair and restore' discussion with staff member (see appendix 9). After the reflection, the emphasis should be on 'we are now starting again…'

Red card

- If you are already on yellow and your behaviour continues
- Going out of the classroom without permission from an adult
- Fighting/deliberately hurting a child out of anger
- Stealing
- Insolence and defiance
- Deliberate and continual disruption
- Deliberate vandalism
- Arguing with adults or deliberately shouting out
- Inappropriate language used to offend/hurt others
- Throwing things in anger which could cause harm
- Deliberately hurting/injuring another child or member of staff

Sanctions

- **1st Instance:**

Parents must be informed, over the phone, by the class teacher.
KS1 - child misses up to 30 minutes of a lunchtime.
KS2 - child misses up to 50 minutes of a lunchtime.
During the time the child is in they will have a 'reflect, repair and restore' discussion with staff member (see appendix 9) and complete a reflectcion sheet.

- **2nd Instance:**

After two red cards are issued in one term, the parents will be asked to come in and meet with the child and class teacher. The child's behaviour will be monitored closely for any recurring patterns.

- **3rd Instance:**

The parents will be called in for an additional meeting and the school will begin the 'Planning' process for the child (see earlier section).

All instances resulting in a red card will be recorded (on Arbor) by the staff member contacting the parents.

EYFS

We recognise that children in EYFS are still developing the personal, social and emotional skills and may therefore need teaching the correct behaviours. Whilst we recognise they should know right from wrong; we understand that they may use physical behaviours instead of their language, resulting in incorrect choices. As this is still a development area for them, their consequences will be adjusted to their individual needs.

Behaviour at Playtime/Lunchtime:

There may be times, where consequences should reflect the nature of the incident, rather than using the Climbing Clouds or Good to Be Green system. Examples are: arguments/rudeness during football – the child should miss football time; misuse of equipment – the children should have the equipment taken away for a set period of time.
The staff member dealing with this must 'reflect, repair and restore' with the child and inform the class teacher.

Children with specific needs:
Children who have particular needs or difficulties may have additional support and specific plans to encourage and develop good behaviour. Under these circumstances, some elements of this policy will be adapted to meet their needs. This will be part of the 'Planning' stage.

Lack of homework:
Where does not bring their homework in on time the reason will be identified and where appropriate parents spoken to. Where there is no plausible reason, the child will stay in for morning playtime as a consequence. This should not become a regular occurrence as class teachers should address this with parents immediately.

Reflect, Repair and Restore
Staff and pupils will have the opportunity to revisit situations and, where necessary and appropriate, to help 'repair' any of the damage done resulting from any episode of challenging behaviour taking into account the age, understanding, and competence of the individual pupil. Any protective or educational action should have social validity and have natural consequentiality so that the pupil can be helped to understand the link between behaviour and its consequences. Once the child is calm, relaxed and able to be reflective, the experience can be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings.
The adult will ask the child questions to determine:
· What happened? (tell the story)
· What were people thinking and feeling at the time?
· Who has been affected and how?
· How can we repair relationships?
· What have we learnt so we are able to respond differently next time? (Appendix 9 for Reflect, Repair and Restore questions.)

This is an important phase to enable forgiveness of the behaviour and to help the child to understand the

link between the behaviour and its consequences. Also, to help the child to understand how to respond to stressful situations differently in the future. Restorative activities such as: supported thinking, social stories, role play, discussions around emotions or using a 'Roots and Fruits' tree will complete the therapeutic process. This knowledge is intended to help adults and the child to consider the underlying causes of negative behaviour choices, which need to be understood rather than suppressed.

Comfort and Forgiveness
Once the Reflect, Repair and Restore process is complete, it is important that the child is forgiven, and s/he is given another opportunity to 'get it right.'

PHYSICAL INTERVENTION AND POSITIVE TOUCH
All school staff have received 'Step On' behaviour training from members of the SLT. They have been trained by advisors from Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.). This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation or if they put themselves or others at the risk of harm.

'Positive touch' means that staff members are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that staff understand and appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

All staff have been trained using the Hertfordshire 'Step On' training (see Appendix 10) and training materials.

Why Do We Use Touch?
We may choose to touch children for a variety of reasons, but in general, we would normally do so to either comfort or to congratulate. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?
Hugging
At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves towards the adult. This can be done either standing or sitting.

Handholding
We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.

Lap-sitting

At our school, we discourage sitting on laps. Children should be taught to accept comfort/ attention through other means, e.g. the school handhold or hug. If a child attempts to sit on a staff member's lap, they must explain to them that this is not what is done at school. The staff member can ask the child to sit next to them if it is appropriate. At times, children maybe in such crisis or distress that they hold staff members in a way which is not described as above (e.g. 'front on' hug/lap-sitting). If this should happen, staff members should inform a senior member of staff. Staff may be asked to make a note of this. This will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly. There are also some pupils who may have SENd who do require lap sitting; this will be detailed on their SEND paperwork.

Please note that, although we believe that positive touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Bullying

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DCSF 2007)

At Breachwood Green JMI we will use the following definition as a 'child friendly' version to ensure children fully understand:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

Racist Incident

The Stephen Lawrence Inquiry report 2 recommended that a racist incident should be defined as:

"any incident which is perceived to be racist by the victim or any other person".

This is the definition the school follows.

Homophobia

Homophobia is the dislike or prejudice against homosexual people.

Incidents of bullying, racist incidents or homophobia may include:

- verbal and non-verbal abuse such as name-calling and racist/homophobic jokes, verbal threats, cyberbullying (e.g. through the use of mobile phone, text messaging or email), non-verbal abuse (e.g. mimicking an individual because of racial, language or cultural differences), or refusing to
- co-operate with others because of racial/cultural differences or homophobia;
- physical abuse, e.g. damage to individual's property, physical intimidation or physical assault, or where the victim, witness, or anyone else thinks there is racist motivation;
- other racially/homophobic based behaviour such as collusion with the racist/homophobic behaviour of others, inciting others to behave in a racist/homophobic way, racist/homophobic graffiti, displaying racist/homophobic insignia (e.g. wearing racist badges), possessing or distributing racist/homophobic materials, or attempting to recruit others to racist/homophobic organisations.

Procedure to be followed:

- Once a parent alerts the school to an incident which they believe to be identified as one of the above

categories, an integrated bullying and racist incident record is completed by the Headteacher (see appendix 11). At this stage, the headteacher may not be confirming the school perceive the incident to be within the above categories but is acknowledging the parents' perception and recording accordingly. In situations where the headteacher does not deem it to be 'bullying', the parents' concerns will be recorded 'perceived bullying'. All reports of 'perceived bullying' will be reported to governors.

- There may be incidences where it is clear to the school that it does fall into one of the above categories and it will be treated accordingly.
- The headteacher will speak with/hold a meeting with all pupils involved and parents of both the victim and perceived perpetrator.
- The situation will be closely monitored or, if appropriate, appropriate measures to resolve the problem will be put in place. If the school deem the perceived perpetrator to be displaying bullying, racist or homophobic behaviour, without the need to monitor the situation, up to 5 days reflection during their lunch hour may be given.
- Parents of the victim and perpetrator/perceived perpetrator will be kept informed at up-to-date throughout.
- Under normal circumstances, these incidences will be dealt with internally. There may be some incidents of such a serious nature that the Headteacher should notify the local authority and seek support without delay. It is the responsibility of the Headteacher to make decisions about which incidents are of such a serious nature and record and report them appropriately; she may seek advice of the governors.

Aspects of the bullying/racist/homophobic incidents that would suggest serious concern may include:

- serious physical violence, e.g. needing medical attention, use of weapons
- orchestrated bullying and harassment
- repeated victim (a number of significant repeat experiences as a victim)
- extremist group activity in school, e.g. distribution of literature and incitement to hate
- extended absence related to bullying/racist incidents
- media reports of bullying/racist incidents in the school
- risk of attempted suicide/self-harm or other behaviour likely to suggest severe vulnerability
- heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
- formal complaints related to bullying or racist incidents

Power to use reasonable force (section 39 DFE Behaviour and discipline in schools)
Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
If this is used for a child, parents must be notified as soon as possible and the incident should be recorded on CPOMS.

Staff Responsibility and Monitoring
In accordance with the statements in this document:
All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained. It is the class teacher's responsibility to ensure this is shared with all staff.

Lunchtime staff are expected to manage and support behaviour at lunchtimes. If the lunchtime staff feel the need to escalate the behaviour, they should speak to the child's class teacher.
The Headteacher will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required.

Exclusion
Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:
physical assault;
verbal abuse and threatening behaviour;
bullying, including cyber bullying;
racist or sexual harassment & abuse;
sexual misconduct;
drug and alcohol related abuse;
damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the school rules is also reason for exclusion. Any exclusion procedure will be carried out in line with the Local Authority guidance. When permanent exclusion is considered, there will be full consultation with the Local Authority.

Expectations for behaviour outside of school.
Guidance now states that schools should set out what they will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school, including the consequences that will be imposed on pupils.

Teachers, in conjunction with the Headteacher, may give a consequence for misbehaviour when a pupil is:

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

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school
- causing distress to another child at Breachwood Green School
- cyberbullying

A Behaviour Assembly will be held at least once a term to remind pupils of the school's systems. All staff are welcome to attend these.

Arrangements for monitoring and evaluation
The governing body will evaluate the impact of this policy by receiving termly data from the Headteacher analysed by year group, gender and ethnicity on:

- which house colour won the reward and their chosen activity

- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of reflections and analysis of behaviour
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support provided for the victims.

Believe and Achieve

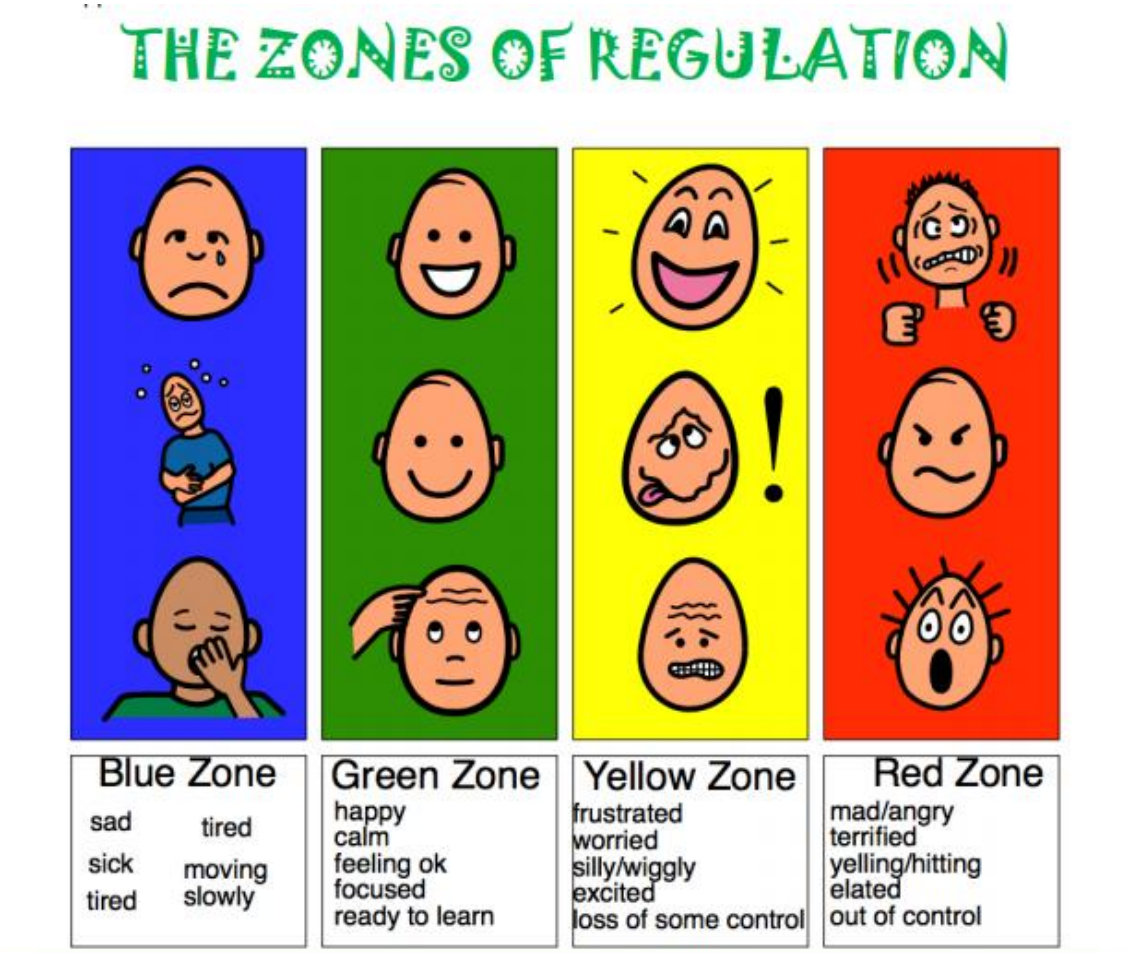
Appendix 1 – De-escalation Script

Child's name …

- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and……..

Believe and Achieve

Appendix 2 – Zones of Regulation





Well done – you are learning to self-regulate

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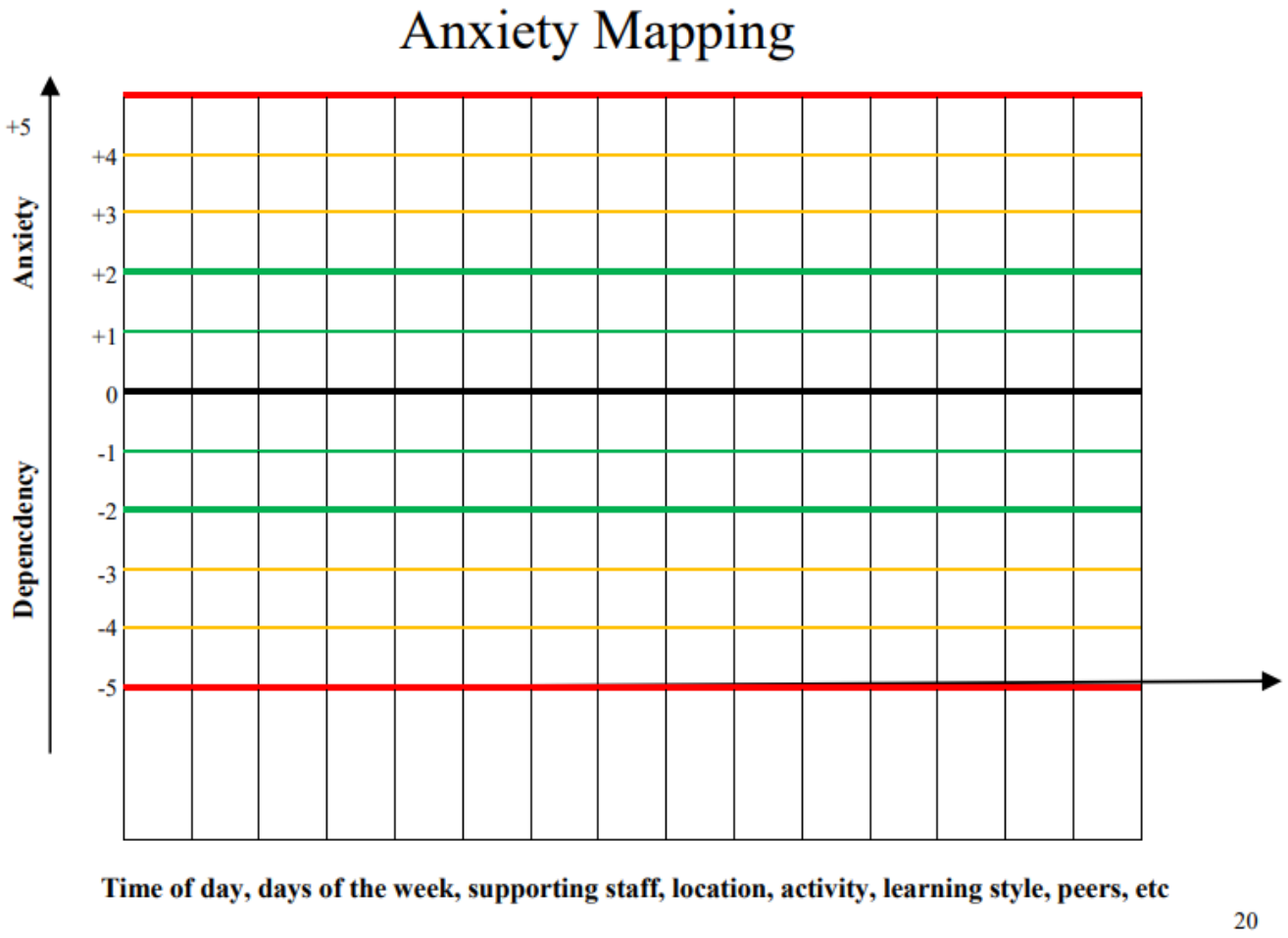
Appendix 3 – Anxiety Mapping



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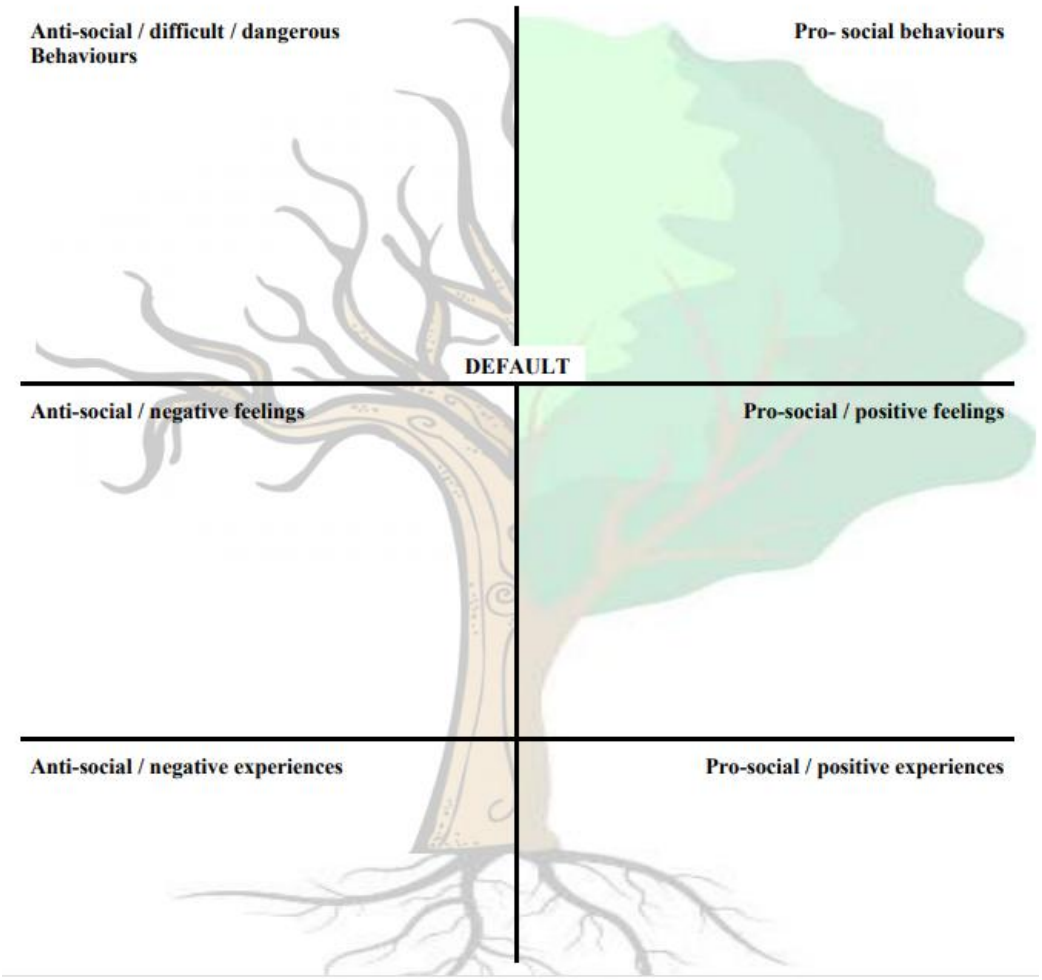
Appendix 4 - Roots and Fruits

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Roots and Fruits guidance

Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- Running inside the school building
- Refusing to start a task in literacy
- Calling out when the teacher is talking
- Throwing pencils in class
- Putting equipment in their mouth
- Pushing over chairs
- Kicking staff
- Going under the table
- Racially abusive Language
- Intimidating younger pupils
- Hiding in the toilet block
- Climbing the outside of the building

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

Pro- social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- Walking while inside the school building
- Starting a task independently
- Putting their hand up to answer a question
- Using only the specified equipment
- Staying at their work station for 10 mins
- Asking staff to help with a task
- Coming in off the playground when asked
- Participating in an adult led game with peers

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- Helpless
- Anxious
- Blamed
- Shamed
- Uninspired
- Disliked
- Rejected
- Isolated
- Controlled
- Forced
- Worried
- Bored
- Irrelevant
- Rejected
- Hungry
- Pain
- Confusion
- Embattled
- Worthless
- Embarassed

Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- Happy
- Calm
- Liked
- Involved
- Safe
- Included
- Valued
- Inspired
- Needed
- Understood
- Respected
- Motivated

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social / negative Experiences (No.2)

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 14-15 risk factors should be considered when completing the above

Anxiety analysis

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan

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Appendix 5 – Conscious/Subconscious Checklist

Subconscious Behaviours – behaviours that choose us

Behaviours that are evident without any thought or planning.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.)

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we **provide support/structure** so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support them** to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that are the result of thought or planning

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

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Appendix 6 – Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The risk of harm is persistent and constant
3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score **6** or more (probability x seriousness) should have strategies listed on next pag*

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Appendix 7 – Risk Assessment Management Plan

Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer..... Date .....

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

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Appendix 8 – ABC (Antecedent, Behaviour and Consequence) Forms

ABC Monitoring Chart

Setting/ Activity Event (Describe the setting where the behaviour occurs)	**Antecedent** (Describe what happens right before the behaviour occurs)	**Behaviour** (Describe the behaviour)	**Consequence** (Describe what happens as a consequence of the behaviour)
Example: 10:20am 10/3/10; Reading Circle	***Example: Teacher asks students to move into reading groups.***	***Example: Child X starts whistling very loudly***	***Example: Other students act annoyed, reading circle is delayed***

Guide to use:

This form is designed to initially record baseline information for inappropriate, challenging or problematic behaviours

Antecedent: This is the thing that happens immediately before the behaviour occurs e.g. staff say "no, you can't have…." You should include information on: **Setting:** This is the environment where the behaviour takes place e.g. an art classroom, in the playground at school etc.
Activity: This is the task or activity the child is engaged in prior to the behaviours e.g. transitioning from one class to another, playing with peers, eating dinner etc.

Behaviour: This should define exactly the form the behaviour takes e.g. child scream and lies on the floor. You could include information on:
Frequency: Record exactly how many times the behaviour occurs e.g. hits head with fist three times, throwing equipment on the floor.
Duration: If frequency is an inappropriate measure then record the overall duration (time) of the behaviour e.g. cried for 5 minutes
Intensity: A measure of how intense the behaviour is on a scale of 1-5 e.g. hit……..very hard, intensity = 5.

Consequence: This is the things that happens immediately after the behaviour occurs e.g. Removed from the room, Detention, group activity stopped, sent home etc.

Name of Pupil _____

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Appendix 9 – Reflect, Repair and Restore Discussion

Are you ready to talk about what happened?

What were you thinking at the time?

How did you feel when ……. happened?

How was …… affected by what happened?

How do you think that …….. was feeling?

What do you think that you could do fix things?

If you found yourself in the situation again, what do you think you could do differently?

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Appendix 10 – Physical Intervention

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offering an Arm



Supportive Arm



Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort - Paired



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Appendix 11 – Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment
   Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please record where appropriate:
    - adults as targets or perpetrators (A)
    - perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Form tutor/class teacher		
Head of Year		
'Target' parents/carers informed school by *letter/telephone/in person*		
'Target' parents/carers notified by *letter/telephone/in person*		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by *letter/telephone/in person*		
'Offending person/s' parents/carers notified by *letter/telephone/in person*		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date……

8. Reporting member of staff:

Name …….. Date ……..