Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

Behaviour Management Policy
English Martyrs Catholic Primary School

"Working together to provide the very best in Catholic Education"

"There is a variety of gifts but the same Spirit gives them. There are different ways of serving but the same Lord is served. There are different abilities to perform service, but the same God who gives ability to all for their particular service. The Spirit's presence is shown in some way in each person for the good of all."   *1 Corinthians 12: 4 - 7*

PART ONE: **PHILOSOPHY AND VALUES**
Rationale
This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at English Martyrs. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aim
To ensure that all pupils behave appropriately at all times, ensuring the well-being of all children and staff.

Philosophy and Values (Objectives):
Our philosophy is based upon the understanding that all behaviour is meaningful. Although certain behaviours can be challenging for parents and adults working with the child, we believe that by creating a positive and structured environment and by building meaningful relationships, children can be supported to make changes in their behaviour. Children at English Martyrs are encouraged to think about their behaviour and how they can take responsibility for making improvements and appropriate choices.

Within this positive and supportive environment we are committed to:

- Using positive behaviour management through modelling good practice and positive reinforcement at every possible opportunity. As adults, our own behaviour should be exemplary at all times.
- Ensuring equal opportunity for all children to experience success, whilst giving regard to the unique contributions offered by an individual's age, gender, special needs, linguistic or cultural background.
- Encouraging the expression of emotions in appropriate ways by developing children's emotional and social skills and providing them with opportunities to express, understand and manage these emotions.
- Helping children to develop a sense of responsibility by offering strategies and thinking processes to develop self-control.

- Providing clear expectations/rules for appropriate behaviour and reviewing and evaluating these expectations with children.
- Providing a safe and secure environment where positive relationships can be nurtured. This involves helping children to develop their understanding, empathy and respect for others.
- Ensuring a positive approach to behaviour management, making sure that good behaviour is recognised and rewarded when appropriate.
- Embedding a consistent system of rewards and sanctions throughout the school.
- Ensuring that the actions undertaken in light of this policy (and those found in the school's anti-bullying policy), minimise any forms of bullying in the school.
- Following the '**Simply Behave'** plan by following the three Diamond Rules - see PART TWO.

PART TWO: **STRATEGIES, RULES, REWARDS AND SANCTIONS**
Strategies, Rules, Rewards and Sanctions

English Martyrs follows the 'Simply Behave' system and children adhere to THREE 'Diamond Rules':
  1. Follow instructions with thought and care
  2. Show good manners at all times
  3. Care for everyone and everything.

All staff will regularly refer to these rules during the school day.

Break and Lunch times:
To support children with understanding acceptable behaviour at break and lunchtime there are some behaviour systems, which are in place.

KS1 Break Time
When the bell is rung to signify the end of break time, the children all line up in their classes and wait for their Class Teacher. The class, which has lined up the best, are awarded a 'star'. All the stars are added up at the end of each term and the class which has earned the most stars is given a reward.

KS2 Break Time
When the bell is rung to signify the end of break time, the children all line up in their classes and wait for their Class Teacher. KS2 use a 'jewel' reward system, where the class who are lining up the best are awarded a coloured jewel. The class with the most amount of jewels at the end of the week is given additional time on the adventure playground as reward/incentive.

Lunch-time
During lunch time, the Lunch Time Controllers will be looking to award 'green' cards to children who are displaying excellent behaviour such as; use of good manners, lining up in a way which is expected for the child's age, playing fairly with other children and behaving in a respectful manner in the lunch hall. The green cards are given to the child who has behaved well and they give this to their

Class Teacher. All of the green cards are collected up and the class who have earned the most is awarded.

However, if a child's behaviour is unacceptable they are given a 'red' card. This is recorded in a book by lunch time controllers, to make a note of the incident but also to record and tally how many red cards a child has been given. This is logged in Class Teacher's 'Incident Folders'.

A red cards means:

1 red ticket - a child has to be spoken to by the Class Teacher

2 red tickets – a child will be sent to the Key Stage Leaders or the Deputy Head

3 red tickets – a child will be sent to the Head Teacher

Dependent on the behaviour/incident an appropriate punishment will be decided.

In the Nurture Room, children follow the 'Golden Rules':
1. We are gentle
2. We look after property
3. We are honest
4. We work hard
5. We are kind and helpful
6. We listen

To support staff with dealing with children's behaviour consistently, the behaviour audit can be referred to if needed – (*see Appendix 1).*

Rewards:

The school employs a variety of strategies to recognise and reward good behaviour. They are as follows (and can obviously be adapted according to key stage and maturity of the child):

- Verbal praise and encouragement from teachers
- Public recognition wherever appropriate
- Golden Time (free time awarded per class, approximately 15-30minutes a week)
- Visits to the Head/Deputy Teacher or other member of staff to share good work or discuss excellent behaviour.
- Smiley faces (class recognition for good behaviour)
- Use of stickers and house-points
- Green tickets issued at lunch time to children who are following the Diamond Rules
- Certificates in 'Laudate' assembly
- Use of 'Quick Notes' to send home to parents
- Marbles in the jar to earn class rewards for using good manners (rewards get increasingly bigger).
- 'Mystery Student' – (aimed more for KS2) – if the child is successful the child is celebrated and the certificate sent home
- Key Stage 1: Use the sunshine/cloud system. Key Stage 2: Children's names are displayed on the board in the form of a behaviour chart, to highlight positive/negative behaviour.

PART THREE: **DE-ESCALATION STRATEGIES**
Strategies to Prevent Escalation of Inappropriate Behaviour
While the main emphasis at English Martyrs is acknowledging and promoting positive behaviour it is also recognised that inappropriate behaviour may occur and will need to be addressed.

In all situations, consideration will need to be given to the context of the situation, the child involved and their needs and the nature of the disruption. It may be that repeated behaviours will need to be addressed through individual target setting (see behaviour support plans).

Wherever possible, a least intrusive approach that adopts minimal confrontation should be facilitated with the sole aim of avoiding an escalation in inappropriate behaviours. During the time, the child should be given 'take-up' time, and the chance to make the right decision and turn around their behaviour.

Staff should always work together and support one another during a difficult situation, ideally this partnership should continue until the child has calmed down.

Commonly used strategies may include:
- Privately understood (only by the adult and child) gestures, e.g. a look, gesture, symbolic card etc.
- Distract and divert, e.g. "Would you get the pencils from the shelf please?"
- Remind the pupil of the Diamond Rules. E.g. the rule is 'Care for everyone and everything'.
- Simple directions e.g. "you need to be writing now"
- Choices e.g. "you have a choice. Choice A – Continue to disrupt the lesson and you will miss some of your break OR Choice B – you can complete your work and go out to break"
- Conditional directions e.g. "You can play with the trains after you have tidied away" OR simplified "Tidy first, trains after/later"
- Repetition e.g. "It is time to tidy up…time to tidy up…I need you to tidy now"
- Redirection e.g. "Now you are damaging your work, I want you to get ready for snack time"
- Instructions with manners e.g. "Go back to your seat, thank you".
- Tactically ignoring secondary behaviours e.g. swearing or banging doors
- Tune in (reflect the feeling) e.g. "I think you might be feeling frustrated, let's come back to that another time"
- Talking in 3rd person or 'Cross-Talking' e.g. "Mr Carroll, I can see that Clive is feeling angry, but for his own safety it would be really helpful if he came down from the tree"
- Appropriate use of 'I Statements'. E.g. "I feel unhappy when you speak to me in that way. Could you use a quieter voice?"
- Give attention or reward to pupils who are on task.

- Offering time-out e.g. "The door will be left open so you can return to class when you are ready".

Situations where these strategies may be used are for all 'low-level behaviours' and include: pupils refusing to do the work set, wandering around the classroom, children off task, swinging on the chair, calling out etc.

PART FOUR: **SANCTIONS AND CONSEQUENCES**
Sanctions and Consequences:
Whilst the school would rather encourage good behavior through positive means, it recognises that negative behaviour will sometimes need to be addressed through sanctions.

Breaking the rules should result in a consequence. If the strategies to prevent the escalation of inappropriate behaviours have been unsuccessful, it will be necessary for the loss of e.g. minutes of break-time, name down on the reward chart system etc.

To help children understand when they have made a mistake and the reason why, it is helpful to use the strategy 'Reminder, Warning, Consequence'
1) Remind the child which rule they should be following.
2) Warn the child that they are still not following the rule and if they continue with the behaviour they will be given a consequence.
3) If the behaviour continues, give the child a consequence to suit the negative behaviour.

(For more information on 'Reminder, warning and consequence' - see appendix 2)

PART FIVE: **ROLES, RIGHTS AND RESPONSIBILITIES**
Roles, Rights and Responsibilities:
All staff and adults will promote positive behaviour. Incidents of poor behaviour will be dealt with by a member of staff, according to the level of seriousness involved. It is appropriate for the following structure to be used:
1) Child dealt with by Class Teacher
2) Child dealt with by Key Stage Leader
3) Child dealt with by Deputy Head
4) Child dealt with by Head Teacher

English Martyrs are committed to the safety and well-being of the pupils, parents and staff within the school. For this reason, there are clearly defined rights and responsibilities, which are intended for everyone to be guided by.

Pupils' Rights
- To be physically and emotionally safe
- To be treated with respect by everyone
- To be listened to
- To learn and make progress

- To be kept informed about their progress

Pupils' Responsibilities
- To treat other people with respect
- To follow the school rules
- To keep themselves and others safe
- To attend regularly
- To be involved in review of their progress
- To respectfully communicate their views and concerns to staff and their parents and/or through appropriate forums such as, e.g. school council meetings.
- To let staff or parents know about any concerns so that these can be taken seriously and dealt with.

Parents' Rights
- To be treated with respect by everyone
- To be listened to
- To be kept fully informed about their child's progress
- To be informed about how behaviour is managed

Parents' Responsibilities
- To treat other people with respect
- To be actively involved in reviewing their child's progress (if there is a behaviour concern)
- To ensure that their child attends regularly
- To comment in the communication diary (if this is in place)
- To let staff know about any circumstances or changes of circumstance that could affect their child's behaviour/progress e.g. medical, family

Staff Rights
- To be kept physically and emotionally safe
- To be treated with respect by everyone
- To be listened to
- To be made aware of the school's expectations, policies and procedures
- To receive appropriate training to increase skills in the understanding, supporting and management of children with social, emotional and behavioural difficulties

Staff Responsibilities
- To treat other people with respect
- To model positive behaviour
- To be punctual, polite and well mannered
- To plan and evaluate effectively to meet the needs of pupils attending English Martyrs

- To adhere to the Equal Opportunities Statement as outlined in the Reading Borough Policy
- To work together with pupils in reviewing their behaviour
- To keep clear records of pupils progress
- To write in the communication diary (if this is in place)
- To record and pass on any records of serious incidents or concerns to the Headteacher
- Where applicable, to record communication with parents and with other agencies

Role of School Council
As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules. The School Council have the responsibility of logging the number of green tickets issued by the Lunchtime Controllers.

Role of the Governors
The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

Role of the Headteacher
It is the responsibility of the head teacher, under the 2012 DFE document *'Ensuring Good Behaviour in Schools'*, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.
PART SIX: **SERIOUS INCIDENCES**

Recording Incidents
A serious incident (see high level behaviour on audit), will be recorded on a 'Serious Incident Report' *(see appendix 3).*

The staff member(s) most closely involved with the incident will complete the sheet as soon after the incident as possible. The sheet will be passed to the Class Teacher/Head of Key Stage and where necessary, be completed in consultation with them.

The Serious Incident Report will specify details of the incident, what the triggers to the incident may have been, as well as recording strategies used and agreed consequences. The Serious Incident Report may also contain reference to any injury to staff/peers and/or any physical intervention that may have been

necessary.

Any contact with parents will be included in the report and attached to the serious incident report. Where there has been:

1) a serious injury to a child
2) a serious injury to another pupil caused by their child
3) damage to property
4) a planned physical intervention
5) an incident of an extremely violent nature
6) incidents which involve a lack of co-operation on a regular basis leading to serious consequences
7) over three 'serious' Incident Reports issued in any term period

The staff member completing the sheet should always sign and date the document. All completed Incident Reports will be kept in the 'Incident File' in each child's class folder. As parents are able to access any report referring to their child on request, any other pupils involved are not named.

The aim of the meeting is to put preventative and supportive measures in place as well as look at next steps. The Serious Incident Report sheets helps to outline details and patterns of incidents but the meeting is also a forum for pupils and parents to share their views.

Sometimes it might be helpful to complete an ABCD (Antecedent, Behaviour, Consequence and Duration) sheet. This information can help to identify potential triggers for children with behaviour difficulties as well as be used to inform a 'Behaviour Support Plan' if it is needed. (*See appendix 4*)

At this point a Behaviour Support Plan (BSP) may be written up to outline the pupils' areas of difficulty, strengths and proposed targets. *(See appendix 5)*. For help on how to write a BSP, *(see appendix 6).* Within the plan, information will include strategies of how to prevent, de-escalate and manage an incident. To support the child with managing their behaviour, targets will be set which, need to be reviewed and shared with parents on a termly basis. In addition, it may be necessary to include a reward system to encourage the pupil to achieve their targets. (*see appendix 7*)

If a child's behaviour can be potentially violent it will be necessary to complete the second part of the Behaviour Support Plan. In this situation – the 'Traffic Light Colour Codes' –will assist with this *(see appendix 8)*:

The 'green' section will describe the child when they are calm and managing their behaviour.

The 'orange' section will describe warning signs for when a child might display negative behaviours.

The 'red' section will describe the negative behaviours a child may display if the

early warning signs have not been noticed.

The 'blue' section will provide calming strategies to support a child who is experiencing and/or displaying negative behaviours.

When writing a Behaviour Support it is helpful to identify the behaviour of the child whom you are trying to support *(see appendix 9).*

On some occasions it may be necessary to request the involvement of Cranbury College (Behaviour Support Service), where they will hold a 'Pastoral Support Plan' meeting with the parents and the school. The main aim is to set clear targets and help to:
1) reduce serious incidences
2) encourage a child to maintain in school if close to exclusion
3) increase a child's attendance in school if a school refuser

Physical Intervention:
On occasions, it may be necessary for staff to physically restrain a child but only when they are a danger to themselves, to others or to school property. The school's physical restraint policy outlines how staff should act in such circumstances.

Searching Pupils:
If a senior member of staff suspects that a child might possess an item, which is prohibited in school, then they may search that child with the child's consent. If the member of staff suspects that the child may possess either knives, weapons, alcohol illegal drugs, stolen items, tobacco or cigarette papers, then they may search a child without their consent.

Malicious Allegations by Pupils Against Staff:
The school takes malicious allegations against staff, by pupils, very seriously, as such situations could have a lasting and negative impact on the lives of staff who are the victims of false allegations. Such circumstances will be treated very seriously by the school and pupils involved will be severely reprimanded as deemed appropriate by the Head Teacher (or Deputy and/or Chair of Governors, in the case of a false allegation against the Head Teacher).

Equality of Opportunity:
In light of the 2010 Equality Act, this policy has been written with due consideration to its potential impact (both positive and negative) on the many diverse groups of adults and children within the school. The school has ensured that to the best of its knowledge, the statements and procedures set out in this policy do not discriminate unjustly against any such groups or individuals.

Approved by governing body on 19th July 2016

Signed by .... Chair of Governors

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

Review: Spring 2018

PART SEVEN: **APPENDICES**

APPENDIX 1: BEHAVIOUR AUDIT

APPENDIX 2: EXAMPLE OF CONSEQUENCES - CONVERSATION

APPENDIX 3: SERIOUS INCIDENT REPORT

APPENDIX 4: ABCD (ANTECEDENT, BEHAVIOUR, CONSEQUENCE, DURATION) CHART

APPENDIX 5: BEHAVIOUR SUPPORT PLAN

APPENDIX 6: STAGES FOR COMPLETING A BEHAVIOUR SUPPORT PLAN (BSP)

APPENDIX 7: 'MY TARGETS' REWARD SHEET (INCLUDING GOLDEN TIME MINUTES)

APPENDIX 8: TRAFFIC LIGHT – COLOUR CODES (SUPPORT WITH COMPLETING A BSP)

APPENDIX 9: FUNCTIONS OF CHALLENGING BEHAVIOUR

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

APPENDIX 1:

Behaviour Audit EXAMPLES – English Martyrs Catholic Primary School

Low Level Behaviour	Medium Level Behaviour	High Level Behaviour
Throwing items on the floor e.g. coats or not putting items away	Throwing items across a room	Throwing items 'at' someone.
Hiding in the classroom e.g. under tables	Hiding in school building/premises	Hiding outside of the school premises
Not following staff instructions in class e.g. can you stop calling out? And/or not following the Diamond Rules	Not following staff instructions on school premises when in an un-safe situation E.g. pre-empting the situation happening i.e. can you stay away from the tree?	Following through with the unsafe action.
No eye contact with staff and/or Fingers in ears Use words inappropriately – being unkind e.g. I don't like you OR I don't want to play with you.	No communication – ignoring. Use of inappropriate language Name calling	Racist comments and/or severe bullying behaviour - *(refer to bullying policy for more information)* Can be repetitive behaviour.
Rough play e.g. accidentally pushing someone over during a game.	Kicking and hitting adults and children (unintentionally – to be decided by adults e.g. during a restraint)	Intentional kicking and hitting adults and children
	Spitting on the ground/school property	Spitting at someone
Running in the classroom	Running in school	Running out of school - *see risk assessment.*
Work avoidance Child destroying their own work Inappropriate use of equipment – potentially causing harm e.g. flicking rubber with a	Destroying someone else's work Destroying school property (low level) e.g. scratch on a table.	Intentionally vandalising school property e.g. throwing a brick through a window

ruler.		
Annoying, poking or stopping someone from working	Scratching, pinching, hair pulling	Biting or medium level behaviour which has caused physical harm.
Using sexualised words (sometimes child may not know what they mean)	Directing the sexualised behaviour at another child *(refer to child protection policy)*	Physically touching another child in a sexualised way *(refer to child protection policy)*
Cursing at themselves through frustration	Shouting a swear word loudly across a room or in the playground	Shouting a swear word directed at either a child or an adult
POSSIBLE CONSEQUENCES		
1. The use of the terminology 'Reminder'. This is when children 'reminded' about which Diamond Rule they should be following. 2. If a child continues with the same behaviour they are then given a 'warning'. At this point they are shown a 'warning card'. This is their last opportunity to change their behaviour. 3. If the behaviour continues children could either: a) have verbal admonishment (delivered by staff in calm, polite but firm manner) b) lose (KS1 – 1 minutes and KS2 - 2 minutes) off playtime. c) KS1 – have their name moved down on the reward chart. KS2 – have their name written on the board.	In school suspension where the pupil has to work in another part of the school. E.g. outside the Head Teacher's office. If the Head Teacher is not in school, the child will have to work outside the Deputy Head's office or head of each key stage. The child will also lose a whole break time OR 15 minutes from their lunchtime play. A written exercise related to the behaviour e.g. letter of apology. A phone call home	These behaviours would result in either a: Letter home to parents (checked by Head Teacher) Meeting with parents and child Fixed-term exclusion Permanent exclusion Taken off the playground for the week.

APPENDIX 2: EXAMPLE OF A 'REMINDER, WARNING, CONSEQUENCE' CONVERSATION

Step 1: Give a verbal reminder
Explain the unwanted behaviour in relation to the rules. In the school refer to the 'Diamond Rules' in the Nurture Room refer to the 'Golden Rules'
Example: "Alvin I am reminding you about our listening rule, I have asked you to come to the table, I would like you to sit down now please"

If the child responds positively to the verbal warning/reminder, positively reinforce this behaviour e.g. "Well done Alvin". There is no further consequence.

Step 2: Warning card/verbal warning
If the behaviour continues, repeat step 1 telling the pupil that s/he now has a warning card. The card is placed near the pupil or held up for him/her to see.
Example: "Alvin I am giving you a warning card because you are still not listening when I ask you to sit down. You are breaking our rule. I'd like you to sit down, thank you".

If the pupil does as they have been asked, staff can remove the card and positively reinforce the change in behaviour. Example "Well done Alvin I am removing the card as you have listened to me and come to the table, thank you". There is no further consequence.

There are times when it is impractical to give a warning card. The same system in Step 2 will be used verbally with a child. It will still be made explicit that this is the second reminder/warning and if the behaviour continues there will be a consequence.

S*tep 3: Consequence*
If the behaviour continues remove the warning card and tell the pupil that s/he has a consequence e.g. name goes down on the reward chart, they lose 1 minute of break etc. Make a note of this in a discreet place so that the staff can refer to it throughout the session.

However, if there is a behaviour that is extreme – instant minutes can be lost.

APPENDIX 3: SERIOUS INCIDENT REPORT

Record of incident involving poor behaviour of a serious nature

Date:	
Perpetrator(s):	
Victim(s):	
Reported by:	
Description of concern:	
Action taken:	
Reported to SMT?	

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

APPENDIX 4: ABCD (ANTECEDENT, BEHAVIOUR, CONSEQUENCE, DURATION) CHART

ABCD (Antecedent, Behaviour, Consequence, Duration) Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence	Duration
When the behaviour occurred	What activity was going on when the behaviour occurred?	What happened right before the behaviour that <u>may</u> have triggered the behaviour?	What did the behaviour looked like?	What happened after the behaviour or as a result of the behaviour?	How long did the episode last?

APPENDIX 5: BEHAVIOUR SUPPORT PLAN

BEHAVIOUR SUPPORT PLAN

School Name		Child's name		NC Yr	

Date		Present at Meeting		Class Teacher	

Areas of Concern	Pupil's Strengths
•	•

Initial Agreed Action	Who	When?
		2013

Further Action:	Success Criteria
1)	1)

Child's Views

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

School Commitment:	Who	By when?
• To use home school communication book on a daily basis • Keep school informed of relevant changes • Work with agreed strategies over a given time and evaluate with evidence Signed by school:		
Home Commitment (to be signed by parent/carer too)	**Who**	**By when?**
• Sharing relevant information with school • Keeping appointments and attending meetings • Support school with set out Signed by parent/carer:		
Any Other Information/Minutes:		
            Review Date:		

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

REVIEWS

Date Targets Set:		Review Date:		
Focus of Action – Phase 1		**Review of Action – Phase 1**		
Child's Views:		**Minutes from Action Plan Review:**		

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

Child's Name			D.O.B		NC Yr	4

Date		Present at Meeting	

All About Me	Behaviours I might display
My strengths: **Situations I find difficult:**	**Early warning signs:** **If early warning signs are not noticed I may:**

Document Control			
Policy Name	Behaviour Management	Date Approved	19th July 2016
Status	Approved by Board	Review Date	Summer 2017
Committee	Pupil Achievement	Version Number	1.00

What can we do to avoid this situation?	What can you do if I display challenging behaviour?
	1) When I'm showing early signs of behaviour? **2) If the situation has escalated?** 3) How to help me afterwards to calm down?

APPENDIX 6:

<u>Stages for Completing a Behaviour Support Plan (BSP)</u>

1) Observation on pupil.

2) Complete ABCD chart to log behaviour incidences.

3) Decide on 'functions' of challenging behaviour (See chart):

- Social attention
- Escape/avoidance
- Tangible (wants something physical)
- Sensory

4) Think of the BSP in FOUR colour codes (See traffic light system):

- **Green – proactive/relaxed/calm**
- **Amber – Early warning signs (try and stop it escalating). What are the warning signs?**
- **Red -   incident**
- **Blue -   calming down**

5) Create a BSP making a note of the following (See BSP):

- Situations I find difficult
- Behaviours I might display
- What can we do to avoid this situation?
- What can you do if I display this challenging behaviour

APPENDIX 7:

Name: **Week Beginning:_____**

My targets
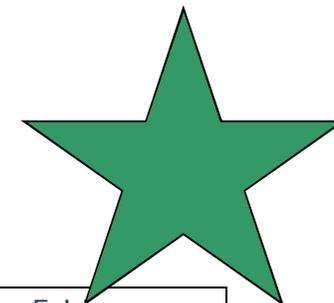
TARGETS	Monday	Tuesday	Wednesday	Thursday	Friday
I can					
I can					
I can					
Number of golden time MINUTES	**20 19 18 17 16** **15 14 13 12 11** **10 9 8 7 6** *5 4 3 2 1* *safe*	**20 19 18 17 16** **15 14 13 12 11** **10 9 8 7 6** *5 4 3 2 1* *safe*	**20 19 18 17 16** **15 14 13 12 11** **10 9 8 7 6** *5 4 3 2 1* *safe*	**20 19 18 17 16** **15 14 13 12 11** **10 9 8 7 6** *5 4 3 2 1* *safe*	**20 19 18 17 16** **15 14 13 12 11** **10 9 8 7 6** *5 4 3 2 1* *safe*

APPENDIX 8:

BSP – Traffic Light Colour Codes

PROACTIVE – GREEN STRATEGIES

- Environment
- Communication and body language
- Preferred activity or object or person
- Predictable routine and structure
- Feeling well and happy
- Interaction styles – how do you talk to the person?

EARLY WARNING – AMBER STRATEGIES

- ...nger
- ... 'ignoring' the
- ...erson what they
- ..., dance on the ...tion!

REACTIVE – RED STRATEGIES

- Appear calm
- Talk in calm, monotone voice
- Do not make prolonged eye contact
- Be aware of your own body language
- Do not make any demands of the person or keep talking to them
- Distraction and redirection e.g. use a guided walk to remove the person from the room to keep them and others safe

POST INCIDENT SUPPORT – BLUE STRATEGIES

- Giving the person more space
- Engaging in an activity
- Procedures for ensuring their physical and emotional safety (e.g. via physical checks and supporting counselling/reassurance giving)
- Make no demands
- Help the person recover
- Move to different environment, if appropriate

Anti-bullying Policy

APPENDIX 9:

Functions of the Challenging Behaviour

Attention e.g. by hitting	Escape/Avoid
• Teach the person how to get attention/attention of others in a more appropriate way e.g. teaching them a sign, a vocalisation or gently tap hand/arm. • Notice when the person is trying to get your attention appropriately and immediately respond. This will help to reinforce desired behaviour. • If the person goes to hit you, use a phrase such as 'gently' or 'hands down'. Teach the person what this means. • Interact with the person regularly to give them plenty of opportunity to get positive attention. • Where possible, ignore the hitting.	• Give the person an effective way to stop something they don't like; to remove them from a situation or person they don't like. This could be a sign/word or photo card to say 'finish' or 'class'. • Teach them to make choices and a way to say 'yes' and 'no'. • Introduce them to a new activity/situation gradually to help them become used to it. • Use humour as a way to distract the person. • Notice when they are displaying 'early warning signs' that they may be coming unhappy or anxious. • Change the way you ask them to do something.
Tangible	**Sensory**
• Teach the person how to communicate they want a drink/toy etc. • Give them what they've asked for as soon as they've asked appropriately. Give lots of praise. Make sure they have regular access to what they need. • Teach them how to get something for themselves where possible. • Make sure they are not left without something meaningful to do. • As far as possible ignore the hitting. • If the situation escalates and people are at risk give them what they want.	• Ask for a referral to a specialist Occupational Therapist (OT) who can do a sensory assessment to clarify specific sensory needs. • Be creative! Get a drum, box, cushion or other thing that they could hit. • Try out different objects to see which they prefer, then use these to create new activities. • Use preferred items to help you engage with the person. • Make sure the person can get their sensory needs met, but in a way that will not isolate them further or leave them engaging in a self-stimulatory behaviour for too long. If people have self-stimulatory activities that are very important to them, try and support them to have at least some meaningful routine/structure in their day, so that the self-stimulatory behaviour doesn't 'take over'.