

Littleport Community Primary School and Preschool



Littleport Community
Preschool



Behaviour Policy

Ratified: 17th September 2026

Review Date: September 2027

Signed 

Chair of Governors

Date : 17th September 2026

Contents

1. Values and Vision Statement	3
2. Valued Behaviour.....	3
3. Supporting All Learners.....	5
4. Unsocial Behaviour.....	6
5. Detrimental Behaviour.....	7
6. Unforeseeable Behaviour.....	8
7. Reporting, Recording and Communicating	10
8. Suspensions (Fixed-term Exclusions) and Permanent Exclusions	11
9. Links with Other Policies	12

Appendix 1: Legislation and statutory requirements

Appendix 2: Positive reinforcement in action

Appendix 3: Inclusion circles

Appendix 4: CTT Graduated Response

Appendix 5: Unsocial behaviours strategy chart

Appendix 6: Detrimental behaviours strategy chart

Appendix 7: Dangerous detrimental behaviours strategy chart

Appendix 8: Individual risk management plan template

Appendix 9: Behaviour incident flow chart

Appendix 10: De-escalation script

Appendix 11: Restorative question prompts

Littleport Community Primary School and Preschool Positive Behaviour Policy

1. Values and Vision Statement

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

Littleport Community Primary School and Preschool work with young people, families and appropriate agencies to promote valued behaviour because everyone has the right to be in an environment which is safe, conducive to learning and free from disruption, bullying, violence, discrimination or harassment.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. Our therapeutic approach to behaviour management has been inspired by Therapeutic Thinking training delivered through Cambridgeshire Local Authority. Therapeutic Thinking is a therapeutic and trauma-informed approach to behaviour.

Our core behaviour principles at Littleport Community Primary School and Preschool are that all stakeholders are:

- **Ready**
- **Respectful**
- **Safe**

See Appendix 1 for legislation and statutory requirements for schools.

2. Valued Behaviour

Valued behaviour relates to behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people. It benefits other people or society. Valued behaviour can be defined as the ‘absence’ of detrimental behaviour.

When children feel safe, liked, respected, praised, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

We promote and celebrate valued behaviours such as:

- | | | |
|--------------------------|--------------------------|----------------|
| • Being polite | • Being kind and helpful | • Working hard |
| • Looking after property | • Listening | • Being honest |

Children value feedback on their valued behaviour and it is important that this is recognised by all staff. Acts, such as holding a door open, being polite, handing out equipment etc. are not taken for granted. However, they are not overly celebrated/rewarded – a thank you and appreciation, but not a sticker/certificate.

Promoting Valued behaviour

Whole-school level

- All staff understand and demonstrate the school's core principles about behaviour
- Positive behaviour is promoted by agreed routines and clear systems
- School assemblies and PSHE sessions are used to develop children's social, emotional wellbeing and behavioural skills
- Valued behaviour around school is acknowledged
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning valued behaviour.

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and development of emotional wellbeing
- Lessons are engaging and appropriately challenging
- Appropriate behaviours are taught, modelled and reinforced on a regular basis
- Children are taught the language of sharing and cooperation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There is a classroom charter, devised through discussion with children, which promotes positive social and learning behaviours. This is different to the PSHE charter which is specifically for PSHE lessons.
- Classroom rules or charter are displayed in a way which can be understood by all children (photographs/diagrams)
- Valued behaviour is noticed in a timely manner and genuinely recognised by staff and peers
- There are clear systems, understood by all, for dealing with detrimental behaviour following Cambridgeshire Therapeutic Thinking procedures

Individual child level

- All children are seen as individuals whose strengths and differences are recognised and celebrated by all staff
- Systems are in place for noticing and drawing attention to valued and improved behaviour
- Where a child experiences difficulties in developing or sustaining valued behaviours we follow the guidelines as set out in the Cambridgeshire Therapeutic Thinking Graduated Response

The whole school community can create a calm and well-ordered environment for teaching and learning, fostering a **pride** in it. Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

Promotion of valued behaviours includes: All celebration, in whichever form is deemed appropriate, should be a reward for effort and achievement not used to ‘bribe’ a child into doing or achieving.

For further expectations and support with promoting positive reinforcement, see **Appendix 2 Positive Reinforcement in Action**.

3. Supporting All Learners

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

Children will learn best in a classroom where the adults:

- Show that they care
- Establish clear expectations in their classroom
- Give children a high level of challenge along with a high level of support
- Promote, model and value respect

Inclusion Circles (see Appendix 3) support the identification of the individual needs and behaviours of learners at each transition year, with green ‘safe learners’ requiring normal boundaries of universal reasonable adjustment, e.g. a child being allowed to have a fidget tool in class, a child needing a 5-minute warning of a change of activity, a child’s former teacher checking in after a transition into a new year group.

For children falling into the amber and red areas, the Therapeutic Think Graduated Response is followed to support them. The Therapeutic Think Graduated Response makes use of the Therapeutic tool kit.

The school recognises its legal duty under the Equality Act (2010) to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to detrimental behaviour may be differentiated to cater to the needs of the pupil. The school’s Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support strategies for that child. We will work with parents/carers to create the plan and review it on a regular basis. We have a full-time member of staff (Children’s Inclusion Manager) who is Cambridgeshire Therapeutic Thinking trained whose role is to support children and families, and who uses a range of strategies to support children, including PSHE and restorative approaches to resolving conflicts and other issues.

See Appendix 4 for Therapeutic Thinking Graduated Response.

Detrimental behaviour has one or more of the following functions:

Sensory	• Provides input to one or more of the senses • Behaviour likely to happen in different situations, even if there is minimal interaction and engagement on offer
Escape or Avoidance	• The demand may be verbal, physical, or related to proximity or environment • Escape: When trapped with detrimental or antisocial feelings already in the situation. • Avoidance: When predicting detrimental or antisocial feelings • Behaviour happens when being asked to do something
Attention	• Can be verbal, physical, social or related to proximity • Can be positive or negative attention
Tangible gain	• Behaviour occurs as a way of gaining access to a person, item, activity, feeling etc.

Children may internalise or externalise their behaviour as follows:

Internalising Behaviours:

- Behaviours such as anxiety and depression can lead to: Difficulties forming and maintaining relationships, poor school performance and potentially suicidal behaviours. *Children and young people who have experienced depression are also more likely to have recurrent episodes later in adulthood.*

Externalising Behaviours:

- Behaviours such as being aggressive, fighting and violating rules may lead to persistent difficulties, including conduct disorders that can have negative consequences both in childhood and later in life. *Children and young people experiencing persistent externalising behaviours are at risk of; academic difficulties, low grades, truancy and exclusion, social rejection*

4. Unsocial Behaviour

Unsocial behaviour (sometimes referred to as 'difficult behaviour') relates to not enjoying or not making an effort to behave sociably in the company of others, but not to the detriment of others. Children may not do as instructed, but it does not adversely impact others.

Leaving their desk without permission Leaving the carpet during input/story without permission Refusing to complete the work set Choosing to do another activity than the one that the class are doing Refusing to put on a coat or take off a jumper Reading or drawing on a whiteboard

Rocking on their chair
 Not listening to instructions
 Playing / fiddling with equipment
 Calling out / talking to a friend

Unsocial behaviour could be a sign of needing help, attention, or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive, and therefore becomes detrimental.

Unsocial Behaviour can be approached with the following scripted language strategies:

- Positive phrasing
- Limited choice
- Disempowering
- De-escalation

See Appendix 5 for strategies for Unsocial Behaviour

5. Detrimental Behaviour

Detrimental behaviour (sometimes referred to as ‘dangerous behaviour’) relates to behaviour that causes harm to an individual, a group, the community or to the environment. It is likely to cause injury, harassment, alarm or distress. It violates the rights of another person.

Detrimental Behaviours	Dangerous Detrimental Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult’s request Distracting and/or disrupting others’ learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Anti-Bullying Policy for definition)

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Detrimental behaviour should not need SLT support unless it is persistent and frequent. Dangerous detrimental behaviour is likely to need SLT support/intervention.

Detrimental Behaviour can be approached with the following **scripted language strategies**:

- Positive phrasing
- Limited choice
- Disempowering
- De-escalation

See Appendix 6 for strategies for Detrimental Behaviour

See Appendix 7 for strategies for Dangerous Detrimental Behaviour

6. Unforeseeable Behaviour

Unforeseeable Behaviours are behaviours not covered by the policy, never previously experienced, or so historic we believed they would not reoccur.

1. In this case it is important to consider if the behaviour is subconscious, conscious or a mixture of both:

Subconscious behaviour

- The child is unable to moderate or self-regulate.
- *Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.*
- *If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.*

Conscious behaviour

- The child is unwilling to moderate or self-regulate.
- *Predominantly conscious behaviour serves the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.*
- *If we punish conscious behaviours we often create conflict*

2. It is also important consider whether the behaviour is **difficult** or **dangerous**.

3. Finally, a judgement needs to be made as to whether there needs to be a consequence. A consequence is a logical, explainable response to a behaviour. It is designed to help children learn and develop valued behaviour transferable to all contexts.

There are two types:

Protective consequences:

- Removal of a freedom to manage harm
 - o Increased staff ratios
 - o Limited access to outside space
 - o Escorted in social situation

- o Restricted off site activities
- o Differentiated teaching space
- o Exclusion

Educational Consequence:

- The learning, rehearsing or teaching so the freedom can be returned.
 - o Completing tasks
 - o Rehearsing and practising
 - o Assisting with repairs or the planning of repairs
 - o Educational opportunities
 - o Research the real-world implications
 - o Conversation and exploration

Physical Intervention

Physical intervention or reasonable force may be required to prevent a child from hurting themselves or others, from damaging property, or from causing disorder. Staff can use their professional judgement to physically intervene as a last resort and should use minimum contact in order to lead, guide, or block a child to keep them and others safe.

Any intervention used must:

- o Not impede the process of breathing;
- o Not be used in a way which may be interpreted as sexual;
- o Not intentionally inflict pain or injury;
- o Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;
- o Avoid hyperextension, hyper flexion and pressure on across the joints;
- o Not employ potentially dangerous positions
- o Always be used proportionately and with the support of an additional adult as an observer or to assist as necessary/whenever possible
- o Be applied using the minimum amount of force and for the minimum amount of time possible
- o Be used in a way that maintains the safety and dignity of all concerned
- o Never be used as a form of punishment
- o Be followed by a debrief for staff involved

If physical intervention is required, this will be recorded in the school's Physical Intervention Book by the involved staff member. Parents/carers will be contacted by the class teacher or senior lead to discuss the reason for physical intervention and detail the incident, including reparation.

As a school, we recognise that there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- o Holding the hand of the child at the front/back of the line when going to
- o assembly or when walking together around the school;
- o When comforting a distressed pupil;
- o When a pupil is being congratulated or praised;
- o To demonstrate how to use a musical instrument;
- o To demonstrate exercises or techniques during PE lessons or sports

- coaching;
- To give first aid

A school's behaviour policy should be the plan for the majority of children. All staff foster good relationships with the children in school and as such, will adapt responses in situations where necessary. In addition, some children may require an individual risk management plan (see Appendix 8) to formalise strategies that differentiate from policy.

Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will confiscate any item which is considered harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's guidance on searching, screening and confiscation.

7. Reporting, Recording and Communicating

The staff member dealing with the behaviour first should do the following on the same day:

Type of Behaviour	Action
Unsocial behaviour	No need to log incident unless it becomes persistent
Non-persistent detrimental behaviour	Add to child's record on SIMS
Persistent detrimental behaviour	MyConcern –state ' <u>persistent detrimental behaviour</u> ' in the Concern Summary
Dangerous detrimental behaviour	MyConcern –state ' <u>dangerous detrimental behaviour</u> ' in the Concern Summary and inform SLT and parents/carers (in person, by phone or by email). Follow up notes to be made after contact with parent/carers and added to the Log of Concern .
Dangerous or difficult unforeseen behaviour	MyConcern –state ' <u>unforeseen behaviour</u> ' in the Concern Summary and inform SLT and parents/carers if the behaviour was dangerous (in person, by phone or by email). Follow up notes to

	be made after contact with parent/carers and added to the Log of Concern .
--	---

If a child leaves the classroom internally, send an adult to be with them. Radio for adult assistance from another classroom, if required.

If a child leaves the school building, send an adult to be with them and inform SLT. Radio for adult assistance from another classroom, if required. If the child makes their way towards the back of the school field, radio for SLT who will co-ordinate support.

If a child leaves the school premises, notify SLT via radio channel who will then prompt the office to phone the police and inform parents/carers.

Staff are responsible for consistently setting the tone and context for positive behaviour within the classroom. **Never ignore** or walk past a child who is displaying difficult or dangerous behaviour unless there is good reason to do so, such as being part of a Risk Management Plan.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront difficult or dangerous behaviour with anger or risk further escalation.

When recording an incident, staff will use factual language and avoid giving an opinion.

8. Suspensions (Fixed-term Exclusion) and Permanent Exclusions

Staff understand the impact an exclusion may have on a child, but sometimes this may be necessary in order to establish high standards of behaviour in schools and maintain the safety of school communities. The school has therefore adopted the national list of reasons for exclusion and the standard guidance contained within both [Behaviour in Schools](#) (DfE, February 2024) and [Suspension and Permanent Exclusion from maintained schools, academies and pupils referral units in England, including pupil movement](#) (DfE, July 2026). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (including an Acting Headteacher by virtue of [section 579\(1\) of the Education Act](#)) has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

If the Headteacher excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents/carers of how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any suspension.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has an exclusion appeals panel, which is made up of between three and five members. This panel considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents/carers and the Local Authority, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

9. Links with Other Policies

This behaviour policy is linked to the following policies:

- Anti-bullying and prejudice related incidents policy
- Online safety policy
- Equality information and objectives
- Safeguarding policy

APPENDIX 1: LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

APPENDIX 2: POSITIVE REINFORCEMENT IN ACTION

Positive Reinforcement Ideas
• Non-verbal examples are good for not interrupting learning, e.g., thumbs up, point to your own smile • Words of encouragement – be specific and tell them what you are praising them for. <i>Praise for specific, small prosocial behaviours increases the chance of others following</i> • 'I have noticed...' • Peers encouraging each other • Certificates (Learner of the Week) • Inform parents/carers – verbally at pick-up, phone call, post-cards, notes home • Send to previous teacher, or other teacher, to show good work or effort • Send to SLT to show exceptional work or effort

APPENDIX 3: INCLUSION CIRCLES

Inclusion Circles



APPENDIX 4: CTT GRADUATED RESPONSE

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: - o Function of behaviour - o Health and wellbeing - o Context - o Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

APPENDIX 5: UNSOCIAL BEHAVIOURS STRATEGY CHART

Unsocial Behaviours Strategy Chart

If you become frustrated by unsocial behaviour and 'hector' the child, you can cause them to become detrimental. Are we just expecting them to obey?

Unsocial Behaviour	Positive Phrasing (Can include distracting/redirecting)	Limited Choice	Disempowering the behaviour and/or De-escalation	Protective or Educational Consequence
Leaving their desk without permission	'Stay seated in your chair, (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to ... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see that you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to ... before you go out to break.'

Refusing to complete work set	'I know you want to do ... first. I need you to, then you can ...' 'Can you tell me .../show me ...?'	'I can see you are not ready to do Maths now, so we can do ... or ... and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner.' 'I wonder if we will be faster at the table or book corner?' (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising. Completing tasks. Differentiated curriculum – possibly practical and creative activities to encourage engagement in class.
-------------------------------	--	---	---	--

Refusal to do PE	'I can see that you are not ready to join in with PE now, so you can join in with the middle bit or the end bit.' (repeat)	'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
------------------	--	---	---

Not listening to/following instructions	'I can see you are not choosing to listen to me at the moment. Would you like me to explain again after the lesson?' 'Well done everyone for stopping safely (in PE) when asked as that is the safe way to (do PE).' 'Fantastic listening from ... I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to ... before you go out to break.'
Choosing to do another activity that the one the class are doing (e.g., reading/drawing on whiteboard)	'I can see that you are choosing to read/draw now rather than join in. If you do this ... first, then you can draw/read after that.'	You can choose to do this now or later. ' (repeat)	'You can choose to do this later if you like when the others are doing ...?'	'We can check you understand what to do before you go out for break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet? ' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'

Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see that you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out for break.'
Playing/fiddling with equipment <i>(Some children may need to do this when they listen – if they are not disrupting, they may need to be given a fiddle toy)</i>	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		
Not sitting 'appropriately' for learning <i>(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair – try and offer times when they can choose their best listening position and offer this on occasion, e.g., story time)</i>	'You need to sit up to your desk for this lesson because ... (e.g., it will help your presentation/ show me that you have understood the instructions). Later, for story time you can ... (e.g., sit in your favourite way).'			

APPENDIX 5: DETRIMENTAL BEHAVIOURS STRATEGY CHART

Detrimental Behaviours

Note the frequency – it is normally this that makes it intolerable. Only very frequent and persistent detrimental behaviour will require SLT intervention.

Detrimental Behaviour	Positive Phrasing (Can include distracting/redirecting)	Limited Choice	Disempowering the behaviour and/or De-escalation	Protective or Educational Consequence
Continued interruptions	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go to break.' 'I can see that you are not choosing to listen at the moment. Would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is ...'s turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – Who would you like to talk to, me or?' (repeat)	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure that they understand the 'rules of conversation'. If it is being done to disrupt others, use the positive phrasing and limited choices. Ignore and speak later to individuals.	Conversation and exploration
Aggressive shouting/calling out disruptively				
Answering back/mimicking				
Swearing	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the	'I can see that you are not happy at the moment.'	Conversation and exploration
Name calling				

Lying	'I can see that you are upset.' 'We can talk when you are ready.'	library/office/classroom.' (repeat) 'We can talk when you are ready – who would you like to talk to, me or ...?' (repeat)	When you are ready to speak to me properly, I will listen. (Then ignore until they are ready.)	'Thank you for telling/showing me how you are feeling – if you can tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.' (i.e., very specific and clear) 'I can see you are not ready to do this right now.' 'I can see something is wrong. If you want to talk, I will listen – I am here to help.'	'Walk with me to the library or the book corner.' (repeat)		Rehearsing and practising Completing tasks
Distracting and/or disrupting others' learning by shouting, banging, making noise	'I can see that you are not happy at the moment, and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat)		Rehearsing and practising Completing tasks

Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready, and we can talk her or with ... Who would you like to talk to, me or ...?' (repeat) 'You can come and find me when you are ready.'	'I can see that you are not happy at the moment. When you are ready to come back to class, I will listen.' (Then ignore until they are ready to listen as long as another adult is in the vicinity.)	Educational opportunities – identify early warning signs for needing to leave. Creation of a 'safe space' in the classroom, if staying in class is difficult.
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready, we can talk here of in the library/office/classroom. ' (repeat)		Assisting with repairs or planning the repairs.
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it you can give it to me or put it in the box. ' (repeat)		Research into real world implications.

APPENDIX 6: DANGEROUS DETRIMENTAL BEHAVIOURS STRATEGY CHART

Dangerous Detrimental Behaviours

Will likely need SLT support after following the script.

Dangerous Detrimental Behaviour	Positive Phrasing (Can include distracting/redirecting)	Limited Choice	Disempowering the behaviour and/or De-escalation	Protective or Educational Consequence Conversation and exploration – for all
Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (name of adult inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to or?' (Give a choice of 2 SLT – whichever most appropriate or available.)		Possible limit to outside space
Leaving the premises	'Name, you have left the school premises, so I am calling the police.'	'When you come in, would you like to go to the carpet or your safe space?' (repeat)		Escorted in social situations/break times Restricted off-site activities
Spitting (directly at another)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and speak to ... or ...?' (Give a choice of 2 SLT – whichever most appropriate or available.) <i>If already inside the choice would be to come and talk</i>	'Child's name...., I can see something has happened.'	Possible limit to outside space
Hair pulling			'I am here to help.'	Escorted in social situations/ break times
Pushing aggressively			'Talk and I will listen.'	Restricted off-site activities
Scratching			'Come with me and ...'	Differentiated teaching space
Pinching				
Hitting				
Kicking				
Fighting				
Biting				

(see Anti-bullying Policy for definition)				
All unsocial, detrimental and dangerous behaviours need time, patience and praise when the child is showing valued behaviours following any of these difficulties – see Valued section				
Examples of responses		Post incident recovery and debrief measures (Restorative Practice) <i>The purpose is to revisit the experience by retelling and exploring the story with a changed set of feelings.</i>		
‘Name, you have used your safe space. Well done.’ ‘You are making a good effort with your learning.’ ‘Thank you for telling me how this made you feel.’ ‘Thank you for being honest with me and telling me the truth.’ ‘I can see that you are upset ... your body language is showing me that you might be cross.’ ‘I can understand how that could be upsetting/annoying...’		‘It is time for a chill and chat.’ ‘Tell me what happened when...’ ‘Who has been affected...?’ ‘How can you help to put this right?’ ‘So, let’s practise what we have learnt so that we can do things better next time.’		

APPENDIX 7: INDIVIDUAL RISK MANAGEMENT PLAN TEMPLATE

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

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

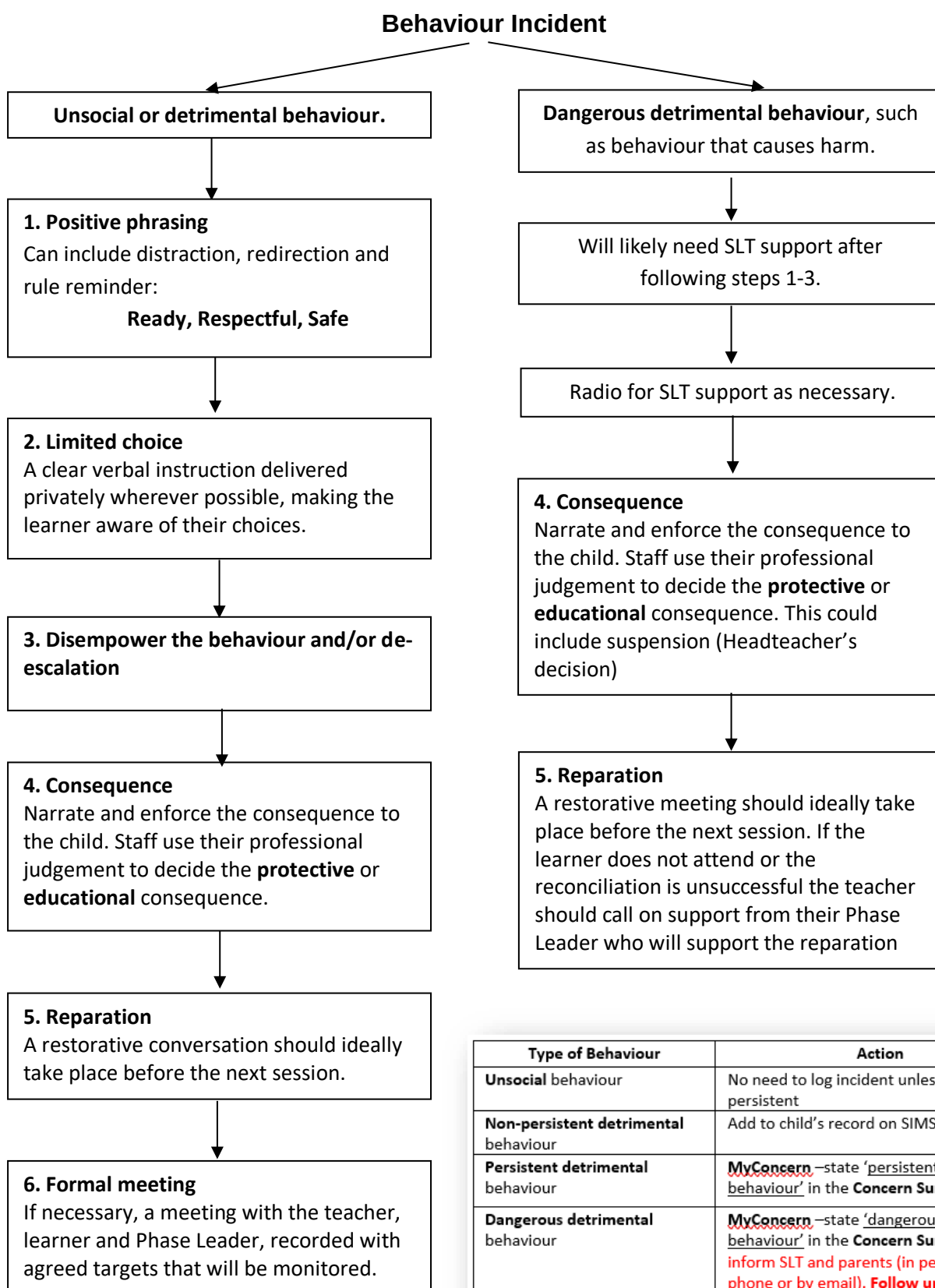
Valued / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer..... Date

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

APPENDIX 8: BEHAVIOUR INCIDENT FLOW CHART



Type of Behaviour	Action
Unsocial behaviour	No need to log incident unless it becomes persistent
Non-persistent detrimental behaviour	Add to child's record on SIMS
Persistent detrimental behaviour	MyConcern –state ' <u>persistent detrimental behaviour</u> ' in the Concern Summary
Dangerous detrimental behaviour	MyConcern –state ' <u>dangerous detrimental behaviour</u> ' in the Concern Summary and inform SLT and parents (in person, by phone or by email). Follow up notes to be made after contact with parent and added to the Log of Concern .
Dangerous or difficult unforeseen behaviour	MyConcern –state ' <u>unforeseen behaviour</u> ' in the Concern Summary and inform SLT and parents if the behaviour was dangerous (in person, by phone or by email). Follow up notes to be made after contact with parent and added to the Log of Concern .

De-escalation Script

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

Appendix 10: Restorative Questions

To respond to challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions:

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?