



SUMMERBANK PRIMARY ACADEMY

Behaviour Policy

Date of Policy	November 2024
Adopted by Governors	
Review Date	July 2026

'Tomorrow is always fresh
with no mistakes in it'

L M Montgomery

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1. Legal Framework and Aims

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

Aims of the Policy

This policy aims to:

- Set out how our curriculum champions our philosophy
- Outline the expectations we have for our pupils
- Define what we consider to be unacceptable behaviour
- Provide a consistent approach to all behaviours
- Promote positive behaviours, self-discipline and respect
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline how we recognise positive behaviours and how we address situations where our expectations are not met

2. Principles and Ethos

Behaviour – Our Principles

At Summerbank Primary Academy we are passionate in our pursuit of excellence in all aspects of school life. As children grow we support them to develop their own values and principles to take forward into life as a responsible citizen. We work with parents, families and children and external agencies to support achieving this.

Our guiding philosophy is centred around:

- Demonstrating respect through empathy and dignity
- Developing effective and collaborative relationships
- Maintaining safety and minimising harm
- Encouraging a restorative approach

Curriculum Approach

Our school **Code of Conduct** was developed with our pupils as a way of capturing our underlying expectations of how we act.



Classroom Rules/Philosophy are developed at the start of each academic year by each class. These create an age appropriate understanding of what is expected, adding detail to the whole school Code of Conduct. Classroom staff ensure these are displayed and refer to them daily with children to reinforce expectations.

Philosophy for Children, or P4C, aims to develop children's thinking, social and emotional development and pupils engage in P4C every week. Philosophy for Children involves group discussions about ethical or philosophical topics, such as fairness and truth. The discussions are designed to encourage children to ask questions, construct arguments and engage in reasoned debate. Through these children explore concepts such as fairness and truth, it also offers a space to appreciate different points of view and develop empathy. The skills embedded through P4C also support children in discussions around their own behaviour

and choices.

The adult leading the session also focuses on developing P4C 4Cs thinking:

Caring – understanding others and being respectful of different opinions.

Collaborative – finding solutions together.

Creative – making connections and thinking of new ideas.

Critical – understanding what we think and why.

Through our **PSHE** Curriculum we aim to support the development of our young people's sense of identity, their capacity to relate to other people, to handle setbacks and make the most of life's opportunities within this rapidly changing world. As part of a whole-school layered approach, we develop the qualities and attributes pupils need to thrive as individuals, family members and members of society through gaining the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives. Pupils start each half term with a full day of PSHE and then revisit learning through the half term.

The use of **stories** is a fundamental part of the Summerbank curriculum. These are used both to drive our academic learning. For centuries, stories have been used to pass on knowledge and make that knowledge memorable because stories are easy to remember. Stories help us understand ourselves and others better.

School and Classroom **Assemblies** are used to reinforce our Code of Conduct, School Values and link with special dates through the year such as Children's Mental Health Week and Anti-bullying Day. Assemblies support children on reflecting on our actions and making positive choices.

3. Roles and Responsibilities

The Headteacher is responsible for:

- implementing the school behaviour policy consistently throughout the school, and reporting to governors
- ensuring the health, safety and welfare of all children in the school
- giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- monitoring that the policy is implemented by staff consistently with all groups of pupils
- overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- ensuring new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Praising positive behaviour whenever they see it
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Demonstrating the school's expectations, routines, values and standards through every interaction
- Modelling expected behaviour and positive relationships
- Praise - reinforce positive behaviour publicly (Praise in Public)
- Where reprimanding poor behaviour do so whilst retaining dignity (Reprimand in Private)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly
- Encouraging pupils to meet the school's expectations
- Modelling respect and having an empathetic, non-judgemental approach
- Talking in an appropriate voice using acceptable and effective words
- Liaising appropriately with parents so they are well informed regarding their child's behaviour

Children are responsible for:

- Behaving well
- Treating everyone and the environment with respect
- Making positive choices throughout the day

Parents and Carers are responsible for:

- Agreeing to the Home School Agreement when enrolling their child at the school
- Making sure that the child is in school on time, every day and ready for learning
- Making sure their child is dressed appropriately for school
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Engaging in any pastoral work that may be advised by school (for example: attending meetings in relation to their child; talking with them following an incident)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

4. Expected Behaviour and Unacceptable Behaviour

Expected Standards of Pupil Behaviour

- Pupils are expected to be polite, respectful and use appropriate language at all times with staff, other pupils, parents/carers and visitors.
- Pupils are expected to cooperate and comply with staff requests, guidance and instructions.
- Pupils are expected to engage positively in lessons, attempting their work and asking for help and support if needed
- Pupils are expected to be mindful of the Academy dress code
- Pupils are expected to cooperate and comply with the academy's expectations and policies around mobile phones, the use of the internet etc
- Pupils are expected to uphold the good reputation of the school in their interactions both in person and online
- Pupils are expected to behave appropriately and engage with staff and to act positively during unstructured times of the day e.g. school clubs, educational visits and in the local community.
- Pupils are expected to refrain from any acts of intimidation, threats or acts of aggression towards other pupils, children and young people, visitors, members of the public and staff.
- Pupils are expected to respect members of the school community and not discriminate on grounds of SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status.
- Everyone is expected to move respectfully and politely around the school at all times - respecting the environment (including the toilets, cloakrooms and playgrounds) and everyone else.
- At the end of outdoor play or when children are moving around the school as a class they are expected to line up quietly and in an orderly manner.
- Whilst on out of school trips children are aware that they represent the school and good behaviours are still expected rewarded and encouraged.

Adult Role in Supporting Positive Behaviour

Teachers and support staff understand the impact they have on children's learning and foster a positive ethos. They consistently ensure good behaviours within the class by:

- Modelling positive behaviours such as mutual respect, staying calm, good listening skills and co-operation;
- Demonstrating mutual respect when communicating;
- Developing class rules with their own class and ensuring they are on display, fair and in keeping with the overall ethos of the school;

- Ensuring lessons are planned and prepared well and include engaging activities to help every child achieve, learn and feel good about themselves;
- Catching children demonstrating positive behaviours and reinforcing this;
- Nurturing and offering emotional support to children within their class so that they can better access learning tasks and improve their learning attitudes.

Further guidance on how language and approach can support responses to children who become dysregulated/challenging can be found in Appendix C Verbal Response Continuum (page 19) and Appendix J De-escalation Guidance for Adults (page 30)

Expectations for Social and Emotional Behaviours

Children and adults are expected to conduct themselves in a way that demonstrates positive relationships. They will interact carefully, respectfully and kindly and show respect for the feelings of others at all times; shouting is to be avoided. At Summerbank we 'Praise in Public' and 'Reprimand in Private'.

Unacceptable Behaviours

To support all children to be able to access learning in a positive and safe environment, the following behaviours are not tolerated. Where they occur they are dealt with in line with the staged behaviour model, taking into consideration the age, needs, capacity and abilities of the child, alongside the frequency and context of the incident.

- Persistent disruption in lessons,
- Disruption moving around the school building, at break and lunchtimes, arriving and leaving the school site
- Refusal to complete classwork or homework
- Disrespect shown through words/actions
- Behaviour that puts the safety of others at risk
- Any form of bullying*
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

***Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Type of bullying	Definition
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Emotional	Being unfriendly, excluding, tormenting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Academy Anti-Bullying Policy sets out how bullying is addressed within school.

5. Rewards

'Dojo Points' – A Whole School Reward System

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojo points'. **Once awarded a Dojo Point has been awarded it can never be deducted** this helps the focus to remain on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not. When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo point for waiting so patiently'. A Dojo Point can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**



Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

The points are recorded on the online class dojo system and rewards are earned cumulatively. As children achieve set 'milestones' within the Dojo system they receive a coloured dojo wristband, and for key milestones a Bronze, Silver or Gold Badge. Individual class teachers may choose to set in-class targets and rewards linked to particular whole class

issues e.g. if all children in a class achieve 100 Dojos they may have an appropriate class treat of their choice.

Ongoing Rewards

To support our positive ethos, appropriate behaviour is recognised through:

- The Whole School ‘Dojo’ points system R-Y6 (see above)
- Weekly Golden time in Year 1-6 (30 minutes)
- Weekly ‘Star Awards’ presented in a weekly Celebration Assembly by the Headteacher/Deputy Headteacher
- Children showing their work to other classes, teachers, Head and Deputy Headteacher
- Praising children for all aspects of positive behaviour by referring to the rules they are keeping
- Individual classes will also put in place reward systems that meet the needs of the class e.g. table points

6. Levels of Behaviour Support: General and Targeted

For the vast majority of children in school, responses to unacceptable behaviour will follow the **General Approach**. This sets out the different types of behaviour that might occur and guides staff in responding appropriately and consistently to these situations.

A **Targeted Approach** is a personalised approach which will be implemented for children who are consistently demonstrating behaviour at the highest level and the General Approach is not leading to an improvement.

General Approach

The table below supports identifying the level of behaviour, how staff should respond, sanctions to be used and record keeping that should take place. Instances of behaviour at level one, two & three are usually dealt with as part of classroom/playground management. Level four behaviour will almost always require the support of additional adults either from nearby classrooms or the wider school team. Also see Appendix A General Response (page 17)

General Behaviour Responses			
Examples of what you would see	Response	Sanction/ consequence	Record Keeping
Low Level disruption/behaviour (Level 1) includes things such as not paying attention; not completing work in sufficient time; being fidgety/distracting others; not joining in; calling out inappropriately.	Give reminders in a positive, bring back on task, may be specific to a child or general, praise to others making good choices e.g. <u>Verbal</u> ‘Thank you for...’ ‘I need you to...’	No sanctions at this stage as child has responded to reminder. Use positive reinforcement – acknowledgement of responding	N/A

	<u>Non-verbal</u> Making eye contact Gesturing to sit up Pointing at a visual prompt		
Persistent Low level disruption (level 2) describes where the behaviours in Level 1 continue despite a member of staff intervening, making the child aware and responding to the need/offering support.	<u>Verbal</u> 'I've reminded you 3 times to stop talking, I need you to stay in for 5 minutes at break time' <u>Non-verbal</u> Making eye contact and marking down minutes lost	Time off goldentime Missed minutes from break or lunchtime Use of timeout spot (EYFS)	N/A
Mid level disruption/behaviour (level 3) will be accompanied by higher level emotions such as anger, agitation which may result in verbal outbursts, refusal of support help, e.g. pushing book onto floor, questioning authority, saying words of intimidation, throwing objects without intent to harm, moving furniture, knocking over chairs	When and then Fail safe choices Limit setting Outline of expectation Therapeutic conversation	Going to another classroom Lost free time (break/lunch) Potential discussion with parent	Report for monitoring purposes – Class Level 3 tally sheet
High level disruption/behaviour (level 4) demonstrates a likely risk of harm to self or others, for example striking/kicking with intent to harm. Pushing over furniture or throwing objects with the intent is to cause harm. Destroying/Damaging property with the intent to cause permanent damage e.g. breaking bookshelf	Limit language Remove child from classroom Remove items that could be dangerous Removing others/bystanders Physical intervention Getting support from others Sanctions will not be applied until the child is ready to listen – this may be the next day	Discussion with parent Potential exclusion Loss of up to 5 lots of free time Therapeutic/Restorative conversation led by staff when child able to engage	Incident Form or Child's Individual Tracker Restrictive intervention form if undertaken Discussion at Senior level of whether child requires moving to high level

Targeted Approach

For children who persistently demonstrate level 3 or level 4 behaviour and the general approach is not leading to an improvement, then they will move to the Targeted Approach. Discussions regarding moving a pupil to the Targeted Approach will involve classroom teachers, Inclusion Team, Senior Leaders and parents/carers.

A pupil being supported through a Targeted Approach will have a personalised behaviour plan, which will include aspects such as:

- a daily/weekly behaviour tracker, see example Appendix I (page 29)
- baseline assessment of behaviour presented see Appendix G (page 26)
- Personalised Behaviour Response Grid indicating Levels 0-4. This gives response and consequences and also forms a key for record keeping, see Appendix H (page 28)
- ABC(R) (Antecedent, Behaviour, Consequence (Response))
- a revised timetable including short term targets;
- support from Learning Mentor to work on exploring emotions and strategies for self-regulation
- access to a 'Timeout' space
- exclusion from out of school trips;
- placement of child on the SEN Register for Social and Emotional needs, including the development and implementation of an individual plan;
- multiagency support put into place to help overcome barriers (e.g. Educational Psychologist, INSPIRE, Chances Programme, Community Police).

Where vigorous and robust support and intervention is unsuccessful and the child is considered to be a danger to him/herself or others the child may be subject to fixed-term or permanent exclusion. One act of extreme behaviour to another pupil or member of staff may also be subject to a fixed term or permanent exclusion.

7. Restrictive Physical Intervention

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of the Restrictive Intervention Policy. It is avoided whenever possible and only used when a judgement has been made that there is an imminent and immediate risk of harm without intervention.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. In this academy all employed staff are authorised to use restrictive physical intervention.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Section 550A also allows the use of force ‘to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....’. However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances. For further Guidance, please refer to the Academy’s ‘Restrictive Physical Intervention Policy’.

Where restrictive physical intervention has been used, this is recorded on a Restrictive Intervention Incident Report, see Appendix F (page 24).

8. Tracking and Monitoring Behaviour

Behaviour records are used to identify trends; highlight areas to be addressed and to monitor the impact of strategies/intervention. Members of the Behaviour Team are responsible for analysis of behaviour records and agreeing actions in response to analysis. It is our intention that through the use of behaviour tracking responses/interventions can be used proactively as early as possible to secure the support needed. Data around behaviour is shared with Governors for Scrutiny termly at the LGB Meeting.

General Approach

Low level (level 1 and 2) behaviour is not formally tracked as this is part of normal classroom management.

Mid level behaviour (Level 3) is captured on a weekly basis and analysed as part of the Safeguarding and Behaviour Meeting. See Appendix D (page 21)

High Level behaviour (Level 4) is recorded in detail through Behaviour Incident Forms, see Appendix E (page 22).

Targeted Approach

A personalised tracker/diary may be agreed to be used instead of completing multiple incident forms. Incident forms will always be used if harm has been caused to a child or a member of staff.

Tracking Unacceptable Behaviour linked to sexualised behaviour, racism, sexual orientation and identity, bullying

All incidents of racism, homophobic behaviour and bullying are recorded and tracked through Behaviour Incident forms. These are collated used to identify trends; highlight areas to be addressed and to monitor the impact of strategies/intervention.

9. Playtime and Lunchtime Behaviour

Expectations – Our Playground Rules

- We look after each other and play nicely together
- We show respect to each other and adults
- We use kind words
- We ask children that are on their own to join in with us
- We are always honest
- We say sorry if we have done something wrong

Rewards for playtime time behaviour include:

- Adult praise
- Dojo points
- Best line awards

Sanctions and Playground Management

Playtime and Lunchtime Behaviour Response Grid				
	Examples of what you would see outside	Response	Sanction/ consequence	Record Keeping
Level 1 Low level	Being a bit unkind Playing too roughly	Reminders – e.g. ‘kind hands, kind feet’, ‘play nicely’	No sanctions at this stage as child has responded to reminder. Use positive reinforcement – acknowledgement of responding	N/A
Level 2 Persistent Low level	As above repeated despite asking to stop	Limit setting e.g. ‘Stand with me for X minutes, then you can play again’	Stand with the member of staff for X minutes Or Move to a different area of the playground	N/A
Level 3 Mid level	High emotions e.g. anger, agitation, verbal/emotional outbursts Refusal despite offer of help Refusing to follow instructions Knocking into others Being unsafe with equipment	When and then Fail safe choices e.g. ‘You can go and play on a different part of the playground or go and sit in the dinner hall’ Limit setting ‘Stand with me for X minutes, if you are ready to play safely then you can join in again’	Stand with the member of staff for X minutes Or Move to a different area of the playground Report to class teacher for a sanction	Report for monitoring purposes if sanction fits – Class Level 3 tally sheet

		Outline of expectation		
Level 4 High level Risk taking	Likely risk of harm to self Likely risk of harm to others Throwing/striking/kicking with intent to harm Climbing fences to leave site	Limit language Remove child from playground if possible Or Remove other children if not Remove items that could be dangerous Ask for help/Get support from others	Report to class teacher/Inclusion/SLT for a sanction Discussion with parent Potential exclusion Loss of up to 5 lots of free time Therapeutic/Restorative conversation led by staff when child able to engage	Incident Form or Child's Individual Tracker Restrictive intervention form if undertaken Discussion at Senior level of whether child requires moving to high level

APPENDIX A – General Behaviour Response Grid

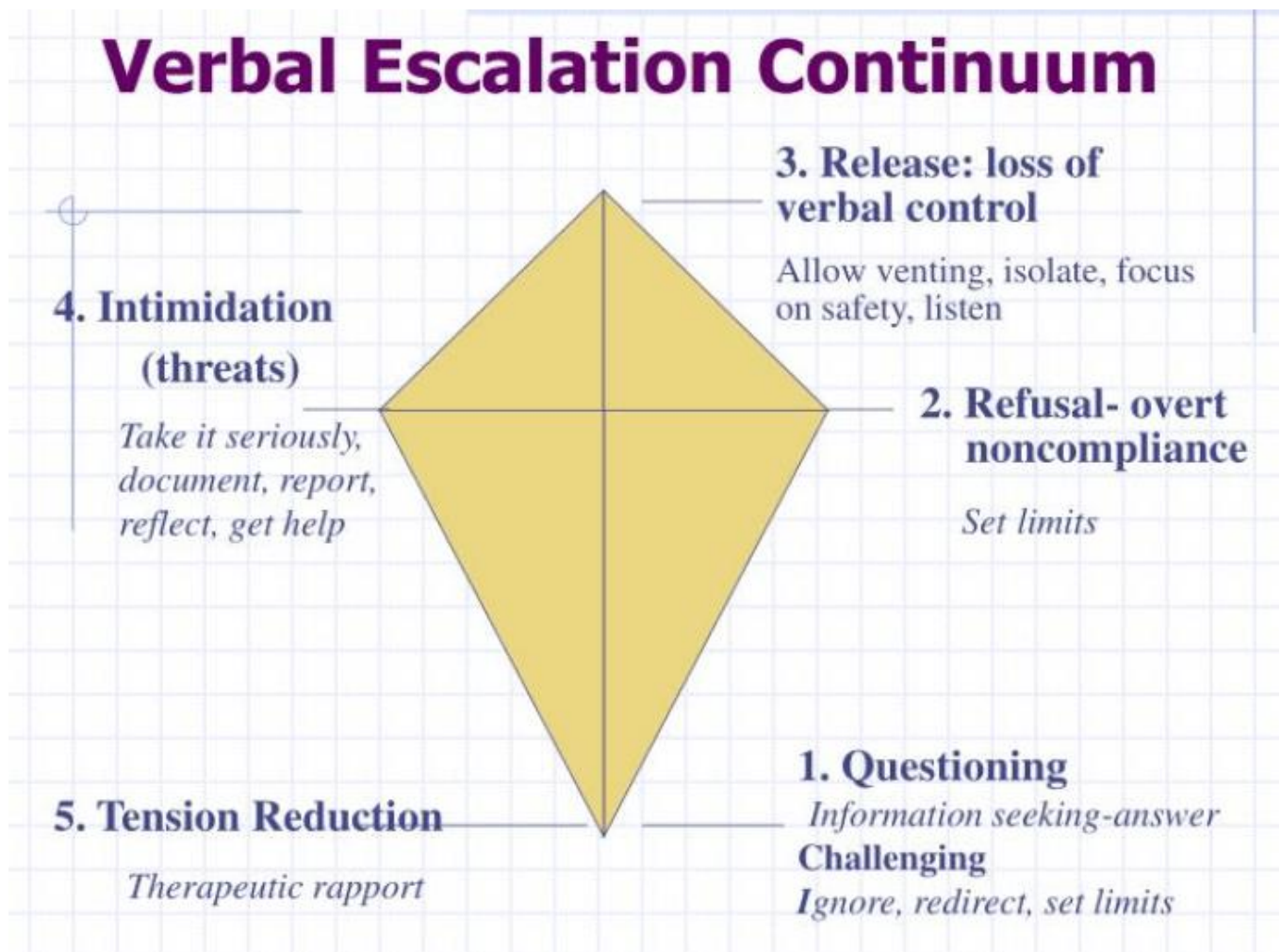
General Behaviour Responses			
Examples of what you would see	Response	Sanction/ consequence	Record Keeping
<p>Low Level disruption/behaviour (Level 1) includes things such as not paying attention; not completing work in sufficient time; being fidgety/distracting others; not joining in; calling out inappropriately.</p>	<p>Give reminders in a positive, bring back on task, may be specific to a child or general, praise to others making good choices e.g.</p> <p><u>Verbal</u> ‘Thank you for...’ ‘I need you to...’</p> <p><u>Non-verbal</u> Making eye contact Gesturing to sit up Pointing at visual prompt</p>	<p>No sanctions at this stage as child has responded to reminder. Use positive reinforcement – acknowledgement of responding</p>	<p>N/A</p>
<p>Persistent Low level disruption (level 2) describes where the behaviours in Level 1 continue despite a member of staff intervening, making the child aware and responding to the need/offering support.</p>	<p><u>Verbal</u> ‘I’ve reminded you 3 times to stop talking, I need you to stay in for 5 minutes at break time’</p> <p><u>Non-verbal</u> Making eye contact, indicating minutes lost</p>	<p>Time off goldentime Missed minutes from break or lunchtime Use of timeout spot (EYFS)</p>	<p>N/A</p>
<p>Mid level disruption/behaviour (level 3) will be accompanied by higher level emotions such as anger, agitation which may result in verbal outbursts, refusal of support help, e.g. pushing book onto floor, questioning authority, saying words of intimidation, throwing objects without intent to harm, moving furniture, knocking over chairs</p>	<p>When and then Fail safe choices Limit setting Outline of expectation Therapeutic conversation</p>	<p>Going to another classroom Lost free time (break/lunch)</p> <p>Potential discussion with parent</p>	<p>Report for monitoring purposes – Class Level 3 tally sheet</p>
<p>High level disruption/behaviour (level 4) demonstrates a likely risk of harm to self or others, for example striking/kicking with intent to harm. Pushing over furniture or throwing objects with the intent is to cause harm. Destroying/Damaging property with the intent to cause permanent damage e.g. breaking bookshelf</p>	<p>Limit language Remove child from classroom Remove items that could be dangerous Removing others/bystanders Physical intervention Getting support from others Sanctions will not be applied until the child is ready to listen – this may be the next day</p>	<p>Discussion with parent Potential exclusion Loss of up to 5 lots of free time Therapeutic/Restorative conversation led by staff when child able to engage</p>	<p>> Form or Child’s Individual Tracker >Restrictive intervention form if undertaken >Discussion at Senior level re switch to Targeted Approach</p>

APPENDIX B – General Playground Behaviour Response Grid

Playtime and Lunchtime Behaviour Response Grid				
	Examples of what you would see outside	Response	Sanction/ consequence	Record Keeping
Level 1 Low level	Being a bit unkind Playing too roughly	Reminders – e.g. 'kind hands, kind feet', 'play nicely'	No sanctions at this stage as child has responded to reminder. Use positive reinforcement – acknowledgement of responding	N/A
Level 2 Persistent Low level	As above repeated despite asking to stop	Limit setting e.g. 'Stand with me for X minutes, then you can play again'	Stand with the member of staff for X minutes Or Move to a different area of the playground	N/A
Level 3 Mid level	High emotions e.g. anger, agitation, verbal/emotional outbursts Refusal despite offer of help Refusing to follow instructions Knocking into others Being unsafe with equipment	When and then Fail safe choices e.g. 'You can go and play on a different part of the playground or go and sit in the dinner hall' Limit setting 'Stand with me for X minutes, if you are ready to play safely then you can join in again' Outline of expectation	Stand with the member of staff for X minutes Or Move to a different area of the playground Report to class teacher for a sanction	Report for monitoring purposes if sanction fits – Class Level 3 tally sheet
Level 4 High level Risk taking	Likely risk of harm to self Likely risk of harm to others Throwing/striking/kicking with intent to harm Climbing fences to leave site	Limit language Remove child from playground if possible Or Remove other children if not Remove items that could be dangerous Ask for help/Get support from others	Report to class teacher/Inclusion/SLT for a sanction Discussion with parent Potential exclusion Loss of up to 5 lots of free time Therapeutic/Restorative conversation led by staff when child able to engage	Incident Form or Child's Individual Tracker Restrictive intervention form if undertaken Discussion at Senior level of whether child requires moving to high level

APPENDIX C – Verbal Response Continuum

Source: CPI: Crisis Prevention



Questioning:

There are two types of questioning. The first is asking informative questions. The person using this type of questioning is asking rational questions and is seeking rational answers. The other type is challenging questions. This person is not asking questions in order to get answers, but to evade something or challenge a person's authority.

If the person is asking informative questions, that one is easy: answer the question. If you don't know, a simple "I don't know but I'll find out" or "I don't know, but maybe ask ___". If the person is asking challenging questions, then redirect them back to the topic at hand. Ignore the challenge, but not the person. Set limits. (For example: If someone asks where you went to school as a means of trying to discredit your intelligence, try to redirect them. Don't get stuck answering or defending yourself).

Refusal:

If someone is refusing or being non-compliant they're either setting their own boundaries (reasonable) or refusing to do some reasonable or necessary request. (example: you can't go in there, that's for staff only). To handle this, give the person options or clearly state your limits. If you have to, you can continue to repeat the same things over and over. (The "broken record" technique)

Release:

This is what we call an emotional outburst. This is absolutely a loss of rationalization, or "blowing off steam." Try to avoid engaging, allow them to "vent" and come down from the height of this. Avoid getting into arguments as the person will likely not even remember the argument or your points you make. Take an understanding, reasonable approach, try to remove any potential dangers, and set some more limits if you have to.

Intimidation:

This is verbal or nonverbal threats (ie, posturing.) The best thing to do here is to disengage. Something as simple as "I'm not going to talk to you if you threaten me." or "You can't make threats here, it's not acceptable." in a calm tone etc. Be firm, but try not to make threats back and avoid matching their tone/cadence/volume. Also avoid intervening by yourself (have others to help you)

Tension reduction:

Use therapeutic conversation to rebuild rapport and resume rational conversation.

Tips for intervening**Tips for setting limits:**

- Be clear and simple. Don't get wordy, make it easy, specific and understandable.
- Be reasonable, fair, and keep it within your limitations, and something you would enforce across the board and with everyone.
- Make it enforceable; can you and will you do the thing? If you can't, adjust it.

Tips for intervening

- Be consistent.
- Allow choices.
- When you're setting limits try to rephrase them to positives. (example: Instead of "if you keep yelling you have to leave" say "if you can bring your volume down you can stay and talk with us")
- Allow space and time during each phase of intervention, don't rush it.
- Be a broken record

APPENDIX D – Level 3 Sanction Class Tracker

Class: _____ Month/Year: _____

Please tally to indicate if a child received a Level 3 sanction e.g.

- Missed Full break time
- Missed Full lunch time
- Moved to partner class
- Sent in from playground

	Month:			
Pupils	Wk 1	Wk 2	Wk 3	Wk 4

APPENDIX E – Incident Record Form (2 pages)

To be completed by staff member that witnessed/ involved in the incident.

Child's Name:

Date:	Location:	Time:
Other individuals involved (staff or children)		
Antecedents (events leading up to the incident)		
Incident (what happened?)		
Consequence (what did you do/how did the person react?)		
Further actions:		
Have you/class teacher contacted the parents? <input type="checkbox"/> Yes <input type="checkbox"/> No		
By who? _____		
How? (telephone call, verbally, letter)		

Prejudice related incident				Other (define e.g. difference of opinion)
Race, religion or culture		Age		
SEN / Disabilities		Gender		
Appearance/health conditions		Sexual orientation/identity		

Form of Incident							
Physical aggression		Verbal aggression		Name calling/teasing/spreading rumours		Damaging property/taking personal items	
Deliberately excluding		Cyber/social media		Sexual harm/sexualised behaviour		Other (please state)	

Frequency of Incident

Once or twice		Several times		Ongoing		Bullying issue raised	
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To be completed by the Behaviour Team

Further action required?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Advice given:				
Individual completing form:		Behaviour Team:		

APPENDIX F– Restrictive Intervention Incident Report

Pupil name -		Person completing this form-			
Date of incident-		Time of incident-			
Location of incident-					
Was the pupil being supervised?		By Whom?			
Nature of incident- (please highlight the most appropriate)					
Violent behaviour		Bullying		Other	
Towards other pupils	Self- injurious behaviour	Verbal	Physical	Damage to property	Bizarre behaviour
Towards staff	Other high risk behaviour	Including racism	Including homophobia	Wilful disruption	Swearing
				Non-compliance	
Does the pupil have a behaviour support plan in place which addresses this behaviour?				YES	NO
<u>Antecedents to the incident</u> (e.g. before the incident, what was the pupil/class/staff doing? Did <u>anyone</u> say or do anything that provoked the behaviour?)					
<u>Incident</u> (What actually happened?)					
<u>How was the incident resolved/ brought to an end?</u>					

Was it necessary to use a contained, calm, safe space during the incident? Y / N			
Did the young person express a wish to leave the contained space? Y / N			
What factors were present that prevented this from happening?			
The young person posed a significant risk of causing harm to themselves () or others (), damage to property (), provoking a situation that caused another young person to be at risk of causing significant harm (), other _____ ().			
First aid required?	For the pupil?	Yes	No
		Yes	No
MAPA holds used?	No	Low level	Medium level
			High level
For how long?	_____minutes	Constantly	Intermittently (released and re-engaged)
Action taken		Post Incident	
Matter dealt with by class team (pupil spoken to by staff)	Break-time detention	Lunch-time detention	Referred to group tutor.
Referred to SLT	Parents informed	None- incident recorded for information only.	
Staff Support.			
Some incidents can be upsetting for some staff. If you, or a member of your team, felt the need to discuss an incident further in order to help regain or maintain emotional control has this happened? Not needed/ YES/ NO			
Learning from the event.			
<u>If a Behaviour Support or CARE Plan exists to address this behaviour.....</u>	Was it followed?	Was it effective?	How do you know?
<u>If no Behaviour support or CARE Plan exists to address this behaviour.....</u>	Will one be created now?	Who will it be shared with?	
	If not, why not?		
<u>Writing a Behaviour support or CARE Plan</u>			
Please complete with a member of SLT.			

APPENDIX G – Targeted Support Behaviour Profile – used for assessing baseline, tracking progress

NAME:	CLASS:		YEAR:	
TEACHER:	SEN STAGE:		DATE:	

Code	Never	Rarely	Sometimes	Often	stly	Always
Score	0	1	2	3	4	5

DESIRABLE BEHAVIOURS						
Conduct Behaviour						
Shows respect for staff e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
Shows respect for peers e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	2					
Seeks attention appropriately e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
Is verbally peaceable e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
Is physically peaceable e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	5					
Shows respect for property e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
Emotional Behaviour						
Has empathy e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
Is socially aware e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
Is happy e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	9					
Is confident e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
Is emotionally stable e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	11					
Accepts responsibility e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	12					
Learning Behaviour/Effort						
Is attentive e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	13					
Is organised e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	14					
Effective communicator e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	15					
Effective group worker e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
Independent learner e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	17					
Level of Risk						
Does not appear to be at risk e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
Presents no risk to themselves e.g. adheres to rules; does not lose	19					

<i>control, self harm, engage in substance abuse, runaway behaviour, truancy etc</i>									
Presents no risk to others <i>e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.</i>				20					
Total:									
Impaired	Unacceptable	Borderline	Acceptable	Good		Excellent			
0 - 19	20 - 39	40 - 54	55 -74	75 - 89		90 -100			

APPENDIX H – Targeted Support Behaviour Response Grid (Chained Behaviour Management)

Behaviour	Level	Staff response	Consequences/ Recording
	0		
	1		
	2		
	3		
	4		

At their best

At their most challenging

APPENDIX I – Example Targeted Support Diary

Name: _____ **Start date:** _____

Aim (25 max): No. Achieved: Target met?

Targets:

	Friday	Monday	Tuesday	Wednesday	Thursday
Session 1					
Break					
Session 2					
Play/Dinner					
Afternoon					

Comments and consequences:

Signed _____
Teacher
Parent
Child

APPENDIX J– De-escalation Guidance for Adults

Source: CPI: Crisis Prevention

TIP 1 Be empathic and non-judgmental. When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they're real to the other person. Pay attention to them. Keep in mind that whatever the person is going through, it may be the most important thing in their life at the moment.

TIP 2 Respect personal space. If possible, stand half to one metre away from a person who's escalating. Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behaviour. If you must enter someone's personal space to provide care, explain your actions so the person feels less confused and frightened.

TIP 3 Use non-threatening non-verbals. The more a person loses control, the less they hear your words—and the more they react to your non-verbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. Keeping your tone and body language neutral will go a long way toward defusing a situation.

TIP 4 Avoid overreacting. Remain calm, rational, and professional. While you can't control the person's behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses. Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.

TIP 5 Focus on feelings. Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message. Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening—and you may get a positive response.

TIP 6 Ignore challenging questions. Answering challenging questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, but not the person. Bring their focus back to how you can work together to solve the problem.

TIP 7 Set limits. If a person's behaviour is belligerent, defensive, or disruptive, give them clear, simple, and enforceable limits. Offer concise and respectful choices and consequences. A person who's upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first.

TIP 8 Choose wisely what you insist upon. It's important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn't want to shower in the morning, can you allow them to choose the time of day that feels best for them? If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

TIP 9 Allow silence for reflection. We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a

person a chance to reflect on what's happening, and how he or she needs to proceed. Believe it or not, silence can be a powerful communication tool.

TIP 10 Allow time for decisions. When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.