Highlees Behaviour Policy
A Therapeutic Approach

Date	Revision amendment details	By whom
March '22	Policy written	Gareth Thomas
March '22	Policy Ratified	Exec Principal
March '22	Policy disseminated to staff with CPD	Gareth Thomas/ Head of School
March '23	Policy to be reviewed	SLT
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May '23	Policy re-disseminated to staff	Gareth Thomas
October 2023	Policy reviewed and updated	Principal

Highlees Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

Section 1: Vision and Values Statement

At Highlees Primary School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Through the consistent, supportive and therapeutic approach to behaviour management, Highlees is committed to its mission statement of '*bringing out the best*'.

We offer our children a happy, safe and secure environment where they can grow into confident, resilient and responsible individuals, prepared for the next stage of their learning journey. Our behaviour policy is based on a process of taking necessary steps to ensure that every child is given an equal opportunity to develop socially, to learn and to enjoy community life.

Our therapeutic approach to behaviour management is based on the principals of Cambridgeshire Steps and this policy outlines the expectations and management of behaviour in our school. Our school community is committed to develop and support pro-social behaviours in order to have a positive impact on children's learning and their overall well-being.

Alongside our therapeutic approach to behaviour, our school is committed to the well-being and mental health of our whole school community. Working towards the Well-being Award for Schools this helps support our emotional literacy around the language of behaviour and promoting pro-social behaviour. The promotion of our values of Reflect, Recharge and Relax and the work of our Well Being Champions runs parallel in creating a positive learning environment.

Section 2: Pro-social Behaviour

At Highlees we focus on promoting and teaching pro-social behaviours. This is behaviour which relates to being positive, helpful, and values social acceptance. All staff are responsible for developing and encouraging pro-social behaviour. Acting as role models in accordance with the personal and professional expectations set out in the teaching standards.

Pro-social behaviour		Staff responses
Class behaviours	- Participating in activities - Completing classwork - Listening to others - Respectful of ideas - Independent working - Using varied support structures - Completing work above and beyond expectations - Helping others - Being polite - Respectful of the environment - Take pride in our appearance - Showing kindness - Sharing with a friend - Giving to others - Using appropriate language - Including others	- Whole class rewards to promote behaviours - White stickers with written praise - Displays and learning environment - Feedback through varied means - Modelled behaviour - Communication with parents/carers (phone calls, postcards, reports, parents evening etc.) - A positive affirmation slide every morning, shared with the children. - In class, weekly postcards to children showing positive behaviours. . Golden postcards posted home, every half term, for one child per class. . Principal Award to include raffle tickets for children displaying positive behaviours
Around the school		
Playtime		

(This table is not an exhaustive list of pro-social behaviours and responses)

Section 3: Supporting All Learners

At Highlees Primary school we endeavour to provide an environment, opportunities and learning that will develop pro-social feelings towards each other. There are many ways that teachers and other school staff can promote prosocial behaviour throughout the school day and reduce disruptive, difficult or dangerous behaviours. However, this may often include making adaptations for identified children due to SEND, social and emotional needs and learning needs. Where difficult behaviours can be anticipated, teachers should plan strategies to minimise or prevent these e.g. by enabling access to sensory activities/movement breaks. It is the responsibility of all adults involved with the child at different times of the day to anticipate situations that a particular child may find challenging. See examples:

➢ If a child struggles with transition times, the class teacher should foresee this and put strategies in place to support the child to manage this.

➢ If a child struggles with competitive games like football, then the midday supervisor should foresee this and put other games/play equipment out and encourage the child to participate with this.

To support children with difficulties that affect their behaviour we use a range of different strategies that can include scaffolding, access to resources, access to sensory/movement breaks and activities and access to workstations. We provide a visual timetable in every classroom and try to ensure that changes to this timetable are communicated in advance as far as possible. To support children with difficulties that affect their behaviour, additional measures may include:

● Regular meetings between teacher and parents/carers
● Working with members of our Pastoral Team
● Short term goals and targets through regular conferencing
● Involvement of external agencies, such as the Emotional Health and Wellbeing Service and the Local Authority Behaviour Panel.
● Meetings with the SENCO (Special Educational Needs Co-ordinator)
● Constructive indoor play at lunch or playtimes
● Social Stories
● Individual or small group Forest School Sessions

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has an Education Health Care Plan, is developmentally delayed or where attachment or trauma experiences affect the child's ability to follow rules.) Some children may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, parents/carers, the class teacher and the SENCO.

Adults at Highlees will promote and plan opportunities for children to experience and understand the following pro-social feelings.

Liked	Loved	Respected	Involved	Included	Brave
Comfortable	Motivated	Safe	Encouraged	Able	Curious
Capable	Valued	Secure	Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined	Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed	Playful	Proud	Enthusiastic
Supported	Wanted	Understood	Empowered	Compassionate	Heard
Independent	Aspirational	Resilient	Empathetic	Open-minded	Belonging

(This table is not an exhaustive list of pro-social feelings)

Section 4: Unsocial Behaviour

Unsociable behaviour is defined by an individual unwilling to behave sociably and not doing as instructed but not to the detriment to themselves or others. This includes quiet communication of anti-social feelings.

This means that unsocial behaviour is behaviour that does not negatively impact on other children's learning. Some children communicate their negative feelings with high levels of interaction – in the Steps approach, these are extroverts. Some children can be introverts and communicate their feelings through quiet non-compliance.

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. It is essential to allow introverts and internalisers to communicate their anti-social feelings and so all adults in school must have strategies to support children with this including:

● allowing a child to have a 'time-out', this is an opportunity to allow the child to self regulate their emotions and feelings. A child may need a timer or some resources, fidget toys to support this process. This must always be followed up with a conversation between the child and an adult to discuss triggers and the consequence of the behaviour.

Unsocial Behaviour	Range of responses	Staff responsibility
Low level/risk: - Refusing to complete tasks - Not staying in their seat - Disrupting the learning of others - Making inappropriate noises - Not completing their own work	- Range of behaviour management strategies such as: the 'look', move places, reminder of expectations, supporting with task etc. - Praise for those making pro-social choices - Use of "Obviously" to highlight behaviour and then the corresponding action - Use of instruction 'Remember to walk in the corridors' - Restorative conversations to resolve conflict - subtle, one to one conversation	All staff - Take responsibility for the children they are working with - Liaise with parents, carers and class teacher depending on the severity and frequency of behaviour

(This table is not an exhaustive list of actions and responses)

Section 5: Anti-social Behaviour

Anti-social behaviour is defined as behaviour that disrupts, causes harm, distress or injury to an individual, the school community or to the environment. There are different levels of anti-social behaviour as defined below:

Difficult behaviour is that which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Antisocial behaviour of any level must be responded to however the response must be appropriate to the situation and behaviour displayed.

At Highlees our aim is to respond to antisocial behaviour in a way that is therapeutic and supports the child in understanding why it is antisocial and minimise the recurrence of such behaviour. This will not be achieved through 'punishing' antisocial behaviour. It will instead often be the case that there will need to be a consequence as defined below.

Difficult Behaviour	Range of responses	Staff responsibility
Medium level/risk: - Swearing - Inappropriate language - Disrespectful behaviour - Consistently not following instructions - Name calling - Persistently disrupting learning - Bullying https://docs.google.com/document/d/1FHegnr4IN3ONQ8Yn2Bqv2Soo6BxxdaRS/edit?usp=sharing&ouid=107397468049882059943&rtpof=true&sd=true (please see additional policy)	- Range of behaviour management strategies such as: the 'look', move places, reminder of expectations, supporting with task etc. - Use of "Obviously" to highlight behaviour and then the corresponding action - Planned additional PSHE lessons to support the needs of a group of children - Time to complete learning at playtimes - Restorative conversations to resolve conflict - Change of face - Complete work in another area or class - Use of Zones of regulation	All staff - Take responsibility for the children they are working with - Inform parents, carers and class teacher depending on the severity and frequency of behaviour - Accurate recording on scholar pack To be escalated from support staff, to class teacher, to phase leader to SLT as required

(This table is not an exhaustive list of actions and responses)

Dangerous behaviour is that which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Dangerous Behaviour	Range of responses	Staff responsibility
High level/risk: - Damaging school or other people property - Throwing objects - Physical assault against a pupil - Physical assault against an adult - Leaving the premises - Racism - Bullying https://docs.google.com/document/d/1FHegnr4IN3ONQ8Yn2Bqv2Soo6BxxdaRS/edit?usp=sharing&ouid=107397468049882059943&rtpof=true&sd=true (please see additional policy) - Stealing - Spitting - Throwing objects - Use of a weapon - Defiance, repeatedly not following instructions which leads to unsafe behaviour - Discriminatory language - Sexualised behaviour or language - Peer-on-peer abuse	- Effective use of language (see appendix) - Incident to be investigated - Child to be removed to a safe place - Other children to be removed from location to a safe place - Use of Zones of regulation - Physical intervention by staff (Team Teach trained where appropriate) only where safety of a pupil or other person is at risk - Fixed term or permanent exclusion depending on the seriousness of the incident including time being spent at our federated school (Eyrescroft)	- Recorded on Scholarpack/ MyConcern by staff involved - Parents/carers to be informed on the same day as the incident - Individual assessment and plan to be carried out to support the child moving forward

(This table is not an exhaustive list of actions and responses)

Range of responses is defined as a logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached by reasoning. These are designed to help children learn and develop prosocial behaviour transferable to all contexts.

At Highlees we have broken antisocial behaviour into 3 levels from low level to dangerous:
Low level/risk: behaviour which is resulting in little or no harm/first time it has happened/a one-off with very little harm caused.

Medium level/risk: persistently displaying behaviour which includes deliberate acts that cause some harm, causing emotional or physical harm usually through intentional behaviours.

High level/risk: one off or persistent behaviours that are unsafe and do, or could cause significant emotional or physical harm. Usually deliberate.

It is important to teach children how to behave prosocially. They make progress in their behaviour just as they do with their skills and knowledge in all areas of the curriculum. As they develop empathy and an understanding of the consequences of their behaviour, they will become better able to self-regulate their behaviour and make pro-social behaviour choices.

Effective use of language

When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and calm the situation. This means:

- Using positive phrasing (saying what behaviour you want to see)
- Giving a limited choice
- Disempowering the behaviour (reducing attention for difficult behaviours)
- Using logical range of responses. (See appendix 'What to say')

Different types of responses

Where children continue to display antisocial behaviour, despite being reminded or where significant harm has been caused, staff may use a response to reduce any further harm or disruption (Protective Consequences) and to teach the children how to behave prosocially (Educational Consequences). An educational consequence must always be given following a protective consequence to ensure that children are given the opportunity to learn from their mistakes. Longer term protective consequences may be needed if it is likely that the same harmful behaviour will be repeated. For example, a child may be asked to have their playtimes inside for a period of time whilst they work on making pro-social behaviour choices.

Responses: for low level difficult behaviour (Low level)

In lessons, low-level difficult behaviour should be dealt with quickly and in a low-key way to reduce any disruption to learning. Behaviours at this level include behaviours resulting in little to some harm, though they may be disruptive to their own and others' learning.

Sequence of responses to low-level behaviours, staff should draw on a range of positive strategies such as:

Distract and refocus

Reduce any anxiety (e.g. offer support)

Ignore secondary behaviours

Praise others for making good choices
Tactical ignoring
Non-verbal clues

Reminder – the adult will remind the child of what they want them to do.

Warning – as above and the adult will also remind the child what logical consequences will follow if they continue to make the wrong behaviour choice.

Protective consequence is given to ensure that others are able to learn or play e.g. Time out: work is completed at a quiet table in the class / sit at a quiet bench outside if playtime. Time-out: work is completed in the neighbouring class.

Educational consequence – a consequence related to the behaviour is given e.g. Tidy up mess made, Practise lining up, Re-do/finish work in own time with support if needed

Make amends – if appropriate a child may be asked to apologise or have a **restorative conversation** to repair any damage to a relationship. If behaviour is classed medium level/risk, the child should have the opportunity to discuss the behaviour with an adult to reflect on their feelings, behaviour and its consequences. Behaviour incidents at medium level/risk will be **recorded** on ScholarPack.

Responses for serious or dangerous behaviour (High level/risk)

Behaviours that are high level/risk, are unsafe and do, or could, cause emotional or physical harm. Where medium level/risk behaviour has continued, despite the use of the strategies above, the class teacher should speak to a senior leader and further analysis and support may be required (see appendix).

Sequences of responses to serious and extremely serious behaviours:

De-escalation – all staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress, staff will use our agreed 'de-escalation script' (see appendix).

Physical Intervention In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Emotional Recovery – once the situation has been made safe, if the child is still feeling anxious or angry, they will be given some time and space to recover emotionally. This will vary for different children, but spaces that can offer this include: the library area, a breakout space, Head of School office. An adult will always be present or watching from nearby. The impact of high level/risk on other children and adults within school must be considered. Children who have been affected by the behaviour should also be given time and space to recover emotionally, as above. Adults should also ensure that they take the time to debrief with the class teacher or member of SLT as appropriate.

Reflecting, repairing and restoring – after an incident where harm has been caused and once the child has had time to calm, they will be helped to reflect on what has happened, how they and others feel and the effects of what has happened. They will be guided to think about how they can repair any damage done (physical or emotional) and how to restore relationships with those affected. All children will work through this with an adult. Some children may respond well to alternative approaches such as co-creating a comic strip to illustrate what happened and what other choices could have been made. This reflection will only be effective once the child is feeling calm and positive so there may be a necessary delay between an incident and the reflection process. Adults will stress that it is ok to make mistakes as long as you learn from them.

Range of responses – responses at medium and high level/risk will be timely, fair and reparative (e.g., writing an apology letter). This may involve the loss of play or lunchtime. Any behaviour at high level/risk will be dealt with by a member of SLT, who will decide on the most appropriate protective and educational consequences. Protective consequences may include an individual behaviour agreement, longer term loss of privileges, fixed term exclusion or a reduced timetable. The school will work closely with relevant external agencies to support a child where high level/ risk behaviours are repeated.

Incidents at medium and high level/risk should be recorded by the class teacher or adult who witnessed the incident on ScholarPack. SLT will use the follow up tab on ScholarPack to record the protective and educational consequences. The child's parents will also be informed.

If harmful and/or unsafe behaviours are frequent for a child, then we will consider analysing their behaviour further and setting up an individual risk reduction plan (see appendix).

Malicious allegations by children against staff will be taken very seriously. The Head of School and parents will be involved and carefully considered actions will be taken. This could include temporary or permanent exclusion.

Child-on-child Abuse

Where anti-social behaviour is deemed to be child-on-child abuse in any form, it will be recorded appropriately on ScholarPack. This behaviour is then monitored closely by SLT and appropriate work undertaken with the child to ensure they understand the behaviour and this is not repeated. This is in line with the Safeguarding and Child Protection Policy and KCSIE.

Searching, Screening and Confiscation

On the rare occasion that we need to search and screen children, we will do so in accordance with government advice and statutory guidance. This means that staff can search a child or their belongings for any item if the child gives consent. The Executive Head/Head of School or an authorised member of staff, also has a statutory power to search and confiscate items, without consent, if they have reasonable grounds for suspecting that the child may have a prohibited item in school (e.g. a weapon, illegal drugs, stolen items, any item that the child may be intending to cause damage or injury with.) In addition to the items outlined above, staff may also search for mobile phones and/or medicine. Children can bring mobile phones into school, but they must hand them in to the adults in their class, who will lock them away safely. They will be given back at the end of the school day. Any medicine should be handed in to the school office with a completed form and parental consent.

Any prohibited items found as listed above will be given to a member of SLT who will contact parents and return to parents if appropriate. If it is deemed appropriate, a range of responses that are set out above may be used.

Section 6: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or a result of an uncontrollable situation. These will be assessed and acted upon accordingly then reflected in the policy when it is reviewed. This will allow more situations to be known and actions in place to deal with them.

Staff dealing with unforeseeable behaviour should follow the steps above for serious and dangerous behaviour.

Section 7: Recording, Reporting and Communications

To support the development of pro-social behaviours, reduce and support difficult/dangerous behaviours, effective and timely communication is key.

Staff who deal with an incident of behaviour are responsible for recording this on Scholar pack and the Leadership team will follow this up where necessary.

Letters for swearing go out each child a child uses inappropriate language. If two or more letters have been given out to the same child, in one week, a meeting is held with parents to discuss next steps.

Section 8: Roles and Responsibilities of Senior Leaders

Senior Leaders will be called for a medium/ high risk behaviour. Senior Leaders will use strategies to de-escalate a situation. They will also follow the child's specific and individual Risk Reduction Plan and or Behaviour Plan (these are in place for some of our more vulnerable children), if they have one.

In the result of a Senior Leader being called, parents would be informed or asked to come in for a meeting as quickly as possible.

Section 9: Communication with Parents/Carers

It is important that staff communicate both positive and unacceptable behaviours with parents/ carers. Staff will endeavour to share information in an open and honest manner and will use the same factual language that is used to record the incident.

For medium and high level/risk behaviours, parents must be contacted by either the Class teacher or a member of SLT. This could be a telephone conversation or a face-to-face conversation. Staff must ensure they have checked that this child is not open to Early Help before making contact. If a child is open to Early Help, it may be most appropriate for the lead professional to make contact.

Where a child has been excluded (see Section 9), this will be confirmed in writing to the parents. A letter detailing the outcome of the reintegration meeting will also be sent to parents, following successful reintegration.

Section 10: Exclusion

At Highlees, will only use an exclusion as a last resort. All of our children are entitled to work in a safe and secure environment free from violence and disruption. Exclusions will only be considered when the Head of School or Executive Principal risk assessments conclude that the welfare and safety of other members of the school community cannot be assured.

Serious incidents need to be treated on an individual basis and the circumstances investigated by an SLT member. All staff will ensure that they try to de-escalate situations and promote pro social behaviours.

In exceptional circumstances fixed term and permanent exclusions may be considered for a first or 'one off' offence.

Types of behaviour which may result in any type of exclusions can include:

- Violent behaviour
- Continual wilful insolence to adults in front of other children
- Damage to any school property
- Stealing
- Leaving school premises without permission
- Sexual abuse or assault
- Carrying an offensive weapon (This list is not exhaustive)

If a child may possibly be permanently excluded, the school must take into account of the DfE guidance Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Part time /and or Reduced Timetables

In exceptional circumstances, there may be a need for a child to be placed on a temporary part-time timetable. This will be used in instances where being in full time education is not considered to be in the best interests of the child's mental or physical health. This may be to reduce their level of anxiety or to re-integrate them after a long absence. This is a time-limited arrangement and will include a plan for support and dates for regular review as well as an end date. This will always be discussed and agreed with parents and the aim will be to work towards the child attending full time. Guidance from the Local Authority will be followed and an Individual Alternative Education Plan (IAEP) will be completed.

Section 11: Staff Training

Staff are frequently trained in following the Cambridgeshire Steps approach, through CPD. All staff, including Support Staff, were trained in the year 2022-2023 through Jogo Behaviour support.

Senior Leaders meet frequently to discuss with the Local Authority Behaviour Panel about further training and support throughout each academic year.

All staff have recently received training in using the Zones of Regulation (September 2023) to de-escalate a situation.

Some of our staff are trained in Team Teaching, however this will only be used as a last resort and if the child or adult is deemed unsafe to themselves or others.

Section 12: Appendices

Appendix 1 - Key definitions:

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.
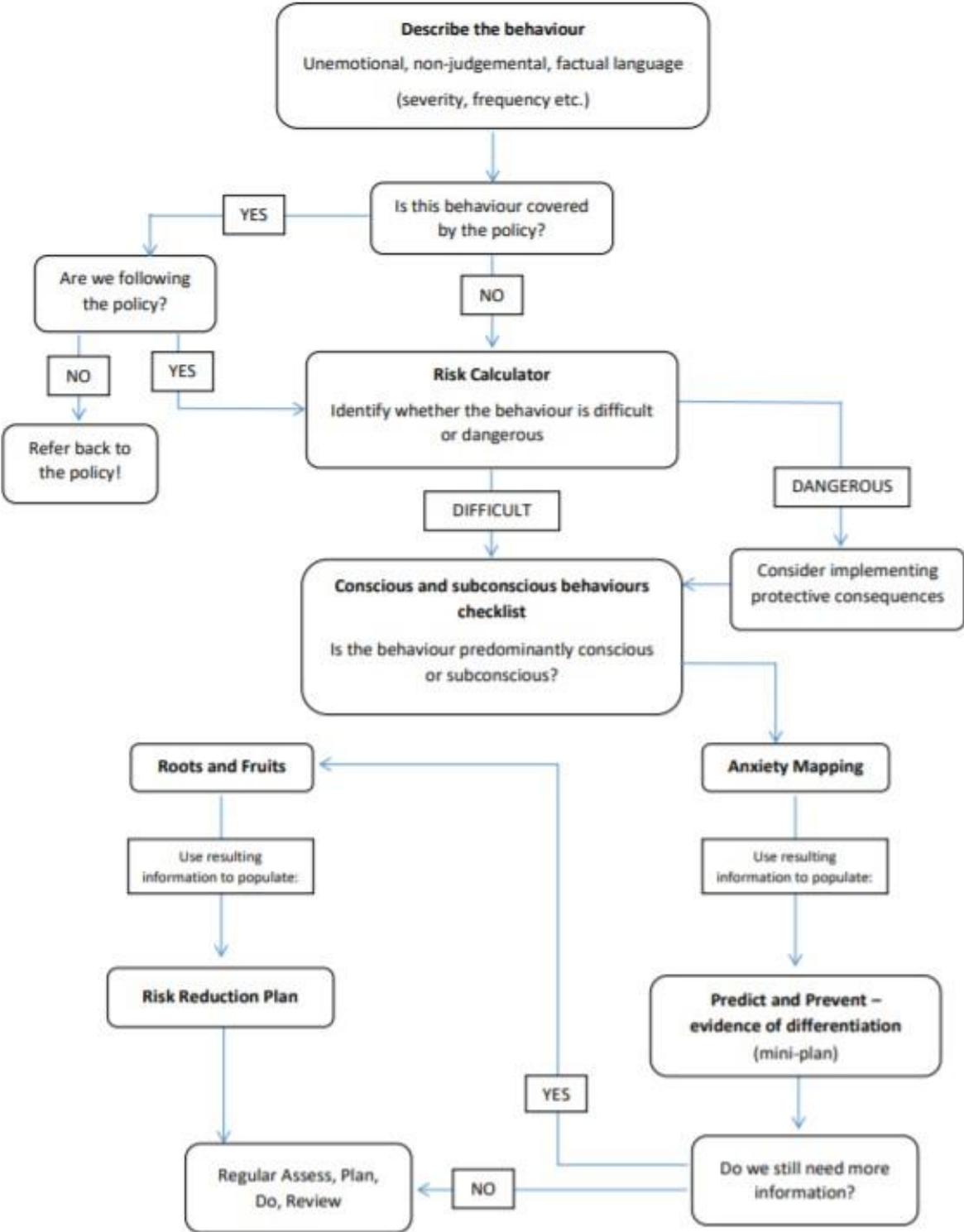
Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of anti-social feelings.

Appendix 2 - Cambridgeshire STEPs flow chart:

Describe the behaviour

Unemotional, non-judgemental, factual language

(severity, frequency etc.)

Is this behaviour covered by the policy?

YES → Are we following the policy?

NO → Refer back to the policy!

YES →

NO →

Risk Calculator

Identify whether the behaviour is difficult or dangerous

DANGEROUS → Consider implementing protective consequences

DIFFICULT →

Conscious and subconscious behaviours checklist

Is the behaviour predominantly conscious or subconscious?

Roots and Fruits

Use resulting information to populate:

Risk Reduction Plan

Anxiety Mapping

Use resulting information to populate:

Predict and Prevent – evidence of differentiation (mini-plan)

Do we still need more information?

YES

NO → Regular Assess, Plan, Do, Review

Cambridgeshire Steps – Anxiety Mapping

Resources available for staff

+5

+4

+3

+2

+1

0

-1

-2

-3

-4

-5

Anxiety Mapping Analysis and Evidence of Differentiation

|	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of Action **Prevent it**
	+3 **-** **+5**	**These areas overwhelm the pupil** 1. 2. 3. 4.	**Planned differentiation required to reduce anxiety** 1. 2. 3. 4.
	+2	**These areas run the risk of overwhelming the pupil** 1.	**Monitoring needed** 1.
	0		
	-2	**These areas run the risk of developing over reliance** 1. 2.	**Monitoring needed** 1. 2.
	-3 **-** **-5**	**These areas have developed an over reliance** 1.	**Differentiation needed to reduce this over reliance** 1.

Appendix 4 - Roots and Fruits:

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours	Pro-social behaviours

Anti-social / negative feelings

FAULT

Pro-social / positive feelings
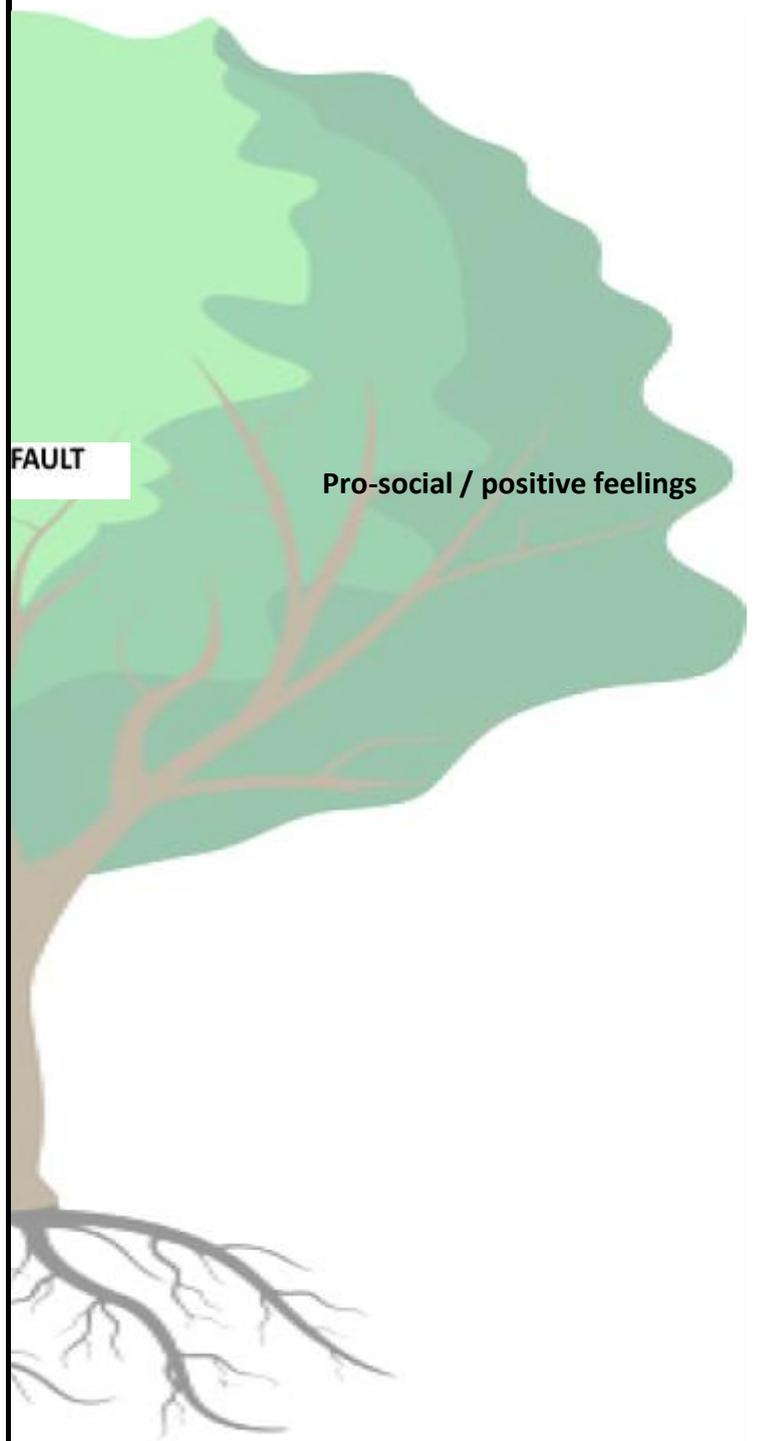
Anti-social / negative experiences	Pro-social / positive experiences

Appendix 5 - Subconscious and conscious behaviour checklist:

<u>**Subconscious behaviours – behaviours that choose us**</u>

- **Behaviours that are evident without any thought or planning.**

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

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

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

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

Below is a checklist to explore whether the behaviour of an individual child is subconscious.

Please use this checklist to analyse the behaviour and identify anxieties through *Anxiety Mapping* for overwhelming experiences and feelings, or over reliance on unavailable support through *Roots and Fruits*.

Subconscious behaviour analysis checklist

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

What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support them** to feel less embarrassed/ manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)

Conscious behaviours – behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

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

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

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

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

Below is a checklist to explore whether the behaviour of an individual child is subconscious.

Please use this checklist to explore the behaviour of an individual to

acknowledge the relevant motivations for its continued use.

Conscious behaviour checklist

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

De-escalation Script

. Child's name

. I can see something had happened

. I am here to help

. Talk and I will listen

. Come with me and …

Language Activity

. Positive phrasing

. Limited choice

. Disempowering the behaviour

. De-escalating scripts

Positive Phrasing

. Stand next to me

. Put the pen on the tale

. Walk in the corridor

. Switch the computer screen off

. Walk with me to the library

. Stay seated in your chair

Limited Choice

. Where shall we sit? In the library or here?

. Put the pen on the table or in the box.

. I am making a drink, orange or lemon?

. Are you going to sit on your own or with the group?

. Are you starting your work with the words or the pictures?

Disempowering the Behaviour

. You can listen from there

. Come and find me when you come back

. Come back into the room when you are ready

. We will carry on when you are ready

Appendix 7:

Cambridgeshire Steps – Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
	Risk reduction measures and differentiated measures (to respond to triggers)		

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

Signature of Plan Co-ordinator………………………………… Date ………………

Signature of Parent / Carer…………………………………… Date ………………

Signature of Young Person……………………………………Date………………