



Eyrescroft Primary School Behaviour Policy

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Eyrescroft 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.

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Section 1: Vision and Values Statement

At Eyrescroft Primary School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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 school values of 'Be Kind and Try Your Best' are embedded within our school ethos and this policy.

We do this by taking a therapeutic approach to behaviour that prioritises the helpful feelings and behaviours of all children regardless of sex, race, religion or belief, disability or sexual orientation in line with our duties under the Equalities Act 2010.

Our therapeutic approach to behaviour management is based on the principles of Cambridgeshire Steps and this policy outlines the purpose, nature and management of behaviour in our school in line with this approach. Our school's central purpose is concerned with children's learning and their overall wellbeing and this relies on its members behaving in certain ways to achieve this purpose where all staff recognise that behaviour is often a form of communication.

Section 2: Valued Behaviour

At Eyrescroft we focus on promoting and teaching valued behaviour. This is the responsibility of the whole school community and is done by:

- Building good relationships
- Role modelling
- Praise and encouragement

- Explicit teaching of valued behaviour through PSHE lessons

Valued behaviour is defined as

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Examples of valued behaviour include:

- being polite and courteous to other children, adults and members of the community
- showing empathy for others including peers and younger peers
- having good manners, for example saying please and thank you to each other and adults
- being a good role model
- helping staff and peers in the school community
- sharing equipment and resources
- making new arrivals welcome
- being kind
- listening to others
- being inclusive
- showing respect to the school including resources and equipment
- showing respect to everyone in our school community and beyond

We believe that fostering an ethos and culture where valued behaviour is embedded we must recognise and promote valued behaviour consistently. We do this by:

- Verbally praising valued behaviour
- Using class rewards such as 'Pom-poms in a jar'
- positive communication with parents
- certificates and stickers where appropriate
- Weekly celebration assemblies - sharing valued behaviour
- celebrating children's success and effort

Playground Behaviour

Play and lunchtimes should be a positive experience for children and valued behaviour is expected when out on the playground. We have a range of positive measures in place to help ensure that play and lunchtimes are fun for all:

- Play Buddies
- Lunchtime club: (when there is capacity) an inside option, for identified key children at certain times and run by a consistent member of staff
- positive adult role models
- calm down/ quiet area
- planned carousel of activities
- sensory activities
- a wide range of equipment for children to use
- group games where adults teach/model how to play games

Section 3: Supporting All Learners

There are many ways that teachers and other school staff can promote valued behaviour throughout the school day and reduce disruptive, difficult or dangerous behaviours. However, recognising that behaviour is often a form of communication this may often include making adaptations for identified children due to SEND needs, social and emotional needs and learning needs. Where difficult behaviours can be anticipated, adults 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.
- If a child struggles with personal space or sensory issues, provide an individual desk on the periphery of the classroom.
- If a child struggles with focusing, provide manageable movement breaks
- Designated area/resources/box for those who are struggling/ need movement or brain breaks.
- Give responsibilities or play buddy roles for those identified as appropriate

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.

Section 4: Unsocial Behaviour

Unsociable behaviour is defined as behaviour where a child does not enjoy or need to behave socially in the company of others, but not to the detriment of 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 unhelpful 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. Examples of unsocial behaviour include; graffiti, damage to property, refusing to follow instructions, refusal to participate, hiding from others; refusing to return to class from break/lunchtimes.

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 unsocial 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.
- the use of emotion coaching, listening to the child's worries and concerns and supporting them to regulate their emotions while reducing anxiety.

Section 5: Detrimental Behaviour

Detrimental behaviour is defined as behaviour that causes harm to an individual, a group, to the community or to the environment.

There are different levels of detrimental behaviour as defined below:

Dangerous behaviour (this can range from level 3 to 5) is that which is detrimental 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 also includes behaviour such as sexual harassment which is defined as ‘unwanted conduct of a sexual nature that can happen online or offline, in or out of school’ and online sexual abuse which is defined as ‘a type of online sexual harassment involving the non-consensual creation or distribution of sexual images, or other forms of online sexual coercion’. Any incidents of dangerous behaviour of this nature will be logged on My Concern as well as Arbor and appropriate consequences and support for both perpetrator and victim as necessary.

We also categorise any incidents of bullying including cyber-bullying, prejudice-based and discriminatory bullying as dangerous behaviour. Anti-bullying is taught throughout our PSHE curriculum and is covered during engagement in anti-bullying weeks and regular assemblies. Staff are taught to be vigilant to any signs of bullying and activities are planned in addition to the curriculum if needed. More detail can be found in our Anti-bullying Strategy.

Difficult behaviour (typically level 1 to 3) is that which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

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

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

Consequence is defined as a logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached by reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

At Eyrescroft we have broken detrimental behaviour into 5 levels from low level to dangerous.

Level 1: behaviour which is resulting in little or no harm/first time it has happened/a one-off with very little harm caused.

Level 2: persistently displaying behaviour which includes deliberate acts that cause some harm.

Level 3: persistent level 2 behaviours and/or causing emotional or physical harm usually through intentional behaviours.

Level 4: persistent level 3 behaviours and/or behaviours that are unsafe and do, or could cause significant emotional or physical harm. Usually deliberate.

Level 5: Deliberate behaviours that put themselves and/or others at risk.

It is important to teach children how to behave in a way that is valued. 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 valued 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 consequences.

(See Annex 3 'What to say')

Different types of consequences

Where children continue to display detrimental behaviour, despite being reminded or where significant harm has been caused, staff may use consequences to reduce any further harm or disruption (Protective Consequences) and to teach the children how to behave in a valued way (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 valued behaviour choices at playtimes.

Responses and consequences: for low level difficult behaviour (levels 1 and 2)

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 as level 2, 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 level 2 will be **recorded** on Arbor.

Responses and consequences for serious or dangerous behaviour (levels 3, 4 and 5)

Behaviours at levels 3, 4 and 5, are unsafe and do, or could, cause emotional or physical harm.

Where Level 2 behaviour has continued, despite the use of the strategies above, the class teacher should speak to a senior leader.

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 annex 4 'de-escalation script.')

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, the sensory room, Principal's office. An adult will always be present or watching from nearby.

The impact of Level 3, 4 and 5 behaviour 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.

Consequences – consequences at level 3, 4 and 5 will be timely, fair and reparative (e.g. writing an apology letter). This may involve the loss of play or lunchtime. Any behaviour at level 5 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, suspension or a reduced timetable. The school will work closely with relevant external agencies to support a child where level 5 behaviours are repeated.

Incidents at levels 3, 4 and 5 should be recorded by the class teacher or adult who witnessed the incident on Arbor. Staff should use Arbor 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.

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

Child-on-child Abuse

Where detrimental behaviour is deemed to be child-on-child abuse in any form, it will be recorded appropriately on Arbor and where appropriate on My Concern. 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 Principal 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 send them to the front office to be held 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 consequences as above may be used.

Section 6: Unforeseeable Behaviour

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

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

De-escalation

Removing other children from the area.

Use physical intervention **as a last resort**.

Informing the office as soon as possible, via phone, radio or by sending a child to the office so that SLT/Emergency Services can be contacted.

The school has a lock-down procedure that can be activated to secure the school and the fire alarm to evacuate the site.

If the incident is off-site, staff should follow the risk assessment for the trip or visit and be aware of the Critical Incident Policy. They should follow the guidance of staff from the venue and ensure that a school phone is available to call the emergency services if needed.

It is important that children and staff are then given time for emotional recovery and reflection, repair and restoring.

Consequences for unforeseeable behaviour will follow the same guidance as for serious and dangerous behaviour above. In these cases, a member of SLT **must** be involved.

Section 7: Recording, Reporting and Communication

We use Arbor to record information about incidents, as stated previously. Every adult has a responsibility to record an incident if they were involved/dealt with it. It must never be assumed that someone else will record it, if several adults were involved, always agree which adult will record the incident. The recording of incidents is vital for many reasons including, analysing behaviours trends for individuals or the school community, identifying concerns and used as evidence for external support etc.

When recording on Arbor staff must:

- Accurately record the date and time the incident took place.
- Categorise the type of incident and severity (Levels 1-5)
- Record the location of the incident within the TEFAT locations
- Accurately record the facts of the incident, describing the behaviour and recording the context (See Annex 5 'Recording Guidance')
- Record the Action taken:
Time out or protective and /or educational consequence
Restorative Conversation (Class Teacher/Pastoral/Assistant Principal/
Principal)
- Complete the 'Notes section' to detail the protective and educational consequences that have been put in place.

Section 8: Communication with Parents/Carers

For Level 3, 4 and 5 incidents, 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.

When speaking to parents, staff will use the same factual language that is used to record the incident and will provide details of the protective and educational consequences.

Where a child has been suspended (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 9: Suspension

It is important to note that we have a duty of care to all children; therefore, if, despite support, behaviours impact adversely on the safety and wellbeing of others children or adults, the Principal reserves the right to suspend children who put others at risk.

Internal suspension

The Principal can use a period of internal suspension where the child or a group of children access their learning away from their class.

Fixed Term Suspensions: in extreme circumstances, a child may be sent home for a fixed period of time. On their return to school, the child and their parents will be invited to a reintegration meeting with the Principal or Assistant Principal, the class teacher and a member of the pastoral team if appropriate.

Permanent Exclusion: The Principal can permanently exclude a child on disciplinary grounds. This will only be used as a last resort and in response to a serious breach or persistent breaches of our behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. In such a situation the Trust will be informed and DfE guidelines are followed.

Any period of suspension will be formally recorded and parents will be informed of the period of time and reasons for it.

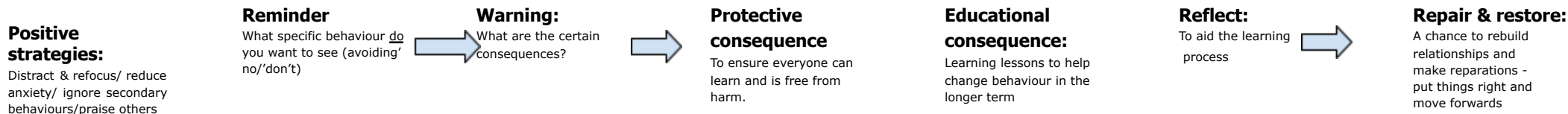
Part time /and or Reduced Timetables

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, to re-integrate them after a long absence or as a protective measure, where their behaviour is persisting in causing harm to others despite all attempts to prevent it. 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.

Section 10: Appendices

Annex 1: Responses and consequences grid

Overview of ways we will respond to difficult and dangerous behaviour*



Level	Examples of behaviour	Actions and adult responsible	Recording
<p>1</p> <p>Unsocial Behaviour resulting in little/no harm or first time happened/ one-off</p>	<p>Being unkind: using a put-down (one-off), leaving someone out, spoiling someone's work/model</p> <p>Being disrespectful (to self/people/things): interrupting when others are speaking, drawing on exercise books, not helping to tidy up, answering back, refusing to follow instructions, bad language (one off), telling lies</p> <p>Being unsafe: something that might have caused some harm e.g. throwing a rubber across the classroom.</p> <p>Not trying your best with your learning: poor effort, chatting, disruptive noises, distracting others</p>	<ol style="list-style-type: none"> Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others Direct Gain attention 'name' – pause – direct and give reason Warn Tell them what related consequence will follow Protective consequence (may not be necessary at this level) e.g. 5 minutes time-out/-in allocated <u>withdrawal space</u> in classroom Re-include attempt to re-include the child to the activity Related consequence e.g. clean up mess made, practise lining up, re-do/finish work in own time) (Reflect, repair, restore) Specific praise for good behaviour choice as soon as child re-engages 	<p>No recording necessary (unless persistent)</p>
<p>2</p> <p>Persistent unsocial Behaviour</p> <p>detrimental behaviour - deliberate acts that cause some harm</p>	<p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, laughing at someone's contribution or viewpoint</p> <p>Being unsafe: behaviour that could cause harm e.g. pulling a chair away.</p> <p>Not trying your best with your learning: refusing to work</p>	<p>Protective consequence if necessary– e.g. continue rest of learning session at allocated withdrawal space in the classroom/neighbouring class to allow other children to focus.</p> <p>Educational consequences e.g. opportunities to practise behaviours expected</p> <p>Reflect: e.g. in child's own playtime. Discuss with class teacher or TA. Explore consequences of the behaviour on themselves, others and the environment.</p> <p>Repair and Restore relationships: e.g. mediation/ apology letter</p>	<p>Record of incident on Arbor</p>

<p>3 – Detrimental Behaviour (Difficult or dangerous)</p>	<p>Being unkind: <i>Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting</i></p> <p>Being disrespectful (to self/people/things): <i>Swearing at someone (intentionally), vandalism, stealing from a lunchbox</i></p> <p>Being unsafe: <i>throwing/kicking objects that are likely to cause significant harm, absconding – from the classroom**</i></p> <p>Not trying your best with your learning: <i>inciting other children to misbehave.</i></p>	<p>De-escalation techniques if needed</p> <p>Immediate protective consequence e.g. child to be taken to a safe place. SLT informed of incident but not necessarily to deal with incident. Child to stay with a member of staff from their class if possible, for emotional recovery time.</p> <p>Reflect, repair and restore to be carried out by Class Teacher or member of SLT on call. May include mediation/ letter of apology.</p> <p>Educational consequences e.g. in child’s own playtime, clean up, letter of apology, work on safety</p> <p>Further protective consequence Longer term consequences may be needed e.g. not to go join friends at lunchtime outside. Consider use of anxiety mapping if behaviour at level 3 is repeated/frequent.</p>	<p>Incident recorded on Arbor</p> <p>SLT informed.</p> <p>Parents informed</p>
<p>4 and 5 - Detrimental Behaviour (Dangerous) Unforeseeable Behaviour Persistent level 3 behaviours and / or behaviours that are unsafe and do, or could, cause significant emotional or physical harm. Usually deliberate.</p>	<p>Persistent serious level 3 behaviour</p> <p>Being unkind: <i>persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia</i> <i>One-off incident causing significant physical or emotional harm.</i></p> <p>Being disrespectful (to self/people/things): <i>as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, stealing, verbal abuse to an adult</i></p> <p>Being unsafe: <i>as above, absconding – from the school site, deliberate behaviours that put others at risk of significant harm.</i></p>	<p>SLT called for/ notified</p> <p>De-escalation techniques if needed</p> <p>Immediate protective consequences Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff ideally from their class, for emotional recovery time.</p> <p>Reflect, repair and restore to be carried out by SLT or Class Teacher</p> <p>Educational consequences – e.g. in child’s own playtime, plan in place for teaching behaviours</p> <p>Further protective consequences – SLT to make decision. Child to work in away from peers or play indoors until they show that they are able to behaviour prosocially. Use of individual behaviour agreement. Possible fixed term suspension, reduced timetable, intervention from other agencies, anxiety mapping or individual risk reduction plan if behaviour at level 4 is repeated/ frequent.</p>	<p>Incident recorded on Arbor/ My Concern as appropriate</p> <p>SLT led response.</p> <p>Parents contacted by SLT</p>

**This is the plan for the majority of children. Where children’s behaviour is persistently a concern and causes significant disruption or harm a discussion with SLT or SENCo will be had about the use of anxiety mapping (unconscious behaviours) or an individual risk reduction plan (for conscious behaviours) and involvement of external services.*

Annex 2 Responses and consequences grid (Playground)

Level	Examples of behaviour	Actions and adult responsible	Recording
Unsocial	<p>Being unkind: leaving someone out, name calling (one-off)</p> <p>Being disrespectful (to self/people/things): answering back, refusing to follow instructions, bad language (one off), telling lies, dropping litter</p> <p>Being unsafe: something that might have caused some harm e.g. pushing and shoving in the line, being inside/ on the field/ out of sight without permission</p>	<ul style="list-style-type: none"> • <u>Positive tactics</u> (Distract & re-focus, reduce anxiety, ignore secondary behaviours, praise others) • <u>Remind</u> (Gain child's attention – pause – direct them to do what you want them to be doing – and why) • <u>Warn</u> (Tell them what related consequence will follow) • 5-10 mins to sit out/ calm down (depend on age) before rejoining • <u>Related consequence</u> given (e.g. clean up mess made) 	No recording necessary (unless persistent)
Persistent unsocial/ detrimental	<p>Persistent low-level behaviour from any category above</p> <p>Being unkind: deliberate remarks or acts that would upset someone</p> <p>Being disrespectful (to self/people/things): serious mis-use of school property, refusal to listen to adult in charge</p> <p>Being unsafe: behaviour that could cause harm e.g. throwing equipment</p>	<ul style="list-style-type: none"> • As above and inform senior midday supervisor • Inform Class Teacher • Make a note of incident 	Record made on Arbor
Detrimental (Difficult)	<p>Persistent moderate level behaviour from any category</p> <p>Being unkind: Deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting</p> <p>Being disrespectful (to self/people/things): Swearing at someone (intentionally), vandalism, stealing from a lunchbox</p> <p>Being unsafe: throwing/kicking objects that is likely to cause significant harm</p> <p>Not behaving in a prosocial way: inciting other children to misbehave.</p>	<ul style="list-style-type: none"> • <u>SLT on duty in the behaviour room to be informed initially</u> • <u>De-escalation</u> techniques if needed • Child to be taken to a safe place. SLT informed of the incident but not necessarily to deal with the incident. Child to stay with a member of staff for emotional recovery time • <u>Reflect, repair and restore</u> to be carried out by a member of SLT on duty • <u>Educational consequences</u> e.g. in child's own playtime, clean up, letter of apology, work on safety • <u>Further protective consequences</u> – may be needed for a child to work in another class for further sessions or stay in at lunchtime until they show they are able to behave prosocially. 	Incident recorded on Arbor SLT informed Parents informed
Detrimental (Dangerous) unforeseen behaviour	<p>Persistent serious level behaviour from any category</p> <p>Being unkind: persistent and deliberate physical or emotional harm to others e.g. name calling, kicking, biting, pinching, hitting (BULLYING), racism, homophobia</p> <p>One-off incident causing significant physical or emotional harm.</p> <p>Being disrespectful (to self/people/things): as above, vandalism where others could have been seriously harmed, swearing at an adult as an insult, verbal abuse to an adult</p> <p>Being unsafe: as above, Absconding – from the school site</p>	<ul style="list-style-type: none"> • <u>SLT</u> called for • <u>De-escalation</u> techniques if needed • <u>Immediate protective consequences</u> Child to be taken to a safe place or made safe where they are. Child to stay with a member of staff for emotional recovery time. • <u>Reflect, repair and restore</u> to be carried out by SLT or Class Teacher • <u>Educational consequences</u> – e.g. in child's own playtime, plan in place for teaching behaviours • <u>Further protective consequences</u> – child to work in another class or play indoors until they show that they are able to behave prosocially. Possible suspension, reduced timetable, intervention from other agencies, risk reduction plan. 	Incident recorded on Arbor (and My Concern if appropriate) by class teacher SLT informed. Parents contacted

Annex 3: What to say – choosing language to respond helpfully and effectively



Annex 4. De-escalation script

De-escalation Script Phrases Examples

- Learner's name - 'I want to talk to to you Sam'. 'Sam..... I want to talk to you.'
- I can see something has happened...
- I am here to help...
- Talk and I will listen...
- Come with me and... Use 'Thanks' instead of 'Please' rather than saying 'Can you be quiet?' say 'Thanks for not shouting'.
- Offer choices - Rather than saying 'Sit down' say 'Would you like to sit here or over there?'

When de-escalating it is important to make sure that body language is relaxed as below and not confrontational.

Confrontational	Relaxed
Square on	Sideways
Inflated	At same level
Waving Arms	Shrink
Gurning	Blank Expression
Wide Eyes	Smiling Eyes
High Volume	Lower the tone
Shouting, Sqawking	Lower the volume
Jabbering	Slow the Pace
	Minimal language

Annex 5 Recording Incidents Guidance

Creating a non-judgemental accurate description is important when recording incidents on Arbor or MyConcern. In order to create accurate behaviour plans we need to start by accurately describing the behaviour and providing a context. Please see some examples below:

Under describing	Over describing	Accurate Description
The child had an angry meltdown in the book corner.	The child had a meltdown in the book corner and turned the area upside down. He was really angry and had a strange look in his eyes. Books were flying everywhere and some nearly hit another child close by. I wanted to stop him but I was worried the bookcase was going to fall on me.	The child whilst angry has pulled over a small bookcase containing 20 books. 10 fell out and 1 had a small tear to the cover.
The child showed inappropriate behaviour just before break time.	The child had had a tricky morning and I could tell he was going to flip his lid. Then he ran out of the classroom fire door and started banging on the windows for ages. The other children all looked round and the teacher had to stop what she was doing to deal with it. This meant that the other children missed out on the last part of the lesson and I'm worried some of the other children are going to copycat his behaviour.	For 5 minutes the child banged on the window from outside stopping any teaching from being possible.
The child used very offensive homophobic language.	The child was playing with some of his friends on the field when AB walked past and I heard him say some really disgusting things like 'you're a bender' and 'you are a queer'. All his mates started laughing. AB ran off towards the toilets and then the bell went.	The child used highly offensive homophobic language including the words queer and bender directed towards another child.