

# Behaviour Management Procedures



Alvaston Junior Academy

Believe Achieve Succeed

At AJA we believe that children learn best when:

- They are happy
- They feel safe
- They feel valued as individuals
- They feel that they are treated fairly by everyone
- Parents and the schoolwork in partnership.

In addition, these procedures take into consideration the impact on our pupils' well-being of the COVID-19 Pandemic.

### **General Principles of Behaviour Management at Alvaston Junior Academy**

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful
- Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

### **Steps in the Behaviour Management Process**

1. **Agreed Rules** + Ways to Behave
2. **Praise System** - pupils behave appropriately

For most pupils this is all that is needed, and our goal is for pupils to behave in the required way 'because it is the right thing to do', rather than for the receipt of a reward.

However, for a variety of reasons some pupils need additional support to help them consistently behave in the required way.

#### **3. Support**

At AJA, a range of support both generic and personalised is provided to pupils who need it and some of these are detailed below.

#### **4. Sanctions/Consequences**

If our pupils continue to make unacceptable choices in the way, they behave despite the support provided there are a range of sanctions detailed below.

### **School Rules**

These are our whole school rules which are explained to children regularly and displayed around school. They are also shared with parents in a variety of formats:

1. Ready
2. Respectful
3. Safe

**Pupils are also involved in discussions about how they are expected to behave** in different areas and activities within our academy and beyond, such as walking in the corridor, not shouting out in class. [See App. A].

These expected ways to behave are:

- Determined by school staff for communal areas e.g., corridors, dining hall
- Shared with all staff including MDS
- Displayed in the appropriate areas,
- Expected by **ALL** staff
- Praised when followed
- Repeatedly referred to

### **Praise System and Rewards [See App.B.]**

Several whole academy reward systems are in place. These include:

#### **DOJO points**

These are awarded on the interactive Class Dojo reward system; they are specific so the Values and rules can be celebrated. Each child and their parent/carer will be given an individual login this will help to further develop lines of communication between home and school. Children will earn points throughout the day.

Each award will earn the pupil a badge and a choice of a special prize or privilege:

Bronze award = 100 DOJO points

Silver award = 200 DOJO points

Gold award = 300 DOJO points

Platinum award = 400 DOJO points

## Carrot Tokens

To develop the values of courtesy and respect across school, pupils can earn Carrot Tokens. All adults [including office and MDS] will hand out 'Carrots' when they spot pupils displaying courteous and respectful behaviours. This can be anything from walking sensibly along the corridors, outside of school, helping others, saying please and thank you or even holding a door open for someone, and showing courteous behaviour. Every week, the class in each year group who have collected the most CARROTs will earn themselves CARROT time where they will enjoy a reward activity on a Friday afternoon.

## Classroom Based Systems

Individual teachers may develop reward systems within their own classes to explain, encourage and praise good behaviour.

## Support for Pupils who display Challenging Behaviour

Each child is different, so it is important that the cause of any unacceptable behaviour is investigated. Pupils may be experiencing challenging circumstances in their personal lives which can adversely affect their behaviour. **All behaviour should be seen as a form of communications and academy staff should always consider 'what the pupil is trying to say through the behaviour.'**

Some children with Special Educational Needs and Disabilities (SEND) may have a particular behaviour trait that they need to be supported to manage. These will need to be taken into consideration when dealing with individual children.

## Supporting Pupils with Self-Regulation

### Zones of Regulation

At AJA, we understand the difficulties that pupils can have regulating their emotions. As a result, we have adopted a whole school approach that supports children to identify how they are feeling and develop strategies to help them self-regulate. This approach is rooted in The Zones of Regulation framework written and created by Leah M. Kuypers. For more information and guidance, please follow this link: <https://www.zonesofregulation.com/index.html>

## Therapies & Intervention Strategies

AJA staff have been trained to deliver Art and Lego Therapy strategies to help our pupils express their concerns, articulate their feelings, and understand how to modify their behaviour. The Academy have a designated SEND Behaviour Specialist TA (Teaching Assistant) to support with the delivery of these therapies along with supporting pupils to regulate ready for learning.

## Inclusion Hub Provision

Some pupils with significant social, emotional, and mental health needs require focused support to enable them to effectively access full time provision. The needs of these pupils are being met through the development of an inclusion Hub which will deliver therapeutic interventions to pupils who need these.

## Building Positive Relationships

At AJA, we recognise the importance of establishing positive relationships with our pupils. The relationships that we foster and develop support our pupils to feel safe, respected and valued; to feel they belong. This allows us to create a climate and culture where pupils and teachers can focus on their learning.

### **Consequence for Unacceptable Behaviour**

Dealing with disruptive and unacceptable behaviour is a graduated approach. Teachers must **actively build relationships** with pupils and give praise, encouragement, incentives & celebrations as a first and primary step to securing good behaviour. Use of the 5:1 ratio for praise and warning/reminder of rules is necessary.

## **Key steps and actions in managing inappropriate behaviour:** [see App. C.]

When pupils are observed not behaving in the expected way adults should –

- A.** Remind pupil of agreed way to behave verbally and using visual cues in displays all around school
- B.** Modelling of ‘making the right choice and behaving in the agreed way’ using other pupils e.g. ‘Well done X you are walking in the corridor - have a Dojo’ etc. Some pupils may need an additional stronger reminder and supportive conversation -
- C.** Loss of minutes of playtime and/or lunchtime social time to take part in a conversation about how to improve their behaviour

Some reflection time by the pupil should be included as should ensuring the pupil is aware of the choice they made that has resulted in the missing of some of break/lunchtime play. Learning time ‘wasted’ by the pupil should always be paid back at play and lunchtimes. Regulation spaces in classrooms can be used for this – adults should be able to see chd. at all times in regulation space.

If the pupil continues to make the wrong choices

- **Repeat c** with longer period of play/lunch missed. Pupils should not miss the whole of break or playtime. All incidents of missed playtimes must be recorded electronically on CPOMS using the low-level disruption tab and the type of behaviour category [See App. D for categories] where a child is kept in at play or lunchtime on **more than 1** occasion to facilitate monitoring and pro-active action by the behaviour lead.
- Parents are made aware.
- Where a child loses play or lunchtime minutes x 3 in one-week SLT must be informed by the teacher
- Pupil should be given a ‘Target/Reward Card’ [see App. E] to improve the aspect[s] of their behaviour leading to rewards when target achieved/success seen, **where 3+** play/lunches are missed within a fortnight period. Rewards should be provided at short periods when a pupil is successful. Target Reward cards should be used for up to 4 weeks, targets can be changed fortnightly as appropriate. CPoms should continue to be updated with all incidents of missed play/lunchtime using the ‘low level TAB’
- A record must be placed on CPOMS when a child is issued a Target/Reward Card and the behaviour lead made aware who will record on a central Target Card spreadsheet

If the pupil continues to make the wrong choices

- D.** The pupil is placed on a more formal behaviour support plan [see app. F]. This plan will be written by the behaviour lead with involvement of the class teacher, SLT, parents and the child themselves. The purpose of the plan is to change the child’s behaviour. Each plan will identify key adults who can help that child. A copy of the formal behaviour plan should be kept in the child’s classroom where all adults have access to it and are aware of the content. A copy is provided for

parents. The plan should also be uploaded to CPOMS and reviewed fortnightly and logged on CPOMS. Whenever there is a serious incident for a child on a plan, the incident will be reviewed to ensure the plan has been followed and the child is considered for a Risk Assessment Care and Support Plan [RACSP], following liaison with the Behaviour Lead. A record will be made on CPOMS. Child with Behaviour Support Plans and RACSP uploaded. The child is placed on ARR at Green.

If the pupil continues to display unacceptable behaviour

- E.** Class teachers will speak to SLT to organise an internal seclusion for half or full day, SLT will inform parents this has been arranged. Seclusion involves a pupil being in isolation with an adult and no contact with other pupils. If a pupil does not remain in seclusion and complete the work given, the seclusion should be converted to a suspension. Parents must be made aware of the seclusion and that the risk of noncompliance by the pupil leaves them at risk of suspension. Pupils in seclusion are escorted to toilets and given supervised time outside/in hall when no other pupils are present. A reintegration conversation must be held with parents at the end of the internal seclusion. All internal seclusions will be recorded on the child's CPOMS file. At this stage, a 'Risk Assessment Care and Support Plan' [see App. G], must be produced with the support of the behaviour lead and a copy will be recorded/uploaded on CPOMS. Child placed on ARR at Amber.

If the pupil continues to display unacceptable behaviour

- F.** Further, longer seclusion to be put in place, SLT to inform parents and to make them aware of risk of suspension. The seclusion could take place at an alternative Trust academy if logistically possible. Leaders to speak to the Head of Inclusion Service to consider further strategies and to seek possible Local Authority involvement for support. A reintegration meeting must be held on the school premises with parents at the end of the longer internal seclusion. Parents will be kept updated of further actions to be taken. All behaviour logs and CPOMS are updated.
- G.** In rare, serious cases suspension or exclusion may be necessary. A reintegration meeting must be held on the school premises with parents at the end of the suspension before the pupil can return to class. Parents will be kept updated of further actions to be taken. All behaviour logs and CPOMS are updated. Child placed on ARR at Red.

## **Lunchtime Behaviour**

Expected ways to behave in the dining hall and playground have been agreed with pupils, shared widely, and are displayed around the school.

Midday supervisors acknowledge and reward good behaviour by giving 'Carrots' and verbal praise.

If a child displays unacceptable behaviour at lunchtime, midday supervisors should apply the same consequences as the rest of the school using Steps A & B. Where a pupil continues to not behave in the expected way Step C is used and the pupil spends between 5 and 10 minutes standing away from other pupils supervised by the mid-day staff.

Where a child continues to display unacceptable behaviour Step Repeat C. is used and implemented by a member of SLT who will be on a rota to remain in the SLT office in Wing 1 to support mid-day supervisors and facilitate a longer or further period of loss of social time.

Where there are repeated incidents of unacceptable behaviour by a pupil over more than 1 day or an incident of violent behaviour etc., mid-day supervisors should speak to the member of SLT 'on duty' for immediate support.

All middays will record all behaviour incidents on the designating recording form [see App. H]. MDS should clearly record that Step A, Step B & Step C were used but that the unacceptable behaviour continued. The reporting form will be passed on to the lunch time coordinator who will determine whether they need to be added to CPOMs or the class records and if further consequences are needed.

Midday supervisors are regularly provided with training to ensure that they are fully aware of the expected ways to behave, rewards and consequences within this procedure.

## **Record Keeping** [See details in Key Steps and Actions in Managing Inappropriate Behaviour]

All class teachers must update CPOMS using the appropriate tabs, [see below]

### Low Level – [repeat A-C including repeat C]

**Main Tab** – Behaviour Low Level (for information and monitoring, no action from SLT)

Sub Tab – Target Card

### Escalated Behaviours [D Onwards]

**Main Tab** - Behaviour - action required from SLT

Sub Tabs [only to be seen and actioned by SLT]

– Behaviour Support Plan

- RACSP (Risk assessment Care and Support Plan)
- Internal Seclusion
- External Seclusion
- Suspension
- Exclusion

For all children who have been on step c twice [See App. C], the Behaviour Lead will monitor these low-level disruptive behaviour electronic logs and the MDS Behaviour



Reports [see App. H] fortnightly and provide a report to school leaders with suggestions of preventative strategies as appropriate.

Class teacher should inform the behaviour lead when a child is placed on a Target/Reward Card and the targets should be shared with the behaviour lead and added to the electronic log by the behaviour lead. CPOMS must be updated. The behaviour lead must log when the Target/Reward Card has been issued and the potential finish date, on an electronic record. Where a child achieves their targets, and the reward card is no longer needed the behaviour lead should log this.

Where the Target/Reward Card is ineffective in improving children's behaviour a conversation should be held with parents and the child placed on a more formal Behaviour Support Plan [see App. F]. Some children who display more challenging behaviour which could lead to a health and safety concern and demonstrates that a child needs significant support at certain times will have a 'Risk Assessment Care and Support Plan' [See App. G], written by the behaviour lead with support from the classteacher. The behaviour lead will monitor the effectiveness of Reward Cards, Behaviour Plans and Risk Assessments Care and Support Plans.

Records are also be kept of all internal and external seclusions, reintegration meetings and suspensions.

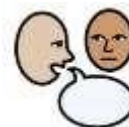
### **Records of Use of Inappropriate/Derogatory Language including homophobic.**

The Trust has a no tolerance policy for all incidents of the use of derogatory language in relation to a pupil, their family or staff's sexual orientation, race, gender, disability, or culture. Records are kept of all incidents of this nature on CPOMS and at least half termly analysis by the behaviour lead provides academy leaders with details of any incidents, patterns and actions required to deal with and prevent further incidents of this nature.

## Expected Ways to Behave at Alvaston Junior Academy

When Playing Outside we:

Follow adults' instructions



Respect and listen to each other and adults

Use equipment safely



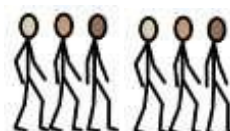
Sort out issues using our voices



Keep hands and feet to ourselves



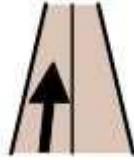
When the whistle blows, we stand still. On the second whistle we walk to our line.



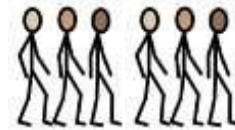
# Expected Ways to Behave at Alvaston Junior Academy

When Moving Around School we:

Walk on the Left



Stay silent and in single file



Listen to adults and follow their instructions



Hold doors open & let adults pass by



**SILENT, SMART AND SINGLE FILE**

# Expected Ways to Behave at Alvaston Junior Academy

When in the Classroom we:

Stay in our seat (unless told otherwise)



Raise our hand to talk & use respectful language



Look after our equipment



Walk around the room in silence



Follow adult instructions first time



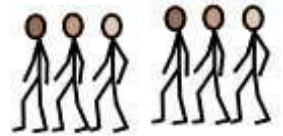
Welcome visitors to our classroom



# Expected Ways to Behave at Alvaston Junior Academy

When in the Dining Hall we:

Queue up in a sensible line



Use quiet voices



Stay in our seats and wait until told to leave



Say please, thank you & use good table manners



Put our hand up if we need anything



# Expected Ways to Behave at Alvaston Junior Academy



When in the Toilets we:

**Respect the privacy of others**



**Wash our hands and turn the taps off**



**We leave the toilets when we are finished**

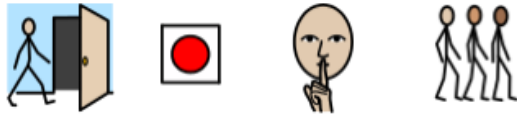


# Expected Ways to Behave at Alvaston Junior Academy

When in Assembly we:



Enter in silence and single file



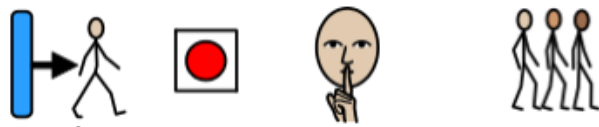
Wait patiently until assembly starts



Listen to adult instruction



Leave the hall in silence and single file



App. B. **REWARDS FOR BEHAVING IN THE  
EXPECTED WAY**

Alvaston Junior Academy Pupils who behave in the expected way get lots of rewards.

- **Positive Praise** - smiles, thumbs up, well done etc.



- **DOJO and Stickers**



- **DOJO award certificates** - Bronze, Silver, Gold, and Platinum.



- **Star of the week**

- **Carrot tokens**



- **Postcards sent home**



- **Instant rewards from adults**

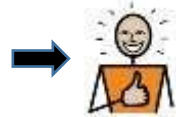




App. C. Consequences of not behaving in the expected way.

To help pupils behave in the expected way adults will help by:

- Giving us lots of reminders about how to behave and Point out other pupils who are behaving in the expected way.



If pupils still don't behave in the agreed way adults will

- Keep us in at break & lunchtime to talk to us about our behaviour and how we should behave



If pupils still don't behave in the expected way pupils will -

Miss longer periods of breaks or lunchtimes, tell the headteacher and



our parents about our behaviour. Give us an 'I Can' Reward Chart to help us improve our behaviour.

Some pupils may have a seclusion where we work with a different adult away from our class and very rarely pupils may be suspended from school.



## App. D Behaviour Categories

Low Level – [repeat A-C including repeat C]

**Main Tab** – Behaviour Low Level (for information and monitoring, no action from SLT)

Sub Tab – Target Card

Escalated Behaviours [D Onwards]

**Main Tab** - Behaviour - action required from SLT

Sub Tabs [only to be seen and actioned by SLT]

– Behaviour Support Plan

- RACSP (Risk assessment Care and Support Plan)
- Internal Seclusion
- External Seclusion
- Suspension
- Exclusion

\_\_\_\_\_’s Target card



My ‘Target’ card will help me to focus on my behaviour so that I can concentrate on my learning to reach my potential.

Child: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

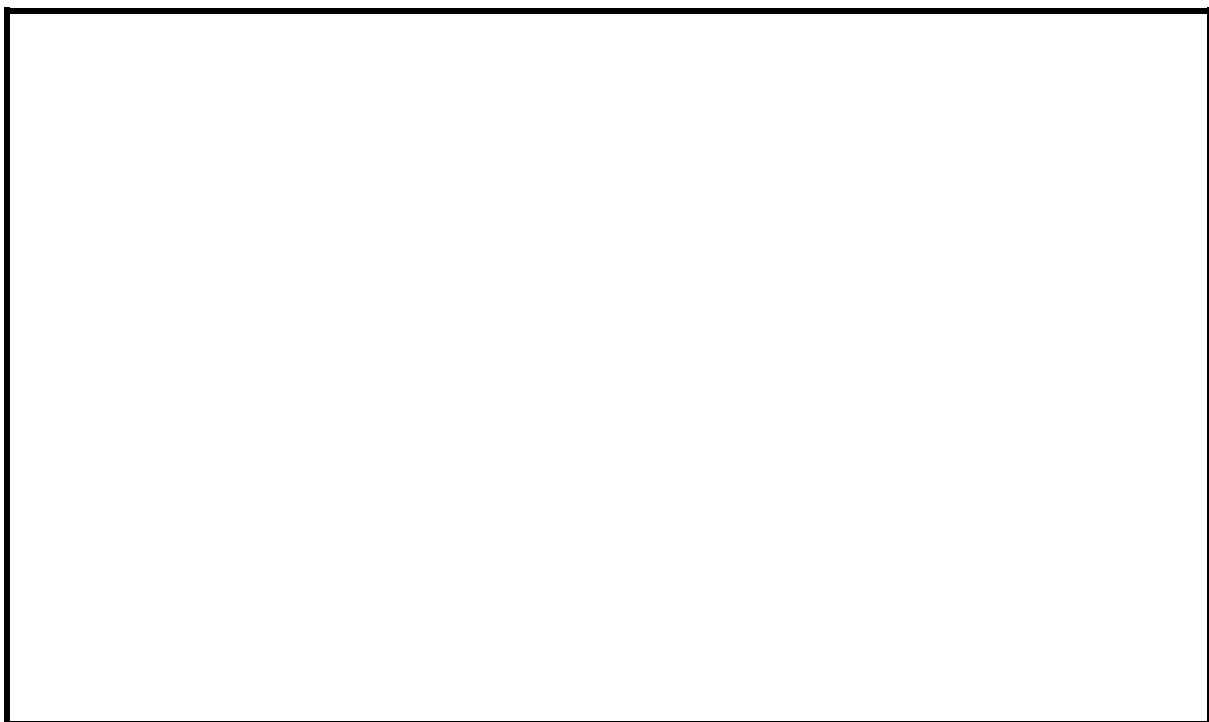
Parent/Carers: \_\_\_\_\_

Date Started \_\_\_\_\_

My teacher and I think that I need to work on the following targets:

	Targets
1	
2	
3	

Here are my rewards that I can choose from if I achieve ticks:



Recording My Successes

w/c	Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	Total
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

## App. F. Formal Behaviour Plan



### Alvaston Junior Academy Behaviour Support Plan

<b>Pupil:</b>		<b>Year:</b>
<b>Date:</b>	<b>Review date (2 weeks):</b>	<b>Class:</b>
<b>Key adults involved:</b>		
<b>Likes and interests:</b>		
<ul style="list-style-type: none"><li></li></ul>		
<b>Behaviour we want to change:</b>		
<ul style="list-style-type: none"><li>We would like *** to...</li></ul>		
<b>Targets (up to 2):</b>		
<ol style="list-style-type: none"><li>I can...</li><li></li></ol>		
<b>Triggers:</b>	<b>Warning signs:</b>	
<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	
<b>Support strategies</b>		
<ul style="list-style-type: none"><li></li></ul>		
<b>Preventive Strategies</b>	<b>Rewards chosen by ****</b>	

## App. G Risk Assessment Care & Support Plan

### ***Academy RISK ASSESSMENT CARE & SUPPORT PLAN – created on) / last reviewed ()***

School: Primary School

Name: D. O.B:

Chronological Age: Years

Emotional / Developmental Age:

What's great about Child A?

PCR notes

What's important to them and for them?

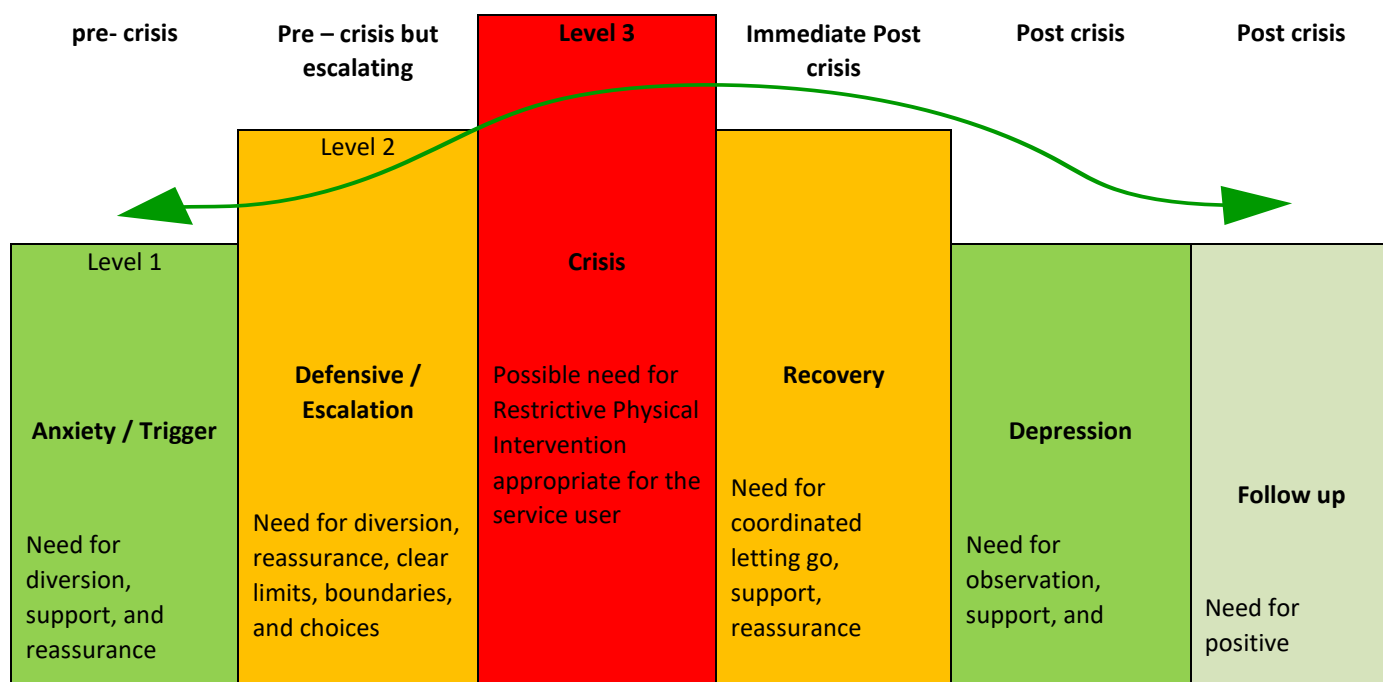
PCR notes

What has school put in place to reduce the risk outlined below?

- 1:1 support in class
- Class transition
- Motor skills group
- Meet and greet
- Visuals
- Time out card
- Personalised timetable

his Care & Support Plan is based on advice and terminology used in TEAM TEACH whose aim is: to enhance quality teaching, effective learning, and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. The Care & Support Plan considers and collates positive behavioural strategies, designed to reduce anxiety, risk and the need for physical intervention/ restraint.

#### ***Risk Reduction - Stages of the crisis***





				monitoring – recover and repair	listening and learning
Risk Restraint Reduction					

***NB If we can de-escalate at stages 1 or 2, we can avert a crisis and reduce the risk of a P.I. This should be where we work hardest and need to hone all our skills in supporting Child A additionally wherever appropriate staff should include the advice and recommendations from other partner agencies, e.g., EP O.T. CDS, HYMs etc. when completing this plan.***

**Functional behavioural Analysis** - what do we understand about frequency triggers and the consequences of the behaviour i.e., what function the behaviour provides for Child A?

***Parents would normally be contacted at Crisis point. However, this depends on the situation and needs to be ongoingly assessed if SLT feel this needs to be in pre-crisis but escalating to avoid crisis.***

## ***Pre – crisis - anxiety and escalating defensive behaviour***

*The topography of behaviour tells us what the behaviour looks, and sounds like at each stage of the crisis. It is the verbal and non-verbal communication that Child A uses at each stage to communicate his unmet needs.*

<b><i>Topography of behaviour</i></b> <b><i>Child A will:</i></b>	<b><i>When it is most likely to occur</i></b> <b><i>Include frequency</i></b>	<b><i>The possible function of the behaviour</i></b>	<b><i>Possible 'I messages'</i></b> <b><i>What thoughts and feelings may be driving the behaviour</i></b>	<b><i>To mitigate the risks to Child A, others and the environment, Child A needs us to:</i></b>
<b>Level 1: Anxious behaviours – Child A will:</b>  Says 'no' to everything 'Too hard' 'can't do it' embarrassment Folds arms Sulks Walks away from the situation	An activity in class he doesn't want to do (Music and PE are bigger triggers)  Mondays and morning sessions  When he finds the learning too hard	Attention from the teacher Escaping Wanting to be on his own Wants to go home Uncertainty	<ul style="list-style-type: none"> <li>• I don't know</li> <li>• I can't</li> <li>• I don't want to</li> <li>• I want to go home</li> <li>• I'm sad</li> </ul>	Reassurance Distraction – asking a question Giving options – would you like to leave the room or play with the sand Calm voices Reminders of time out pass- allowing him to leave the room to 'go for a walk' Consistency between expectation, choices Giving him jobs to do to help teachers – responsibilities Visuals – calming Work area Calming strategies

### ***Pre – crisis - anxiety and escalating defensive behaviour***

*The topography of behaviour tells us what the behaviour looks, and sounds like at each stage of the crisis. It is the verbal and non-verbal communication that Child A uses at each stage to communicate his unmet needs.*

<b><i>Topography of behaviour</i></b> <b><i>Child A will:</i></b>	<b><i>When it is most likely to occur</i></b> <b><i>Include frequency</i></b>	<b><i>The possible function of the behaviour</i></b>	<b><i>Possible 'I messages'</i></b> <b><i>What thoughts and feelings may be driving the behaviour</i></b>	<b><i>To mitigate the risks to Child A, others and the environment, Child A needs us to:</i></b>
	Change in routine  Coming to school			Monitoring situation to see if it could go straight to crisis point.

## ***Pre – crisis - anxiety and escalating defensive behaviour***

*The topography of behaviour tells us what the behaviour looks, and sounds like at each stage of the crisis. It is the verbal and non-verbal communication that Child A uses at each stage to communicate his unmet needs.*

<b><i>Topography of behaviour</i></b> <b><i>Child A will:</i></b>	<b><i>When it is most likely to occur</i></b> <b><i>Include frequency</i></b>	<b><i>The possible function of the behaviour</i></b>	<b><i>Possible 'I messages'</i></b>  <b><i>What thoughts and feelings may be driving the behaviour</i></b>	<b><i>To mitigate the risks to Child A, others and the environment, Child A needs us to:</i></b>
<b>Level 2: Defensive behaviours – Child A will:</b> <ul style="list-style-type: none"> <li>• 'I want to go home'</li> <li>• 'I'm sad'</li> <li>• 'I want mum'</li> <li>• Voice changes – whiny/ baby like</li> <li>• Groaning noise</li> <li>• Running</li> <li>• Moving furniture to create a barrier</li> <li>• Hides</li> <li>• Starting to throw things – lighter objects</li> <li>• Staring to bang toilet doors</li> <li>• Kick wall</li> </ul>	<p>As above</p> <p>Tiredness</p> <p>Transition times – lunch, coming to school, in-between lessons, break time</p> <p>Shouting – unfamiliar adult giving him instructions with a stern voice</p> <p>Distractions from other people</p> <p>Competition between DO</p> <p>Not getting what he wants – out of routine</p>	<p>As above</p> <p>Wants to let out anger</p> <p>To get help from an adult</p>	<ul style="list-style-type: none"> <li>• 'I'm angry'</li> <li>• 'I don't know what to say/do'</li> </ul>	<p>Choices</p> <p>Distraction</p> <p>Ask him how is he feeling and why?</p> <p>Move him to a safe space/outdoors</p> <p>Give him 1 option/choice</p> <p>Adult following him but giving him space</p> <p>Telling him this is not the right choice</p> <p>Repeating clear simple messages</p> <p>Prolonged periods of silence/ waiting</p> <p>Gestures</p> <p>Eye contact</p> <p>Holding out hand for him to hold</p> <p>Calm voice</p> <p>Visuals</p>

### ***Pre – crisis - anxiety and escalating defensive behaviour***

*The topography of behaviour tells us what the behaviour looks, and sounds like at each stage of the crisis. It is the verbal and non-verbal communication that Child A uses at each stage to communicate his unmet needs.*

<b><i>Topography of behaviour</i></b> <b><i>Child A will:</i></b>	<b><i>When it is most likely to occur</i></b> <b><i>Include frequency</i></b>	<b><i>The possible function of the behaviour</i></b>	<b><i>Possible 'I messages'</i></b> <b><i>What thoughts and feelings may be driving the behaviour</i></b>	<b><i>To mitigate the risks to Child A, others and the environment, Child A needs us to:</i></b>
				Breathing techniques  Consistency between expectation, choices  ABC log  Monitoring situation to see if it could go straight to crisis point.

**Crisis - Child A is unable to self-regulate and needs extensive support, including safe handling**

**NB: SAFETY IS PARAMOUNT AND ALL ACTIONS MUST BE IN THE BEST INTERESTS OF Child A**

<b>Topography of behaviour</b> <b>Child A will:</b>	<b>When it is most likely to occur</b>  <b>Include frequency</b>	<b>The possible function of the behaviour</b>	<b>Possible 'I messages'</b>  <b>What thoughts and feelings may be driving the behaviour</b>	<b>To mitigate the risks to Child A, others and the environment, Child A needs us to:</b>
<ul style="list-style-type: none"> <li>Screaming</li> <li>Hissing</li> <li>Shouting</li> <li>Jumping and climbing on furniture</li> <li>Physically abusing adults – kicking, scratching, pinching, punching, biting</li> <li>Destroys equipment – breaks, bangs, throws, kicks, rip/push</li> <li>Destroys property – slamming/breaking doors, kicks</li> <li>Flipping his eye lids upside down</li> <li>Facial expressions- angry</li> <li>Unusual noises</li> <li>Gestures – lion like (showing claws) posture.</li> <li>Verbally abusive – ‘you are stupid’ ‘I am not listening to you’ threats- ‘you can’t catch me’ ‘I will run out of class’ ‘I will do this...if I don’t go back to class’</li> </ul> <p>Added by KJ:</p> <ul style="list-style-type: none"> <li>Using school objects as a threat- scissors/bats</li> <li>Running at staff with scissors</li> </ul>	As above – escalating extremely quickly (minutes)	<p>As above</p> <p>Anger and frustration</p> <p>Pain – mentally</p> <p>No awareness</p>	<ul style="list-style-type: none"> <li>As above/ no awareness of what he is thinking</li> <li>Unable to verbally communicate needs – repeats phrases as above</li> </ul>	<ul style="list-style-type: none"> <li>Safe space – Crystal room (If not removed from class earlier)</li> <li>Consistency between expectation, choices – following script – ‘In school we make good choices’ ‘We are gentle’ ‘we are honest’ ‘we listen’ ‘we look after things’ ‘we work hard’ ‘we are kind’ ‘good choices playtime’ ‘not good choices no playtime’</li> <li>Allowing him to ‘Let it out’ – constantly Supervised and risk assessed –scream, kick a wall (Rather than hurting others)</li> <li>Visuals – GHLLWK rules, social story, reflection.</li> <li>Verbal keywords – ‘We need to keep you safe’ ‘you are hurting’ (due to EAL/ understanding)</li> <li>Silence and not acknowledging the destructive behaviour (where appropriate- safety being paramount)</li> <li>Avoiding eye contact</li> <li>Acknowledging positive choices that AS makes</li> <li>Not focusing on the negative choices during this point – refer to positive script/reminders of good choices.</li> <li>Move him away from other children/other children away from him</li> <li>Appropriately Holding him by 2 members of staff on a sofa/beanbag (only if he is hurting people or himself)</li> </ul> <p><b>PLEASE DO NOT REMOVE OR EDIT THIS SECTION UNTIL DISCUSSED WITH KM.</b></p> <p>Contact 1 member of SLT – if needed</p> <p>Only 2 or more SLT members are needed if the 1 SLT and SB need support- not to replace SB. SLT members to support SB to either take lead from SB or model strategies SB is unfamiliar with.</p> <p>If SB needs to be removed from environment for safety (SB and SLT to use professional judgement) or request, SB to go back to class and support other pupils.</p> <ul style="list-style-type: none"> <li>SLT member to ask for feedback from staff members to assess the situation</li> <li>Ask: What point of support is required? – do you need SLT to be an observer/ participant of behaviour management/ swapping roles with the staff support?</li> <li>Ask: Where is he on the escalation scale?</li> <li>To follow the lead of the staff support</li> <li>Consistent use of verbal script (see above)</li> <li>Risk assess the dangers for pupil and staff – e.g., if he is stood still on a table and there are no other risks would it be best to leave him stood there or to approach and remove him which could also be a possible danger?</li> <li>Not responding to and engaging in the request to go back to class and verbal comments e.g., ‘you are stupid’ ‘I will run out of class’</li> </ul> <ul style="list-style-type: none"> <li>Staff to always keep a log on ABC log</li> </ul>

***Recovery and follow up - the time when we can start to reflect and repair***

<b><i>Topography of behaviour</i></b> <b><i>Child A will:</i></b>	<b><i>When it is most likely to occur</i></b> <b><i>Include frequency</i></b>	<b><i>The possible function of the behaviour</i></b>	<b><i>Possible 'I messages'</i></b> <b><i>What thoughts and feelings may be driving the behaviour</i></b>	<b><i>To mitigate the risks to Child A, others and the environment, Child A needs us to:</i></b>
<b>Recovery</b> <b>Slow:</b> Crying Tidying up Physical slump Tone of voice – whiny (Baby like) Tired <b>Quick:</b> Very happy (switching emotions very quickly)	When he has been allowed to release his emotions. (Behaviours can subside in a matter of seconds)	Wants human contact Sometimes he realises he has done something negative Exhaustion	I want to go home I'm tired I want my mum	Hug Comfort Offering drink/taking jumper off If A is tidying up – talk about what he is doing very positively 'Good choice Child A' 'You are calm' Monitoring situation to see if it could go back to crisis point. Offer other options of comfort other than physical 'hugs' due to attachment issues and transition throughout school – offer him other suggestions to make it better.

<b>Reflection and repair</b> Recognising emotions Tidy up – talking through it Alternate on to a new task	<b>Explicit reflection may be a trigger</b> End of the day Ongoing using reward chart	Tired – gives up Listened to reinforcement – wanting to take it on board	I’m tired I want to make it better	Talking about choices Home school diary ABC log using CIP visuals Reward chart Distraction Alternate on to a new task Safe place – reassurance  Consequences: 1. Tidy up 2. social story/ reminder of social story 3. Reflection sheet 4. Time to ‘reset’ 5. To lose break time (AM or PM) stay in class (move to tanzanite classroom if escalating to crisis)
Transition back to class.	When A chooses to	Being the same as everyone else Wanting to join in	I’m ready to go back into class I am ready to do some learning	10-minute timer – busy box activity <b>Consequences</b> Removing break time Tidying up

### **Monitoring and recording**

1<sup>st</sup> review of the plan – date and key changes

Number of and duration of P.I. in this period -

2<sup>nd</sup> review of the plan – date and key changes

Number of and duration of P.I. in this period -



**Review of the Care and support plan - Helpful prompts post crisis**

- Have we reviewed and amended this plan after each incident? (Have we invited parents to be involved in this review?)
- Do we need to meet and think about the plan in the wider inclusion context? ie organise a PCR?
- Do we need to collate any information / data to help us to analyse trends and to help inform provision planning?
- Have the staff involved complete P.I. forms?
- Have we notified the parents of the incident where staff have used P.I.?
- Have we notified the SLT of the P.I. so they can review all documentation?
- Have we recorded any injuries sustained during the intervention in the school's Accident Log?

**Parents' signature and date**

# App. H MDS behaviour Logs. **Lunch Time Incident Report**

Pupil name/s:

\_\_\_\_\_

\_\_\_\_\_

Pupil/s involved:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of victim/s:

Staff member name:

\_\_\_\_\_

\_\_\_\_\_

Date of incident:

\_\_\_\_\_

\_\_\_\_\_

Time of incident:

\_\_\_\_\_

\_\_\_\_\_

Type of incident:

Action taken—please give details:

Refusal to follow instructions		Restorative justice	
Physical contact		Spoken to class teacher	
Rough play		Provided time and space to reflect	
Football incident		Spoken to a member of SLT	
Verbal (unkind comments/name calling/rude to staff etc)		Other, please specify:	
Damaging school property			
Other, please specify:			

Details of incident: