



Pashley Down Infant School

Learning at Pashley is an amazing adventure

Behaviour Policy and Procedure

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1. INTRODUCTION

The school plays a significant part in promoting the spiritual, cultural, mental and physical development of its pupils. The aims and visions of our school indicate the values we foster.

This behaviour policy is based on a clear set of principles and values. These include: respect of people and property, honesty, trust, fairness, self-respect and self-discipline.

The aims of this policy are:

- to help our pupils grow into responsible citizens;
- to enable all pupils to take a full and active part in their schooling;
- to promote respect for self and others;
- to help all pupils to feel valued whatever their gender, aptitudes, race, faith and appearance;
- to help our school to manage pupil behaviour and discipline;
- to promote firm action against bullying;
- to reduce anti-social behaviour which can lead to pupils being excluded.

We approach the moral education of our pupils through five key channels. They are:

- the style and atmosphere of the school;
- personal and social education;
- collective worship and assemblies;
- teaching across the curriculum;
- personal example.

2. CHILDREN WITH SPECIFIC NEEDS

The Governing Body is responsible for ensuring that this policy does not discriminate against pupils with specific needs. It is evident that pupils with such conditions such as autism, ADHD, Asperger's Syndrome and Tourette's Syndrome would find it difficult to conform to the behaviour policy. Adults working with such pupils need to adopt an approach to behaviour management which will take into account their specific needs.

Some children will have behaviour management programmes designed to meet their specific needs. These are called Behaviour Plans and are developed bespoke to a child's need by the class teacher with support from the Inclusion Leader. (See Appendix 4)

If children have a higher level of risk due to their behaviour, for example trying to run away, the class teacher with support of the Inclusion Lead will develop a behaviour risk assessment in order to reduce the risk. (See Appendix 5)

Children who have additional needs which need to be highlighted to staff with whom they are in contact with, (e.g. supply teacher) will also have a Pupil Passport. Children with specific needs which include challenging behaviour will have a Pupil Passport. (See Appendix 3)

3. THE ROLE OF THE GOVERNING BODY

The Governing Body has a general responsibility for directing the conduct of the school. It takes a lead in proposing principles and standards that lead to good behaviour. The headteacher and staff take into account the guidance offered by the Governing Body.

4. THE ROLE OF THE SENIOR LEADERSHIP TEAM

The quality of leadership provided by the Headteacher, Deputy Headteacher, Inclusion Leader and Head of Years is crucial to our school's success in promoting good behaviour. Senior members of staff take the lead in defining the aims of the school in relation to standards of behaviour. They create the conditions for establishing a wide measure of agreement on those standards, and ensure that these standards are consistently and fairly applied throughout the school.

5. THE ROLE OF THE TEACHING AND SUPPORT STAFF

All members of staff are expected to be conversant with this policy and to apply it consistently. They should consider it to be an integral part of their work to teach pupils how to behave appropriately. They will do their best to indicate by word and gesture that they like and respect all the children in their care. They will give clear and quiet instructions, handle misbehaviour quickly and calmly, ensure that work is appropriate to pupils' attainment, set clear goals, start and end lessons on time, and minimise interruptions.

Members of the teaching staff will help the children to develop a sense of responsibility towards others by making positive remarks about everyday acts of consideration, by encouraging older pupils to look after younger ones, by devoting teaching time to issues of mutual respect, by drawing good behaviour to the attention of parents, and by giving rewards to pupils who behave appropriately.

6. PREVENT

Staff should also be mindful of their duty to prevent radicalisation (please refer to the Prevent policy).

7. VALUES

The seven Pashley Values have been agreed after discussion with the pupils and staff. They are few in number, easy to understand and positive. The school focus on one value each term. We help the children to know why we have values and understand the benefits of keeping them in terms of all aspects of school life. The rules are displayed in classrooms, corridors, in the hall and in the staff room. Children are reminded about the values at the start of week in assemblies and in classrooms. Reference is made to the rules when members of staff are talking to pupils about their behaviour.

KINDNESS
POSITIVITY
EQUALITY
HONESTY
RESPONSIBILITY
PERSEVERANCE
RESILIENCE

Each of the values is represented by an animal and in the Headteacher, Deputy Headteacher and the Inclusion leaders office there are cuddly animals. In each classroom each class has a mini cuddly toy which represents each of the values. The children are

encouraged to show these values in every day school life and the cuddly toys are referred to, shared between children when the children demonstrate them. The mascots are also awarded to celebrate values that have been demonstrated when children go 'above and beyond.'

As part of parental engagement postcards are also sent home to children through the post to celebrate values when they have been demonstrated and re-enforce these in school life.

8. VISUAL BEHAVIOUR SYSTEM

The school has adopted Class Dojo, which is an online positive communication system for children and adults. Class Dojo have funky friendly 'alien' type characters and all the children adopt one of these as their personal character. Adapting this each class will have a 'golden' class dojo which is placed on the board and children who show exemplary behaviour will be rewarded by having their name written on there. To make this manageable for teaching staff this will be used as an incentive for children to go above and beyond.

Teachers may also have additional positive strategies for the whole class. For example an incentive of filling up a jar with cubes may be used with the reward being for an extra session in the woodland or a trip to the farm to see the allotments. Used as a whole class incentive this is an additional way to help children work together for a common goal.

9. REWARDS

The school has a comprehensive range of rewards to offer to pupils who distinguish themselves by their attitude, effort and conduct. They include:

- Class DoJos
- adding a child's name to the golden class dojo
- oral praise, encouraging facial expressions and positive gestures
- stars, smiley faces and positive written comments on work
- applause
- Makaton signing
- visits to the Headteacher, Deputy Headteacher and Inclusion leader for praise and stickers
- postcards sent home
- visits to previous teacher for praise
- stickers and certificates presented in class and at assemblies
- communications with parents.
- value sticker chart filled up (see Appendix 2)

10. KEY GUIDELINES FOR CONSEQUENCES

It is the responsibility of the people delivering consequences to ensure that they are effectively administered. Teachers or Teaching Assistants on playground or dinner duty may delegate supervision to another member of staff. Sanctions are usually carried out in classrooms.

We believe that it is important that children understand why there is a consequence/sanction in place. The consequence should be centred on time for calming and reflection. Members of staff are asked to make sure pupils know what they have done to merit the sanction and

how they are going to put it right e.g. "I want you to spend a few minutes off of the playground because I can see you are feeling cross. When you are feeling calm we can talk about how to put this right." It is recommended that this type of discussion takes place after the sanction, when the child has had a chance to reflect on the situation.

There are several ways of 'putting it right' and staff should try to find the most appropriate way. This might take the form of an apology to an individual or a group, a letter or picture, or a service, e.g. tidying up mess caused by their behaviour.

NB It is important that members of staff administer consequences quickly and consistently. Children need to know that boundaries are firm, as this provides security, but they also need normality to be restored quickly so that they can have a 'fresh start' when they are ready. Avoid carrying consequences over to the next day where possible.

Whenever possible, staff should avoid sanctions for a whole group of children, based on the behaviour/negative choices of individuals. On those rare occasions when it is likely that some children receive a sanction which they don't deserve, members of staff should acknowledge the apparent unfairness of the situation, for example:

"I'm not sure that all of you were talking on the way back from assembly. However, I do know that Mrs. X was upset because this class disturbed her children who were working in the corridor; that is why I asked you all to go back to the hall. Thank you to those of you who made good choices and showed us all how to walk nicely and quietly."

It is important to be respectful of children when applying consequences; shaming children e.g. making them stand in assembly, should be avoided. Children should be moved to a place and then be able to join in without distractions. Staff should be aware of the individual and their personalities when applying consequences; some children may need to have conversations away from other children and staff, to avoid a sense of shame/embarrassment)

11. ADDITIONAL SUPPORT

Our Inclusion Team consisting of Inclusion Leader, Inclusion Assistant, SEN Higher Level Teaching Assistant and SEN Learning Assistant provide additional 'outreach' support to children and staff in classrooms. This support includes:

- providing advice
- personalised resources
- behaviour plans
- pupil passports
- linking with outside agencies such as ESBAS.

The Education Support, Behaviour and Attendance Service (ESBAS) provide specialist support and guidance to schools to support children and young people with poor attendance, challenging behaviour, and issues related to bullying.

Children's wider needs are assessed using the Boxall profiling system and additional support groups are set up based on these outcomes. The groups aim to support children with social skills, emotional literacy, self-esteem and confidence.

Sometimes the support that children have is on a one to one basis and is bespoke and can use other staff expertise. For example, if a child is struggling to get into school with some quiet colouring or a special 'job' to do for the classmates. The school also has a Mindfulness Coach who, if appropriate, can work with children on using mindfulness strategies to support behaviour. This may be individually or in a small group.

12. POSITIVE HANDLING

Our aim is to actively avoid the use of physical restraint, as this can be both distressing and dangerous for the child and for the member of staff. The only time staff will intervene is when a child is causing physical harm to other children, prevent children from harming themselves or others, prevent a child from leaving, if leaving would risk their safety or remove a child from an area if they are continually disruptive. This is not an exhaustive list.

See separate Positive Handling Policy

13. PARTNERSHIP WITH PARENTS

Parents have a powerful effect on children's behaviour in school. Children need parental encouragement and support to participate fully in their day-to-day schoolwork and in the wider life of the school and the community. For the school behaviour policy to be effective, parents need to co-operate with the school in matters of discipline and reinforce the efforts of the school at home.

Parents are informed about the school behaviour policy in the prospectus, the Starting School booklet, at consultation evenings and in newsletters. This behaviour policy is available to parents from the website, and also in paper form through office.

Where serious incidents occur, parents are notified as soon as possible and offered an early opportunity to discuss the matter (*see below under Pupils with Challenging Behaviour*).

14. ATTENDANCE

Truancy is rare in Infant schools as the vast majority of young pupils enjoy coming to school, and most children are escorted to and from school by responsible adults. We operate first day absence procedures, which make it almost impossible for a child to miss school without parental permission.

If we learn of a child being absent from school for no good cause, we will work with parents to resolve issues together and if necessary, get support from ESBAS.

15. BULLYING

Incidences of bullying are, fortunately, relatively rare in Infant schools, although the potential for bullying is apparent in some children. We have an anti-bullying policy, which defines bullying, describes our attitude towards bullying, the steps we take to prevent it, and how we deal with bullying should it occur.

All members of staff, teaching and non-teaching, look out for signs of bullying and act firmly and promptly to stop it. For further information, refer to our *Anti Bullying Policy*.

Higher levels of bullying may be categorised as child on child abuse. The school's safeguarding policy, which is in line with Keeping Children Safe in Education provides more guidance of this and protocols and procedures that should be followed when there has been a case of Child on Child abuse.

16. RACIAL AND SEXUAL HARASSMENT

A working definition of racial harassment is: 'violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins'. We take all incidents of racial harassment seriously, and make it clear to pupils and parents that it will not be tolerated - see Equalities policy.

Our programmes of study across the curriculum encourage pupils to respect the sexual identity of each other. Members of staff are aware that precocious or otherwise inappropriate sexual behaviour may be a sign that a child is being abused. The Child Protection policy includes further information about this issue.

17. PARTNER SUPPORT AGENCIES

The school benefits from the expertise and support of Partner agencies, such as the Education Support, Behaviour and Attendance Service (ESBAS), the Education Psychology Service and CAMHS (mental health service). In some cases, a Key Worker can help families at home; this support is provided as part of the Early Help service, through Children's Services.

ESBAS is usually the first port of call. They provide services such as:

- observations of pupils in school followed by recommendations for pupil support strategies;
- discussions about individual cases with school staff;
- discussion with pupils themselves;
- home visits;
- acting as a neutral chairperson at meetings between school representatives and parents;
- Contributing to programmes of in-service training for staff.
- Issues with attendance.

18. BEHAVIOUR PROCEDURE

SYSTEM FOR MANAGING MINOR MISBEHAVIOUR

Staff should consistently follow these three steps when dealing with minor disruptions. Children should know about these stages and expect them to be carried through consistently.

Before going on to use any of these steps, the first action should be to praise other children who are demonstrating good behaviour.

STEPS ONE - Oral exchange/warning

Children who choose not to follow school rules are asked quietly and politely to make a good choice by the adult in charge.

They are reminded of the rule they should be following. They are told why it is important to follow this rule. The child's name will be moved to the neutral face on the visual display. *It may be appropriate at this point to think carefully about the child's frame of mind. Would it be beneficial to provide a brief learning break/opportunity to turn their behaviour around elsewhere?*

STEP TWO – Child moved to different area in class

Depending on the child, the adult will decide where to move the child. Every class has a yellow 'spot', a round mat which can be used if appropriate. This spot should be positioned away from the main body of children, preferably at the back of the room, so that the child does not feel 'on display' or looked at by the class. The teacher may give the child a timer as this can help children focus and calm. The timers range from 1 to 5 minutes. (This procedure should be used sensitively, and may not meet the needs from some children who will feel embarrassed or children that could find this action heightens negative behaviour.)

After a short period of time (*usually around 5 minutes – it can be useful to use a sand timer as this can be calming in itself*) the teacher or LA should go over to the child to speak to them about their behaviour, and what they could do to put things right (*e.g. apologise to someone they have upset, share fairly, join in quietly on the carpet*). It is also good practice to praise the child for things they have done well, for example sitting quietly on the spot, calming down, telling the truth about what they did, explaining how they could put it right. It is important that the staff member does this calmly and quietly, as this helps the child to get control of their emotions and to re-join the class in a positive frame of mind.

The behaviour incident will be logged on MyConcern if it is significant and the adult feels it is appropriate that the Inclusion Team are aware and can offer support if needed. (Appendix 1 outlines how reporting should be carried out on MyConcern.

STEP THREE - Consequence supervised by member of teaching staff

If there is no significant improvement in behaviour after the first two steps have been taken, a consequence will be applied. For example:

- missing part of the next playtime, on the same day (usually 5 minutes)
- being sent to complete their work in another classroom (the class teacher retains responsibility for collecting the child at the end of the lesson, for talking to the child about the behaviour, and for welcoming the child back into the class)
- completing work at home that should have been completed in class

- Children should not have Class Dojos taken from them if they have already been awarded online
- Note: Children should not be sent outside classrooms to stand or sit in the corridor

Behaviour that has reached Step 3 must be recorded on MyConcern.

IF THE THREE STEPS SYSTEM DOESN'T WORK ...

There may be times when the three steps and visual behaviour system doesn't work. For example:

- Extended disruption of a lesson which prevents effective teaching;
- Refusal to move to the reflective spot
- Disruptive behaviour while on reflective spot.
- Swearing
- Unpleasant teasing of other pupils
- Temper tantrums
- Running off
- Aggressive actions with intention to hurt
- Bullying

In these instances, a behaviour support specialist or a senior member of staff should be called. The best method for doing so is to phone the main office, but where this is not possible, and then an adult (or a reliable child if necessary) should be sent to the main office or Inclusion office with an orange or red card.)

The orange card should be used in most cases but if it is urgent then send a red card (for example if a child is very distressed or there is a concern they may hurt themselves or others).

If the class is outside and assistance is needed then there is a red and orange card in each class first aid bag.

It is not advisable to try to bring the child TO the senior member of staff. When a child is angry or upset, making them walk down the corridor could, in some circumstances, make the situation more difficult.

If a child is sent to Senior Leaders for more serious behaviour issues, then the parents / carers should be informed. It is important for the class teacher to make contact with the parent, and to explain what happened. It is important to be factual and calm and to listen to the parents, as this sort of news can be upsetting to hear. Senior Leaders are happy to support with these meetings.

Through the monitoring of MyConcern, it is very likely that the Senior Leaders will already be aware of higher level behaviour issues. It is also likely that the Inclusion Team will have been involved, and so it is can be helpful to ask them to meet with the parents.

Some children may refuse to move and continue with the learning. If they are not disturbing others, children can be ignored then stay in at breaktimes or lunchtimes or finish work at home.

19. PUPILS WITH CHALLENGING BEHAVIOUR

There are some pupils who have on-going emotional, behavioural and social difficulties. Such children may be withdrawn, passive, depressed, over-excitible, noisy, impolite, un-cooperative, physically aggressive, or self-injurious, and they may exhibit a range of disturbing behaviour. Some of these children display challenging behaviour. These children have special needs, and, in line with the East Sussex and school inclusion policy, the school does its best to include such children in all aspects of school life.

Children who display challenging behaviour often suffer from low self-esteem, and so it is important to help them to develop a more positive self-image high and raise self-esteem, through finding ways for them to experience success and praise. Often this means recognising small steps of success and reflecting this back to the child, through positive praise and recognition of achievement.

Staff needs to be prepared to make special efforts to get to know and understand children with behavioural needs, so that they feel valued and accepted.

To ensure that children are supported by the school the following paperwork has been set up:

1. Single Referral Form

At Pashley Down Infant School, we believe that early identification of additional special educational needs and behavioural challenges is vital to supporting our children in achieving their fullest personal and academic potential.

The Single Referral form is the first step in this process and is used by staff to alert the Inclusion Team to any concerns they may have about a pupil's difficulties in accessing learning or ability to regulate their emotional state.

At this stage, staff document which Quality First Teaching strategies and Wave 1 interventions have already been trialled with the pupil, the impact of this and how the barriers to learning or behavioural difficulties have been communicated with parents. The Inclusion Team will then consult with the classroom staff and arrange an observation in order to plan for next steps, e.g. additional intervention and support, adding to the SEND register or seeking outside agency advice.

2. Pupil Passports

All children who are on our SEND register have a Pupil Passport.

A Pupil Passport is a short document that summarises for staff members any additional needs or particular behaviours a child may have. This is important because children often can't explain important things about themselves when they are feeling overwhelmed or distressed – it is also likely that they may not be fully aware of some of their triggers and behavioural responses! Knowledge of these sometimes 'less obvious' needs can make all

the difference in terms of successfully managing behaviour and helping children to stay well regulated. Often the smallest changes can make the biggest differences.

At Pashley, our Pupil Passports are child centred and written in the first person. We work from a strength-based perspective as we know that a child is not defined by their behaviour and that our choice of language can affect the way they feel about themselves as well as providing a doorway to coaching emotions.

3. Behaviour Plans

There will be a small percentage of children for whom the usual system of sanctions and rewards doesn't work and who experience persistent difficulties in following whole school rules, or who display challenging or concerning behaviours. In these cases, a more bespoke approach to behaviour management is needed in the form of an Individual Behaviour Plan.

Staff who know the pupil really well, work together, sometimes with outside agency advice to create an individualised plan with recommendations and strategies to help support and manage behaviour. This process consists of identifying the possible causes or triggers of the behaviours of concern and addressing these where possible planning alternatives to the behaviour of concern (for example a child who is prone to angry outbursts could be encouraged to access a calm corner or engage in Mindful breathing techniques when they feel themselves becoming dysregulated), and agreeing on consistent messages and actions from all staff who support the pupil.

4. Risk Assessment

At Pashley, keeping our children and staff safe is our utmost priority.

Pupil behaviour which gives cause for concern needs risk assessing, as violent and/or unpredictable behaviour may put the pupil, their peers and staff at risk.

Risks can also arise amongst pupils with special educational needs and particularly those pupils with disabilities and / or medical conditions.

Our Risk Assessments seek to:

- Identify potential hazards in the environment or activities.
- Consider how those hazards will affect the pupil concerned and others who may be affected (directly and indirectly).
- Evaluate the potential risks and looks at existing arrangements. Are they adequate or could more be done?
- Is reviewed regularly or changed or if it is believed to be no longer valid

Staff also need to provide children with challenging behaviour with security, through firm rules applied consistently. It is also important to give verbal guidance (akin to 'horse whispering'), so that the child is clear about what is acceptable and what is unacceptable,

and that they are have choices to make. Expectations can be reinforced through the use of personalised Reward Charts and Rewards/Consequences Guidance. This can be linked with the Pashley Values. e.g. Kindness Koala

It is essential that the work given to children with challenging behaviour is suitably differentiated. Failure to achieve will exacerbate poor behaviour.

It is important to acknowledge the effect that disruptive pupils can have on their peers. Children who encounter frequent outbursts of physical and verbal aggression may become adversely affected – a few may start to copy the anti-social behaviour, others may become reluctant to attend school.

In dealing with behaviour, it is important to think about the rights of all the children in the class. Coping with difficult behaviour is the responsibility of the whole staff team, and the Inclusion Team and Senior Leaders will be fully involved. Children with challenging behaviour are unlikely to respond to the usual school rewards and sanctions; they often require more complex strategies offered over a long period of time. In order to support class teachers and Learning Assistants, there is a five stage programme for Challenging Behaviour.

When a child has challenging behaviour it is crucial to involve parents / carers, at the earliest opportunity. It is usually the case that the parents bring useful information, which could be indicators of a special need, or perhaps give the wider picture of particular stresses for the child or their family. Positive benefits can come from parents and school working closely together; especially when this provides a consistent approach for the child.

MyConcerns are opened by trained DSLs, usually the Inclusion Assistant and very brief notes made on an internal central excel document which enables a child's history to be tracked. The school Designated Safeguarding Lead team meet weekly to discuss safeguarding issues and behaviour. Children who have had behaviour recorded on MyConcern are discussed to support in the future and how strategies can be implemented successfully for a child. (See Appendix 1 for details of MyConcern protocols).

20. BEHAVIOUR TRIGGERS AND HOW TO PLAN FOR THEM

Pashley Infant school recognises that planning ahead for children that find change challenging can ensure that children are supported in managing their behaviour when changes to routine happen.

Appendix 6 covers the common changes that can happen in an infant school with strategies on how these can be successfully managed for a child.

Appendix 1 - Safeguarding – Use of MyConcern Recording

As a school we use MyConcern to record behaviour, attendance concerns and safeguarding concerns. We also use it to ensure we have an accurate record of conversations which are relevant to a family or child. As such we can have a high number of 'concerns' recorded each day and therefore have set out clear instructions on how we record, open and file concerns.

As part of safeguarding there is a DSL meeting each week where mid to high level new concerns are discussed.

Recording the Concern Summary

When recording a concern staff are asked to record in the summary the level of concern from low to medium to high. The title of the concern will begin with the level e.g. LOW – Refused to stand up when asked twice. If a concern is urgent then the member of staff reporting must speak with the lead DSL as soon as possible then record on MyConcern. If the lead DSL is unavailable the concern will be reported to another DSL in school.

Opening MyConcern

Medium and High concerns will be opened on the day of reporting. Tasks will also be set on the day they are opened. Low concerns will usually be opened on the day or within 24 hours if priorities need to be considered.

Role of Inclusion Assistant

- On the days the Inclusion Assistant works concerns will be monitored and opened by her (4 days a week)
- If concerns are classified as no concern or low level, they will be immediately filed.
- Mid-level concerns will be left open to discuss/action with DSLs.
- High level concerns will be left open and actioned.
- Urgent level concerns will be reported straight away to the allocated DSL and prioritised above everything else by all relevant staff.

Tasks set on MyConcern.

- Tasks will be set on Myconcern as they are opened and can be set by the Inclusion Assistant or the Lead DSL for the day.
- The Inclusion Assistant will remind staff weekly on a Monday if they have tasks set that need to be completed within 48 hours.
- If tasks are not completed in agreed time DSLs to be informed who will be responsible for ensuring tasks are completed.

Filing Myconcern

The Inclusion Assistant will file open concerns on the last day of their working week.

Setting safeguarding levels on Myconcern

Every child has a safeguarding level allocated by the school on MyConcern.

Level 1 – no concerns

Level 2 – some concerns raised. No outside agencies involved at this time.

Level 3 – concerns and outside agencies involved.

Level 4 – a Child Protection Plan is in place

Levels can be changed by DSLs when changes are needed. A reason for the change needs to be given into MyConcern. Every term all levels will be reviewed to ensure changes have been made and are up to date. This will be a shared responsibility between the lead DSLs. The Inclusion Assistant can also make changes ensuring that DSLs are consulted.

DSL meetings

Weekly DSL meetings discuss concerns mid to urgent concerns. These will be recorded on the school Safeguarding spreadsheet and actions needed will be highlighted until they are complete.

Appendix 2 - Template and example of using value sticker charts

Positive Panda

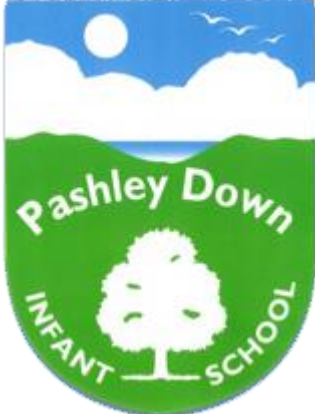


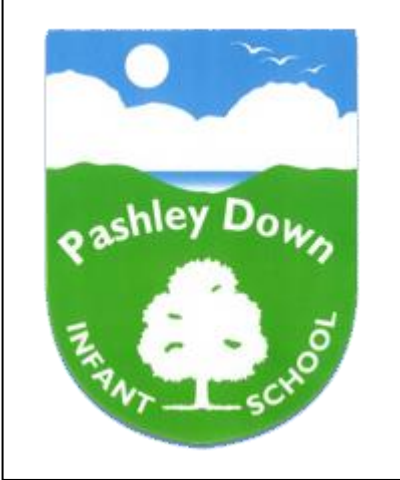

Award one sticker when being positive!!

I can be a responsible rhino



Appendix 3 - Template and example of Pupil Passport

Name		Pupil passport	
Date of birth:	Insert Photo		Completed by:
<i>Year ? - Class</i>			Last updated:
Likes / Strengths ●		I would like you to know that: ●	I find it difficult to: ●
		This means that: ●	
It would support me if you could:			
Data and attainment information		Current support	

Child's name		Pupil passport			
Date of birth: XX/XX/20XX					
<p>Year 1 - Foxes</p> <p>Likes / Strengths</p> <p>I like playing with figures, particularly super heroes and cars.</p> <p>I am kind to my friends.</p> <p>I enjoy being outdoors.</p> <p>I like having stories read to me.</p> <p>I respond well to the Pashley Values – these help me to make positive behaviour choices.</p> <p>Having a trusted adult nearby to support me and step in if I am feeling overwhelmed.</p>			<p>I would like you to know that:</p> <ul style="list-style-type: none"> • I can feel embarrassed when I get upset as I don't want other people to know that I have been crying. • I need to know that I am safe in my classroom – this makes me hypervigilant to everything that is happening around me. • I find it hard to hold more than two pieces of information or concepts in my head at any one time. • I don't always want to join in with a physical or musical activity straightaway. • I find change difficult to manage. <p>This means that:</p> <ul style="list-style-type: none"> • I can find it difficult to come back into class if I have become heightened or dysregulated. • I may run away if I feel unsafe or anxious. • Instructions and tasks need to be broken down into manageable chunks so that I can understand them. • I like to watch an activity first and join in when I feel comfortable. 	<p>I find it difficult to:</p> <ul style="list-style-type: none"> • separate from my caregiver at the start of the day, particularly if I have had a tricky start to the morning. • follow adult instructions – especially when I am heightened or I am working with an unfamiliar member of staff. • manage transitions between activities and learning environments. • focus my attention on an adult led activity for more than 5 -10 minutes. • vocally alert an adult to what I need or want. 	

<p>In class support to be low-key and discrete wherever possible.</p>		<ul style="list-style-type: none"> • I need everyone to use the same, shared language and approach with me from my behaviour plan. • It is helpful if you let me know beforehand when something is going to be different so that I can prepare myself for this to happen. 	<ul style="list-style-type: none"> • Sit still for extended periods of time without a movement/ sensory break • Cope with unexpected change • stay regulated in unstructured environments.
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<p>It would support me if you could:</p> <ul style="list-style-type: none"> • Have a buffer activity waiting for me in the morning to ease the transition between home and school. • Help me to regulate my behaviour by engaging in a calming activity before starting a more challenging piece of work. • use clear and consistent language to remind me of my choices and consequences. • Give me choices around my behaviour and praise me when I make a positive choice. • Keep requests simple and allow me time to process what has been said. 	<ul style="list-style-type: none"> • Use a Now / Next board so that I know what is going to happen in class. • Depersonalise requests as much as possible to avoid any confrontation. • Keep the number of adults working with me to a maximum of 2 adults. If further adults are required, such as a change of face, then one of the original adults should leave.
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<p>Data and attainment information</p> <p>Working below ARE in all core subjects. I am reading Pink books. Language Link: Standard Score: XX Percentile Rank: XX</p>	<p>Current support</p> <ul style="list-style-type: none"> • EHCP awarded XX 20XX • Small Nurture / Ready to Learn group. • Additional in class LA support as needed. • Differentiated start and finish times to the school day. • Soft landing into school each morning.
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Appendix 4 - Template and example of Pupil Behaviour Plan

Working with (child's name) - Foxes

- (name) starts school at 9.05 and is brought by mum to the year 1 door. A member of staff will greet him and take him straight to the classroom.
- Mum will try to send a text to the school mobile to let staff know if he has a good / difficult start to the day.
- When he comes into the classroom, he will choose his lunch and then go straight to a table to do a waiting activity alongside his peers. *(He needs an activity waiting for him (that isn't free play) and acts as a buffer between home and school.)*
- Use of **Now** and **Next** board for all class activities. **Now** – is the activity / class routine, e.g. playtime and then **Next** is his chosen reward.
- He is only allowed one reward at any one time, i.e. one figure or book, etc.
- He uses a 2-minute timer if he is choosing a reward out of his box.
- He has a 5-minute timer for his reward time.
- At the end of the 5 minutes – “(name) the timer has gone, you have had your reward and you are now going to do your next activity” – refer to the **Now** and **Next** Board. Make sure the Now and Next board is being actively updated as each activity is completed so that (name) knows what is coming next.
- (name) will go to and be part of **all** lessons with his peers, however he does not have to join in with activities such as P.E or Music, etc. (he can feel embarrassed by this). He should be encouraged to have a go but also allowed to sit and watch if this is what he prefers to do – he may well then join in when he feels comfortable and should be praised for doing so.
- Positive praise works well for (name). We will trial a Positive Panda reward chart. Stickers can be given for any good choices made e.g. coming in to school, sitting, playing a game etc.
- (name) responds well to being given choices around his behaviour and then explaining that he has made the good choice.
- You need to keep your requests to a minimum especially once he is heightened. E.g. please sit down, then repeating please sit down – do not change the words, if possible, keep the request the same. If there is more than one adult only one needs to try to engage with him – it can help if the 2 adults talk to each other as a distraction technique.
- Any requests that are made of (name) need to be kept simple and time for him to process needs to be given.
- Try to keep the adults with (name) to a minimum, 2 adults should be enough if he is heightened if further adults are required such as a change of face then one of the original adults should leave.
- If you can try to depersonalise requests as much as possible to stop any confrontation, e.g. using the Pashley animal values to positively reinforce desired behaviour, e.g.

- Year 1 are Responsible Rhinos who work hard and complete our tasks in class. We listen to our teacher and make sure that we are in the right place at the right time. We have a goal and try our best
- Year 1 are Kindness Koalas who help our friends to learn and play. We listen to our teacher so that everyone knows what they need to do and encourage each other to learn new things.

- If (name) refuses **any** instruction he is given 3 warnings.
 1. “(name) I have asked you once to (repeat the instruction)
 2. “(name) I have asked you twice to (repeat the instruction) - if I have to ask you one more time, and you don’t listen, I will count to three and then you will have to go to (Deputy Head) or (Head Teachers) Office”
 3. (name) this is your third chance to (repeat the instruction) – 1...2...3.

If he doesn’t comply with a request, he will be escorted to either the Deputy or Head Teacher’s office – at this point it would be good to have another member of staff in case he is still not willing to comply. If non-compliance continues, warn (name) that (Deputy Head) or (Head Teachers) will be called to collect him and that he **will** be going to their office.

- Once (name) is calm and more able to reflect upon his actions, the staff member with whom he was being oppositional with will be called to the office so that he has the opportunity to talk to them and we can draw a line under his behaviour for that day. The expectations for behaviour will be clearly set out for the following day before he leaves to go home.
- If (name) is upset, he can feel embarrassed that people have seen him like that. He may need some extra time - sit down with a book, etc. - to get himself together before he is ready to go back into the classroom.
- When walking around the school site (name) need to hold hands with his lining up partner the same as everybody else. If this is not adhered to then (name) is warned that he would then have to hold hands with an adult.
- (name) should wear a band when leaving the classroom to go to the toilet and encouraged to wait for the bands to be returned before being allowed to leave class.
- (name) has lunch with his class and stays in the hall until they have finished eating. Low key supervision at these times works better with (name) – just stepping in when needed. If staff are working with (name) outside of the school building, e.g. woodlands or allotment they should have a phone or walkie-talkie so that they can call for help if needed.
- If there is to be any change in routine that staff are aware of before the day then (name) and mum need to be told so that he can prepare e.g. if adults won’t be in and there will be cover etc.
- (name) finishes at 2.30 p.m. He is taken to the gate where he is met by his mum. He must hold an adult’s hand from when he leaves the class until the gate is open and he is handed over to mum.

Appendix 5 - Template and example of Behaviour Risk Assessment



Articulating Risk & Behaviour Support

child's name

Service/setting	Pashley Down Infant School	Risk Assessor	Inclusion Lead		
Name of child/young person	Child's name	Date of Assessment	XX 2022	Review Date	XX 2022



Identified or target behaviour	Environment(s) in which the behaviour occurs	Element of risk and risk factors	Primary preventative strategies	Secondary preventative strategies	Reactive strategies
(name) may attempt to bite or pull hair if she becomes frustrated when her attempts to communicate are not understood.	Classroom / playground	Injury to other pupils	<p>Designated 1:1 adult support across the school day to monitor interactions and pre-empt any frustrations.</p> <p>Use of Makaton and Visuals to support instructions and requests.</p> <p>Encourage and promote positive behaviour through positive praise and reward for kind and co-operative behaviour.</p> <p>Draw attention to children who are doing the right thing and praise and reward them so that (name) can make positive connections with desired behaviour choices.</p>	<p>Staff to not react to (name) behaviour and keep as much of a <u>neutral expressions</u> as possible.</p> <p>Use of set script from peers and staff, e.g. "Stop! I don't like what you are doing."</p> <p>Adults will interact and engage (name) attention to distract her.</p> <p>Change activity or location in the classroom.</p>	<p>Calming / regulating activity, e.g. Small World Play.</p> <p>Move to a quiet area.</p> <p>Use of visuals to reinforce Pashley Values.</p>
(name) may seek sensory feedback or express frustration through banging her head or repeatedly falling down.	Classroom / playground	Injury to pupil.	<p>Designated 1:1 adult support across the school day to monitor (name) sensory needs and to regularly offer a wide sensory diet or targeted sensory breaks.</p> <p>Use of Makaton and Visuals to support key messages.</p>	<p>Adults will interact and engage (name) attention to distract her.</p> <p>Change activity or location in the classroom.</p>	<p>Calming / regulating activity, e.g. Small World Play</p> <p>Move to a quiet area.</p>

Articulating Risk & Behaviour Support

child's name

(name) struggles with her balance	Around the school building / outside areas	Injury to pupil.	<p>1:1 supervision at break times, all transitions and moving around the school.</p> <p>Helped down any steps and carefully supervised when going up steps.</p> <p>(name) should hold an adult's hand and hold a handrail.</p> <p>Careful supervision needed in all outside areas including the Squirrels' balcony, adventure playground, allotments, Pashley farm and woodland.</p> <p>Use of Makaton and Visuals to support key messages.</p>	<p>Staff to mindful of how busy / crowded communal areas are.</p> <p>(name) to be allowed additional time for transitions between school locations.</p>	<p>Consider the physical distance to be travelled and whether this should be adapted.</p> <p>Advise parents of any accidents.</p>
(name) lacks depth perception and this can cause issues when descending stairs	Around the school building / stairs	Injury to pupil.	<p>Member of staff to support (name) as she travels around the school building.</p> <p>Helped down any steps and carefully supervised when going up steps.</p> <p>should hold an adult's hand and hold a handrail.</p>	<p>Staff to mindful of how busy / crowded communal areas are.</p> <p>(name) to be allowed additional time for transitions between school locations.</p>	<p>Advise parents of any accidents.</p>
No perception of danger or awareness of	Around the school building	Injury to pupil	<p>Designated adult who is responsible for knowing where (name) is and supervising and who can communicate and understand communication.</p>	<p>Close supervision.</p> <p>(name) to hold an adult's hand in any situations where she is near a road or a car park, e.g.</p>	<p>Individual risk assessment for school trips.</p>



Articulating Risk & Behaviour Support

child's name

keeping herself safe			Use of Makaton and visuals to reinforce key safety messages.	walking to the allotments, school trips, etc.	
Putting small objects into her mouth.	Classroom	Choking risk	Designated 1:1 adult support across the school day. Close monitoring when using small resources / toys which are a potential choking hazard. Use of Makaton and visuals to reinforce resources are not to be put in the mouth.	Remove small items from area. Staff to understand how to respond immediately. First Aider summoned and appropriate first-aid rendered which follows up-to-date best practice in the care of a choking child - see Health Care Plan. Contact Parents	Call 999 Inform paramedics about other health concerns. Contact parents

Impact of strategies implemented


Signature (head teacher/manager)	<i>Head Teacher</i>	Date XX 2022
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Articulating Risk & Behaviour Support

child's name

Signature (parent/carer)	<i>Parent's signature</i>	Date XX 2022
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Pupil Photograph	Class Info:	Parent/Carer/Agency Contact
	Class: Class Teacher(s): Class LA:	Tel: Email: Tel: Email: – CLASS Advisor Tel Mob: Email Support Service Tel: Email:



Articulating Risk & Behaviour Support

child's name

Service/setting	Pashley Down Infant School	Risk Assessor			
Name of child/young person		Date of Assessment		Review Date	

Identified or target behaviour	Environment(s) in which the behaviour occurs	Element of risk and risk factors	Primary preventative strategies	Secondary preventative strategies	Reactive strategies

Impact of strategies implemented

Signature (head teacher/manager)		Date
Signature (parent/carer)		Date

Pupil Photograph	Class Info:	Parent/Carer/Agency Contact
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Articulating Risk & Behaviour Support

child's name

	Class: Class Teacher(s): Class LA: 1:1 LA:	Mother: Phone Number: Email: Other Family Member: Phone Number: Other contact Notes: .
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Isolations Date/Name/Reason*	SLT Intervention Date/Name/Reason*	Physical Interventions: Date/Name/Reason*	Exclusions: Date/Name/Reason*

Appendix 6 - Behaviour triggers and how to plan for them

Event – Mufti Day.

Children and staff dress up in own clothes to celebrate event or raise money for charity.

Potential Triggers	Solutions/Strategies
Families Remembering	<ul style="list-style-type: none"> Reminders via text Class Dojos Social Media
Financial Constraint	<ul style="list-style-type: none"> Encouraging cheap alternatives. E.g. Comic Relief wear something Red alternative
Individual children not wanting to take part	<ul style="list-style-type: none"> Always give the option of not taking part Have something for children to change into if they change their mind.
Sensory Overload	<ul style="list-style-type: none"> Talk to class and/or individuals before the day Keep to routine as much as possible Plan more sensory circuits
Loss of structure/routine	<ul style="list-style-type: none"> Give additional rewards Be flexible More class sensory circuits Avoid over planning

Event – Christmas.

Potential Triggers	Solutions/Strategies
Too much going on Home and School	<ul style="list-style-type: none"> Pick or select few events Avoid starting too early Time for relaxation/slowing down
Big build up /suspense/ LD Anxiety	<ul style="list-style-type: none"> Don't start too early Mindfulness/meditation Sensory circuits
Stressful for families	<ul style="list-style-type: none"> Support groups – posts on FB/Dojo Open door policy that it is ok to not be ok at Christmas Food banks
Loss of Structure/routine	<ul style="list-style-type: none"> Keep as much as you can normal Keep using agreed rewards Visual timetable Give children warning in advance

Event - Fire Alarm

Potential Triggers	Solutions/Strategies
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Loss of Routine	<ul style="list-style-type: none"> • Think about what you do when you come in -> have a fire alarm routine
Sensory overload (noise)	<ul style="list-style-type: none"> • Practice • Defenders by door • Keep an eye out for children who may struggle
Fear – unknown	<ul style="list-style-type: none"> • Practice talking about it. • Potential warning, reassurance • Praise for keeping calm and looking and listening
Having to leave possessions	<ul style="list-style-type: none"> • Talking about it and why • Clear instruction

Event – Trip.

Potential Triggers	Solutions/Strategies
Families remembering	<ul style="list-style-type: none"> • Several reminders in different forms • Reassurance for child whose parents have forgotten •
Groupings	<ul style="list-style-type: none"> • Careful consideration to needs /behaviors when planning groups
Parents involvements	<ul style="list-style-type: none"> • As above • Give control measures that are clear • Give guidance /timetable that ensures children will be engaged throughout
Anxiety	<ul style="list-style-type: none"> • Prep in advance with pre-learning or walkthrough of the day /behavior expectations
Loss of routine	<ul style="list-style-type: none"> • Clear timetable of events including visuals of the transport, route, trip • Rewards • Reminder of expectations + walkthrough
Packed lunches	<ul style="list-style-type: none"> • Sending reminders – dojo, letters, texts • Asking kitchen to make a few extras in case families have forgotten lunch
Extra equipment	<ul style="list-style-type: none"> • Have spare equipment • Clear Risk assessment with names of children who could potentially struggle
Financial pressures	<ul style="list-style-type: none"> • PP get funded Letter to inform parents of trip without costings
Sensory overload	<ul style="list-style-type: none"> • Have a visual timetable/itinerary including for adults to share with children on the trip
Anxiety /fear of unknown	<ul style="list-style-type: none"> • Assigning child to correct adult and ensuring identified children are with a known and trusted adult who understands and has previously supported behaviour

	<ul style="list-style-type: none"> • Do social story of what children can expect by using photos and giving the opportunity for children to ask questions • Parent to attend if possible and if this would be a supportive measure
Loss of structure/routine	<ul style="list-style-type: none"> • Pairing children correctly • Talking through the timeline of the trip with all children with visuals

Event – Change of adults.

Potential Triggers	Solutions/Strategies
Unknown adults	<ul style="list-style-type: none"> • Routines/reward kept in place • HOY Dojo • Teacher to have passports/ADPRS/vulnerable children easy to change of staff • Children informed in advance if known change. Shown/explained who will be there. • Children known link between regular staff • Attention resources (consistency i.e. bells) • Clear/Access to lesson plan/objectives/timings/breaks etc. • Interactive fun name game • Positive attitude (re frame situation i.e. exciting opportunity) • Positive affirmations – we can do it, etc. • Asking children for help – who can tell me?
Haven't got their security	<ul style="list-style-type: none"> • Explained in advance • Introduction • Issues pre-empted and actions put in place • Refer to known adults they are comfortable with
Known outside issues	<ul style="list-style-type: none"> • Informed adults • Information available • SLT to ensure new staff aware of CP/new issues/allergies/medical conditions etc.
Unknown outside issues	<ul style="list-style-type: none"> • Any adults who does know class to check in regularly. Have agreed times with an alarm set to remind.

Event – Whole year group performances

Potential Triggers	Solutions/Strategies
Amount of time sitting- passive	<ul style="list-style-type: none"> • Rehearse In groups • Structure rehearsal timetable • Start whole year group rehearsals later rather than sooner and only for given amount of time
Anticipation/nerves	<ul style="list-style-type: none"> • Sharing timeline/overview • not overpraising
Consume concerns /expectations Some children don't want to dress up	<ul style="list-style-type: none"> • Simplify costume, give options, early +clear • Communication with parents • Don't expect all children to dress up and perform. Children given off stage roles if more appropriate.
Disappointment/unfairness in roles	<ul style="list-style-type: none"> • Staff sharing previous performance info

Event – Visitors.

Potential Triggers	Solutions/Strategies
Unknown adult leading the class(don't know the children, behavior management)	<ul style="list-style-type: none"> • Familiar adults. • Stay in class proper introduction • Sit with target children
Change of timetable - different routine	<ul style="list-style-type: none"> • Update visual timetable and highlight to children
Unknown expectations – what is actually going to happen	<ul style="list-style-type: none"> • Tell the children what is going to happen • Show pictures or videos
Visitor running on time	<ul style="list-style-type: none"> • Plan 5 minutes activities, solid timetable, runners between classes