



# Champion EDUCATION TRUST

## POSITIVE BEHAVIOUR POLICY

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A family of Schools

# POSITIVE BEHAVIOUR POLICY

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# POSITIVE BEHAVIOUR POLICY

## AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

## LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

## DEFINITIONS

We believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

### Definition Explained

Children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

**Behaviour and Communication** - How children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with complex learning needs will require a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at Crosshill find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

**Mistakes are part of the learning process** - We don't make a judgement about it – instead we support our children and young people to get it right.

**All adults can learn strategies to support children and young people to improve their behaviour** - Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Crosshill we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, ELCAS, etc.).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development.

## BULLYING

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

Bullying is, therefore:

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## ROLES AND RESPONSIBILITIES

### Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for information on IRIS Adapt)
- The senior leadership team will support staff in responding to behaviour incidents

## Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Assist in the development and implementation

## PUPIL CODE OF CONDUCT

Crosshill has high expectations of its pupils. Pupils are expected to:

- Be Respectful
- Stay Calm
- Be Here and ready to learn
- Make good choices

## REWARDS AND CONSEQUENCES

### Rewards

Positive behaviour will be rewarded with:

- Descriptive praise
- Green points on classcharts
- Certificates within assembly
- Communication with parents and carers to inform them of the behaviour or achievement via postcards and phone calls home
- Special responsibilities/privileges such as school council
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory, animal access, IPAD, choosing time)

### Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.:

- ‘I liked the way you came the first time I asked.’
- ‘I noticed how kindly you supported \_S\_. Thank you.’
- ‘Thank you for returning to the activity so promptly.’

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language. Descriptive praise supports behaviour for learning.

## Consequences

We do not believe in sanctions or punishment. For example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a break Child or young person is supported by an adult to consider their behaviour Child or young person apologies to the group, for his/her specific actions and carries on with the activity

1. It is important for our children and young people to clearly link a specific behaviour with its consequence.
2. The consequence needs to be a natural consequence, which makes sense to a child.
3. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for time out and to provide a break to the other learners
- Lose of break or reward time
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil ‘on report’ in line with their IBP

We may use the Blackburn Central High School Resolve room in response to serious or persistent breaches of this policy. Pupils may be sent her during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

**Reparation** means repairing relationships, or ‘making good’ in some way.

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person’s mind on the punishment, rather than what they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can’t make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

## Discriminatory Language or Incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school’s community

- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's Equalities Policy which is available on request from the school.

## Off-Site Behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

# BEHAVIOUR MANAGEMENT

## Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Adults can support the children and young people in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

## The quality of our relationships with each other and them

The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed

- We treat children and young people with dignity and respect at all times e.g. by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Invest in your relationships with the children and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children, we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

## The quality of our provision

If we are able to meet each child at their point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self-esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Personalized learning to ensure that we meet each child or young person at their point of development
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

The scaffolding we put in place – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

## The scaffolding

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people



- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

## The Language of Choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

## Physical Restraint

Physical Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. All such incidents are formally recorded and monitored; please refer to appendix 2 for procedure, our main principles regarding physical restraints are:

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training. All class staff will have 'Team Teach' training unless they are medically deemed unfit to use Team Teach training methods. Team Teach states that 95% of the strategies employ verbal or non-verbal de-escalation cues and only 5% is the use of physical technique. Retraining is carried out through a rolling programme
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system IRIS
- An Individual Risk Assessment and Positive Handling Plan will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using Team Teach strategies as a part of an on-going behaviour management plan
- Staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

## Restricting Liberties

At the school, children and young people may never be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink

- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to themselves or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded via IRIS, and it must be shared with parents/carers, notified to the Senior Leadership Team.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the child or young person is led away by hand/arm/around shoulder (using Team Teach practices). Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

## Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

## Permanent Exclusions

It is extremely rare for us to permanently exclude a pupil at Crosshill School.

In the event that Crosshill is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

## Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

## Children and Young People with Exceptional Behavioural Needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed via an Individual Behaviour Plan
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. ELCAS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies.

## PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development and weekly briefing sessions.

## MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and full governing body every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

## LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Equality policy

# APPENDIX 1

## WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

*This written statement of behaviour principles is reviewed and approved by the full governing body every academic year.*

## APPENDIX 2

# PHYSICAL INTERVENTION POLICY

Staff receive up-to-date behaviour management training; in addition we have a number of accredited Team Teach trainers on the staff. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

### ADVICE FOR STAFF

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

### Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen"
- Give direction

### Diffusing Body Language Responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

## Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control

In the event of a serious incident e.g. a fight, staff should:

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

## Side Effects of Physical Restraint

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews - Director)

To assist in reducing the side effects we:

- Recommended that nails need to be a suitable length to avoid scratching and hygienic reasons
- Place a list of all Team teach trained staff in the staff room
- Each 'at risk' class will have 1 person that has completed Team Teach training

## APPENDIX 3

# LEVELS OF BEHAVIOUR AT CROSSHILL

Level 1		
Behaviour is managed within the classroom and school setting		
Types of behaviour seen Low frequency/Low intensity	Why might this be happening?	What can I do about it?
<ul style="list-style-type: none"> <li>Silly / disruptive behaviour (including making noises, banging on table, throwing items)</li> <li>Smirking or laughing when challenged</li> <li>Blaming others</li> <li>Playground incidents</li> <li>'Make me' behaviour</li> <li>Withdrawn/disinterested</li> <li>Tell-tale attention seeking</li> <li>Inability to cope with challenge</li> <li>Inability to be told what to do</li> <li>Occasional temper outbursts inappropriate to age</li> <li>Occasional aggressive behaviour</li> <li>Inability to make friends</li> <li>Avoiding/destroying work</li> <li>Language and or behaviour inappropriate to age</li> <li>Lying</li> <li>Isolated</li> <li>Friendship issues</li> <li>Low level incidents during unstructured times (playtime, lunchtime, taking messages etc.)</li> </ul> <p><b>(When considering the above, ask 'is this behaviour the norm in school?')</b></p>	<p><b>Classroom Management/rules</b></p> <ul style="list-style-type: none"> <li>Learning targets not matched to the individual</li> <li>Visual, auditory, kinaesthetic (VAK) not considered</li> <li>Inappropriately matched expectations from staff</li> <li>Lack of challenge</li> <li>Poor routine</li> <li>Poor physical environment</li> <li>Sensory issues not adapted for</li> <li>Speech and Language development</li> <li>Lack of structure</li> <li>Inconsistency</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Lack of structure and boundaries</li> <li>Inconsistency</li> <li>Poor relationships</li> </ul> <p><b>Outside factors/additional needs</b></p> <ul style="list-style-type: none"> <li>Low expectations (from support staff or adults at home)</li> <li>Poor physical environment</li> <li>Lacks age appropriate social skills</li> <li>Lacks emotional vocabulary to express feelings</li> <li>Family issues outside of school</li> <li>Abuse, harm or neglect</li> <li>Impact of social media</li> <li>Sensory impairment</li> </ul>	<p><b>Staff Help</b></p> <ul style="list-style-type: none"> <li>Look for patterns in behaviour and triggers (ABC chart, tick sheets, tracking sheet)</li> <li>Speak to SENDCo</li> <li>Observe good practice</li> <li>Gather other information from staff</li> <li>Target particular behaviours</li> <li>Complete the Behaviour for Learning audit</li> <li>Consistent approach to individual children's behavioural needs – ensure team agreement</li> <li>Consider parental involvement</li> <li>Complete assessment/observation as appropriate – consider Boxall Profile, Pivots, B Squared</li> <li>Consider structured conversation with parents</li> <li>Consider PLDS referral</li> <li>Consider CPD</li> <li>Green report card for monitoring of behaviours with clear Targets</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Behaviour chart/tally within class</li> <li>Observation sheet (attention, time on task)</li> <li>Behaviour for Learning audit</li> <li>Refer to school Behaviour policy</li> <li>Home-school agreement</li> </ul> <p><b>C.P.D.</b></p> <p>I.D.P.(Inclusion Development Programme) – autism, dyslexia, speech and language – available online</p> <p>NASEN Primary toolkit – available online</p> <p>Autism education Trust materials – available online Dyslexia Trust materials – available online</p> <p>Boxall Profile</p> <p><b>Staff and Child Help</b></p> <ul style="list-style-type: none"> <li>Reward charts</li> <li>Follow school behaviour programme and reporting system</li> </ul>

	<ul style="list-style-type: none"> <li>• Neuro-developmental problems (ADHD/ASD)</li> </ul>	<ul style="list-style-type: none"> <li>• Catch them being good</li> <li>• Circle of Friends/SEAL</li> <li>• Lunch time clubs/Play time support</li> <li>• Co-operative activities</li> <li>• Attention needs – avoid too much or too little</li> <li>• Check routines</li> <li>• Check the child knows expectations</li> <li>• Adjust seating layouts</li> <li>• Consider working groups in classroom</li> <li>• Refer to Home/School Behaviour Agreement</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Behaviour for Learning audit</li> <li>• Feelings chart</li> <li>• What Helps Me Visual timetable, e.g. Emotion regulator</li> <li>• Circle time/Buddy system information</li> <li>• SEAL/PSHE programme information</li> <li>• Incentives information – e.g. raffle, choosing time</li> <li>• Nurture Group information</li> <li>• Out of class arrangements</li> <li>• Home-school agreement</li> <li>• Structured conversation</li> </ul>
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## Level 2

Needs can be largely met within universal services but with additional targeted support

Audience – Class teachers/Support staff/Senior Leaders/ Pastoral Staff

Types of behaviour seen	Why might this be happening?	What can I do about it?
<ul style="list-style-type: none"> <li>• Frequent occurrence of Level 1 behaviours</li> <li>• Difficulty in functioning appropriately without close adult direction</li> <li>• Regular bullying behaviours including those which are racist, homophobic and or referencing somebodies disability/need</li> <li>• Frequent incidents of inappropriate use of language: swearing, shouting and personal comments</li> <li>• Aggressive in class</li> <li>• Regularly withdraws or isolates self</li> <li>• Regularly isolated from class by staff</li> <li>• Impulsive behaviours</li> <li>• Risky behaviours to self or others</li> <li>• Poor punctuality and/or attendance</li> <li>• Unexplained absences</li> <li>• Periods of poor attendance</li> <li>• Poor progress despite appropriate teaching</li> <li>• Unable to sustain suitable relationships</li> </ul> <p><b>Occasionally behaviours serious enough to be given fixed term exclusion</b></p>	<p><b>Classroom Management/rules</b></p> <ul style="list-style-type: none"> <li>• Insufficient differentiation of tasks</li> <li>• Insufficient deployment of classroom support</li> <li>• Lack of opportunity to work in chosen learning style</li> <li>• Tasks that limit success</li> <li>• Inconsistency in rewards and sanctions</li> <li>• Inconsistency between adults</li> <li>• Rules and routines unclear</li> <li>• Lack of recognition of need to teach rules and routines</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Poor relationships between pupils and adults</li> <li>• Lack of opportunity for child to take responsibility</li> </ul> <p><b>Outside factors/additional needs</b></p> <ul style="list-style-type: none"> <li>• Insufficient deployment of classroom support</li> <li>• Inconsistency in rewards and sanctions</li> <li>• Inconsistency between adults</li> <li>• Poor relationships between pupils and adults</li> <li>• Rules and routines unclear</li> <li>• Lacks age appropriate social skills</li> <li>• Doesn't conform to classroom norms</li> <li>• Lacks emotional vocabulary</li> <li>• Target or perpetrator of bullying</li> <li>• Family issues outside of school</li> <li>• Over protected child</li> <li>• Abuse/harm/neglect/domestic violence/young carer</li> </ul>	<p><b>Refer to PLDS1 (Involving SENDCO):</b></p> <ol style="list-style-type: none"> <li>1. Refer to Behaviour Policy</li> <li>2. Classroom audit</li> <li>3. Yellow report card for monitoring of behaviours with clear Targets</li> <li>4. Incident log on IRIS - analysis</li> <li>5. Structured conversation</li> <li>6. Consider:             <ul style="list-style-type: none"> <li>• Boxall Profile</li> <li>• Individual Behaviour Plan</li> <li>• Refer to local offers and Partnership offers</li> <li>• Consider completing an EWO or MASH referral</li> </ul> </li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Boxall Profile</li> <li>• Individual Behaviour Plan</li> <li>• Green report card</li> </ul>

### Level 3

Needs cannot be met within universal services without additional targeted support

Audience – Middle and Senior Leaders/ Pastoral Staff

Types of behaviour seen	Why might this be happening?	What can I do about it?
<p>There is persistent and significant disruption to learning and the school environment, where physical and emotional harm to self and others is regular. This results in fixed term exclusion. There may also be:</p> <ul style="list-style-type: none"> <li>• Risk of permanent exclusion</li> <li>• Acute emotional distress</li> <li>• Persistent absence/lateness</li> <li>• Fluctuating moods of anxiety</li> <li>• Evidence of self-harm</li> <li>• Sexualised behaviour</li> <li>• Need for regular manual handling</li> </ul>	<ul style="list-style-type: none"> <li>• Need for specialist staff training to address individual needs</li> <li>• Speech and Language needs lead to lack of good communication</li> <li>• Difficult relationships between pupils and adults</li> <li>• Lacks age appropriate social skills</li> <li>• Doesn't conform to classroom norms</li> <li>• Lacks emotional vocabulary</li> <li>• Target or perpetrator of bullying</li> <li>• Family issues outside of school</li> <li>• Over protected child</li> <li>• Abuse/harm/neglect/domestic violence/young carer</li> <li>• Disruption in the family home requiring professional intervention</li> <li>• Emotional/mental health issue known at ELCAS</li> <li>• Self-Harm requiring medical support</li> </ul>	<p><b>Similar to Level 2 responses</b></p> <p><b>Items below must be implemented and the impact evidenced in writing in order to develop a comprehensive case history</b></p> <ul style="list-style-type: none"> <li>• Red report card for monitoring of behaviours with clear Targets</li> <li>• ELCAS and/or PLDT are involved</li> <li>• Assessments have taken place</li> <li>• Individual Behaviour Plans are reviewed/Incident logs are regularly completed</li> <li>• Structured conversations are taking place with parents/staff</li> <li>• Staff/parent training/signposting accessed as appropriate</li> <li>• Counselling/therapy accessed if appropriate</li> <li>• Individualised timetable in place</li> <li>• Referral to MASH if appropriate</li> <li>• Managed Move considered if necessary</li> </ul>

Level 4

Audience – Headteacher/SLT/SENCo

Types of behaviour seen	Why might this be happening?	What can I do about it?
<p><b>Child with severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist service</b></p> <ul style="list-style-type: none"> <li>• Permanently excluded or on the verge of</li> <li>• Behaviours posing significant risk of exclusion from all of the child’s existing environments</li> <li>• Behaviours which create a barrier to accessing support and intervention</li> <li>• Fire setting</li> <li>• Criminal behaviour in and out of school</li> <li>• Violent behaviour requiring restraint</li> <li>• Reacting aggressively in social situations</li> <li>• Rapidly fluctuating moods of depression, anxiety or distress causing severe impact on health and wellbeing which require therapeutic approaches</li> <li>• Prolonged or acute periods of emotional distress</li> <li>• Symptoms of serious mental illness</li> <li>• Inability to regulate emotions</li> <li>• Poor impulse control which places self or others at serious risk</li> <li>• Wetting/Soiling/Smearing</li> <li>• Predatory sexualised behaviour</li> <li>• Frequent and determined absconding</li> <li>• Self-harming on a very regular basis (bursts over time)</li> <li>• Withdrawal from the majority of activities either in or out of school, including individual timetables</li> <li>• Characteristics of developmental trauma</li> <li>• Regular and frequent substance abuse impacting on ability to function in school</li> <li>• Dealing in drugs</li> <li>• Actively involved in sex trade, exploiting others or a victim</li> <li>• Risk taking behaviours likely to seriously harm self or others</li> </ul>	<p><b>Child factors</b></p> <p><b>In addition to their primary need they may display:</b></p> <ul style="list-style-type: none"> <li>• Diagnosis of emotional /psychological health problems which meets ELCAS thresholds</li> <li>• Diagnosis of physical sensory or medical disorder (includes ADHD)</li> <li>• Moderate to severe learning difficulties</li> <li>• Diagnosis of ASD</li> <li>• Diagnosed conduct disorder</li> </ul> <p><b>If additional/complex need isn’t associated it could be:</b></p> <ul style="list-style-type: none"> <li>• Loss (divorce/bereavement)</li> <li>• Confusion over sexual orientation</li> </ul> <p><b>School factors</b></p> <ul style="list-style-type: none"> <li>• Learning environment cannot be sufficiently modified to meet need</li> <li>• Staff lack specialist knowledge or expertise</li> </ul> <p><b>Family factors</b></p> <ul style="list-style-type: none"> <li>• Persistent non-attendance caused by parents</li> <li>• Victim of abuse or neglect which meets the child at risk threshold</li> <li>• Looked after child or experiencing multiple carers</li> <li>• Over protected child unable to develop own identity</li> <li>• Significant caring responsibilities that impact on development</li> <li>• Disordered attachments</li> <li>• Extreme domestic violence</li> <li>• Disruption within the family home</li> <li>• Bereavement</li> <li>• Physical/mental health issue</li> </ul> <p><b>Community factors</b></p> <ul style="list-style-type: none"> <li>• Unable to protect self from significant harm including contact with unsafe adults or young people</li> <li>• Anti-social behaviour resulting in Police involvement</li> </ul>	<p><b>Items below must be implemented and the impact evidenced in writing in order to develop a comprehensive case history. Best practice may include referral to specialist / acute services / statutory services</b></p> <ul style="list-style-type: none"> <li>• Evaluated use of ELCAS strategies</li> <li>• Statutory Re Assessment has been instigated</li> <li>• IEP involving young person in target setting and monitoring</li> <li>• Participation in multi-agency meetings (Case conference, Section 17, LAC review, child specific planning meeting)</li> <li>• Internal exclusions increasingly used</li> <li>• Regular Educational Psychologist involvement</li> <li>• ELCAS involvement</li> <li>• Additional therapeutic support</li> <li>• MASH referral Level 4 Audience</li> </ul> <p><b>Behaviours will present extreme challenge to the child’s infrastructures (school, family, community, support). Some behaviours are likely to be complex and from multiple origins, requiring input from more than one agency.</b></p>

<ul style="list-style-type: none"><li>• Actual attempted or threatened suicide</li></ul>	<ul style="list-style-type: none"><li>• Gang related activity</li><li>• E-safety issues</li><li>• Sexual exploitation</li></ul>	
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