



BREWSTER AVENUE INFANT AND NURSERY SCHOOL

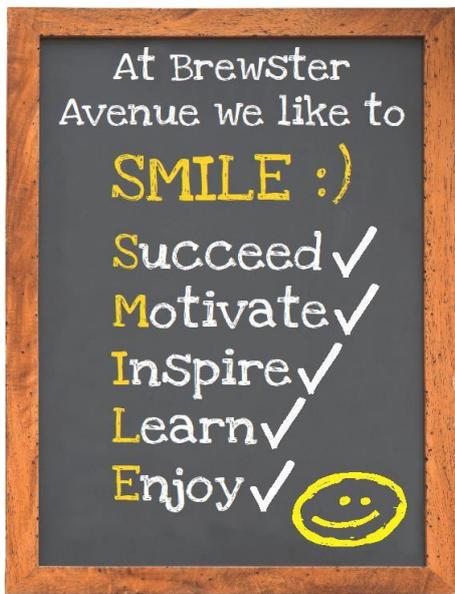
BEHAVIOUR POLICY

***'You can't teach children to behave better by making them feel worse.
When children feel better, they behave better.'* Pam Leo**

This policy was ratified by the Full Governing Body on 22nd September 2021.

Date for review (this policy will be reviewed every two years): Autumn 2023

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school takes a therapeutic approach to behaviour and this policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.



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1. Definitions

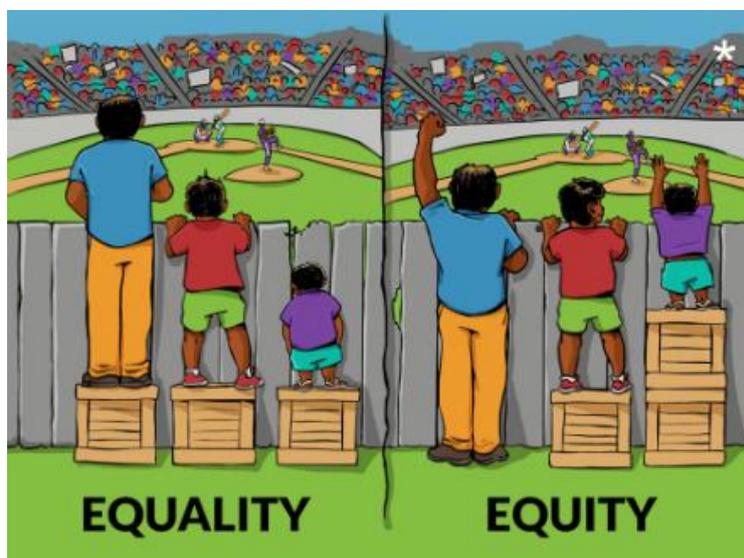
- Behaviour:** The way in which one acts or conducts oneself, or responds to a particular situation or stimulus, especially towards others
- Prosocial:** Feelings and behaviours that are positive, helpful and of benefit to the individual and to other people and society
- Antisocial:** Feelings and behaviours that are to the detriment of the individual, the community or to the environment
- Unsocial:** Not making an effort to behave sociably, or even in line with instructions, but not to the detriment of others
- Resilience:** Having enough prosocial feelings to counter those antisocial ones, to allow an individual to cope and thrive
- Therapeutic:** Promoting and supporting prosocial experiences and feelings
- Dynamic:** The interactions of everyone grouped together and affected by a particular individual, institution or situation
- Discipline:** To train oneself to do something in a controlled and habitual way. Discipline can be external (controlled through rules and structures) or internal (self-regulation)

2. Our Approach

At Brewster Avenue, we want all of our children to develop the ability to self-regulate their feelings and thus behaviours. As children mature, they may require the scaffolding and modelling of successful regulatory behaviours from those around them. Within this approach, children are to be listened to, treated with respect and with consideration for their social, emotional and mental health needs.

The vast majority of children (termed 'safe learners') will be supported by this inclusive policy; however, some children will need individualised plans. Children who have encountered Adverse Childhood Experiences (ACEs), may require more protective and educational approaches to bring equity and to further their resilience in the face of challenges.

See Appendix 1: Risk Factors and Protective Factors.

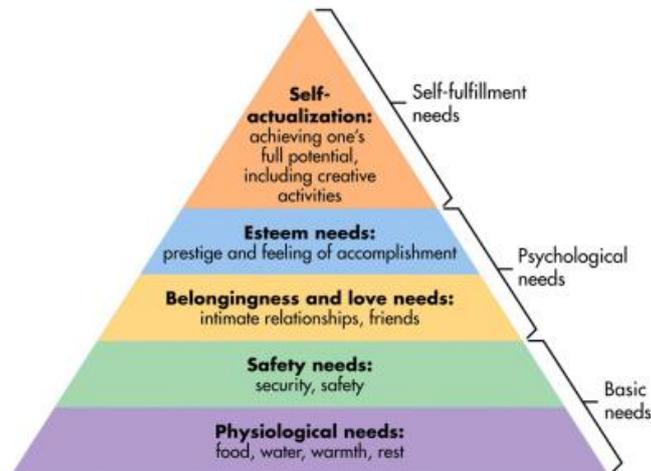


3. Feelings and Behaviours - *Analyse, don't moralise.*

Feelings can be internalised or externalised, and expressed through the language of behaviour. We must take time to understand this form of communication.

Prosocial feelings come through needs being met:

Maslow's Hierarchy of Need



In order to understand the interdependence of experiences, feelings and behaviours, we use the **Roots and Fruits Model (see Appendix 2)**.

Through the development of positive relationships, within a secure school environment, prosocial feelings can be fostered and behaviours taught. These feelings, such as safety, warmth and being valued, can be consolidated through planned experiences and interactions. Similarly, antisocial feelings, such as anxiety and fear, can be allayed (See section 7B).

Most children are fortunate and their life experiences will have brought enough prosocial feelings to be resilient in the face of change or challenge. Some may have these positive feelings in abundance. Others are less fortunate and may be experiencing many antisocial feelings, perhaps from ACEs; this can prevent them from accessing prosocial feelings with any reliability, or at all. The former (the majority) will not need overburdensome rules and protocols; the latter may need personalised support, to encourage prosocial and to diminish antisocial feelings. Though it should be noted that, in certain circumstances, we may only be able to prevent these antisocial feelings from worsening.

Supporting a child who has experienced ACEs or is overwhelmed by antisocial feelings is not easy and takes time and trust. The child may feel ironically and wrongly secure in such a negative but familiar place. Indeed, stressful situations and setbacks may lead to a child reverting to their default position of antisocial feelings and behaviours, even though they are, in fact, moving slowly in a more positive direction. Improvements, however small, must be quickly and positively acknowledged (see section 7B).

Unsocial feelings and behaviours tend not to bring harm or disruption to others, but can lead to disengagement and antisocial feelings within the child. Sensitive observation and personalised learning approaches can help this child to build up prosocial behaviours. This should be done with empathy, not judgement and social learning situations should not be forced.

4. Types of Behaviour

A. Conscious vs Subconscious Behaviours

Conscious behaviour is when a child is unwilling to moderate or self-regulate. This child needs help to learn that prosocial behaviours will bring better outcomes.

Subconscious Behaviour is when a child cannot moderate or self-regulate (for example, with sensory overload). This behaviour is a sign of a failure to cope with an overwhelming feeling, such as frustration, anxiety or excitement. Prosocial subconscious behaviour can be eased with a smile or emotional feedback, bring them back to the conscious. Antisocial subconscious behaviour requires understanding, careful observation of the circumstances and support, so they can develop coping strategies and manage triggers, such as noise or changes or routine. This might be through resource provision, agreed recovery time and adult / family support etc

Of course, behaviour can stem from both conscious and subconscious elements. For example, bullying may be consciously planned, but underpinned by low self-esteem and feelings generated by ACEs.

Conscious and Subconscious Behaviour Analysis Checklists (see Appendix 3) should be completed when unpicking antisocial behaviours.

B. Dangerous vs Difficult Behaviours

Dangerous: antisocial behaviour that will imminently result in injury to self or others; damage to property or behaviour that would be considered criminal if that person was of an age of criminal responsibility, such as racist abuse. Such behaviour, if tolerated on a regular basis, can lead to harassment, alarm and distress in others.

Difficult: antisocial behaviour, but not dangerous

By far, the majority of antisocial behaviour is difficult rather than dangerous.

To consider whether a behaviour is dangerous, and for planning strategies to support this, a **Risk Assessment and Plan** should be completed (see Appendix 4).

5. Consequences

To create change, we need to understand, not simply suppress, behaviours. Antisocial behaviours may not be excusable, but can often be explained. There must be no sense of hopelessness and inevitable failure.

Consequences, rather than sanctions, must directly relate to the antisocial behaviour. For example, if the child disrupts learning in his or her maths lesson, then there is a loss of free time to make up the maths learning lost; antisocial behaviour playing football results in loss of freedom to play football until that freedom can be confidently returned.

With difficult behaviour, freedoms may be removed temporarily, while a child is given support to learn and rehearse how to regain the freedoms.

Plans to assist with the development of prosocial feelings and behaviours within the child may need to be adapted and revised depending on the individual's successes and set backs- this is part of the process. For the plan to be successful, there needs to be certainty that the loss of freedoms will happen as a consequence, but that there can be an 'education stage', which leads to their return. **Educational consequences** may include: completing the task; rehearsing a scenario; assisting with repairs; steps to support the learning missed; research.

Truly dangerous behaviour needs a different approach. It cannot be tolerated; the safety of the child and other children and adults is paramount. **Protective consequences** of the removal of freedoms must be put in place to manage harm proactively and/or preventatively. During this time, a plan must be drawn up to limit the risk, for example, through changing staffing or staffing ratios; limiting access to outside, triggering or freer spaces; escorted movement or differentiated teaching spaces. Alongside this, learning must happen, to allow the child to work towards freedoms being returned.

6. A Restorative Approach

Conversations and exploration will help to bring positive change. This can be between the involved parties and facilitated by an adult. **Time should be allowed, if there is a conflict or incident, for the child to reflect, repair and restore, following these steps.**

| Step | Questions |
|---|--|
| Focus on the harm that has been done. | <ul style="list-style-type: none"> • <i>What happened? Tell the story.</i> • <i>Who has been affected and how?</i> |
| Consider how the harm can be repaired | <ul style="list-style-type: none"> • <i>How can we make this better and put right the harm done? make this better for you / John?</i> • <i>What would you like to happen next?</i> |
| Look at the experiences, feelings and needs of those involved. | <ul style="list-style-type: none"> • <i>What were the people involved thinking and feeling at the time?</i> |
| Plan to ensure conflict is less likely to happen in the future. | <ul style="list-style-type: none"> • <i>What have we learnt so as to make a different choice next time?</i> • <i>What do you think needs to happen to make things feel alright again?</i> • <i>How can we make it okay for you to be in that situation again?</i> |

Additional differentiated approaches such as social stories, role-play, circle times and emotion coaching may also be appropriate.

7. Therapeutic Behaviour Guide

All members of staff:

- **Must follow the policy consistently.**
- **Know how to promote prosocial behaviour and manage antisocial, difficult or dangerous behaviour**
- **Have an understanding of what the behaviours might be communicating.**
- **Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.**
- **Record behaviour incidents on CPOMS and through the analysis and planning sheets, factually with clear descriptions, times, severity etc.**

A. Teaching Prosocial Feelings and Behaviours

| What to do: | | For Example: |
|----------------------------|---|---|
| Build relationships | Listen and show that you care about the child as a learner and as an individual | <ul style="list-style-type: none"> • Notice changes and remember points of discussion • Know the child so that you can prevent anti-social experiences through predicting, preempting and helping them to remedy. |
| Be a role model | Be present, reliable and engaged, showing yourself to be a learner | <ul style="list-style-type: none"> • Verbalise when you are questioning and learning • Embrace failures as learning opportunities |

| | | |
|--|---|--|
| Plan for prosocial feelings and behaviours | Plan in experiences, discussions, routines and rituals that show safety, respect and value for all. | <ul style="list-style-type: none"> • Greet at the door • SMILE at the children • Use discrete and personalised praise and reminders • Circle times / SMILE stickers and cards/ class discussions |
| Stay consistent, following routines and scripts | Follow the rules in the policy, so that the child knows what will happen. | <ul style="list-style-type: none"> • Make clear the rules and enforce them accordingly. • Remind whole class, when needed • Give personalised reminders (e.g. personalised nonverbal signals such as, a thumbs up) |
| Use positive and empowering phrasing | Avoid empowering the antisocial behaviour by using: | Negative phrasing: Calm down. Stop being silly. Be good. Stop running. Don't talk to me like that. Don't throw that pencil |
| | | Confrontational demands: Get in here now! Get out! Give it to me now! |
| | | No choice or open choice: What do you want to do? Would you like to go inside? Please. |
| | Engage language to foster prosocial behaviours | <p>A raised voice</p> <p>Positive phrasing: Stand next to me. Walk in the corridor. Stay seated in your chair. Put that pencil on the table. Thank you.</p> <p>Limited choice: Where shall we talk, here or in the library? Put the pencil in the box or on the table. Would you like to learn in the construction or creative areas? Are you going to sit on your own or with the group? Are you starting your work with words or pictures?</p> |
| | Disempower the antisocial behaviour | Take the heat out of it: You can listen from there. Come and find me when you come back. We will carry on and you can join us when you are ready. |
| Reward, feedback and recognise sympathetically and promptly | Prosocial feedback | <ul style="list-style-type: none"> • A smile or positive acknowledgement can be all that is needed for a child with a strong bank of prosocial feelings. • Give praise, reminders or feedback in a considerate way that are meaningfully close to the event • If celebrations are made for an individual, check in with them first to see if they are happy to have attention brought upon them • Award SMILE cards to individual children at any point in the day |
| | Public feedback | <ul style="list-style-type: none"> • A personal word can often be more effective than loud comment or public acknowledgement • Be considerate with public praise or admonishments – <i>what effect is it having on the individual and the dynamic?</i> |
| | Antisocial behaviour feedback | <p>De-escalating scripts: NAME, I can see something has happened. I am here to help. NAME, I wonder if you are feeling a bit... Talk and I will listen. Come with me and...</p> <p>Ride the wave (see Appendix 5). Just at the point of de-escalation (e.g. when the child begins to comply), catch them getting one thing right and give positive feedback immediately</p> |
| Offer comfort and forgiveness when things go wrong | Use body language that deescalates | <ul style="list-style-type: none"> • Keep a good distance – arm-width away at least • Stand to the side of the child • Don't stand directly in front, blocking their path • Manage height difference, don't appear overbearing • Ensure your hands are relaxed |
| | Comfort or guide an upset child | <ul style="list-style-type: none"> • Communicate intention with the child • Offer physical reassurance e.g. a rub of the back or hug • Only do if the child is accepting of the support |

| | | |
|--|---|---|
| | Positive handling | <ul style="list-style-type: none"> • Avoid physical intervention (see policy) • Don't hold children by the wrist • Never seclude in a closed space alone |
| Keep a positive mindset, expressing verbally and non-verbally, that things will improve | Once a situation has happened, learn from it and move on. | <ul style="list-style-type: none"> • Keep any reassurances you have made on actions you will take to support subsequently. For example, I will come back in 5 minutes and see how your building is going. • Feedback on the behaviours, not the child ('Well done for remembering the full stop' rather than 'Good girl'; Good choice of materials to build your rocket', rather than 'Clever boy'), so that success isn't understood to be innate, but something to keep working on. |

B. Consequences for Antisocial Behaviours

Antisocial behaviours, beyond minor instances, must be logged on ABC charts by the adult involved or witnessing. Minor instances would be those requiring only a discrete warnings (see table below).

Rules and routines must be consistently upheld. Consequences for not doing so must be confidently applied, without loud fuss that can unintentionally exacerbate antisocial feelings and thus behaviours. That said, everyone is an individual: you can treat people equitably but not always in exactly the same way (see image on page 3). Antisocial behaviours need to be understood and refocused.

Consequences should be relevant to the incident; they should reinforce prosocial behaviours and address antisocial behaviours.

These incidents listed in the table below are presumed to occur within one session (up to lunch, lunch, lunch to end of day). After each session, a fresh start should be made, unless the behaviour is dangerous or lead to seclusion. For each stage, adults should employ the positive approaches outlined in previous sections. Escalation will come if the same behaviours are repeated within a short time of the previous occurrence.

Ultimately, through understanding the signals, the best way to counter antisocial behaviours is to preempt them – if you can predict a poor outcome, why let it happen?

| Severity | When this happens... | For example, | ...this happens: | Further Action |
|-----------------------------------|----------------------|---|--|----------------|
| Difficult – minor in class | First disruption | Calling out, chatting, not getting on with learning | Look but make no comment. | |
| | Second disruption | | On the carpet/ during guided work: TA to prompt the child as discretely as possible. Get close to the child and whisper to them. In provision: Adult to speak to the child/ children and support them to reengage e.g. by setting a challenge | |
| | Third disruption | | On the carpet/ guided work: Teacher to tell the child to move so that they are away from other children, but can still see/ engage with the learning | |

| | | | | |
|---------------------------------|-------------------|--------------------------|---|--|
| | | | In provision: Take the child to a learning area of activity and support them to get started, telling them you will check back in 5/10 minutes to see how they are getting on | |
| | Fourth disruption | | On the carpet/ guided work: Distract the child e.g. ask them to do a job, a preferred activity, provide a whiteboard and pen Child to make up some missed work with the teacher at lunchtime (maximum 10 minutes). | ABC log if this has happened more than twice in a week |
| Difficult – more serious | Risky behaviour | Hurting another child | Child to sit with the teacher for 5 minutes Discussion about the incident Apologise (when ready) before returning to learning. | |
| | | Refusal to complete work | Check the child has appropriate aids e.g. their glasses, familiar phonics mat, appropriate manipulatives Repeat the request-give the child time to respond. If the child still refuses, give choices "you can do it with Me or Mrs..." "You can do it here or over there." If the child still refuses, they must stay at lunchtime (maximum of 10 minutes) and complete a short piece of work, appropriate to their age. | |
| | | Leaving the classroom | Check the child is safe Ask the child why they left the room and resolve if possible, taking them back to the classroom If the child wants to be left alone and it is safe to do so, leave them checking back every few minutes (not engaging in conversation) | |

| | | | | |
|----------------------------|--------------------|---|--|---|
| | | Shouting at an adult | Use emotion coaching script | |
| | | Racist or homophobic language | Talk to the child to establish their understanding Explain that the language is unacceptable and must not be repeated | Complete a Prejudice Related Incident Log on CPOMS Inform the parent |
| | | Spitting | Explain that spitting is not acceptable Support the child to clean up the spit | ABC log if this has happened more than twice in a week |
| Difficult - serious | Disregarding rules | Incident where another child is injured | Child to sit with the teacher for 5 minutes Discussion about the incident Apologise (when ready) before returning to learning. | ABC log Inform parents |
| | | Swearing | Explain that swearing is not acceptable Child to sit with the teacher for 5 minutes Apologise (when ready) if anyone has been offended or upset | ABC log if this has happened more than twice in a week Inform parent |
| | | Emptying/throwing/damaging resources | Use emotion coaching script Use distraction Remove other children within the year group areas (outside or inside depending on where the incident is taking place) if necessary When the child is calm and ready, support them to do some clearing up. | ABC log Inform parents |
| | | Climbing on furniture | Explain that you are concerned for the child's safety and that they need to get down. Use emotion coaching strategies If the climbing is dangerous, lift the child down if possible and safe to do so | ABC log Inform parents |

| | | | | |
|----------------------------|--|-------------------------------|---|---|
| Dangerous behaviour | Putting others and self at risk of immediate or lasting harm, physically, emotionally or mentally. | Deliberately injuring a child | Separate children if necessary and remove victim to safety, ensure an adult is available to offer first aid etc Request support from a member of SLT Use emotion coaching, distraction etc to support the child to calm | ABC log Removal by SLT and seclusion / exclusion while analysis takes place and there is a plan to ensure safe return. Parent discussion with SLT |
| | | Hurting an adult | Change of adult within the class team – support child and adult Request support from a member of SLT Use emotion coaching, distraction etc to support the child to calm | |

D. What to do if these approaches appear not to be working for a child

Where antisocial behaviour is such that these guidelines are not building prosocial feelings and not decreasing antisocial behaviour, review the subconscious and conscious guidelines and questions (see Appendix 3).

If there is no improvement after this analysis and consistent application over a reasonable length of time (eg daily, for two weeks), then move on to review the Behaviour Flow Chart (see Appendix 6) and seek help from SLT. This may be for further suggested actions or to develop an individual plan for the child.

Individual Plans

Individual analysis and plans will be completed by the class teacher, a member of SLT and class TAs.

Conscious antisocial behaviours will need a Roots and Fruits analysis (see Appendix 2), leading to a **Risk Assessment and Plan (see Appendix 4)** and/or an Assess Plan Do Review.

Alongside or instead of the above actions, subconscious antisocial behaviours will need observations through **Anxiety Mapping (see Appendix 7)** and analysis, leading to a **Predict and Prevent Plan (see Appendix 8)**.

Timetable Variation, Seclusion and Exclusion

In consultation with relevant staff members and parents / carers, the following actions may be taken by the Senior Leadership team:

- **Internal seclusions** beyond the loss of a lunchtime (learning outside of the classroom) will be used, if children need to make up learning lost through antisocial behaviour.
- **Fixed term exclusions** may be necessary if the behaviour of a child is dangerous to themselves or others, to allow time to put systems in place to ensure that they can return to school safely.
- **Temporary timetable variations** (alternative lunch times to peers; reduced hours; alternative working arrangements) may be used to provide the child with support systems that encourage the development of prosocial feelings and behaviours to the point of safe return of freedoms and/or return to the classroom.

- **Alternative provision and permanent exclusions** remain an option when the antisocial behaviour needs of the child are such that they cannot be met by the school, given the resources and expertise available. We know that statistically exclusions can reduce life chances, so this is something that would be done as a last resort; in line with government and local authority guidance and in liaison with parents.

8. Guidance and Related Policies

Also refer to:

Attachment and Trauma Aware approaches, Emotion Coaching guidance and Emotional Literacy training.

SEND Policy

Anti-bullying Policy

Safeguarding and Child Protection Policy

Positive Handling Policy

Intimate Care Policy

Government exclusion guidance

Appendix 1 - Risk and protective factors that are believed to be associated with mental health outcomes

(Mental Health and Behaviour in Schools, 2018)

| In the... | Risk Factors | Protective Factors |
|------------------|--|---|
| Child | <ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem | <ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect |
| Family | <ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship | <ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord |
| School | <ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships | <ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective Early Help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively |
| Community | <ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events | <ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities |

Appendix 2 – Roots and Fruits Example

| | | |
|------------------|--|--|
| Name | | |
| Supporting Staff | | |
| Date | | |
| Review Date | | |

Anti-social / difficult / dangerous behaviours

Pro- social behaviours

- Intimidating peers
- Refusal to work/follow instructions
- Wandering around classroom
- Hitting adults
- Throwing objects at adults
- Climbing on furniture
- Leaving the classroom
- Refusing to come back to class after play/P.E. on playground
- Climbing up school perimeter fence
- Attempting to access railway line

- Stays in the classroom for 10 minutes
- Completes a learning task during the school day
- Works with his peers in a small group
- Expresses how he is feeling to an adult using his words or a communication card

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

anxious, disliked, judged, angry, annoyed, suspicious, fearful, embarrassed, humiliated

Safe, listened to, successful, capable, friendly

Anti-social / negative experiences

Pro-social / positive experiences

- Family breakdown
- Domestic violence
- No contact with father – court order
- Academic struggle/failure
- Attended 3 different schools in 18 months – moved ‘due to behaviour’
- Exclusion

- Individual work station
- Individual safe space in classroom
- Differentiated curriculum – learning through practical activities
- Opportunities to express feelings
- Individual praise
- Football – small group supervised
- Opportunities to develop social skills/teaching of specific social skills to interact positively with peers

Appendix 3 - Conscious and Subconscious Behaviour Analysis Checklists (exemplified)

Conscious behaviour checklist

| Question | Response |
|--|--|
| | <i>For example: A child continually disrupts by shouting out in maths.</i> |
| What is their desired outcome from their behaviour? How does the behaviour serve the child? | <i>They can avoid a difficult task or get one-to-one attention and support, taking it from another child if need be.</i> |
| What is their motivation to behave antisocially? | <i>They are making a quick and easy behaviour choice, in the face of feeling challenged, uncomfortable, embarrassed and / or lonely.</i> |
| What is the motivation to behave prosocially? | <i>Little, as they don't believe they will succeed in the task. They will feel uncomfortable and under pressure, while others appear to be happily getting on.</i> |
| What are the expected consequences or limits to the freedoms given? | <i>They will ideally get sent out. They then can sit idle elsewhere or, at worst, lose a break time.</i> |
| How can I impact the child's beliefs or values? | <i>By ensuring the task is manageable, so they can succeed. Making clear that the task will not be avoided and support will be given in a way that is equitable.</i> |
| What does the child need to learn? | <i>Small steps to make the task manageable. Success and confidence that they can achieve.</i> |
| What can I do to teach them? | <i>Immediate positive feedback for identifiable prosocial actions, which comply with a clear request. To draw on resources that might support them, using what they have around them or asking quietly for help.</i> |

Subconscious behaviour analysis checklist

| Question | Response |
|---|--|
| | <i>For example: A child is becoming distressed when transitioning from and to mum.</i> |
| Is the behaviour medical? | <i>No</i> |
| Is the behaviour habitual? | <i>Yes – every start of the day and end of the day</i> |
| Are they feeling over-stimulated or overwhelmed? | <i>Yes – overwhelmed by the transition from mum to and from school</i> |
| Is there anxiety, fear, confusion, anger or embarrassment? | <i>Initial anxiety about the changes between different parts of their life and fear about the challenges this can bring. Once antisocial behaviour begins, embarrassment can then cut in, exacerbating the situation</i> |
| What might be causing these emotions? (topic, adult, time, activity, peers, transition, noise etc) | <i>Need for reassurance and the stimulation of a crowded space of drop off and collection. Tiredness?</i> |
| How can we protect the child from these experiences or feelings? | <i>Consider:</i> <ul style="list-style-type: none"> • <i>a breakfast club space</i> • <i>a different start time</i> • <i>a member of staff to greet and see them out</i> |

Appendix 4 – Risk Assessment and Plan

Risk Calculator

| Name | | | | | |
|----------------------|-----------------------|-----------------------------|-------------------------------|-------------------------------|---------------------------|
| DOB | | | | | |
| Date of Assessment | | | | | |
| Harm / Behaviour | Opinion Evidenced O/E | Conscious Sub-conscious C/S | Seriousness Of Harm A 1/2/3/4 | Probability Of Harm B 1/2/3/4 | Severity Risk Score A x B |
| Harm to self | | | | | |
| Harm to peers | | | | | |
| Harm to staff | | | | | |
| Damage to property | | | | | |
| Harm from disruption | | | | | |
| Criminal offence | | | | | |
| Harm from absconding | | | | | |
| Other harm | | | | | |

| Seriousness | |
|-------------|---|
| 1 | Foreseeable outcome is upset or disruption |
| 2 | Foreseeable outcome is harm requiring first aid, distress or minor damage |
| 3 | Foreseeable outcome is hospitalisation, significant distress, extensive damage |
| 4 | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage |
| Probability | |
| 1 | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain |
| 2 | The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely |
| 3 | The risk of harm is more likely than not to occur again |
| 4 | The risk of harm is persistent and constant |

Risks which score 6 or more (probability x seriousness) should move to a plan with strategies:

Individual Risk Management Plan

| | | | |
|--|-----------------------|-------|-------------|
| Name: | DOB: | Date: | Review Date |
| Risk reduction measures and differentiated measures (to respond to triggers) | | | |
| <u>Consequence</u> | | | |
| What are the protective consequences? | | | |
| The harm is removed by: | | | |
| What are the educational consequences? | | | |
| Pro social / positive behaviour | Strategies to respond | | |
| | | | |
| Anxiety / DIFFICULT behaviours | Strategies to respond | | |
| | | | |
| Crisis / DANGEROUS behaviours | Strategies to respond | | |
| | | | |
| Post incident recovery and debrief measures | | | |
| Ask restorative questions such as: | | | |
| Use activities such as: | | | |

Appendix 5 – Ride the Wave

Disempowerment is like managing the oxygen in the situation.

When disempowerment is used the student will attempt to reclaim the familiar comfortable response they gain from staff. When this is ineffective they will escalate the difficult behaviour to try and reclaim the comfortable familiar response.

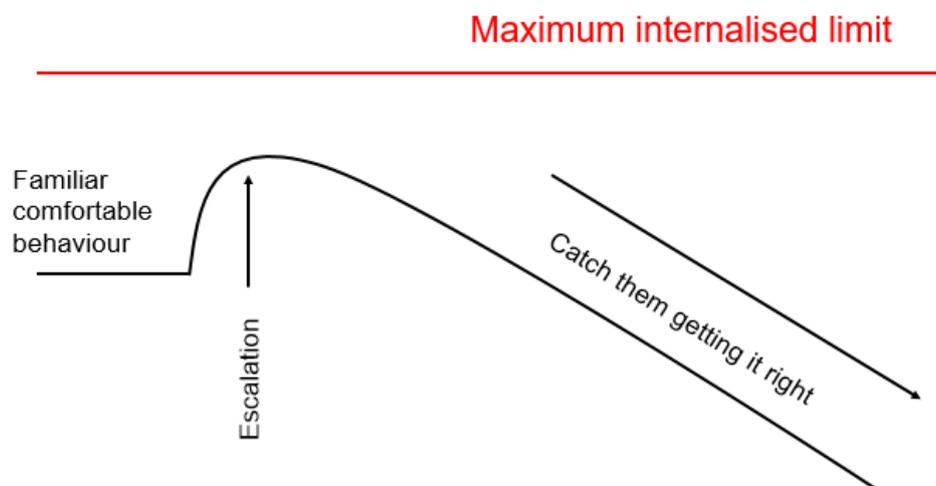
If we know the student's internalised limit we can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult, we can allow the student to ride the wave until they change direction to gain a familiar comfortable response for their pro-social behaviour.

At this point we can catch them getting it right and turn up the oxygen.

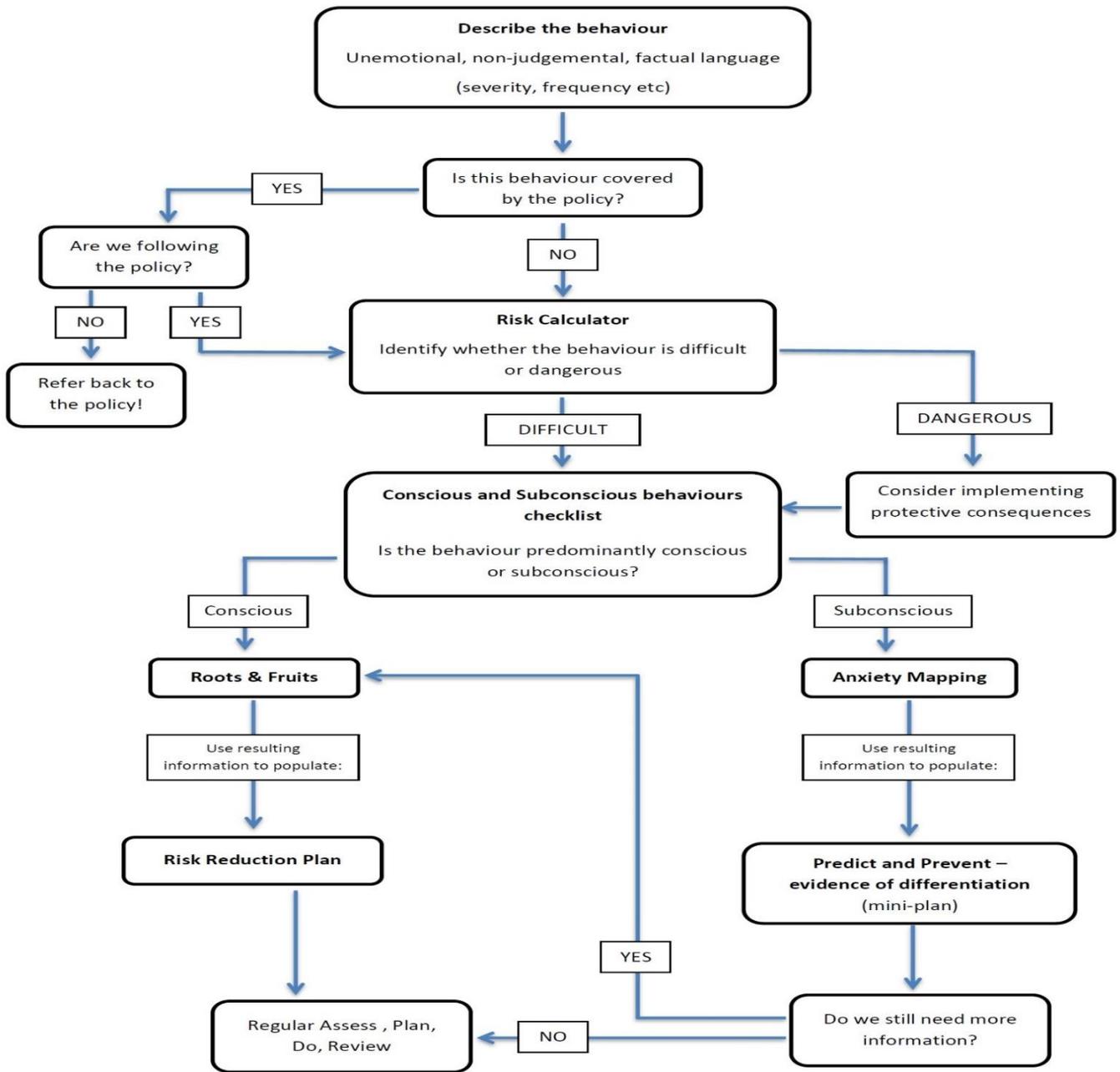
If the student's internalised limit is dangerous behaviour, we must get ahead of the behaviour and use protective consequences to prevent the familiar behaviour, where disempowerment is not an option, as it would escalate to dangerous behaviour with harmful outcomes.

When we turn down the oxygen for disempowering we must turn up the oxygen for others who are role modelling prosocial behaviour.

Riding the wave

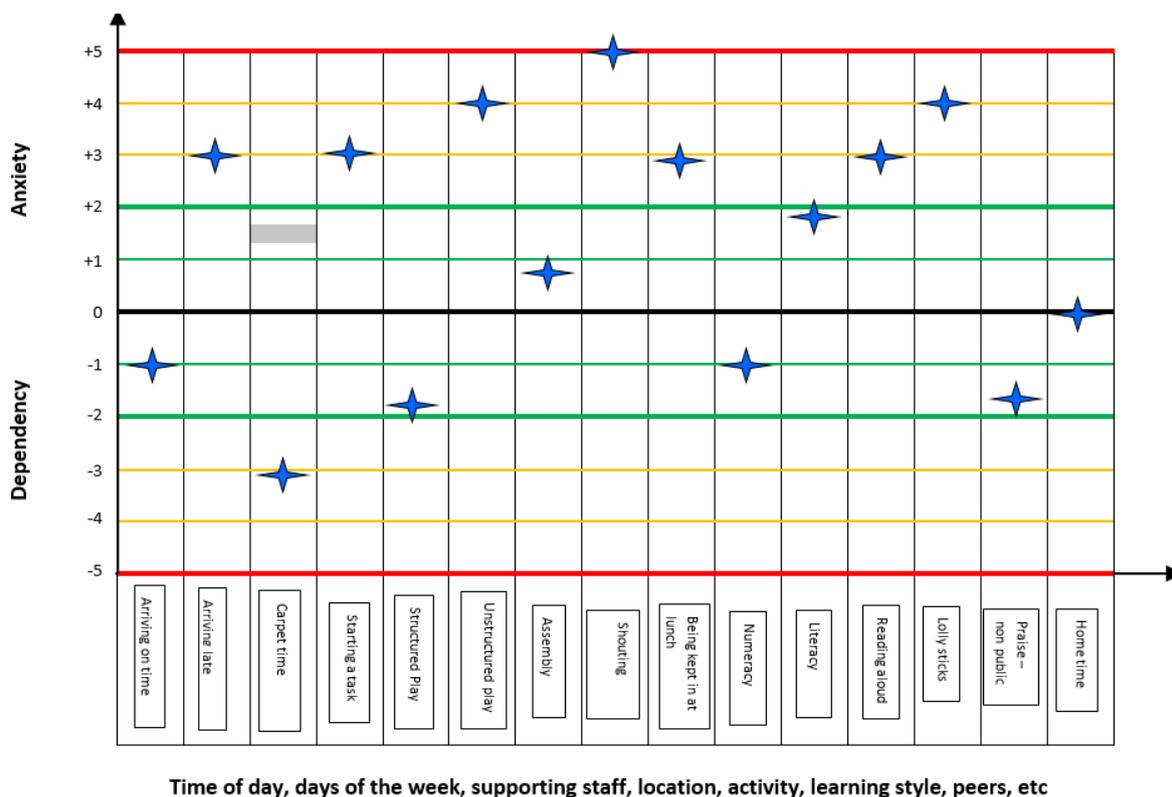


Appendix 6 – Behaviour Flow-Chart



Hertfordshire Steps 2019

Appendix 7 – Anxiety Mapping Example



Appendix 8 - Predict and Prevent Chart

| | Score | Staff/Location/Activity/Peer/Time <u>Predict it</u> | <u>Evidence of action</u> <u>Prevent it</u> |
|----------------------|---------------|--|--|
| Raised Anxiety | +2 - +5 | These items overwhelm the pupil 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus) | Planned Differentiation required to reduce anxiety 1. Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan e.g Connect 4, top trumps) 2. Sentence stems, word bank and chunked tasks needed for all topics 3. He will always need access to the outside; this should be differentiated as a consequence but never removed. He needs support at all play times 4. This may be sensory, be aware of noises which may cause crisis, support if unplanned or unpredictable, offer re-assurance not criticise 5. Remove their lolly stick from the pot; never ask them to read aloud . Give them pre-prepared questions to answer and if willing they can contribute |
| | +2 | These items run the risk of overwhelming the pupil 1. Literacy | Monitoring needed 1. More support needed to start task and regular check ins. Celebrate small achievement’s e.g. Capital letters, underlining headings, completing minimum work to celebrate success. Allow take up time if off task |
| | 0 | | |
| Increased dependency | -2 | These areas run the risk of developing an over reliant 1. Structured play 2. Praise, non-public | Monitoring needed 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then reengage and give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel |
| | -2 - -5 | These areas have developed an over reliance 1. Carpet time | Differentiation needed to reduce this over reliance 1. He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location |

Emotion Coaching Scripts – What would you do?

Step 1: Recognise your own and the other person’s feelings and empathise with them

What are the feeling(s) you might experience in this (or a similar) situation?

What are the feelings the other person is experiencing?

| Emotion Vocabulary | | | | |
|--------------------|--------------|-------------|--------------|-------------|
| ANGER | SADNESS | FEAR | DISGUST | SURPRISE |
| Frustrated | Lonely | Worried | Disappointed | Confused |
| Mad | Hurt | Insecure | Bitter | Overwhelmed |
| Annoyed | Guilty | Embarrassed | Resentful | Startled |
| Offended | Uninterested | Rejected | Shameful | Shocked |
| Threatened | Inadequate | Vulnerable | Averse | Amazed |

Step 2: Label the feelings and validate them

| | |
|---|---|
| <p>Labelling:</p> <ul style="list-style-type: none"> Use words to reflect back the person’s emotions <p>Validating with Empathy:</p> <ul style="list-style-type: none"> Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person Look for physical as well as verbal signs of the emotion being felt Affirm Allow time to calm down. Watch for physical signs of calming | <p>Possible sentence starters</p> <ul style="list-style-type: none"> I wonder if you feel..... It seems that you are..... That sounds as though it was That must have been scary..... I wonder if you are feeling nervous.... I’m sorry that happened to you, that must feel How hurtful, for you That sounds (or feels) like it is a big feeling. I would feel if that happened to me. It’s normal to feel about It’s OK to feel angry about when ... happens to you No wonder you were....., I imagine you were looking forward to... I can see you feel ...when that happens/when I do(say).... |
|---|---|

Once the child or young person is calm

Step 3: Limit Setting (if needed)

Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

| |
|---|
| <p>Examples of types of positive limit setting:</p> <ul style="list-style-type: none"> I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands. Remember we try to use words to tell people when something is not right for us When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group. In school, we have guidelines to follow that keep us all safe. When it is raining we need to wear our jackets to play outside |
|---|

Step 4. Problem Solving with the child or young person

Help the C/YP to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, Sharing Ideas, Agreeing Solutions

A. Exploring

- You might talk with the C/YP's about the feelings and needs that gave rise to the problem/behaviour/situation – be specific.
- C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start?

“What were you wanting to happen?”

“How were you feeling when that happened?” or “What did it make you feel like?”

“Have you felt that way before?”

B. Sharing Ideas

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

“Let's think of what you could have done instead”

“Can you think of a different way to deal with your feelings at this time?”

“What about if you.....”

“Let's put some ideas on paper of what you could do if you felt in the future”

C. Agreeing Solutions

“Let's look at the list and see what we think together?”

“What ideas and suggestions do you like?”

“You could or, which one sounds good to you?”

“What ideas don't you like?”

“Let's decide what you will do next time you feel like this”

“How do you think doing..... would be more helpful for you and others?”

“What will help you to remember to do this?”

“How can you practice to ?”