



## OUGHTON PRIMARY & NURSERY SCHOOL

### Promoting Positive Behaviour Policy

**Policy Approval Date: September 2024 and updated July 2025**

*Approved by the Full Governing Body Meeting please see minutes dated September 2025*

**Review Date: September 2027**

*This Policy links to the Disability Equality Scheme and Accessibility Plan, Preventing and Dealing with Racist Incidents, Against Bullying Policy – Pupils, Online Safety Policy, Child Protection Policy and SEND Policy, Restrictive & Physical Restraint Policy and Exclusion Policy, Behaviour Curriculum and the DFE guidance on Exclusion.*

#### **Purpose**

The Promoting Positive Behaviour Policy at Oughton Primary & Nursery School is a clear structure to provide clarity of expectation for our school community; staff, Parents/Carers and pupils at Oughton Primary & Nursery School.

#### **Aims:**

We aim to promote positive behaviour throughout our school. We encourage cooperation, consideration and good manners, all of which link in to how we promote British Values for strong citizenship. In order for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all staff. We practice and promote positive, considerate and respectful behaviour; staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

#### **Roles and Responsibilities - a Shared and Consistent Approach:**

At Oughton Primary and Nursery School, every member of staff shares a responsibility to work together to implement the Promoting Positive Behaviour Policy, using a consistent and shared approach and acting as positive role models. The responsibility for day to day rewarding for good behaviour or for dealing with incidents of poor behaviour rest firmly with the class teacher who will work in conjunction with all other staff and the Parents/Carers to ensure appropriate behaviour is recognised and reinforced.

All members of the school community have a responsibility to:

- Move around the building and grounds with care
- Respect and take pride in the school environment
- Respect others' property
- Work co-operatively in class with adults and fellow pupils

## **Governing Body**

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

## **Headteacher**

The Headteacher and Assistant Headteacher for Inclusion are responsible for reviewing this policy.

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

## **Staff**

Staff are responsible for implementing this policy effectively and modelling positive behaviour. Where necessary, they will provide a personalised approach to the specific behavioural needs of particular pupils. If needed, they will record serious or ongoing behaviour incidents and report to appropriate member of Senior Leadership Team. Staff should reinforce the whole-school approach by building and maintaining positive relationships with Parents/Carers, for example, by keeping Parents/Carers updated about their children's behaviour and encouraging Parents/Carers to celebrate pupils' successes. Where appropriate, Parents/Carers should be included in any pastoral work needed, including attending reviews of specific behaviour interventions in place.

**Pastoral Support Team-** (Headteacher, Assistant Headteacher for Inclusion, Pastoral Manager and designated Teaching Assistant)

The Pastoral Support Team are responsible for:

- Supporting staff to implement the behaviour policy effectively
- Supporting staff to provide a personalised approach to the specific behavioural needs of particular pupils
- Supporting staff with writing Emotional Regulation Plans and where necessary Risk Reduction Plans
- Provide training including annual training following Hertfordshire Therapeutic Thinking Refresher training (formerly STEPS)
- Supporting staff to follow the Hertfordshire Therapeutic Thinking graduated response
- Refer pupils for external agency support where necessary
- Monitoring behaviour logs
- Holding sessions for Parents/Carers to help them understand the school's behaviour expectation.

## **Links With Home: Support for Parents/Carers and Carers**

At Oughton Primary and Nursery School, we work closely with Parents/Carers.

We aim to:

- to engage and build good working relationships with Parents/Carers, children, staff and other agencies
- to work holistically and effectively with Parents/Carers in ways that will help improve their children's well-being and behaviour.

- to provide relevant information about the appropriate support services available for Parents/Carers to improve their skills.
- to provide visual resources to use at home to promote and support positive behaviour
- to sign post Parents/Carers to support agencies / services

## **Pupils:**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

We promote 3 key principles:

- Everyone has the right to feel safe.
- All adults have the right to teach.
- Everyone has the right to learn.

## **Parents/Carers**

The role of Parents/Carers is crucial in helping schools develop and maintain good behaviour. To support the school, Parents/Carers should be encouraged to get to know the school's expectation, detailed in this policy. Parents/Carers are encouraged to take part in the life of the school and its culture. Parents/Carers have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the expectations at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school, while continuing to work in partnership with them.

## **The School Behaviour Curriculum**

At Oughton Primary and Nursery School, we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

## **Behaviour Curriculum**

At Oughton Primary and Nursery School we have introduced a behaviour curriculum that is a clear and structured framework which sets out the behaviours, routines, and social norms that children are explicitly taught in order to support a calm, safe, and respectful

school environment. The behaviour curriculum outlines the expected ways children should conduct themselves in different settings—such as in the classroom, during transitions, in the playground, and online—ensuring that expectations are consistent and clearly understood by all. By proactively teaching these behaviours, rather than relying solely on reactive approaches, the curriculum helps to build a positive school culture, supports learning, and prepares pupils for life beyond school.

### **Assemblies / Curriculum**

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.

As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons (often 'Circle Times style discussions') when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.

Children are encouraged to recognise that we are all different and to respect this.

Jigsaw also promotes positive behaviour and promote positive actions, discussing concerns and feelings.

### **Worry Boxes and Networks of Support**

Pupils have the opportunity to share any problems, worries or issues they may have in the class worry box. The boxes are checked weekly by a member of the Pastoral Team / SLT and the Year 6 Wellbeing Ambassadors. There are also pastoral interventions run across the whole school where needed. Each pupil also completes a Network of Support which are reviewed at least once in the academic year. This highlights the adults that the children feel they can go to if they need support.

### **Responsibility**

In Year 6, individual children are rewarded as Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl and Ambassadors. These pupils are nominated by the Senior Leadership Team and their previous teacher for being positive role models. In Year 6, children have also been nominated as Ambassadors as role models and these children will help support pastorally across the school. Across the year groups, pupils are picked to represent Oughton Primary & Nursery School at musical, sport events and award events. The School Council, picked through pupil voting system, promotes positive leadership and focuses upon encouraging good behaviour. Meetings discuss issues and the concerns of pupils and decisions are made to improve the school further.

### **The way children learn behaviour:**

At Oughton Primary and Nursery we understand that children learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

### **The way we teach positive behaviours:**

At Oughton Primary and Nursery we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

### **Rewards and Positive Reinforcement**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. All staff have their own reward systems within their classrooms to encourage, recognise and praise good behaviour.

Classroom reward systems may include:

- Praise – verbal from staff
- Written praise in books
- Individual positive recognition – displayed on whiteboard
- Reward charts
- Classroom certificates
- Stickers
- Star of the week or Star of the day
- Photos displayed in classroom
- Parents/Carers informed of positive behaviour via letter or phone call.
- Table points

Oughton Primary & Nursery School encourages whole school rewards, promoting team work and individual success through rewards such as:

- Certificates as a reward for positive behaviour.
- House Points – announced on a regular basis between the 4 houses and on display.
- Superstars Awards – given in assembly in front of all other pupils and Parents/Carers
- The Golden Book - entry into special book and Head Teacher gold sticker, plus name part of display for exceptional work and or continued good behaviour. A certificate is sent home to Parents/Carers.
- Positive Play Award

**(Examples see Appendix 2)**

### **Teaching points to improve behaviour:**

All staff use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example, acknowledgment of feelings, explanation as to what was not acceptable and

supporting children to gain control of their feelings so they can learn a more appropriate response in the future.

It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have you learned?
- What would you do differently next time?

Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or inappropriate behaviour, the child will not be humiliated or isolated. Staff are mindful of the child's individual circumstances, their level of development and any other contributing factors. We believe that a child showing inappropriate behaviour must be given the opportunity to consider and take responsibility for their actions. The consequences given to the child will vary according to age and the type of inappropriate behaviour observed.

A variety of consequences can be put in place, depending upon the behaviour exhibited.

- Missing playtime, part of playtime or lunchtime in order to discuss the behaviours as part of the repair and restore process.
- A lunchtime reflection time with a Senior Member of staff and the member of staff involved. Parents/Carers will be informed of this. An incident record filled in and then entered into the Arbor computer system.
- Internal suspension are given and on some occasions.
- Suspension / Exclusion - when a child behaves in an extreme way.
- The decision to permanently exclude a pupil is not taken lightly. This may be considered if it is felt that the school can no longer meet the pupil's individual needs. Outside Agencies are involved at this point.

**(See Appendix 3)**

**Procedures for behaviour support:**

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour (taken from Hertfordshire Therapeutic Thinking):

## Therapeutic Thinking Graduated Approach

<p><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check existing knowledge, skills and understanding.</li> <li><input type="checkbox"/> Complete pupil induction (routines and valued behaviours).</li> <li><input type="checkbox"/> Establish a realistic starting point.</li> <li><input type="checkbox"/> Establish realistic next steps.</li> <li><input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences.</li> <li><input type="checkbox"/> Provide guided and supported practice of skills.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Refer to Behaviour Policy.</li> </ul>
<p><b>Universal Plus Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Support the pupil in line with policy.</li> <li><input type="checkbox"/> Monitor and record the impact of policy on progress.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<p><b>Targeted Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from parents/carers and staff.</li> <li><input type="checkbox"/> Gather information from multi-agency colleagues.</li> <li><input type="checkbox"/> Ensure collated information informs planning.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<p><b>Targeted Plus Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify protective consequences.</li> <li><input type="checkbox"/> Identify educational consequences.</li> <li><input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious).</li> <li><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.</li> <li><input type="checkbox"/> Create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<p><b>Specialist Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted and Targeted Plus.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil</li> <li><input type="checkbox"/> Complete a detailed Therapeutic Plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Consider group dynamic options.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.</li> </ul>

## **Responding to challenging behaviours:**

Reasonable adjustments and strategies we may use to support children who are displaying challenging behaviour:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support:
- Positive phrasing e.g - “Stand next to me” - “Put the toy on the table” - “Walk beside me”
- Limited choice e.g - “Put the pen on the table or in the box” - “When we are inside, lego or drawing” - Talk to me here or in the courtyard”
- Disempowering the behaviour e.g - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them why you are there – “I am here to help”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and.....”
- Time Out: timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.

## **Monitoring and Evaluation**

All incidents, positive and negative are recorded on Arbor by class teachers and SLT. These give an account of the behaviour seen and any follow up / consequences given. The incidents on Arbor are monitored by Class Teachers, Assistant Headteacher for Inclusion and Behaviour Support Teaching Assistant. Behaviour (positive and negative) is discussed during Open Evenings with Parents/Carers and Carers and during individual meetings if necessary. Cases of high-level behaviour is also recorded on CPOMS (internal suspensions, external suspensions and exclusions). This enables an analysis of behaviour to be undertaken to look at patterns or triggers.

## **Special Needs and exceptional circumstances**

Oughton Primary and Nursery School have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school’s policies or practices. Also, under the Children and Families Act 2014, Oughton Primary and Nursery have a duty to use their ‘best endeavours’ to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and Oughton Primary and Nursery School must co-operate with the local authority and other bodies.

We understand that for some children, additional support will be needed to support them in displaying prosocial behaviour and developing an internal discipline. Specific children may have additional documents to support their needs such as Safety and Support Plan, Risk Reduction Plans. These plans will be overseen by the Assistant Headteacher for Inclusion as well as class teacher, Parents/Carers and the child. The school will make appropriate use of referral procedures and work collaboratively with external agencies to provide behavioural support when required.

Oughton Primary and Nursery will consider whether a pupil’s SEND has contributed to the behaviours displays and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance to

ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

As part of meeting these duties, staff at Oughton Primary and Nursery School will also consider whether any reasonable adjustments need to be made to the consequence/strategy in response to any disability the pupil may have. It is also important for the staff to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Oughton Primary and Nursery School will as far as possible, anticipate likely triggers of behaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- sensory support as needed
- training for staff in understanding SEND
- preparing a child for a change in routine or staffing

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

### **Pupil Transition**

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year, all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge, may meet their teacher individually, sometimes with their Parents/Carers. The teachers all meet to have a handover meeting where any Educational, Health, Care Plans, Individual Support Plans, One Page Profiles, Emotional Regulation Plans etc. are passed on to the new teacher.

Staff will have time to exchange information about children. In addition, North Hertfordshire Schools run a day where primary schools can exchange information with secondary schools in order to ease the transition for Year 6 going into Year 7.

Any children who have been absent due to health needs or attendance issues will be supported back into school and staff will share the expectations for behaviour and put any plans in place that are required to support a smooth transition. This also includes children who may have a reintegration meeting after a suspension (see Oughton's Exclusion Policy for more information).

### **Promoting Positive Relationships between Children**

At Oughton Primary and Nursery School we create a culture where children feel confident to speak out if they have a concern about their own or another child's safety

We feel it is important to talk to children from a young age about where they can go to get help if they don't feel safe or are worried about something. Each child completes a Network of Support and this is reviewed at least once in the academic year.

Through our Jigsaw curriculum and RSHE lessons we discuss healthy relationships.

All children receive online safety lessons as part of the curriculum.

All staff at Oughton Primary and Nursery School understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain

behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff will report any concerns to a DSL following our Child Protection Policy.

### **Support and Training for all Staff**

Behaviour management training and physical intervention skills are taught to staff as part of the Hertfordshire Therapeutic Thinking training (formerly known as STEPS) plus Paul Dix approach. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

### **Exclusion:**

Oughton Primary and Nursery school follows the Government Guidance for Exclusion from Maintained Schools, academies and Pupil Referral Units in England.

Suspension / Exclusion is considered the very last resort and the decision is not taken lightly. The decision to exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible, the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school.

The school adheres to the DFE guidance specified in ‘Suspensions and Permanent Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion-July 2022’. Please see our website or link below for guidance on this and see our Exclusion Policy.

<https://www.gov.uk/government/publications/school-exclusion>

### **Early Years Foundation Stage**

The Early Years Foundation Stage has an age-related version of the school’s Positive Behaviour Policy –. (Appendix 7)





## Appendix 1 - Acronyms

<b>AH</b>	<b>Assistant Headteacher</b>
<b>HT</b>	<b>Headteacher</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>PSHE</b>	<b>Personal, Social and Health Education</b>
<b>PST</b>	<b>Pastoral Support Team</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SLT</b>	<b>Senior Leadership Team</b>
<b>TA</b>	<b>Teaching Assistant</b>

## Appendix 2

### Oughton Primary and Nursery School Reward System

To recognise pupil's achievements and/or positive behaviour Oughton Primary & Nursery School has the following rewards in place to provide positive reinforcement.

Type of Reward	Actions
<b>Verbal Praise</b> 	Member of staff verbally acknowledges your achievements/behaviour Positive noticing board / Phone calls home / notes home
 <b>Class Rewards</b> (Sticker, table points, levels etc.)	You will be given an in class reward from your teacher.
<b>House Points</b>	You will receive a House Point and the more you receive you will be given a House Point certificate from Mrs Clayton in assembly. Well done.  <b>At the end of term the winning house will receive a treat!</b>
<b>Positive Play Award</b>	A midday supervisor will choose you for a Positive Play Award for your achievements/behaviour at lunch time and you will receive the certificate in assembly.
<b>Superstar Award</b> 	You will receive a Superstar Certificate in assembly and your Parents/Carers will be invited to come to assembly.
<b>Golden Book</b> 	<p>Congratulations! This is the highest reward and you should be very proud of yourself for achieving this.</p> <ul style="list-style-type: none"><li>You will be sent to Mrs Clayton or Mrs Phillipson or Mrs Smith who will give you a sticker and certificate to take home to show your Parents/Carers.</li><li>Your name will be entered in the Golden Book which is displayed in the front entrance.</li><li>You will be asked to stand up in assembly and have your name will be read out.</li><li>If you are entered into the Golden Book 3 times you will receive a special certificate and a gift, plus your Parents/Carers will be invited to come to assembly to see you receive your rewards.</li><li>If you are entered into the Golden Book 5 times you will receive a £5 gift voucher in assembly and your Parents/Carers will be invited to come and see you receive your reward.</li></ul> <p><b>WELL DONE</b></p>

## Appendix 3

### Oughton Primary and Nursery School

Examples of types of ***inside school building & school grounds & trips*** behaviour:

Type of behaviour - examples	Strategies / Consequences
<ul style="list-style-type: none"> <li>• Calling Out</li> <li>• Distracting others by muttering, fidgeting, fiddling etc.</li> <li>• Being rude to an adult or answering back</li> <li>• Refusing to carry out a reasonable request or attempt work</li> <li>• Name calling</li> <li>• Leaving classroom without permission</li> </ul> <p><b>All adults have the right to teach. Everyone has the right to learn.</b> This is not an exhaustive list; there may be other behaviours.</p>	<p>Dependent of the behaviours displayed and the child's understanding and needs: Discussions with child, adaptations to support the needs of the child, restore and repair damage, strategies to regulate the child in order to bring the child back to their learning.</p> <p>Discussion with adult (break / out of class) to find out reasons for behaviour and discussion to repair and restore relationships, extra time within school to do work, adaptations where needed.</p>
<ul style="list-style-type: none"> <li>• Physical action which results in someone hurt / distressed</li> <li>• For choosing not to change behaviours and persistently demonstrating the behaviour</li> <li>• Swearing at someone or offensive language</li> <li>• Damaging property intentionally / throwing objects</li> <li>• Confrontational behaviour</li> <li>• Bullying behaviour</li> <li>• Persistently leaving classroom without permission</li> <li>• Climbing – putting themselves at risk ie. gate / apparatus in gym (without permission)</li> </ul> <p><b>Everyone has the right to feel safe. All adults have the right to teach. Everyone has the right to learn.</b> This is not an exhaustive list; there may be other behaviours.</p>	<p>Dependent of the behaviours displayed and the child's understanding and needs:</p> <p>Reflection time of 45 minutes with SLT / member of staff involved at lunchtime. Discussion to find out reasons for behaviour to repair and restore relationships,</p> <p>Parents/Carers will be informed by class teacher by telephone or face to face meeting.</p> <p><b><i>Targeted / Targeted + response if deemed necessary.</i></b></p>
<ul style="list-style-type: none"> <li>• Continual Bullying, Racism / Incident involving direct discrimination towards a characteristic of a child</li> <li>• Stealing</li> <li>• Physical violence against pupils and adults</li> <li>• Fighting or physical violence with intent</li> <li>• Biting with intent</li> <li>• Significant (costly) damage to property intentionally / throwing objects</li> <li>• Persistent disruption to learning over a period of time</li> <li>• Absconding school site</li> <li>• Incident involving drugs, alcohol &amp; smoking</li> </ul> <p><b>Everyone has the right to feel safe.</b> This is not an exhaustive list; there may be other behaviours.</p>	<p><b>Parents/Carers will be contacted and requested to come straight into school.</b></p> <p><b>Head / Assistant Headteachers to decide consequences.</b> <b>Possible consequences:</b></p> <ul style="list-style-type: none"> <li>• Police contacted</li> <li>• Internal suspension / External suspension</li> <li>• Exclusion</li> </ul> <p><b><i>Specialist response if deemed necessary.</i></b></p>

# Early Prognosis

Date:

Staff member:

## The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

- B will refuse to start work or tasks in the classroom when asked by an adult. He shouts out that it is 'boring'. He leaves the classroom without permission and will go into the cloakroom, KS2 library, or outside onto the playground. He climbs bookshelves, over the tops of cupboards and around doorframes. These behaviours occur on an almost daily basis.
- Twice in the past 10 days he has climbed the boundary fence at the far end of the playground and shouted at staff that he is going to "escape" (the boundary fence is next to the railway embankment).

## Pupil voice

- B states that school and the work he is asked to do are boring.
- When asked what he enjoys he has said being at home, being with mum, 'watching stuff on the iPad' although he has not specified what in particular he likes to watch, and 'climbing on things'.
- B says that at home 'when I'm naughty I'm sent to my room.'
- B says that he likes his teacher and likes it when she 'tells me I'm good'.

Do we still need more information? ↓

## Function

### Sensory

- 

### Escape / Avoidance

- Seeks to avoid tasks that he perceives as difficult or that he thinks he won't be able to complete successfully.

### Attention

- Likes and wants attention from adults, but doesn't believe he will get their engagement and focus with the work he is asked to do. Whilst adult support with work is a form of attention, this reinforces his belief that he is 'stupid' so he needs help.

### Tangible

- 

Do we still need more information? ↓

## Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

- No known diagnosis and currently no diagnoses being explored.
- B often complains of headaches to both mum and staff when coming into school in the morning. These usually seem to fade once he is engaged in a job, activity or conversation.

- 

Do we still need more information? ↓

## Context

### Home

- Lives at home with his mum and his younger sister.
- Has been a witness of domestic violence from a young age.
- He has no contact with his dad and a court order is in place to prevent contact.

### School

- B has been at this school for about a term and a half (joined at beginning of March).
- This is his third school since the start of Reception. He was permanently excluded from the two previous schools.
- His younger sister has just started in Reception at the same school.
- Finds reading and writing difficult. If a task involves reading or writing he says that it is 'boring'.
- Has the basis of mental maths skills - knows number bonds and can add and subtract numbers below 100 in his head but struggles with larger numbers or any written maths.
- Enjoys sport and loves playing football with his classmates; however he tries to dominate these games which means his classmates do not always want to play with him.

### Community

- The family does not really have a support network in the area as Mum's parents and other close relatives live elsewhere in the country.

Do we still need more information? ↓

## Cultural relevance

- B's mum has told staff that she is 'strict at home'.
- B's mum values education for both her children. She has requested that when B doesn't complete work in school that the tasks from lessons are sent home and she will do them with him. Work sent home with B does get returned to school. B's mum usually scribes written work completed at home. B's mum has also told staff that sometimes she will give B ideas of what to write and then she will write it down for him.

# Early Prognosis

- B is increasingly aware of the difference in academic ability between him and his classmates.
- He tries to 'save face' in front of classmates by finding ways of not attempting the work or saying that it's too easy or boring and therefore he's not going to do it.
- He often believes he won't be able to do a task, so it's less risky for him to not attempt it in the first place.
- This sometimes means he will automatically refuse before knowing or understanding a task.
- B wants to engage with adults in school but believes that running away and climbing will be more effective in gaining that engagement rather than through academic work or valued behaviours.
- This has also been a successful strategy in gaining attention from mum at home

**Assess** – professional opinion based on all the information (Hypothesis)

- Engage B in an activity or conversation as soon as he arrives at school every day to distract him from his headaches.
- Tasks to be linked as far as possible to topics and activities that B already enjoys to increase the likelihood that he will want to engage in it.
- Ensure that tasks are planned that are entirely achievable so that B experiences success before attempting anything that he would find more challenging. Independent work always starts with something completely achievable/enjoyable.
  - Disempowerment - planned and scripted responses for staff for running and climbing behaviours and agree responses to small valued behaviours to 'catch him getting it right'.
  - Planned 'attention time' - timetabled with key adults to play a game, share a story, share a success, so that there is guaranteed attention as part of his provision.

**Plan** – what changes do we need to make to create success? (Adaptations)

Plan has been in place for 4 weeks

**Continue:**

- Coming in early - B has come into the classroom on average 2/3 times out of 5 days before the bell. This has supported B to talk to and inform his class teacher or other classroom adults of any successes or difficult he may have had the night before or in the morning. On days when B has successfully come into class before the bell, he has engaged in further independently learning throughout the morning.
- Drawing whilst the other children are coming in - B enjoys this and he appears less agitated by the noise and disruption of others coming in when he is focussing on something he enjoys.
- New or additional challenge to continue to be planned to follow successes.
- Scripts for disempowering running and climbing behaviours. Using the disempowering scripts has meant that B is not getting the attention that he requires at that time. He has over time returned to the adult quicker than he usually would. Some days these work, and other days B will sit/climb for longer period of time.
- Planned responses to valued behaviours. Consider other opportunities to 'catch him getting it right'.

**Reduce:**

- B is now able to complete activities independently where we have planned guaranteed success. He has voiced 'these tasks are easy', 'I have done this before'. This shows that B has been able to independently complete these learning tasks and now would be a good time to review these in line with his academic abilities/ change of interests. Suggest next step is to introduce small challenge into independent activities on topics where he shows more confidence i.e. number work and calculating in maths, close procedures, activities that involve drawing.
- Check-ins with SLT - B has enjoyed having time with SLT to show his learning. On days where he doesn't do any learning this strategy should continue to remain in place so that SLT can discuss another 'pro social' activity that B completed that day i.e. sharpening the pencils. Consider reducing to 4 days per week and remove Friday check-in. Class adult to instead explore with B a success or something he's proud of which he can share with Mum.

**Change or Remove:**

- Assigned classroom jobs in the morning. B still enjoys these tasks but the perceived demand of a 'job' in the morning seemed to be overwhelming on top of the struggle of coming in to school. Assigned classroom jobs may still be successful at other transition points throughout the day or as breaks / distractions.

**Review** – what has the impact been?

**Do** – what does it look like in practice? (Actions)

- On arrival every morning - B comes into the classroom 5 minutes before the bell so he can informally check in and chat with his class teacher or other adult in the classroom without the other children around.
- Then he can choose to do one of his specially assigned classroom jobs - sharpening the colouring pencils, cleaning the mini-whiteboards, sorting the lunchtime wristbands. If there are resources that need putting out for the first lesson, B could also help with this.
  - B may also choose to draw while the other children are coming in.
- Every independent activity must be something that B can either complete successfully with no support, even if it is repeating something he has achieved before, or something he enjoys doing, even if it is not directly or obviously linked to the academic learning objective. The objective at this stage is that B is engaged in any independent task in the classroom.
- Additional challenge and building on prior learning needs adult support and must only take place following a success.
- Scripts used for disempowering running and climbing behaviours: "Come back when you're ready", "Climb down when you're ready" and "I'll be here when you're ready".
- Responses to valued behaviours (including returning and climbing down, as well as valued behaviours stated in behaviour policy) are centred on the adult re-engaging with B and giving him their attention e.g. "Let's go and check what we're doing next", "I'll come with you and we'll...", "Would you like me to help you with...", "I really liked how you..."
- Daily check-in and chat with a member of SLT for 10 minutes at 3:00pm. B may choose to share some work he has done or is proud of but this isn't a pre-requisite.

**Values and beliefs checklist**

Question	Detail
What are the perceived gains of the detrimental behaviour?	
Why do they believe their detrimental behaviour will be successful?	
Why do they believe valued behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

**Dysregulation checklist**

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g. rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings? E.g. frustrated, embattled, undermined</i>	
What is causing the fear? <i>What are the associated feelings? E.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? E.g. reluctant, avoidant, cautious</i>	
What is causing the surprise? <i>What are the associated feelings? E.g. confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? E.g. excited, enthusiastic, engaged</i>	

### ANNEX. 1. Therapeutic tree (Roots and fruits)

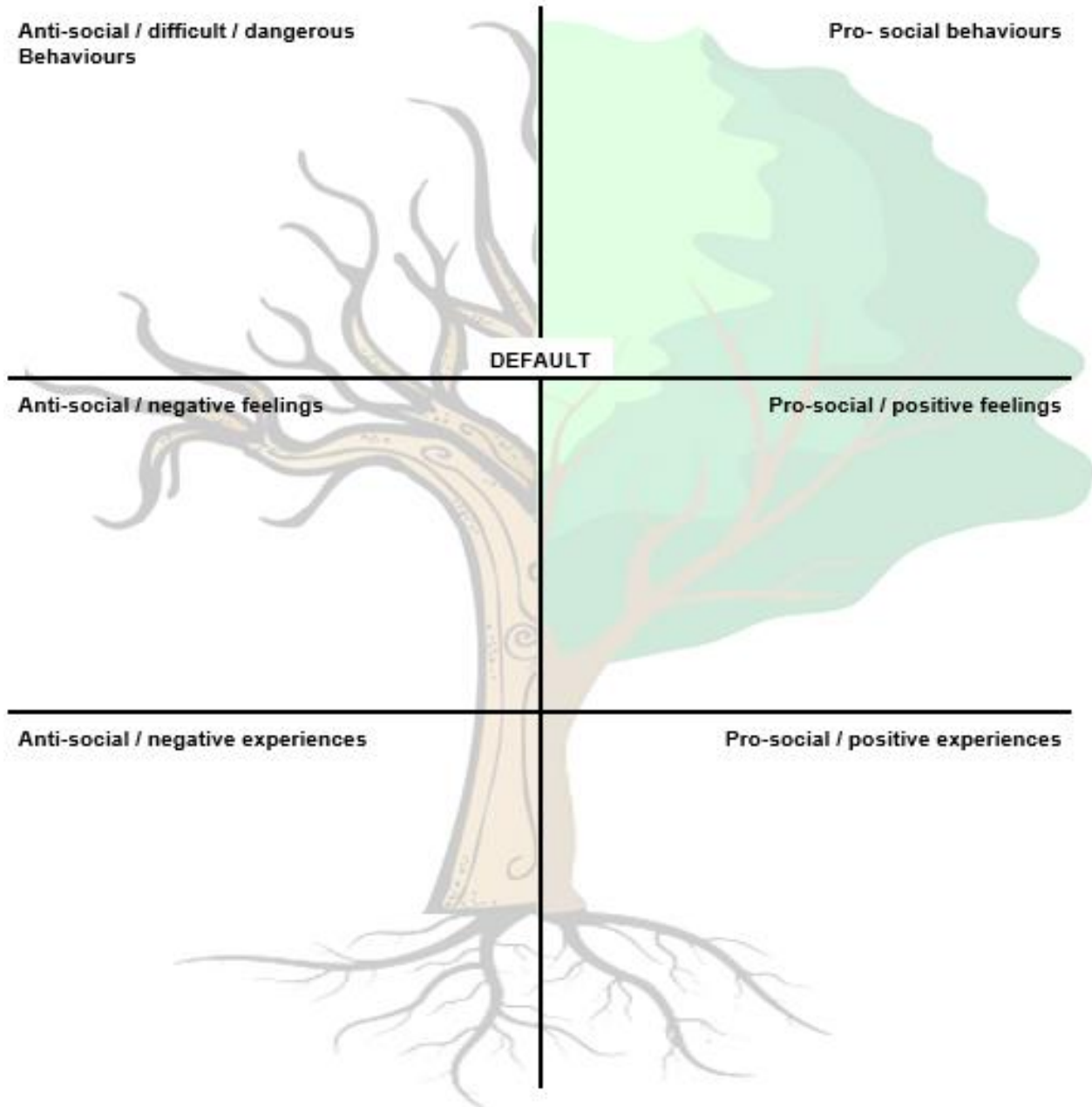
Analysis tool to explore behaviours, feelings and experiences

#### Therapeutic Tree (Roots and fruits)

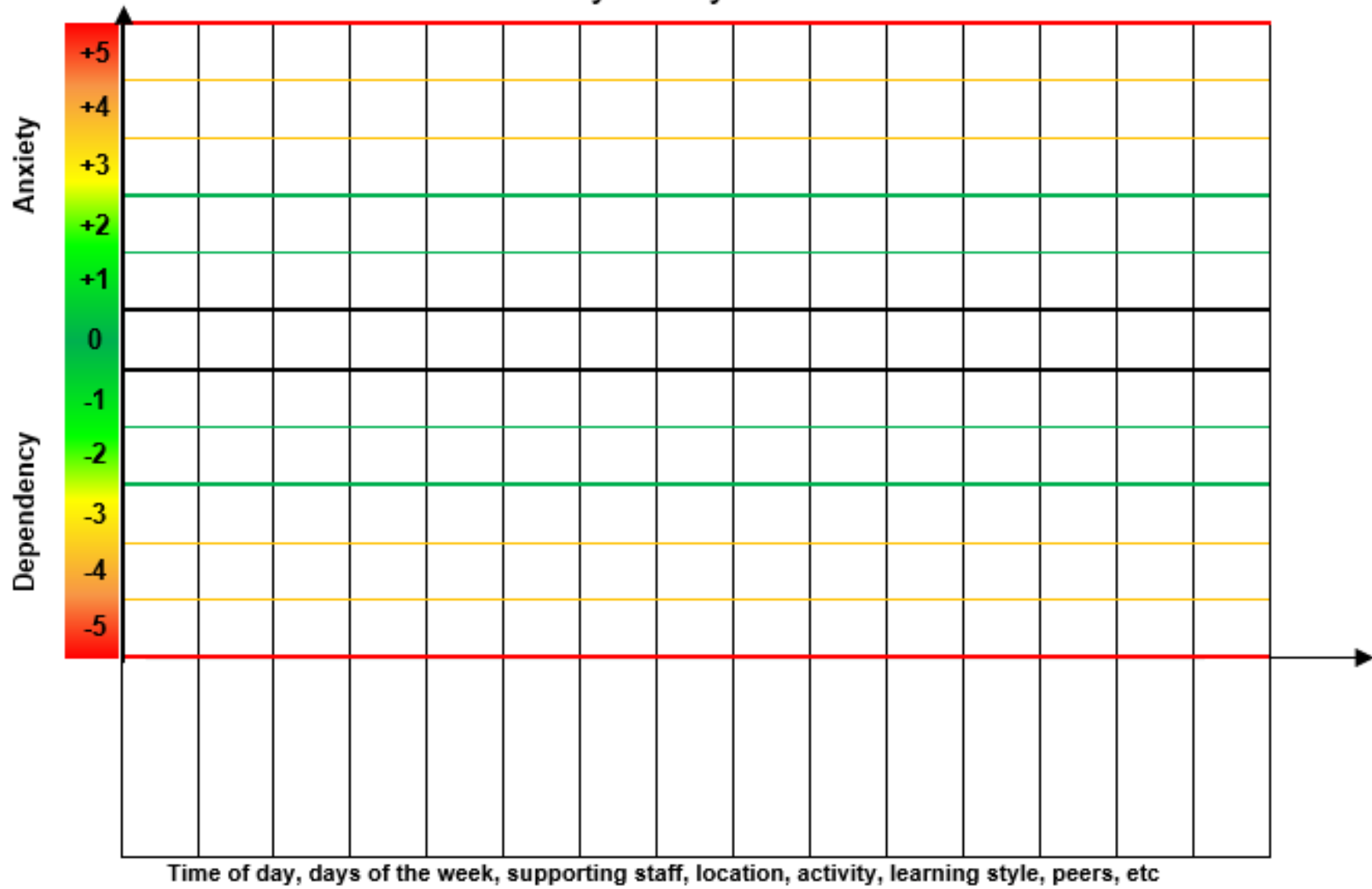
Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



# Anxiety Analysis



## Evidence of Differentiation

	Score	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased	-2	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.

<p style="text-align: center;">-3 - -5</p>	<p>Unable to cope without:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>What will manage the over-dependency:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>How will we teach and monitor the reduction of over-dependency:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
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## ANNEX 3 Therapeutic plan / Risk reduction plan

For assessing and managing foreseeable risks for child or young persons who are likely to need Restrictive Intervention

### Risk Assessment Calculator

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

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

# Individual Therapeutic Risk Reduction Plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....



## OUGHTON PRIMARY & NURSERY SCHOOL

### PROMOTING POSITIVE BEHAVIOUR POLICY – Foundation Stage

Positive behaviour management in the Foundation Stage is based on high expectations, positive reinforcement and daily communication with Parents/Carers.

Our expectations are:

- We can show positive sitting, listening, looking and talking.
- We can walk indoors.
- We can find an adult to help us solve a problem.
- We can be kind to each other.
- We can do what an adult asks us to do.
- We can look after our toys and equipment.
- We can use kind words when we are talking to each other or adult.
- We can be safe.

Examples of inappropriate behaviour in the Foundation Stage.

Type of behaviour	Response
Inappropriate calling out Distracting others Running indoors Not following expected behaviours – see above	Positive reinforcement eg: 'good sitting', asking the child what is expected. Giving examples of what they should be doing eg 'Please can you walk'.
Physically unkind to others Defying an adult Being destructive Being verbally rude Unsafe behaviour to themselves or others	Time to reflect on behaviour, followed by immediate discussion with the child about the incident. Discussion with Parents/Carers at end of the day or by telephone.
Continued behaviour over a period of time	This would result in a more formal meeting with Parents/Carers and monitoring of behaviour. Depending on the circumstances a referral might be made to the behaviour clinic in the children's centre. In extreme situations the Assistant Headteacher for Inclusion would be involved in looking at ways to support behaviour.