Behaviour Policy

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School or Trust Policy	School Policy

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#AsOne
Kernow Learning

Behaviour Policy Trust Introduction

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Trust Core Shared values of *strength, wisdom* and *courage* and our philosophy of *working hard, helping others* and *being honest*.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community. It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all working in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.

Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

Falmouth Primary Academy

'Good behaviour is a necessary condition for effective learning and teaching to take place'.

Our vision for the children and stakeholders of Falmouth Primary Academy is that they truly believe their 'Futures Are Limitless' as we seek to raise attainment and aspiration at every level. We work to create a learning environment where everyone feels valued, safe, secure and motivated to learn. We believe that every member of our school must promote and model high standards of positive behaviour at all times. Our policy determines our boundaries of acceptable and unacceptable behaviour, our system of praise, rewards and natural consequences and how they are fairly and consistently applied in our school. This approach will enable our pupils to develop these skills and replicate them in all areas of their lives. We expect our children to be model citizens and hold them to account for their conduct within our community also.

Aims
The aim of Falmouth Primary Academy is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are Teamwork, Perseverance and Respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims:
• To create an environment which teaches, encourages and reinforces good behaviour.
• To define acceptable standards of behaviour.
• To encourage consistency of response to both positive and poor choices.
• To promote self-esteem, self-discipline and positive relationships.
• To ensure that the school's expectations and strategies are widely known and understood.
• To encourage the involvement of both home and school in the implementation of this policy.

Rationale
At Falmouth Primary Academy we believe that developing relationships, responding and calming, and repairing and restoring is what makes a difference to our pupils' behaviour. In addition, we have implemented a graduated response which gives clear guidance to all stakeholders and ensures a consistent approach.
It is imperative we offer our children the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient,

life-long learners. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children, some with layers of complex needs. We consider that behaviours, which challenge always happen for a reason and may, in that moment, be the only way a child can communicate. Children who display, or are at risk of displaying behaviours, which challenge may need support which involves both positive support and intervention and also some form of restorative practice.

The core beliefs of Falmouth Primary Academy are that:
· Behaviour can change and that every child can be successful.
· Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
· Celebrating success helps children to motivate children and acknowledges positive choices
· Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
· Reinforcing positive behaviour choices helps our children feel good about themselves.

Our children need to be taught how to manage their feelings and communicate their words in a positive manner. Behaviour is a means of communication – we must ensure that all children are supported to communicate their needs safely and appropriately using their preferred communication systems. Children are happy when their needs are understood and met and when expectations are clear.
This allows them to behave well and access the opportunities and learning that school provides in their most well-regulated state possible. Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
Children can learn to improve how they communicate their feelings and words. Learning new behaviours is a task, just like learning to read and write. Children need a personalised approach to support them to manage their feelings and communicate their words respectfully. The more challenging pupils' behaviour becomes, the more personalised an approach the pupil requires. Mistakes are part of the learning process, and we recognise that all our children are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our children to get it right.

All adults use personal and professional experiences and training as well as experiential learning as an opportunity to learn, understand and have insight into why our children demonstrate various behaviours.

To work collaboratively with our children, their parents/caregivers and other professionals may need to develop strategies as part of a positive behaviour support plan (see Behaviour management – Stage 2 – Graduated Response) to support them to manage their feelings and communicate their words in a positive manner.
It is imperative that a child's behaviours are not excused but are seen as a skill requiring improvement. Although there are some pupils with SEND needs who may need a more personalised approach (see Behaviour Management Graduated Response document), these pupils are still expected to be able to learn to manage their own behaviours.

Emotion Coaching
Emotion coaching enables children to manage their own feelings and behaviour through helping them to understand the different emotions they experience, why they occur, and how to respond to them. Emotion coaching works with the anatomy and physiology of the brain to support the development of emotional regulation. We apply the five steps of emotion coaching within our universal offer to supporting children.

Step 1: Awareness
• Reflect on your own emotional state and how the situation is affecting you.
• Reflect on your response style to the situation.
• Reflect on how previous experiences have affected your reactions.

Step 2: Recognising the child or young person's feelings and empathising with them
• All emotions are natural, normal, and ok

• Behaviour is communication
• Be aware of own emotional reactions to the situation
• Recognise what the child/young person may be feeling, even if it is different to your experience of the situation
• Demonstrate that you care about how they are feeling, show empathy and attunement

Step 3: Validating the feelings and labelling them
• Support the child to calm using co-regulation
• Use words to reflect the child's emotion and help them to label – validation
• Containment – react in a way that demonstrates the emotion is bearable and able to be dealt with (don't try to persuade the child/young person out of what they are feeling)
• Provide a narrative for the emotional experience, creating cognitive links through co-learning

Step 4: Setting limits on behaviour
• Building on the attunement with the child/young person, set the emotional tone
• Child reflects adults calm and empathy, not adult reflecting child's anger and distress
• Safety first
• State the boundary limits of acceptable behaviour, e.g. "I can't let you do that", "I need to keep you safe"

Step 5: Problem-solve and guidance with the child or young person
• When the child/young person is calm and relaxed, explore the feelings that gave rise to the behaviour, problem, or incident
• Support them to reflect, use restorative approaches
• Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
• Empower the child/young person to believe they can overcome difficulties and manage their own feelings and behaviour

Relentless Routines
Routines are key to making pupils feel safe in school. Our consistent whole school routines support our children to understand expectations, manage anxieties, and mentally and physically prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know them. We teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines support children with their emotional development and behaviour for learning.

We continuously reflect on how we support children to adapt to changes in routines and how we prepare them for changes, as this is an important life skill. Changes to routines are practised to allow our children to learn that changes can be managed in a positive way.

We use silent signals for key instruction giving and for movement around the classroom/school. We use these relentlessly, consistently and we expect 100% compliance from the children. If compliance with the silent signals is not rapid, we use a simple verbal cue, alongside the raised hand of – "Stop".

In addition, we have consistent classroom expectations which are known as the 'Core 8 Habits for Learning' (Appendix 3). These are rehearsed with all staff and children and form the foundation for our expectations of good learning behaviours.

High Expectations
At Falmouth Primary Academy, we have three whole school rules which are underpinned by our vision and values:

•   Be Ready
•   Be Respectful
•   Be Safe

All staff are responsible for setting the tone and context for positive behaviour within our school and for children knowing these rules, and what success looks like. The rules are taught and reinforced with everyone within the school community and are modelled as part of the learning process. They are

displayed as attractively as possible in all areas of the school where children gather. The rules are communicated effectively to all stakeholders in the school and underpin all areas of school life. The rules are rewarded daily through using reward systems

In establishing and maintaining our high expectations and implementation of our policy we:
•	Create and maintain a stimulating environment that encourages pupils to be engaged
•	Display the three key behaviour rules and supporting visuals
•	Develop positive relationships with pupils
•	Thresholding: Greeting pupils warmly and positively in the morning and starts of lessons
•	Establishing and maintaining our relentless routines
•	Communicating expectations of behaviour in ways other than verbally (often visually)
•	Highlighting and promoting good behaviour by being explicit in our language of praise
•	Starting each new session afresh and warmly
•	Implement the graduated response to behaviour management
•	Use Class dojo explicitly to reward and promote positive behaviours
•	Make use of golden stars and Head teacher awards for exceptional purposes
•	Using proximal praise
•	Using PBs (personal bests) for class management
•	Share positives with home often – DoJo, postcards, certificates
•	Making use of discussion guidelines as part of our Oracy strategy
•	Individual behaviour systems if required
•	Have Positive Recognition Boards in every classroom for a collaborative whole class focus

Staff will be sensitive to children's feelings when giving both praise and consequences. Whole class 'shaming' is not acceptable. Staff will always use a tone and volume that is appropriate to the learning. Positive praise will be delivered publicly (where the child is able to manage this) as this sets good role modelling to class and parents, whereas, sharing of consequences will be done privately – either by phone call or face to face – these messages will be delivered by the class teacher or a senior leader unless they have delegated this.

Bullying
Bullying is defined as 'the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power'. Falmouth Primary Academy does not tolerate bullying of any kind. If we learn that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately with the aim to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information). We use the acronym STOP to teach our children what bullying is and empower them to act if they are a victim of, or witness to any bullying. Children learn that bullying is an act which occurs 'Several Times On Purpose', and to ensure bullying is addressed we teach children to 'Start Telling Other People'.

Bullying is therefore:
•	Deliberately hurtful
•	Repeated, often over a period of time
•	Difficult to defend against

Bullying can include (but not limited to):	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name – calling, sarcasm, spreading rumours, teasing

Online bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on child abuse	This includes all forms of bullying, including cyber bullying, physical abuse, sexual violence

Natural Consequences

We avoid using consequences that involve taking away a previously earned privilege or any intervention time. We always avoid speech which could lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing and can escalate situations/incidents.

We recognise that a 'one size fits all' approach to natural consequences is not appropriate for our children. We consider developmental age and any additional or specific needs of the child when deciding appropriate natural consequences. We use a plan, do and review approach to ensure children will not be given natural consequences that impede their future learning. When discussing behaviours/reactions, we refer to the health and safety and the impact the situation may have had on all involved and in the vicinity. We use scripts to aid our consistency as we respond to crisis moments as we hold restorative conversations.

Our scripted restoration approach is as follows:

• Start by recognising their feelings and showing some empathy – 'I wonder...' 'I can see...'
• What happened?
• How did it make .... feel?
• How do you feel?
• How can we fix this?
• What would you do next time/differently?

We are a team who support one another with children's behaviour. Supporting children to manage their feelings and communicate their words in a positive manner is a key priority for our school. We recognise that we all need the support of others at times, however experienced we are.

We want children to manage their feelings and communicate their words in a positive manner with adults in the school, and do not want to undermine that aim by passing children up the hierarchy. This works against the certainty we want to provide children.

When we involve colleagues, we have three possibilities:

1. **Time IN:** Child sent to colleague, but not to discuss how they managed their feelings and communicated their words, rather simply to supervise the child until the teacher has time to speak to them.
2. **United front:** Support requested from colleagues to stand alongside in response so that the child sees the united front.
3. **Escalation:** SLT involvement due to persistent/continuous/extreme behaviour. SLT enforces natural consequences and next steps, along with teachers/staff.

Moments for Crises and Harm Caused

We recognise that responding to children who are unable to manage their feelings and communicate their words is significantly challenging and we support one another to do this. We again use specific terminology for support and consistency.

Crises + Naming Harm

I noticed you are......
You did this.....and that is unacceptable.
We expect (name behaviour) so ...... is unexpected.

It's the rule about.....that you are breaking
You have chosen to (consequences of continued behaviour)...
It makes me feel disappointed (Hold silence)

Do you remember last week when you... That's what I need to see today... Thank you for listening. I know that you don't want to be doing those things. I want to see... What do I want you to remember?

We know that sometimes we must simply ensure children know that the way they have managed their feelings and communicated their words has been unacceptable and that is has had an impact.

Descriptive Praise
We make every effort to tell children what it is exactly that we like about what they are doing; reinforcing the behaviours we want to promote, e.g.
"I like how you used your communication book to tell me how you are feeling."
"I like that you asked for a break when you needed it."
"I noticed you were being a good friend by helping Sam."
"Thank you for coming back to your work so quickly."

We give positive feedback and personal recognition. This raises their self-esteem and leads to management of feelings and communication in a positive manner. Descriptive praise supports emotional development and behaviour for learning.

We continuously identify the strengths of the child – we identify these with the child where possible and build on it.

Children and Significant Number of or Serious Incidents
We ensure that adults and children begin each lesson afresh with optimism and encouragement for success. There will be times when children may display signs/symptoms or react differently to a situation which is deemed as their 'norm'. For some children it may be a 'one off' challenging time/day however, for others it may be a sign they are unable to manage their feelings appropriately and communicate in a positive manner.

We believe communication with parents/carers is vital, with support from SLT. Contact home to discuss displayed behaviours/reactions and ways to move forward.

There may be times when it is in the best interests of a child that they have supported time away from their class. This will be explained to the child and their parents/carers by class teacher/member of SLT. Behaviour Management Graduated Response – Stage 2.

Suspension and Permanent Exclusion
We are an inclusive school and work hard to develop positive, safe and trusting relationships with our pupils. However, there are times when an extreme behaviour event or persistent behaviour may result in either internal suspension, or in fixed term external suspensions. This is necessary to maintain the health and safety of all our community.

Suspension and Permanent Exclusion will be at the discretion of the Headteacher and SLT and will be in response to extreme or serious incidents.

Positive Handling
Physical Restraint
Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:
• Causing disorder
• Hurting themselves or others
• Damaging property

However, incidents of physical restraint must:
• Always be used as a last resort
• Be applied using the minimum amount of force and for the minimum amount of time as possible
• Be used in a way that maintains the safety and dignity of all concerned
• Never be used as a form of punishment
• Where possible, involve another member of staff

• Where possible, inform the student what is happening and why
• Be recorded and reported to parents

If restraint is required, no adult should:
• Act in temper
• Involve themself in a prolonged verbal exchange with the child
• Attempt to reason with the child
• Ask other children to be involved in the restraint
• Hold or touch sexual areas of the body
• Twist or hold limbs against a joint
• Bend fingers or pull hair
• Hold a child in such a way which restricts blood flow or breathing.

Safe Touch
Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch.

Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience.

In recognition of this, all staff may consider using safe touch as one of the means available to them for:
• Calming a distressed child
• Containing an angry child
• Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children' strong emotions include:
• Slowing one's pace
• Lowering the voice
• Breathing more deeply
• Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
• Providing clear, predictable and consistently held boundaries

Behaviour Management Graduated Response – Stage 1

We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school.

Consistent Quiet Signal	
We use a non-verbal standard signal for being still and silent. We use it relentlessly and we expect it followed consistently. If compliance is not rapid, we include a verbal cue - "Stop". This gives the children an opportunity to follow the signal. We expect 100% compliance from the children with this.	
Step 1 Non-Verbal Warning	Children are given a non-verbal signal (different to the quiet signal) to help them to self-regulate or correct their choices. Class teachers will ensure children are aware of this signal.
Step 2 Whisper Warning	A reminder of rules and expectations delivered quietly, being mindful of the child's privacy. This supports the child aware to manage their feelings and communicate their words in a positive manner.
Step 3 Visual Reminder	Where appropriate, a private conversation, giving a final opportunity to engage. Positive choice offered and reference to previous examples of managing feelings and communication in a positive manner.
Step 4 Short Reset	Short reset may be that another adult would be helpful or a change of environment. This provides a time to calm down, breath and reflect. A restorative conversation is needed at this stage with a natural consequence.
Step 5 Escalation	If a child's behaviour is persistent/continuous/extreme a member of the Senior Leadership Team (SLT) should be called to support and enforce natural consequences and next steps. An ABC chart (see appendix 1) should be completed at this point
REPAIR	If Step 4 or 5 are reached then a discussion at break time, or a more formal meeting is needed. Natural consequence is completed and further restoration to repair relationship, if needed, is implemented by the adult.
Parents/Carers	If step 4 or 5 is reached on more than 2 occasions in one week, parents and carers must be informed by the class teacher/senior leader so the child can see that home and school come together to support. A positive behaviour support plan may be needed at this stage e.g. Target sheets and support moved to Stage 2.
If moving pupil towards next stage - a behaviour support plan (see appendix 2) - complete 'Teacher and Pupil Checklists' and 'Pupils of Concern' checklist. It is an expectation that ABC charts (see appendix 1) will have been completed and reflected upon, and that staff will have attended at least one behaviour clinic session. All paperwork should be shared and discussed with the Headteacher or Deputy Headteacher during the next stage.	

All behavioural incidents of children MUST be recorded on Safeguarding and Behaviour Manager; this ensures that trends/patterns/concerns can be identified, and appropriate intervention and support implemented.

Behaviour Management Graduated Response – Stage 2

We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school.

Positive Behaviour Support Plans	
Government statutory guidance places an expectation on any school that 'has concerns about a pupil's behaviour…to identify whether there are any causal factors and intervene early to reduce the need for a subsequent suspension/exclusion'. Therefore, behaviour plans should be drafted and shared with parents in order that there is a co-ordinated intervention to help individual pupils to develop their ability to manage how they respond when faced with situations that elicit an emotional reaction. Plans will include strategies that will be used in the classroom and can be reinforced at home. Possible additional interventions will be identified and implemented. A review of support available for child and family will be held during inclusion meeting.	
Step 1 Behaviour Support	1. A member of SLT completes classroom observation 1, feeding back findings to the wider team for discussion of pupil needs and necessary next step support for pupil. 2. A 'focus meeting 2' form is completed by class-based staff which provides feedback around potential causes of behavioural outbursts and Quality First Teaching (QFT) strategies to support class-based staff. NOTE: If no QFT recommendations are necessary following the observation, the pupil is moved directly to step 2. If QFT support is necessary, move to point 3. The member of SLT completes Focus Meeting 2 follow-up discussion after agreed number of weeks and second observation takes place to ensure class-based strategies have been implemented and/or to agree next steps.
Step 2 Behaviour Support Plan	1. A Positive Behaviour Support Plan (see appendix 2), including agreed personal targets is formed in partnership with the child, class teacher, TA, parent/carer and member of SLT. 2. Routine and regular communication between home and school is established. Constant reinforcement and positive behaviour management is used to support the plan. 3. The plan will be reviewed regularly by the class teacher (at least weekly) and amended as needed. All amendments, and reasons for these, must be communicated with parents and the pupil. Internal exclusion may be included as part of the Positive Behaviour Support Plan strategy.
What Next?	Escalating to Stage 3 requires a full review of the Positive Behaviour Support Plan with the involvement of the Inclusion Team and parents/carers.

Behaviour Management Graduated Response – Stage 3

We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school.

The above process should be effective in most cases. However, in a small number of cases, a crisis may precipitate unexpected and challenging behaviour. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are continuing concerns, an assessment will take place to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health [or family] issues (SEND Code of practice 6:21).		
Early Help or SEN Support	EARLY HELP + EXTERNAL AGENCIES If a child's needs are broad and not mainly around educational needs (or needs are unclear) then the school will use the Early Help Hub and External Partnerships in order to support the child and their family. Parents are fully involved in this process and reviews take place regularly. This process is monitored by the safeguarding team and logged on Safeguarding Manager.	SEND SUPPORT Pupils are considered to have SEND if the following applies: The pupil's progress • is significantly slower than that of their peers starting from the same baseline • fails to match or better the child's previous rate of progress • fails to close the attainment gap between the child and their peers • widens the attainment gap If the above criteria apply the child will be added to the Record of Need and a Support Plan will be put in place in order to work towards specific outcomes. This process is monitored by the SEND team. Additional interventions are put in place and other professional involvement/referrals may take place.
	If, despite the above support being put in place alongside advice from Behaviour Support Service, the behaviours continue to persist, a Child at Risk of Permanent Exclusion (CARPE) meeting between the pupil, parents/carers, class teacher, senior leader will take place for all parties to agree a positive way forward.	

Behaviour Management Graduated Response – Stage 4

We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school.

CAPRE Meeting	A Child at Risk of Permanent Exclusion (CARPE) meeting will be held if Stages 1, 2 and 3 have been implemented without success.
	A Pastoral Support Plan (PSP) will be put in place (see appendix 3) by a member of SLT. The PSP is a process designed to support any pupil for whom the normal school-based strategies have not been effective. It is a structured intervention to maintain the pupil in school and avoid permanent exclusion.
	The PSP ensures that interventions for a pupil at risk of permanent exclusion are co-ordinated and targeted to their needs. A PSP targets only those pupils who are clearly at risk of disengagement or permanent exclusion. Factors that may be considered include any pupil who:
	• has had several suspensions (2 or 3 in one term may be a trigger) • has low attendance impacting significantly on his/her behaviour • is showing signs of rapid deterioration in his/her behaviour • is at risk of failure at school through disengagement.
	In a small number of cases, a crisis may precipitate unexpected and challenging behaviour, in such cases a PSP may supersede the previous steps of the school's graduated response.

Appendix 1

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:
• When / what time is the behaviour most likely to occur?
• During what activities is the behaviour most likely to occur?
• Are there any times or activities during which the behaviour does not occur?
• Where is the behaviour most likely to occur?
• With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:
• What does the behaviour achieve for the child?
• Does the child avoid or escape any activity by engaging in the behaviour?
• Is the child rewarded in any way by engaging in the behaviour?
• What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

ABC Chart

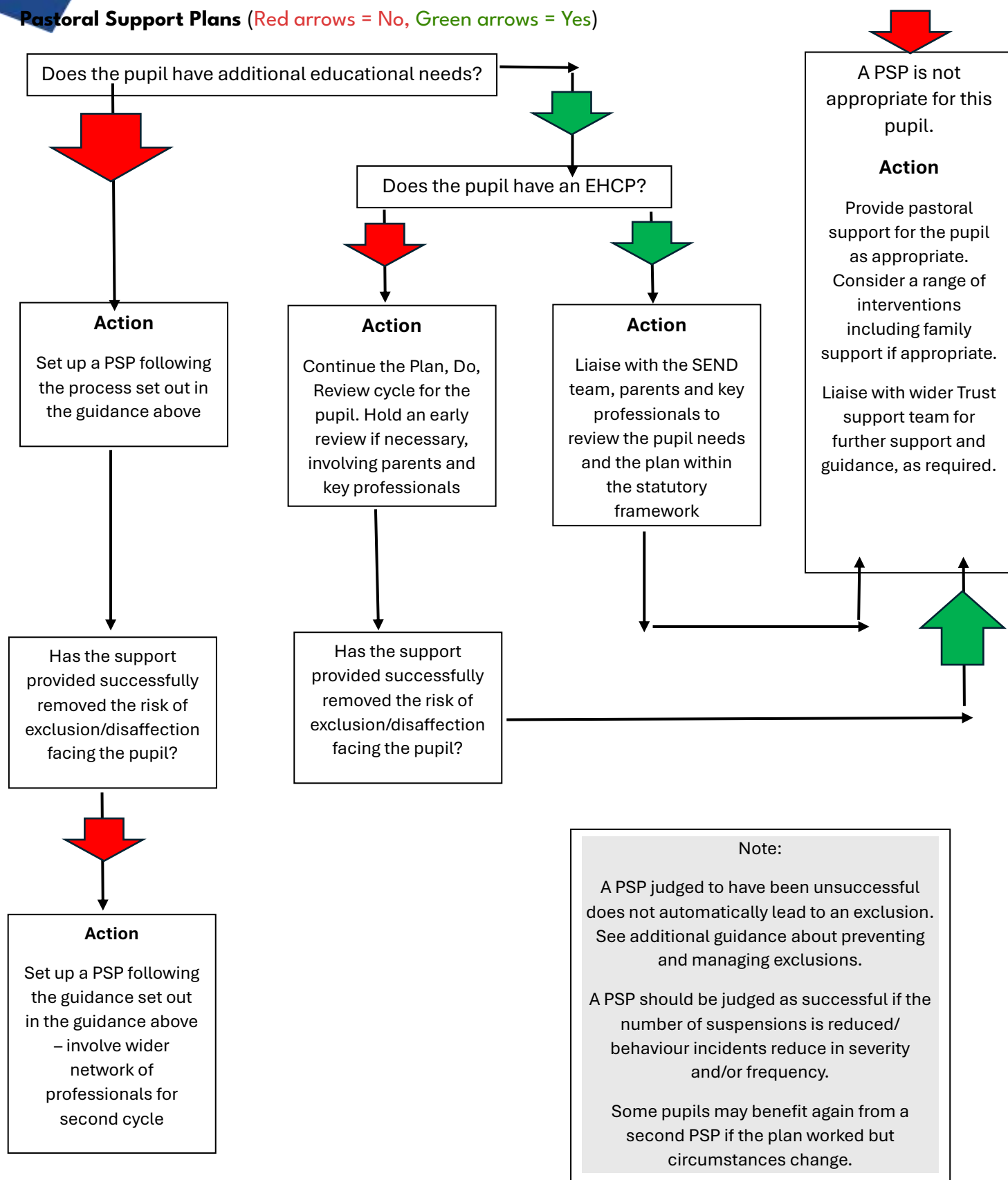|		
Name of Child: Report Writer:	Duration:	Staff Involved:
DATE/TIME:	*What was going on when the behaviour started?*	
ANTECEDANT	*What happened right before the behaviour that may have triggered it:*	*Function of behaviour:* - Attention - Escape/Avoid Demand - Escape/Avoid Situation - Want Something - Sensory
BEHAVIOUR *Highlight all that apply*	*Observable Behaviours:* Physical Assault – peer Physical Assault - adult Property Damage Resistance to restorative work Threatening Bullying Persistent Disruption Absconding Refusal to engage Refusal to comply/defiance Arrived dysregulated	*What did you try?* Verbal Instruction Visual Support Withdrawal Success Reminder Distraction Time Tactical Ignoring Change of Staff Audience Removal Choice Physical Intervention Other:
	Severity and Duration of dysregulation:	*Was this successful?*
CONSEQUENCE	*What happened after the behaviour, or because of the behaviour?*	

Appendix 2 Guidance: Completing the Positive Behaviour Support Plan

Stages of behaviour – 'Traffic Light' system:
Behaviour is Communication *Green = calm & relaxed* *Amber = anxious, aroused or distressed* *Red = incident!* *Blue = calming down - but still need to be careful* An individual's behaviour moves from 'typical behaviour' (green) to a level that indicates that problems are about to occur (amber) prior to the occurrence of the behaviour itself (red). After the behaviour (blue) care must be taken to ensure that the person returns to the green phase.
Step 1: Challenging Behaviour Record the following four things: a) 'Appearance' – what the behaviour looks like b) 'Rate' – how often it occurs c) 'Severity' – how severe the behaviour is d) 'Duration' – how long it lasts

Step 2: Consider the function of the challenging behaviour and the 'proactive strategies' to be put in place

Attention	To Escape/Avoid	To Get Something	Sensory Needs
Teach the person how they can get your attention/the attention of others in a more appropriate way. This could be by teaching them a sign, a vocalisation or to gently tap your hand/arm Make sure you notice when the person is trying to get your attention appropriately and respond as soon as you can. This will help to reinforce the behaviour you want If the person goes to hit you, use a phrase such as "Gently" or "Hands down". Teach the person what this means Interact with the person regularly, giving them plenty of opportunity to get positive attention Where possible ignore the hitting and aim to distract	Give the person an effective way to stop something they don't like; to remove them from a situation or person they don't like. This could be a sign/word or photo card to say "Finish" or "Home" Teach them to make choices and a way to say "yes" and "no" Introduce them to a situation/activity gradually to help them become used to it Use humour to distract the person Notice when they are displaying 'early warning signs' that they may be becoming unhappy or anxious Change the way you ask them to do something	Teach the person how to communicate they want a drink/toy etc. Give them what they've asked for as soon as they've asked appropriately. Give lots of praise. Make sure they have regular access to what they need Teach them how to get something for themselves where possible. Make sure the person knows where their books are kept or that juice is found in the fridge and make sure there is a cup in a cupboard they can easily reach Make sure they are not left without food or drink for too long, or without something meaningful to do (offer these regularly) As far as possible ignore the hitting If the situation escalates and people are at risk give them what they want	Ask for a referral to a specialist Occupational Therapist (OT) who can do a sensory assessment to clarify specific sensory needs Be creative! Get a drum, box, cushion or other thing that they could hit Try out different objects to see which they prefer, then use these to create new activities Use preferred items to help you engage with the person Make sure the person can get their sensory needs met, but in a way that will not isolate them further or leave them engaging in a self-stimulatory behaviour for too long. If people have self-stimulatory activities that are very important to them, try and support them to have at least some meaningful routine/ structure in their day, so that the self-stimulatory behaviour doesn't 'take over'

Step 3: Proactive Strategies

Proactive Strategies	Early Warning Signs	Reactive Strategies	Post Incident Support
Aim to support the child to stay happy and calm. Designed to meet pupil's needs without them needing to rely on challenging behaviour	Describe what to do in response to the early warning signs, to help you intervene as early as possible, before pupil resorts to challenging behaviour.	Describe what you should do, or how you should react, in response to challenging behaviour	Specify the procedures to be followed after an incident for both the pupil and their carers
Include any strategies that are aimed at reducing the chances that the behaviour will happen.	Amber strategies: At this stage the person may be starting to feel anxious or distressed and there is a chance that he/she may challenge you in some way.	Red strategies are a way to manage behaviour as safely and quickly as possible, to keep the person and those around them safe.	Specify any immediate behavioural actions that need to be implemented following incidents
1. Think about what the pupil likes or has shown an interest in.	1. Take quick action to support the person to return to the Green "Proactive" phase as	1. Appear calm 2. Use low arousal approaches – talk in a calm, monotone voice	1. Give the pupil more space 2. Engage them in an activity 3. List procedures for ensuring their physical and emotional

2. Include pupil and parent voice 3. The longer the 'likes list' the better! The aim is to try and support the person to stay in this phase as much as possible. 4. Think about what it is that helps the person to feel calm and relaxed, such as: • Environment • Communication & body language • Preferred activity or object or person • Predictable routine and structure • Feeling well and happy • Interaction styles • How do you talk to the person? 5. Put boundaries in place to teach the person what is and isn't acceptable in different situations 6. Teach new skills: develop effective ways of communicating and use rewards and incentives to reinforce the behaviour that you want.	quickly as possible to prevent behavioural escalation. 2. Consider doing the following: • Take away the trigger • Use PACE • List successful de-escalation strategies from ABC chart • Not responding to, or 'ignoring' the behaviour • Giving in i.e. giving the pupil what they want • Redirecting/ distracting 3. Think about what the pupil looks like when they are becoming agitated	3. Do not make prolonged eye contact 4. Be aware of your own body language 5. Do not make any demands of the person or keep talking to them 6. Distraction and redirection (e.g. using a technique such as a guided walk to remove the person from the room to keep them and others safe) More restrictive interventions (such as physical restraint) should be	safety (e.g., via physical checks, restorative justice and reassurance giving). 4. Consider procedures for carers in terms of any immediate medical checks and emotional support 5. Once the incident is over and the pupil is starting to recover and become calm and relaxed again, there is still a risk of behaviour escalating again quickly. Therefore: • Make no demands • Help the person to recover • Move to different environment if appropriate When a person is calming down and recovering from an incident of challenging behaviour, think about what they look like and what they do or sound like.

Step 4: Agreeing the Plan
The plan should have input from all people involved with the pupil's care, including family carers. Whenever possible, the pupil should also be involved in this process. Record in the plan who has been involved in its discussion and agreement, to ensure a broad range of views have been considered.

Step 5: Reviewing the Plan
The Positive Behaviour Support Plan is a 'living document'. This means that information in the plan should change to reflect changes in the pupil's behaviour or an increase in other skills. Plans should be reviewed and updated at least at the end of terms 2, 4 and 6 as once risks have been identified and behaviour strategies agreed to help minimise those risks, it is important to get feedback of how effective the strategies are and to reflect on their impact on the person and those caring for them.

Positive Behaviour Support Plan		
Child:	Class:	Year Group:
Date of birth:	**Date plan starts:**	**Date of review:**
Medical conditions/needs:		Staff working with child:
Challenging behaviour • What does it look like? • What triggers it? • What is the function of behaviour?		My Difficult situation:
Proactive Strategies • Things that keep me happy and calm • Skills I need to learn to help me deal with my behaviours • Interventions that will help me		What you can do to avoid this difficult situation:
Early warning signs *How do we prevent an incident?* • What to look out for • What might happen if early warning signs are not noticed? • De-escalation strategies that have worked (reminders of success, alternative environment etc)		Behaviours I might display:
Reactive strategies *How do we diffuse the situation?* • What to do and what not to do • Phrases to use • Calming techniques *At what stage should another member of staff be informed? Who should this be?*		When I am showing early warning signs: If the situation has escalated:
Support after an incident How do we help the child reflect and learn from the incident? Is there anything that staff can learn about working with this child?		What helps me:
Targets What are we working towards? How do we get there?		SMART Targets How
Positive Behaviour Support Plan Agreement: Parent name Parent signature Date Staff name Staff signature Date		

Pastoral Support Plans (Red arrows = No, Green arrows = Yes)

Does the pupil have additional educational needs?

Does the pupil have an EHCP?

A PSP is not appropriate for this pupil.

Action

Provide pastoral support for the pupil as appropriate. Consider a range of interventions including family support if appropriate.

Liaise with wider Trust support team for further support and guidance, as required.

Action

Set up a PSP following the process set out in the guidance above

Action

Continue the Plan, Do, Review cycle for the pupil. Hold an early review if necessary, involving parents and key professionals

Action

Liaise with the SEND team, parents and key professionals to review the pupil needs and the plan within the statutory framework

Has the support provided successfully removed the risk of exclusion/disaffection facing the pupil?

Has the support provided successfully removed the risk of exclusion/disaffection facing the pupil?

Action

Set up a PSP following the guidance set out in the guidance above – involve wider network of professionals for second cycle

Note:

A PSP judged to have been unsuccessful does not automatically lead to an exclusion. See additional guidance about preventing and managing exclusions.

A PSP should be judged as successful if the number of suspensions is reduced/ behaviour incidents reduce in severity and/or frequency.

Some pupils may benefit again from a second PSP if the plan worked but circumstances change.

Appendix 3 – Core 8 Habits