

Earlsmead Primary School

Behaviour Policy

Policy summary	Summary of actions and timeline for what needs to take place if there is an incident of bullying. Outlines what bullying is.
Affects	Pupils, Parents & Carers
Drafted by	Sarah Drummond
Approved by	Headteacher
Last approved revision date	July 2022
Next review date	July 2023
Related policies, procedures and forms	Inclusion Policy

Introduction:

We have a duty to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure. Earlsmead Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self esteem and self-belief. It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and caring about the needs and rights of others.
- All pupils and staff being treated with respect
 - To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

Our school Behaviour Policy derives from our School Aims, our SEN and Inclusion Policy, our Equal Opportunities Policy, our Anti-Bullying Policy and our policy on Positive Handling (use of reasonable force) and is guided by the principles contained within these.

Underlying Principles:

- The promotion of Equal Opportunities for all in an environment free from discrimination on the grounds of ethnicity, culture, religion, class, economics, gender, sexuality, ability or disability.
- A belief that all staff are responsible for ensuring clarity and consistency of approach. The implementation of the Behaviour Policy must be fair, positive and continuous throughout the school.

- A belief that all pupils should show respect and courtesy toward teachers and other staff and towards each other.
- An understanding of the importance of explicit teaching, to raise awareness about appropriate behaviour in school and to make boundaries clear.
- To ensure that children have opportunities to be listened to, to listen to each other, to ask questions and to find answers.
- A commitment to working together to develop a repertoire of teaching and learning skills to support each other and to enable us to ensure that learning is relevant and stimulating, whilst acknowledging that students learn from differing starting points and in diverse ways.
- The promotion of self-esteem, self-discipline, cooperation, tolerance and respect for the duties and responsibilities of all so that everyone feels valued and values others.
- Encouraging increasing independence and self-discipline so that everyone learns to accept responsibility for their own behaviour and ensuring that inappropriate behaviour is criticised rather than the children themselves.
- A recognition that children on the Autistic Spectrum might have difficulties in accessing this Behaviour Policy and that alternative strategies may need to be used. These strategies and approaches are set out in the appendix of this policy.

Restorative Practice

Our Behaviour Policy is also guided by our restorative approach and practice to behaviour. At Earlsmead Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

About Restorative Language

When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?
How can we put this right?
What could you do differently next time?
What other choice could you have made?
How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Roles, Responsibilities and Rights.

Students

The child is at the centre of all that we do. Every student has the right to be able to learn, improve and be stimulated and challenged, in a positive and protected environment.

It is every student's responsibility to contribute to and improve this positive environment by asking questions, supporting others, listening to each other, following the directions of staff and treating others with tolerance and respect.

Staff

Every member of staff has the right to teach and be treated with respect by students, parents, governors, the community and colleagues. It is every member of staff's responsibility to create a positive learning environment for students, and to treat students with respect.

It is the responsibility of all staff to ensure that all the school Codes of Conduct and Restorative Practice are discussed and enforced with children.

All members of staff must ensure they are aware of the regulations and procedures regarding the use of reasonable force. Teachers, Teaching Assistants and other paid staff with responsibility for pupils can confiscate, retain or dispose of pupil's property if it contravenes school rules. Refer to the school's Positive Handling (use of reasonable force) Policy.

Staff should make classroom expectations explicit by frequently reinforcing class charters, procedures and expectations for learning. Staff should apply all policies and procedures fairly and consistently and contribute to their ongoing development.

Staff should communicate regularly with parents, both to communicate children's achievements and any areas of concern in relation to their behaviour.

It is the responsibility of the class teacher to discuss serious concerns about poor behaviour of individual children, groups or classes with the member of the Senior Leadership team who has responsibility for their year group as soon as concerns arise.

- Foundation Stage – Sarah Drummond
- Year 1 - Hina Shah
- Year 2 - Hina Shah

- Year 3 -Adell Horbury
- Year 4 - Adell Horbury
- Year 5- [Scott McKenna](#)
- Year 6 - Scott Mckenna

The member of SLT will liaise with Assistant Head: Inclusion (and lead on behaviour), Assistant Head, Deputy Head or Head teacher as necessary.

On occasion and after sufficient warnings children are sent out of class. If this is the case they are sent to their parallel class.

Teachers should judge whether it would be more effective to call on learning mentors to prevent a child getting to the point where they are asked to leave or if a child refuses to leave.

Staff should consider whether it is appropriate to send a child with an Education Healthcare Plan (EHCP) to a paired class or not. It may be more appropriate to send the child with his / her SNA to a designated time out area (Inclusion manager / learning mentors / sensory room).

The governing body has the responsibility to ensure, in consultation with the Headteacher and staff, that the Behaviour Policy and Home School Agreement is communicated to and discussed with students, parents/carers and that it is consistent with the Earlsmead ethos.

Head teacher

It is the Head teacher's role to facilitate the management of the day-to –day implementation of the Behaviour Policy and its procedures.

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school.

Parents/Carers

The school recognises that it has a joint responsibility with families to teach and reinforce appropriate behaviour; therefore, we work collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order

We explain the school codes of conduct in the school Home School Agreement and we expect parents to read these and support them.

We try to build a supportive dialogue between the home and school, and teachers must inform parents immediately if they have concerns about their child's behaviour. If families have concerns about the way their child has been treated, they should initially contact the class teacher, then the head teacher then the school governors and finally if it is unresolved there is a formal grievance or appeal process.

Parents and Carers have the right to expect the school to provide a protected and positive environment for the education of their child(ren). Parents and carers must take responsibility for the behaviour of their child(ren) both inside and outside of school. Parents and carers can expect to have their views on the Behaviour Policy welcomed. Parents / Carers are expected to make an appointment with staff members to discuss any concerns they have.

We believe the home/school partnership to be crucial in maintaining high standards of behaviour and promoting high attainment.

Parents must take responsibility for their child, if excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Staff and Parents / Carers have a mutual responsibility to communicate courteously with one another. If this breaks down as a result of aggressive or abusive language or behaviour, staff are subject to the school's disciplinary processes and parents / carers risk legal action being taken against them and the possibility of being banned from the school site.

Rewards

Our reward systems are based on praise and encouragement and the powerful, positive effect this can have on behaviour and motivation.

At Earlsmead we recognise the importance of focusing on the positive and we aim to catch children doing the right things. Examples of positive practice include:

- Acknowledging effort through praise both private and public
- Sending to colleague or Senior Leadership Team to show good work
- Noticing and rewarding desired behaviours (stickers, notes home, special activities)
- Record children's names under a smiley face on whiteboard
- Whole class, 'Behaviour Wall' bricks on a chart / pasta / marbles in a jar
- Dojo points.
- Praise cards to send home
- Speaking respectfully and encouragingly to children
- Smiling

- Valuing children's work i.e. through sticker assembly, sharing in class good work assemblies and through displaying it.
- Listening to children
- Being interested and showing this
- Appreciating children's contributions and efforts through feedback and marking.
- Devising well differentiated, challenging and stimulating lessons

We also operate a system of tangible rewards some of which are KS specific. We believe that a wide range of whole school, class specific and individual rewards should be available. These include:

- A whole school dojo system, outlined overleaf.
- A whole school system of acknowledging effort and behaviour (Sticker and Good work assemblies) outlined overleaf.
- Privileges i.e. showing work to other teachers, stickers from senior members of staff, special person for the day, class monitors (with clearly defined roles)
- Privileges outside of the lesson i.e. extra playtime, good work assembly, jobs.
- Individual certificates i.e. class star of the week

The reward of rewards is monitored.

DOJO SYSTEM: KEY PRINCIPLES

- Dojos cannot be taken away once they are awarded.
- Dojos can be awarded by any member of staff.
- Dojos can be awarded for attitude to learning and the development of particular skills i.e good listening, being polite or the scores in arithmetic / spelling tests
- Teachers to decide in Key Stages, the criteria for awarding dojos and to ensure that these are shared with children and displayed in class.
- Teachers negotiate with their class how many dojos contribute to one merit.

BEHAVIOUR	PROCESS	RECORDING/ MONITORING	WHO TO CONSULT
<p>Criteria for awarding Dojos is to be discussed and decided at KS. Dojos can be given for:</p> <ul style="list-style-type: none"> • A good piece of work or homework that shows marked progress and/or effort i.e. learning tables, spellings, independent research • A positive oral contribution in class • Improved listening skills • Helping others • Returning homework on time • Performing a particular job well i.e. being a ‘Buddy’, a library monitor, a ‘Playground Friend.’ • Playtime behaviour: helping resolve potential conflict situations, lining up sensibly. • An accumulation of Dojo Points. 	<p>Children need to understand what they can earn a dojo for and why they have earned it.</p> <p>Children accumulate Dojos over the course of an academic year (potentially earning up to 100 – approx 18 per half term). Children visit the merit shop to get a prize when they receive the following amount of Dojos. They are also given a certificate.</p> <p>45 Dojos (KS1) 75 Dojos 150 Dojos 225 Dojos 300 Dojos</p>	<p>Dojos are recorded on the online system</p>	<p>Emphasis importance of taking certificates home to share with parents/carers. Let parents/carers know that their child has achieved a particular certificate.</p> <p>At the start of the academic year emphasis needs to be on making sure all parents are on the Dojo system. Instructions are to be given via letter at the start of the year, this can then be reinforced at the Meet the Teacher Evening. TAs should then proactively chase up via call and meeting of parents.</p>

**WEEKLY KS1 & KS2 STICKER ASSEMBLY
WEEKLY GOOD WORK ASSEMBLY**

KS STICKER ASSEMBLY	BEHAVIOUR	PROCESS	RECORDING/MONITORING	WHO TO CONSULT
<p>These take place weekly and is a vehicle for teachers to award 2 pupils</p>	<p>As with Dojos but more immediate i.e. a sticker and public acknowledgement is given within the week.</p>	<p>Class teacher to record 2 names on a shared document in the drive . Reasons for sticker being awarded must also be included.</p> <p>Children to be called out to front of assembly to be given sticker and teacher leading assembly to share and celebrate the reason for it being awarded.</p>	<p>KS Leader to share document at the start of each half term.</p>	<p>KS phase leader</p>

Classroom Charter

The Classroom should be a calm place to help us learn. As a result, each class has a Classroom Charter that supports the behaviour for learning we would like to see in each class.. This is written and developed with the children.. It should be phrased positively. It should be displayed and referred to. Suggested phrases are below.

- We speak and treat each other respectfully.
- We follow instructions from adults.
- We look after our classroom equipment and respect other people's belongings.
- We walk safely and sensibly in our classroom and all other areas of our school building.

Consequences and Interventions

We use interventions and consequences to promote positive behaviour and we believe that they are most effective when used sparingly.

In considering interventions we look at the circumstances and causes of behaviour and ensure that the behaviour is what we are focusing on using restorative practice and an empathetic approach..

We are committed to supporting pupils and work to pre-empt escalating behaviour problems.

We are committed to working as a team, taking a multidisciplinary approach to ensure the early identification of those most at risk, to establish a support programme including early intervention strategies – programme of short courses on specific elements of Social, Emotional and Behavioural skills – the PSHE curriculum, support from Learning Mentors and Assistant Headteacher, inclusion.

We regularly undertake an audit to inform the school's improvement plan and to identify targeted training for staff to address any priorities in the application of the policy.

Our overriding principles in implementing consequences and intervention are:

- They must be applied fairly and consistently by all staff.
- They avoid whole group sanctions that punish the innocent as well as the guilty.
- They must be restorative and reflective, so that the child knows the reason for the sanction and how to improve their behaviour.
- They should take account of individual circumstances.
- They should minimise the likelihood of recurrence of the inappropriate behaviour so that effective learning may take place subsequently.
- Consequences must not include missing areas of the curriculum i.e. swimming, ICT and P.E.

However, pupils must be made aware that actions have consequences. Pupils may need to be reminded and explicitly taught clear boundaries for their actions. Where boundaries are breached, sanctions, increasing in seriousness will be applied.

All members of staff must ensure they are aware of the regulations regarding the use of reasonable force by staff, as set out in DFE Guidance related to Education and Inspections Act 2006. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, is causing serious damage to school property or seriously disrupting good order and discipline in the classroom. The actions that we take are in line with government guidelines on the use of restraint of children.

KEY PRINCIPLES:

- We consult with Parents/Carers at the very start of a problem and involve them every step of the way.
- We expect children to listen carefully to instructions, to try their best and not to misbehave or disrupt teaching and learning.
- We plan our curriculum and organise our day and classroom environment to avoid/pre-empt incidents occurring. A well differentiated curriculum, establishing and regularly referencing Class Charter and routines, an ordered and stimulating classroom environment, a seating plan that considers ability and class dynamics.
- We explicitly teach key skills i.e. listening, lining up, hands up to speak etc. to children and develop these through the curriculum i.e. circle time, assemblies, class councils.

However, where misbehaviour does occur, it can often be effectively managed within the classroom environment by the class teacher. We use a warning system.

BEHAVIOUR	STRATEGIES/SANCTIONS	RECORDING /MONITORING	WHO TO CONSULT
Good Behaviour in line with Class Charter.	Children are praised.		
<u>Low level disruptive behaviour</u> Poor listening, calling out, fidgeting, not taking turns / sharing, distracting others, not completing work (despite it being appropriately differentiated and understood), not following clear instructions.	<ul style="list-style-type: none"> • Acknowledge good listening or what has been done well, give guidance on next steps and reinforce timescale (egg timer) for completion. • Ask the child to repeat back instructions. • Move child near to you / support staff member / on their own (relook at seating plan / class dynamics). • Use eye contact and focused questioning to refocus them. • 1:1 talk between child and class teacher or classroom assistant, in private if more appropriate. • Positive reinforcement i.e. send them to show good work to home / 	Online Behaviour Records.	Parents/Carers – need to be fully informed and contact is recorded in the class behaviour book. If despite explicit teaching of key listening skills and the implementation of strategies, behaviour persists, consult with KS phase leader or person with pastoral responsibility for your year group and or Inclusion Manager (consider whether a Behaviour Book is necessary and if so an IEP)

	<p>someone else.</p> <ul style="list-style-type: none"> ● Redo / complete task in own time i.e. during break. This will need to be supervised by class teacher. Children must be allowed to go to the toilet. <u>We never keep children after school.</u> ● Take work home to complete. 		
<p><u>Higher level disruptive behaviour</u> Refusing to follow adult instructions, answering adults back, teasing or swearing towards peers (not including homophobic or racist language – this is dealt with separately), intentionally or carelessly destroying school property</p>	<ul style="list-style-type: none"> ● Clearly identify the unacceptable behaviour so that it is understood by pupil. If it persists let them know they will get a warning. If it does persist let them know they have a verbal warning and their name will be put on the board.. ● If it continues, give the second warning, again ensuring that the child knows what it is for - the child has a tick put next to their names.. ● Emphasise the consequence of a third warning and how the child can avoid this happening. ● If the behaviour persists and the third warning is given, the child's name has a further tick next to and they are sent to parallel class and this is recorded on line in the 'Class Behaviour Records' area. ● Child is sent with an adult / sensible child to a paired class with appropriate work. Period of time they need to spend there is indicated. ● Ensure the child is also made aware of the period of time (try to not make it longer than 20 minutes in KS2 and between 5 and 10 in KS1). ● On return to class, child's name is taken off the board.. Ensure that it is clear to the child that it is a fresh start. ● If behaviour persists, 	<p>Online Behaviour Records and CPOMS where necessary.</p>	

	<p>initiate the same process but on the third warning, send the child to KS phase leader.</p> <ul style="list-style-type: none"> ● KS phase leader to consider whether to involve Assistant Head / Deputy. ● 		
<p><u>Seriously disruptive behaviour</u> This refers to the more serious misbehaviour that affects the equilibrium of the school ethos and is not easily managed within the classroom environment. The class teacher must involve families, notify other relevant staff including SENCo, KS coordinator, Assistant Head/Deputy as appropriate.</p> <p>Adamant refusal to follow adult instructions, swearing at an adult, deliberate destruction of work or equipment, vandalism, stealing, persistent name calling or direct racial, sexual, homophobic abuse, threatening behaviour / words, acts of violence</p>	<ul style="list-style-type: none"> ● Send straight to Assistant Head or where appropriate Learning Mentor who will decide whether to involve Deputy or Head, with an adult / sensible child and note. ● They will talk with perpetrator and victim. ● They will contact parent / carer. ● They will consider possible consequences: internal / external fixed term exclusion. ● They will record the incident along with the action taken to deal with it. ● They will consider whether community police should be involved. ● If damage to property, send to show other staff i.e. if to a book, send to the literacy coordinator. Repair/replace item (consult with parent/carer) ● Incident recorded/ 	CPOMs	<ul style="list-style-type: none"> ● As above – Formally meet with Parent/Carer ● Also consult with Learning mentors. ● Consult with Deputy/ Assistant Head re: Behaviour book (If so, IEP will also have to be completed) <p>Parent/Carer need to be fully informed. At this stage you should have evidence of notes sent home/phone calls or meetings with them.</p> <p>It is the responsibility of the class teacher to discuss serious concerns about the poor behaviour of individual children, groups or classes with the member of SMT who has pastoral responsibility for their year group:</p> <ul style="list-style-type: none"> ● Foundation stage – Foundation stage phase leader ● Yr 1 & 2 – KS1 phase leader () ● Yr 3 & 4 – KS2 phase leader (Adell Horbury) ● Yr 5 & 6 – (KS2 Phase Leader. Adell Horbury) <p>Class teacher should also consult with Inclusion Manager and Learning Mentors as appropriate.</p> <ul style="list-style-type: none"> ● SLT and Key Stage Phase leaders to consider raising issues within assemblies or within whole
<p><u>Serious behaviour that cannot be managed within the classroom</u></p> <ul style="list-style-type: none"> ● Serious and wilful vandalism of 		If any member of	

<p>school property or building</p> <ul style="list-style-type: none"> ● Persistent stealing ● Violent behaviour causing deliberate injury ● Evidence of repeated incidents of bullying ● Dangerous or violent behaviour in the classroom ● Abuse/assault or threatening behaviour towards staff or parents ● Dangerous refusal to follow instructions ● Leaving school premises without permission ● Bringing a weapon into school. 	<ul style="list-style-type: none"> ● Time out of class supervised by Assistant Head/Deputy/Head teacher ● Family invited to school for formal discussion. ● Targets set with child and family for improvement ● Involvement of other agencies involved i.e. The Educational Welfare Service, Social Services. ● Fixed term internal/external exclusion ● Permanent exclusion 	<p>staff has had to become physically involved in restraining a child, an incident report needs to be completed and given to the Head teacher.</p> <p>Child involved has to complete an incident report. Adult can act as scribe if necessary.</p> <p>Any sort of exclusion has to be recorded using the appropriate documentation (only the Head teacher can make a decision to exclude)</p>	<p>class sessions</p> <p>Parent/Carer, Assistant Head, Deputy or Head teacher. Any of the agencies listed above (in consultation with Inclusion Manager) or any of the senior members of staff mentioned). Teacher to give work for child to cover the period of exclusion</p>
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PLAYGROUND BEHAVIOUR - UNDERLYING PRINCIPLES:

- We explicitly share and teach what our behaviour expectations at playtimes are to children through assemblies, P.E. and the PSHE curriculum for example, how to resolve conflict, lining up, use of playground equipment, Playground Friends, Lunchtime clubs.
- We ensure that good behaviour is recognised through SMSAs awarding stickers, through teachers recognising and celebrating it in assemblies.

BEHAVIOUR	STRATEGIES/SANCTIONS	RECORDING/ MONITORING	CONSULT WITH
Behaviour that contravenes Playground Code of Conduct.	<ul style="list-style-type: none"> • All staff must take children’s concerns seriously. Telling a child to, ‘Play somewhere else’ or to ignore it’ is not acceptable. • In situations where a child complains about another, the two children should be brought together and given the chance to explain what happened. The children should agree who is going to speak first and both must listen to the others point of view. The adult must then try to come to some sort of consensus in line with our policy. Both children should be clear about what will happen next and what to do if the incident occurs again. • A child may be asked to stand away from another child at the wall for, ‘time out’. This should be for a specified, short period and the reason needs to be explained to the child. • Persistent poor behaviour could result in the loss of playtime. This will have to be supervised by the member of staff making this decision. Children should still be allowed to go to the toilet, have a drink or piece of fruit (KS1). • SMSA’s should report incidents to Class teachers immediately if very serious or via a system of post it notes, given to the class teacher at the end of play. These post it notes need to be signed and dated by the member of staff. • If a child is causing serious concern at lunchtimes and is not responding to specific strategies put in place by staff, then in extreme circumstances the child may be excluded for lunch by the Deputy Head/Head teacher. This might be internally supervised or the child might be sent home for lunch for a period of time. • If a child deliberately and <u>seriously</u> injures another child, they need to be brought directly to Assistant Head/Deputy/Head teacher, who will further investigate matter and liaise with parents/carers. 	<p>SMSAs to use post it notes to inform child of poor behaviour.</p> <p>CPOMS where appropriate.</p>	<p>Class teacher (CT to inform parent/carer) Head SMSA</p> <p>Class teacher, Head SMSA, Parent/Carer, Assistant/Deputy Head</p>

Monitoring, Review and Evaluation

We will conduct an audit of behaviour during the second half of the Summer term in order to measure the effectiveness of this policy. The audit will inform our SEF and SDP and lead to the identification of targeted training for staff to address any priorities in the policy application.

Key stage staff teams which meet fortnightly should include elements of policy, procedures and strategies in their meetings. Support staff to meet with Lead Teaching Assistant for the same purpose. SNA's to meet regularly with Inclusion manager, Lead SMSA to meet with Assistant Head fortnightly. Learning Mentors to meet with Assistant Head fortnightly.

As part of our monitoring process we need to know that our policy is fair. We will therefore be monitoring the distribution of rewards and interventions..

The school keeps a variety of records of incidents. Class teachers and members of Support staff record incidents that may occur throughout the day including breaks and lunchtime. The Assistant Head, Deputy Head and Head teacher record those incidents where a child is sent to them on account of behaviour, racist incidents, incidents that involve the use of restraint by members of staff and documentation related to exclusions. SMSAs record incidents that occur at lunchtime online.

Records of children with SEN are regularly reviewed in accordance with the Code of Practice.

We keep a register of Children at Risk of Exclusion.

Pastoral Support Plans for pupils at risk of exclusion are regularly reviewed.

Pupil Action Plans for children on the Learning Mentors registers are regularly reviewed.

It is important that all records are consistent, accurate and record the action taken as well as the solution. This is for monitoring purposes as well as evidence.

Appendix to Behaviour Policy

Strategies and Resources to support children with Autism

Key Approaches

SCERTs Model

We use the SCERTS model because it recognises that many behaviours are coping strategies. **The acronym “SCERTS” refers to the focus on:**

“SC” - Social Communication – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

“ER” - Emotional Regulation - the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

“TS” – Transactional Support – the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

Positive Behaviour Support (PBS)

PBS is used to understand behaviour whilst respecting the individual through a five step process (which relates to the assessment cycle as set out in the SEN Code of Practice):

- Initially, a functional analysis assessment is carried out that examines the function of a child's behaviour: what are they trying to achieve or communicate by behaving in a particular way? We use the STAR Analysis (See Appendix 1) or ABC Chart (See Appendix 2) to make this analysis.

Following this, these steps are followed:

- Behaviour support plans that identify setting, triggers as well as proactive, preventative and reactive strategies are put into place. (See Appendix 3)
- Implementation through direct support
- Monitoring and collecting data
- Evidence based evaluation.

Parents, Support Staff, teachers and Inclusion Manager meet each term (or more frequently if necessary) to review these plans.

Using these approaches within broader frameworks

It is possible for all of these approaches to fit into a broader 'framework', such as [SPELL](#). Richard Mills, former Director of Research at The National Autistic Society, said:

"SPELL encourages professionals to look at autism from the inside out, to recognise children's needs and the impact of their autism before deciding on a particular educational approach. It seeks to address issues such as complex behaviour and sensory sensitivity proactively. It also focuses on children's strengths. There are many examples of SPELL being used successfully in mainstream settings.'

Spell stands for **Structure, Positive, Empathy, Low Arousal and Links**.

Structure

The SPELL approach uses structure to make the environment of the child with autism feel more predictable, accessible and 'safe'. Structure can aid personal autonomy and independence by reducing the person's dependence on others.

In terms of the curricular/activity/event environment this would include well-structured visual schedules, plans and routines providing:

- advance warning of what is about to happen
- help with staying on task during activities (e.g. visual reminders and reinforcers)
- visual support alongside spoken instructions (perhaps using devices such as PECS symbols)
- Isolation of the central idea or key information
- Clear, concrete expectations (again illustrated visually, e.g. with photographs of what the finished task should look like).

In terms of the physical and sensory environment, 'structure' might take the form of well defined spaces used for a designated purpose. Teachers and staff might use symbols ,photographs and pictures to show exactly what is happening in a space or where something is kept. The social environment might be given more 'structure' by use of interventions such as **Social Stories™**

Positive (approaches and expectations)

Schools and services using the SPELL 'framework' work positively with a person's autism and their learning style. This might take the form of 'embedding' aspects of a person's special interest within a target learning activity, or using access to their special interest as a motivator or reward for trying something new. SPELL is also positive in that it precludes the use of punishments etc.

Many people with autism may avoid new or potentially difficult experiences, but the use of structure and supportive rehearsal can reduce anxiety help the person to tolerate and accept such experiences and develop new horizons and skills.

Empathy

This aspect of the SPELL framework focuses on staff attitudes to, and knowledge of, autism and how it uniquely affects each person on the autism spectrum. Being able to 'think' and 'see' like a person with autism is key.

Low arousal

This aspect of SPELL relates to measures taken to reduce anxiety and aid concentration.

Distractions are minimised as far as possible. Steps are taken to remove potentially aversive or distracting stimuli (e.g. noise levels, colour schemes, odours, lighting and clutter) and to manage the ‘demand environment’.

This aspect of SPELL would also relate to how staff respond to and manage difficult behaviour; for instance, managing incidents and aggression with calmness and a positive disposition.

Links

This aspect of the SPELL framework relates to communication between staff/teachers and also between parents and staff/teachers. The objective of this component of SPELL is to provide consistency of approach. Good practice would include regular opportunities for multidisciplinary communication that involve parents and of course the person with autism!)

Appendix One

STAR (Setting, Trigger, Action, Response) analysis¹

- aims:** 1. To identify events, activities, objects, people in the child’s environment which draw out the undesirable behaviour.
2. To identify what the communicative function of the behaviour is.
3. To decrease undesirable behaviour and increase desirable behaviour.

setting	trigger	action	response
This column is for recording where and when a particular behaviour occurs: time of day; classroom conditions including activities, what adults and children were doing, sensory information; child’s health and mood; and what was happening immediately prior to the incident.	This column is for recording what appears to have triggered the particular behaviour: a sensory event; a misunderstanding; movement by someone; something the child is frightened by or wants to avoid; ‘the last straw’ emotionally.	This column is for recording the resulting behaviour of the child here. What did they do?	This column is for recording the detailed outcome from the child’s point of view. What did the child, peers, adults do next? What did the child find rewarding or gain from their behaviour, making it more likely to re-occur?

analysis: What is the child trying to communicate with this behaviour? What is the child trying to achieve by behaving this way? What triggered the behaviour? What kept it going?

Zarkowska and Clements (1994)

¹ Upchurch, S. (2006)

Appendix 2

ABC chart

This ABC chart can be used to record behavioural concerns. 'A' stands for antecedents, that is, what occurs immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information. 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like. 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information regarding other people's responses to the behaviour and the eventual outcome for the individual. It can also be a good idea to keep track of where and when the behaviour occurred to assist in identifying any patterns.

<u>Date and Time</u>	<u>Antecedents</u>	<u>Behaviour</u>	<u>Consequences</u>	<u>Other Comments</u>

Appendix 3 Behaviour Plan Proforma

Description of Behaviour/ triggers	Purpose/function	Early intervention (Active)	Adult intervention (Reactive)
<p>Preventative strategies (Proactive) (Please add to or delete this list where appropriate.)</p>			
<p>Calm, structured and predictable environment with clear expectations</p> <p>Visual timetable</p> <p>Classroom rules displayed nearby in room for reference</p> <p>Prior warning of changes</p> <p>Clear and precise instructions using minimum language</p> <p>Sit him near the front of the classroom where it may be easier for him to focus on the teacher</p> <p>Set up a work station away from distractions where he do his work</p> <p>Practical learning activities, multi-sensory approach</p>	<p>Explicit teaching of emotions – recognition and understanding, linked to body sensations and coping strategies</p> <p>A means to indicate that he needs help – traffic light system maybe?</p> <p>Social Story about good learning habits and why it is important that he does not distract his friends who are there to learn, just like him.</p> <p>Explicit work around good and bad choices, relating particular behaviours to consequences and feelings</p> <p>Adults to check his understanding of task, and to offer additional support if needed:</p> <ul style="list-style-type: none"> ● May need to have activity modelled ● May need written task schedule to follow ● May need example 		

<p>Timetable that includes learning/movement breaks</p> <p>Gentle but firm approach</p> <p>Motivating reward system linked to home e.g. star or tick chart linked to getting his own play station ,or some other very motivating item that he really wants</p> <p>Positive reinforcement</p>	<p>Taking part in a Social skills group focussing on turn-taking, appropriate things to say to others, acceptable behaviour in different social situations.</p> <p>Good communication between home and school to alert each other of Xs mood/arousal levels, incidents and positive behaviours seen in both contexts.</p>
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