

Newbottle and Charlton C.E.V.A. Primary School

*'Let all that you do be done in love';
Every Person Matters, Every Moment Counts*

Address:
Green Lane
Charlton
Banbury
Ox17 3DN

Tel: 01295 811480
Email:
[bursar@newbottle.northants-
ecl.gov.uk](mailto:bursar@newbottle.northants-ecl.gov.uk)

Headteacher: Mr Peter Smith

Chair of Governors: Mr Chris
Coopman

BEHAVIOUR POLICY

(Statutory – Annual review)

Adopted by the Governing Body on [Date]:	Sept 2024
Chair of Governors Signature:	Chris Coopman
Date of next review:	Sept 2025



Newbottle and Charlton CEVA Primary School

Behaviour Policy

Introduction

Newbottle and Charlton CEVA Primary School is a caring and nurturing school and we treat each child as an individual. We believe that every child has the right to safely belong to our whole school community.

This behaviour policy (based on a therapeutic approach) should be the plan for the majority of children. In addition to this, some children may require a plan to formalise strategies that are specific to their needs and may differ from the policy. Others may need a more flexible and dynamic approach at times of high anxiety, change or in specific circumstances. This policy provides a framework that enables all staff to use consistent language and methods when dealing with behaviour and safety.

Aims

- To promote an environment where we help our pupils to make pro-social behaviours choices
- To support children in understanding that they are responsible for their own behaviour that it has an impact on themselves and others
- To build a community that sees the importance of demonstrating our Christian values, school rules and having empathy for others.
- To ensure that pro-social behaviours are taught, encouraged and recognised
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement
- To promote self-esteem, self-discipline and good relationships which enable children to become positive citizens of the school and the outside community
- To use therapeutic protective and educational consequences to support an understanding of pro-social choices and the consequence of antisocial actions
- To ensure there is a culture within our school that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a proactive working relationship with the school to support the needs of their child(ren).

We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

The aim of the policy is consistency in practice. All staff are expected to deal with behaviour consistently.

This means in practice that we will strive to use:

- Consistent language: A consistent response, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' in the classroom; teachers taking responsibility for behaviour interventions, seeking support when appropriate.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations
- Consistent respect from the adults: Even in the face of disrespectful learners.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistent reinforced rituals, routines for behaviour around the school.
- Consistent environment: Display the quality of a good primary school, consistent messages which echo our core values.

Legislation, statutory requirements and statutory guidance

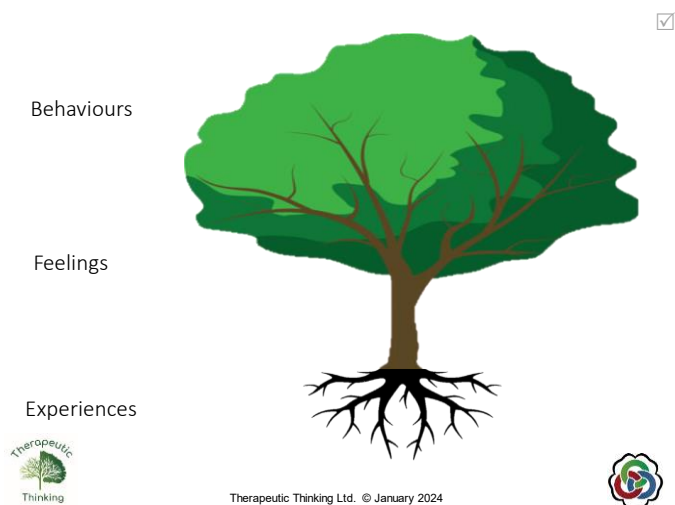
This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

What is a therapeutic thinking approach?

A therapeutic thinking approach to behaviour prioritises the pro-social experiences and feelings of everyone within the dynamic.

At Newbottle and Charlton CEVA Primary School, we firmly believe that positive experiences create positive feelings. Positive feelings create positive (pro-social) behaviour. The Therapeutic tree illustrates this:



At Newbottle and Charlton CEVA Primary School we believe in a therapeutic approach to behaviour management. Our aim is that children leave our school with the skills to be positive members of the community and an understanding of the intrinsic reward that pro-social behaviour brings.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected at Newbottle and Charlton Primary School
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated"
- Facilitating learning about relationships and behaviour
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children

The Governing body are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher (HT) to account for its implementation

The Headteacher(HT) and Inclusion Lead are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping an unsuitable game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Promoting our Christian ethos and planning a programme (including Circle Time) to promote pro-social behaviour.
- Ensuring that new pupils understand the procedures and guidelines that are in place.

Parents and carers are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Definitions

Behaviour

- Everything a person says or does. How you act or conduct yourself, especially towards others.

Behaviour is a communication. The function of behaviour refers to all environmental factors or stimuli that help to understand why the behaviour is occurring. All behaviour has a function.

Pro-Social Behaviours

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Creates helpful feelings in self and others
- Behaviour which benefits other people or society. For example:
 - Positive interactions and relationships with peers and adults (tone of voice/ body language)
 - Acknowledgement of own feelings, using positive language to support their needs ('I need help/ I am finding this tricky/ I felt cross when I got that wrong')
 - Identify and understand accept mistake are learning opportunities
 - Identify, reflect and repair antisocial behaviour choices
 - Respect the right of themselves and others to learn

Antisocial behaviours

- Behaviour that may causes harm to an individual, the community or to the environment (this could be emotionally, mentally or with intent to cause harm.
- It is characterised as negative behaviour that falls outside the accepted norms and values of our school community.

Antisocial behaviour may be a conscious or subconscious behaviour choice. They are defined as the following:

- Conscious behaviour – unwilling to moderate or self-regulate
- Subconscious behaviour – unable to moderate or self-regulate

If antisocial behaviour is persistently causing harm to the same individual, staff should refer to the Anti-Bullying policy.

Difficult antisocial behaviour

- Behaviour that is antisocial, but not dangerous.

Dangerous antisocial behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

(It is important to be able to differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient)

Unsocial Behaviour

- Not seeking to associate with others but not to the detriment of self or others.

- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any incidents of bullying behaviour are taken very seriously (please see the school's Anti-Bullying Policy for more details).

School Behaviour Curriculum

Our school has three simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

1.	Be Ready	<p>We are always ready to work to the best of our abilities and take responsibility for our actions</p> <p>Examples of this in action:</p> <ul style="list-style-type: none"> ➤ Being ready in any place to start learning (e.g sitting quietly, been to the toilet, got drink, have book out) ➤ Being ready to move around the school by lining up quietly and sensibly ➤ Being ready to follow instructions so that the learning can start ➤ Being ready to learn by having the correct equipment ready to carry out work. ➤ Being ready to own up to mistakes and accept the consequences of our behaviour when sanctions are given
2.	Be Respectful	<p>We show respect for others and our school</p> <p>Examples of this in action:</p> <ul style="list-style-type: none"> ➤ Being respectful by talking in calm way, using kind language to members of staff and each other, showing our school Christian values ➤ Being respectful by showing good manners through words and actions ➤ Being respectful by actively listening to others and not interrupting ➤ Being respectful by taking turns in activities or through play ➤ Being respectful by not damaging the school building and school property/equipment ➤ Being respectful by moving around the school avoiding loud noises so as not to distract others ➤ Being respectful by accepting that others may have differing opinions and beliefs ➤ Being respectful by accepting and valuing each other's contributions; working with any member of the school. ➤ Being respectful by accepting decisions made by adults ➤ Respecting personal space
3.	Be Safe	<p>We help to keep ourselves and others safe</p> <p>Examples of this in action:</p> <ul style="list-style-type: none"> - Being safe by behaving in an orderly and self-controlled way - Being safe by using equipment in the correct manner - Being safe by following instructions - Being safe around school by always walking unless told otherwise - Being safe by showing good personal hygiene-i.e washing hands - Helping each other to be safe through modelling, discussing and reporting any worries.

We also understand that for some children following our behaviour expectations within the curriculum are beyond their developmental level. In this case, these children will have bespoke behaviour plans which may include rewards to reinforce pro-social behaviour.

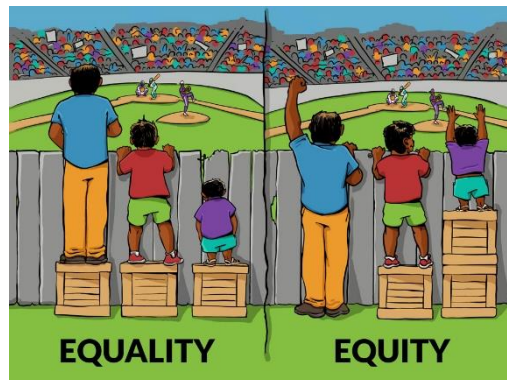
Equality vs Equity

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At Newbottle and Charlton Primary School, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.



Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

How can/will we teach/ support all learners with their behaviour?

It is vital that we support children to understand their behaviour and the impact that it has. At Newbottle and Charlton Primary School we will aim to do this in the following ways:

- Building positive relationships so that pupils feel valued, listened to and appreciated.
- Focussed teaching of pro-social behaviours
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising pro-social behaviour (really valued in every child – thanking them, proximal praise)
- Positive reinforcement including praise, celebration and reward (These are given as a result of pro-social behaviour, not as a bribe for pro-social behaviour)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low-level antisocial behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)

- Teaching children emotional language to discuss their feelings
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
- Put in place reasonable adjustments to their normal classroom practice to help support pupils where needed
- Work with pupils to understand any barriers to their learning and develop a plan for support strategies with them that considers their needs

Additional strategies for staff include:

- All staff to focus on the pro-social behaviours
- Be proactive when dealing with behaviour, rather than reactive.
- Praise in public, reprimand in private to avoid public humiliation.
- Acknowledging children's feelings
- Scan classroom - Maintain regular scanning of the children in your class - so you can see when they are off task, or a situation is developing
- Be prepared - clear routines for transition. Have resources ready to reduce waiting times
- Provide engaging learning or experiences
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and any developing situations.
- If a child approaches a member of staff to talk about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.

Responding to Pro-social Behaviour

The school believes the best way to encourage and ensure pro-social behaviour is to recognise it and sometimes reward it when we feel it is appropriate. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do, not just to get a reward.

The school uses an online whole school behaviour system called Track-it lights that enables staff to reward pro-social behaviour (coded as green behaviours), and to track un-social, antisocial (coded as yellow/orange behaviour) and dangerous antisocial behaviour (coded as red behaviours).

Praise, recognition, reward and celebration

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Learners should develop the understanding that pro-social behaviours can be rewarding in itself and can also bring about positive experiences and feelings in others.

We recognise that all of our children need recognition for pro-social behaviours. Children who are always demonstrating them should be noticed, as should those who are working hard to improve their

behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the 3 school Rules and for 'over and above' in their behaviour.

When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

- Verbal praise- lots of it to acknowledge pro-social behaviours we want to see (Staff support each other with positive praise-Tell other adults they have praised someone so they can also reinforce and praise too)
- Children showing work to other adults- including HT
- Stickers- Focussed on specific things- values, showing work to HT etc
- Positive Postcards- Instant written comment given to child sharing positive feedback which are then sent home that day
- Special Class Box- Collaboratively working as a class on a learning behaviour focus (ie. Listening to instructions, teamwork) with a delve into the box- Include special treats, prizes, class golden time, non-curricular activities.
- Recognition- Green Behaviours (using Track-it Lights)- When needed (during start of term/ key weeks) the class will have a focus with behaviour/learning behaviour (i.e. lining up quietly) they are working on and the aim is that all children will demonstrate this during the day. This will be recognised publicly through the whiteboard app (see below).



- Certificates
 - VIP of the week- focus on over and above following school rules/values/amazing learning behaviours
 - Subject specific certificates
 - Active Awards
 - HT Award- Nominated by children and staff
- Headteacher Tea every month (Children invited through nominations by staff)
- Achievements in Sport- Team of the Term (Having a sports focus to work on as part of the school team (Air, Earth, Water, Fire) in and out of class.
- Children been given positions of responsibility

Supporting all learners to maintain pro-social behaviour

Reminder or redirection- Some children will require a reminder or redirection to continue to show pro-social behaviours; the adult will select a strategy appropriate to the situation.

These may include:

1. Proximity praise – praising the children who are near to the child for their pro-social behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'

4. Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
5. Quiet verbal reminder of a recent example of their pro-social behaviour.
6. Moving the child to sit closer to an adult.
7. An adult moving to sit closer to the child.
8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'

Some children will require differentiation or reasonable adjustments to enable them to continue to show pro-social behaviours. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Sitting in a specific space of their own or in a different way
3. Being met and greeted on arrival by a member of staff
4. Movement/sensory breaks
5. Time to talk 1-2-1 with staff

Responding to unsocial or antisocial behaviours

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour (unsocial or antisocial)

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Staff will initially use the strategies detailed above to encourage pro-social behaviour, however there will be times when children need additional support to learn about their unsocial and antisocial behaviour through the use of consequences

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Examples of unsocial behaviours are:

- Refusing to carry out the work set
- Not listening to adults or following instructions given to them
- Not being on task- negative attitude towards lesson
- Choosing to do another activity than the one asked of by an adult
- Leaving their table/carpet space without permission

Examples of difficult antisocial behaviours are:

- Disruptions in lessons- shouting/calling out/ talking over others
- Continued interruptions
- Answering back, mimicking
- Disrespecting an adult/ other pupils
- Name calling
- Distracting others- drawing attention to themselves that is not dangerous
- Repeated breaches of our school rules
- Small damages to school property

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

Dangerous antisocial behaviours can be classified as:

- Physical aggression e.g., hitting, kicking, punching, spitting, fighting
- Verbal aggression e.g. serious name calling swearing, racist, sexist, homophobic or discriminatory behaviour
- Serious damage to property e.g. theft, vandalism
- Any form of bullying (see anti-bullying policy for more information and definitions of forms of bullying)
- Leaving an area without permission- including classroom and school
- Smoking/Vaping
- Possession of any prohibited items- such as knives, tobacco, alcohol, fireworks
- Sexual violence or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in a consequence.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Consequences act on internal discipline by creating a learning opportunity directly relating to the antisocial behaviour.

At Newbottle and Charlton CEVA Primary school, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their unsocial and antisocial actions.

We will use two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them to teach pro-social behaviours to our children, whilst keeping them in a safe learning environment. Certain behaviour incidents may not require a protective consequence but there must always be an educational consequence.

Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Alternative teaching space (Internal Referral- See more details below)
- Suspension or Permanent Exclusion (see separate policy for more details)

Educational consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks - Children may need to miss their break or lunch time (with a staff member from their class or from Headteacher/Inclusion lead) to catch up on work they have not completed due to their behaviour choices.
- Rehearsing
- Assisting with repairs
- Educational opportunities (which could happen within an internal referral) e.g. research
- Whole class/small group PSHE lessons on specific topics
- Restorative conversations
- Reflect and Reset Time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process

The Headteacher or Inclusion Lead will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours.

Adults' responses to antisocial behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- 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 playground"
- Disempowering the behaviour e.g. tactical ignoring - "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....."
- Alternative place to carry out work (limited time)
- Physical Intervention (Reasonable Force)- There are situations when physical intervention may be necessary. Staff are trained how to safely use physical intervention. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
 - Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the electronic system Track-it Lights and reported to parents via phone call, face-to-face or via email.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Reflect, repair and restore

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The school uses a reflect and reset intervention tool when what happened needs unpicking, to help children reflect on what happened and work out how they could have acted differently and more appropriately.

Adults will follow the steps with the children involved. It is important to follow the steps with both/all children to allow them to understand the differing views and how the incident made each person feel.

EYFS/Key Stage 1 Reflect and reset questions

1. What choice did I make?
2. How was I feeling?
3. What could I do differently next time?
4. How can I /we move forward?

Key Stage 2 Reflect and reset questions

1. What choice did I make?
2. Can I explain my reason?
3. How was I feeling?
4. Does the size of your action match the problem?
5. What could I do differently next time?
6. How can I move forward from this?

Internal Referral

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the headteacher or inclusion lead (or appropriate adult directed by HT/Inclusion lead) and will be removed for a maximum of one hour depending on age of child.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom (an internal referral).

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Graduated Response

Pupils whose behaviour needs additional support may require a more targeted response. Staff will refer to the Therapeutic Thinking Graduated response (See Appendix B) and use the analysis and planning tools to create personal behaviour plan. These are overseen by the Headteacher and Inclusion Lead to ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who require a Behaviour plan (either Therapeutic Plan or Risk reduction plan) are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Including:

- Short, planned movement breaks for a pupil with SEND who finds 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
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying antisocial behaviour may have unidentified SEND

The school's Inclusion Lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Recording, Reporting and Communication

If unsocial/difficult antisocial behaviours are starting to be more than a one-off then they will start to be recorded electronically on our electronic system- Track-it Lights. This allows for common patterns to be identified as well as providing a record to refer back to (These will be marked down as an orange or yellow behaviour). The headteacher or inclusion lead will record all dangerous antisocial (red) behaviours on the electronic system.

Communication with Parents/Carers

Parents will be regularly informed of pro-social behaviour examples through teacher/parent dialogues, assembly certificates shared and rewards. Parents will be informed if ongoing negative behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. Class teacher will discuss with parent/carers informally any child showing frequent unsocial or difficult antisocial behaviours unless there is a clear communication from headteacher or inclusion lead that they will do so. This can be meeting the parent face-to-face (not near other adults), via phone call or email depending on the parent/carersinvolved (and their preferences), time of day or behaviour displayed.

Patterns of unsocial/antisocial behaviour will be reported to the headteacher and/or inclusion lead who may decide to meet with parents more formally and draw up a plan to support that child. If a child is sent to headteacher or inclusion lead they will investigate the incident and decide on any consequences that need to be applied.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Each case will be dealt with individually. To try to prevent this from happening the Inclusion lead may work with the class teacher and parents to create a support plan for children when they have first presented some challenging behaviour.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Confiscation and Searches

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches haven't happened in Newbottle and Charlton primary school, but it is good practice to have clear guidelines if it was to happen. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Due to the age of the children it is normal practice for staff to go into a child's bags and drawers to support them in getting the right equipment for lessons.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers of the search

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site Poor Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable for their age, special educational need or disability they may have.

Teachers may need to apply sanctions when:

Misbehaviour (antisocial behaviours) when the pupil is:

- Taking part in a school-organised or school related activity- Including school trips or
- Travelling to or from school or
- Wearing school uniform or
- In some other way is identifiable as a pupil at the school.

Or misbehaviour (antisocial behaviours) at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour (antisocial behaviours) the teacher can only apply sanctions when the pupil is under the lawful control of the member of staff.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Multi-Agency Safeguarding Hub-Safeguarding.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and a statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive handling (Team Teach Programme)
- The need of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Learn and appreciate children's Adverse Childhood Experiences and how they may impact children's behaviour.

Behaviour management will also form part of continuing professional development.

Monitoring

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture (yearly)

The data will be analysed every long term by the headteacher/Inclusion lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring of this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the governors.

The written statement of behaviour principles will be reviewed and approved by the governors annually

Appendix A

Unsocial or Antisocial Behaviour	Protective/Education Consequence	Record Keeping on our Electronic System
Not being on task/ doing other things than what has been directed to them/ getting out seat repeatedly (Not having a detrimental impact on others' learning)	De-escalation techniques used Class teacher to have restorative conversation with pupil	None- unless repeated within short time (in lesson or other a few days) Recorded as an orange (Repeated) behaviour then parents/carers to be contacted
Child does not carry out work/complete to required standard in a lesson (Not having a detrimental impact on others' learning)	De-escalation techniques used The child could complete work with the class teacher at break time/lunch time. They could be asked to continue work when the class is doing something else.	Recorded as an orange behaviour Repeated- Recorded as a yellow behaviour then parents/carers to be contacted
Pupil not listening to adults or following instructions given to them.	De-escalation techniques used such as: positive phrasing or limited choice Completion of tasks in break/lunch HT/Inclusion Lead informed if affecting other's learning.	Recorded as an orange behaviour Recorded as yellow if repeated, affecting others' learning or a safety concern then parents/carers to be contacted
Not telling the truth	Discussion and reflect/reset with class teacher- Discussing the important of honesty	Recorded as an orange behaviour

	Teachers' direction to inform parents/carers unless repeated	If serious lie/repeated- Recorded as a yellow behaviour then parents/carers to be contacted
Low level minor friendship issue	Class teacher to have conversation with pupils involved (assist with repairing)- Teacher discretion to inform parents Restorative conversation with appropriate adult- Teacher/TA/Pastoral Assistant PSHE lessons could focus on issues arising in class	None- Unless a repeat occurrence where parents/carers will need to be contacted Repeated- Recorded as an orange behaviour then parents/carers to be contacted
Unintentionally hurting someone's feelings/or hurting someone physically	Discussion with appropriate adult Reflect and reset meeting if appropriate Depending on incident (i.e. injury)- teacher to contact parent/carer Increased adult supervision of games being played- Temporary	Recorded as yellow behaviour If the teacher is noting a recurrence of this kind of event then parents/carers will need to be contacted
Small damages to school or individuals property/work	Restorative conversations/assisting with repairs Parents/carers contacted depending on what item was damaged and if a repeated occurrence	Recorded as a yellow behaviour
Disrespectful behaviour inc. answering back, mimicking	De-escalation techniques used Reflect and reset meeting had by class teacher/HT/Inclusion lead If affecting other's learning and techniques not working- HT/Inclusion lead called for. Other educational consequences carried out if needed e.g. rehearsing, internal referral Teacher discretion to inform parents/carers unless red	Recorded as a yellow behaviour Recorded as red if repeated, affecting others' learning or a safety concern then parents/carers to be contacted
Shouting out, calling out, talking over others/ interruptions/ drawing attention to themselves	De-escalation techniques used Reflect and reset meeting had by class teacher/HT/Inclusion lead If affecting other's learning and techniques not working- HT/Inclusion lead called for.	Recorded as a yellow behaviour Recorded as red if repeated, affecting others' learning or a safety concern then parents/carers to be contacted

	<p>Other educational consequences carried out if needed e.g. rehearsing, internal referral</p> <p>Teacher discretion to inform parents/carers unless red</p>	
Physical response in a game – e.g. pushing, tripping, verbal unkind comments	<p>De-escalation techniques used</p> <p>Child to miss one/or more games</p> <p>Child to research rules of game or reflect on alternative response for next time situation occurs</p> <p>Restorative conversations with others if needed.</p> <p>Increased adult supervision of games being played- Temporary</p> <p>Teacher to inform parents/carers inc victim</p>	Recorded as a red behaviour and incident form completed
Refusing to go where asked or leaving the classroom without permission	<p>De-escalation techniques used</p> <p>HT/inclusion lead called to have restorative conversation/meeting</p> <p>Other protective consequences carried out including</p> <p>Parents/carers contacted by class teacher or HT/Inclusion lead depending on seriousness of incident</p>	Recorded as a red behaviour and incident form completed
Swearing	<p>Child sent to HT/Inclusion lead to reflect on use of inappropriate words</p> <p>Parents informed by HT/Inclusion lead</p>	Recorded as a red behaviour and incident form completed
<p>Any dangerous antisocial behaviours (intentionally) as a result of heightened anxiety/stress/ inappropriate physical response or hurting a peer.</p> <p>Physical aggression e.g., hitting, kicking punching, spitting, fighting</p> <p>Verbal aggression e.g. serious name calling racist, sexist, homophobic or discriminatory behaviour</p> <p>Serious damage to property e.g. theft, vandalism</p>	<p>De-escalation techniques used before sending pupil to member of HT or Inclusion lead (or HT/Inclusion lead comes to get child to take to appropriate space)</p> <p>Structured play arrangements may be made; e.g. Pupil has playtime not with the class/whole school</p> <p>Restorative conversation to repair damage and restore/reset relationships. Also to reflect on more appropriate responses.</p>	<p>Recorded as a red behaviour and incident form completed</p> <p>Anti-Bullying policy followed</p>

<p>Any form of bullying (see anti-bullying policy for more information and definitions of forms of bullying)</p> <p>Smoking/Vaping</p> <p>Possession of any prohibited items- such as knives, tobacco, alcohol, fireworks</p> <p>Sexual violence or harassment, meaning unwanted conduct of a sexual nature</p>	<p>Repair of equipment where possible and appropriate social story</p> <p>Parents/carers informed by HT/Inclusion Lead (a meeting called depending on type of incident)</p> <p>Depending on the incident- Internal referral or a suspension/exclusion may be appropriate</p>	
<p>Repeated incidents of the above</p>	<p>In addition to above-</p> <p>Parents/carers are informed and invited to meet with the class teacher and/or HT/Inclusion Lead.</p> <p>Class teacher to work with HT/Inclusion lead to follow the Therapeutic Thinking Graduated Approach to complete analysis and planning documentation, putting support strategies in place with</p> <p>Personal Behaviour Plans/ Possible EHCP procedure may be appropriate</p> <p>Possible suspension/exclusion</p> <p>Involvement of outside agencies</p>	<p>Recorded as a red behaviour and incident form completed</p> <p>Anti-Bullying policy followed</p>

Appendix B

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p style="text-align: center;">Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <input type="checkbox"/> Function of behaviour <input type="checkbox"/> Health and wellbeing <input type="checkbox"/> Context <input type="checkbox"/> Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.