



The Diocese of Ely

ACT Multi Academy Trust

**Agapé, Courage
Thankfulness**



**St. Michael's
Church School**

BEHAVIOUR POLICY

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St Michael's Church School: Statement of Behaviour Principles

1. Introduction

At St. Michael's Church School, we aim to provide all our learners with the best possible standards of education. We want our school to be a place where our young people can thrive, learn and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

As a Church school our values of Friendship and Respect are regularly visited through Collective worship and PSHE sessions with an aspiration for all to be The Best that they can be. Our nurturing approach includes an understanding that all behaviour is a means of communication, and our policy has been supported through the adoption of the Steps behaviour programme, implemented in many Cambridgeshire and Peterborough Schools. At St. Michael's Church School, we believe that high standards of behaviour and a corporate commitment to the school aims are key to enabling our children to flourish. Maintaining these high standards and expectations will enable learning and teaching to be the focus of classroom activity and children will feel physically and emotionally safe in the school.

We believe all of our learners have the ability and the right to learn and achieve. Learners are positively encouraged to be ready to learn, be respectful and be safe whilst at the school. Learners are awarded merits and house points for exceptional behaviour during the school day. Parents/ carers are regularly updated about each learner's behaviour achievements.

St. Michael's has three school rules that are shared frequently and understood by all:

- ★ Respect each other
- ★ Respect our environment
- ★ Be the best you can be

We want our school to be an environment which is safe, supportive and free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable. Please also read our school's Anti-bullying Policy for further advice and information – this is available on our school website.

2. Aims of Positive Behaviour policy and procedures

The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school and to provide a sound foundation to raise learner achievement.

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers which:

- explains the roles and responsibilities of all in the school community
- provides strategies and guidance for supporting positive behaviour and character
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline, and taking responsibility for one's own actions



- clearly defines expectations and outlines processes for upholding these expectations
- sets out how the school addresses some specific incidents of misconduct

3. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
-

4. Roles and responsibilities

The governors are responsible for monitoring the effectiveness of this behaviour policy across the school and holding the senior leaders to account for its implementation. School governors will receive regular reports on behaviour at meetings and will hold the Head Teacher to account for its implementation within the school.

4.1 The Headteacher

The Headteacher should work with all in the School Community to ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure that the St Michael's Church School approach to behaviour management is applied consistently.

4.2 All staff

It is the responsibility of **all** staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all learners, regardless of race, class, gender, sexuality or special educational needs, have fair and consistent treatment, which promotes positive attitudes and behaviour, and where learners recognise that bullying of any form will not be tolerated



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- encourage learners to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- set high standards and clear, consistent expectations and use the St Michael's Church School guidelines in the way they communicate with learners so that the expectations and practice becomes embedded within the learning environment
- strive to create a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to learners.
- expect a high standard of work and behaviour and to be fair and consistent with all learner behaviour
- follow this behaviour policy and procedures when the behaviour of learners is inappropriate

4.3 The Classroom Teacher

Style, pace and relevance of work are key elements in encouraging good behaviour and it is often useful to review the curriculum and to discuss teaching and learning strategies with colleagues when there are concerns about learners' behaviour in lessons. Examples of responses that might be taken within the classroom include:

- using the 'Step's language' and visual aids when dealing with classroom behaviour
- using all data and information available to ensure teaching is individualised and appropriate
- reporting all behaviours both positive and negative in the school's school information system (My Concern)
- changing the seating arrangements
- using emotion Coaching language.

4.4 Parents/Carers

Parents and carers are expected to:

- support their child in adhering to the 'St Michael's Church School' approach
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any of their own concerns about their child's behaviour with the school promptly
- attend meetings to discuss their child's personal development, behaviour and attitudes
- respond to phone calls when school staff call to discuss their child's progress

All staff, parents and carers, and learners are told about St Michael's Church School approach to encouraging positive behaviour when they arrive at the school, and are asked to sign to confirm their acceptance of these expectations in the Home- School agreement during the induction process



4.5 Children

Children will be nurtured to:

- Develop a positive self-image
- Learn to care for one another and their property and environment
- Develop an awareness of appropriate behaviour in a variety of situations, including self-control
- Develop a responsibility for their own learning
- Develop respect and tolerance for other's ways of life and different opinions

5. The Curriculum and Learning

5.1 PSHE

- The teaching of Personal Social and Health Education and Citizenship is an integral part of the curriculum at St Michael's Church School. The topics covered complement and reinforce the aims of the school behaviour policy. The work encourages pupils to assume responsibility for their own actions and to develop a sense of worth and a respect for others. Children are expected to and taught the meaning of "Do the right thing" and "Make the right choice." [Please see PSHE policy document]

5.2 Circle Time

- Circle time is an important element of the school's pastoral system. This creates a forum in which the values of the class can be established, discussed and reinforced on a weekly basis. Circle time is also an opportunity for children to express their thoughts and feelings about many aspects of school life and their own and others' achievements both socially and academically and to enjoy a feeling of belonging to the group. These values are also established or revised and reinforced through Collective Worship.

6. Supporting Behaviour Management

At St Michael's Church School we recognise that negative experiences create negative feelings, and that negative feelings create negative behaviour; whilst positive experiences create positive feelings, and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child/young person, their age, and any exceptional circumstances that affect the learner. To enable change, we need to understand the child/young person's behaviour not just suppress the behaviour.

6.1 Roots and Fruits exercise

The Steps 'Roots and Fruits' (See **Appendix 1**) exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child/young person's positive and negative experiences in life



that may have led to their negative feelings and behaviour.

Application

- This activity should be completed by the class teacher and/ or HLTA/ TA as soon as negative behaviours are persistently (3- 4 times) presented in the classroom.

6.2 Anxiety Mapping

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the learner's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps (**Appendix 2**), we can then cross-reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support.

Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

Application

- This activity should be completed by the class teacher and/ or HLTA/ TA following the completion of the 'Roots and Fruits' document.
- The learners views should be sought during this process.
- This information should then be discussed with the Assistant Head for Inclusion.

7. Praise, Reward, and Celebration

The school uses a reward system that focuses on and encourages positive behaviour. Each week, each classteacher nominates a pupil to receive a Super Citizen award or a Lead Learner Award in Friday's Celebration Collective Worship. This celebrates positive behaviour in line with our core values such as Friendship, Compassion, Happiness, Respect, etc

For those who adhere to our school rules and live and learn together successfully there is a merit system which rewards their achievement. Children can earn a merit for:

- Positive attitude to learning
- Resilience and perseverance (Growth Mindset)
- Achievements/progress in learning
- Kindness, thoughtfulness, ...
- Home Learning
- Going above and beyond the expected



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Merits are collected and exchanged for House team points (merits) which help to build a sense of team spirit and shared responsibility. They are collected by appointed House Captains and announced in Celebration Collective Worship. At the end of each half term, the winning House participates in a House celebration organised by their House Captains.

Merits are also collected individually as children work towards achieving individual merit awards throughout their school journey.

Award	Year Groups	
Smiley Face Awards	EYFS, Year 1 and Year 2	Red, Yellow, Green, Bronze, Silver, Gold and Purple
Star Awards	Year 3 and Year 4	Bronze, Silver, Gold and Purple
Merit Awards	Year 5 and Year 6	Bronze, Silver, Gold and Purple

Learners should develop the understanding that their positive behaviour can be rewarding and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the young person getting it right' through specific praise. This can be done by:

- Praise from adults and peers.
- Stickers for themselves.
- Showing good work to other classes, teachers, Assistant Head Teachers and SLT
- Good work and achievements being displayed around the school and on the school's social media accounts.
- Merits for good conduct where pupils work together to earn a reward at the end of the term.

8. Consequences and Sanctions

At St Michael's Church School adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused.

When a child/young person is not demonstrating positive behaviour, staff will:

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in



place, and differentiate to lessen this learner's anxiety or anger. ***This should take place at a point of the school day when classroom colleagues can come together to do this in a calm and measured way.***

3. Give a non-verbal warning (e.g., changing position in the classroom to be nearer the learner to regain their attention).
4. Give a positive reminder of the class rules which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences.
6. If negative behaviour persists, the learner is moved within the classroom, to a different table to complete the task. ***This is directed by the class teacher***
7. If the behaviour persists, the learner is sent to parallel class to complete a given task. The teacher will set a time limit for the learner to be out of class.
8. If behaviour continues, the learner will be sent to see the Phase Coordinator. A discussion between the learner and the Phase Coordinator will consider any 'roots' to the behaviour and reminders of positive behaviour choices. It may be appropriate for the learner to complete an educational consequence at this time.
9. If behaviour persists over time, parents/carers will be contacted and invited into school to meet with the class teacher/ Inclusion Lead and/or Assistant/Deputy Headteacher/Headteacher.
10. All behaviour incidents should be logged by one member of staff from the class onto My Concerns
11. All incidents will be reviewed daily by Head Teacher, Deputy Headteacher and Assistant Heads with interventions put in place as appropriate.

9. Strategies to use when faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Steps response to harmful behaviour: De-escalate and cool down, repair, reflect, and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate:

(Staff members are not required to use all of these examples but are there as a guide to manage challenging situations).

Primary Examples (to be used first)

- **Positive phrasing e.g.**
 - "Stand next to me."
 - "Walk beside me."
- **Limited choice e.g.**
 - "Put the pen on the table or in the box."
 - "Talk to me here or in the courtyard."
- **Disempowering the behaviour e.g.**
 - "You can listen from there."



- "Come and find me when you come back."
- "Come down in your own time".
- **Use of a de-escalation script e.g.**
 - Use the person's name.
 - "I noticed you are... It was the moment when ...Do you remember last week/yesterday...(positive example) That is who I need to see today. Thank you for listening."
- **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...."

Secondary Examples

- **Tactical ignoring** (where appropriate) of secondary behaviours – e.g., when learners attempt to divert your attention away from the primary concern with: "But we were only talking", "Other people let us!". Non-verbal secondaries include sighing, tutting, flouncing etc.
- **Blocking** - repeat the direction whilst ignoring the learner's attempt to draw you into secondary behaviour. You can accompany it with an outstretched arm and an open palm.
- **Partial agreement** - use 'and' as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than 'but'.

"Other teachers always let us...."

"Maybe they do. And in this class the rule is clear

Thanks."

- **Non-verbal directions and body language** - when aiming for minimum disruption, signals for, 'turn the volume down' 'return to work' etc. are very useful. Our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational.
- **Take-up time** - use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the learners face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- **Tactical pause** - a pause after the learner's name when you are asking for their attention gives them some time to 'process' and is also an assertive strategy that demonstrates strength. "Steven... (pause) Steven..... looking this way and listening, thanks," then turn away and give some take-up time.
- **Simple choice (make consequences clear)** - We aim to make learners responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.



“Sarah, the instruction was... If you choose not to then.....”

- **When / then and the broken record** - “When you have ... Then you can”
The broken record technique involves repetition of the instruction.
- **Modelling** - You model the respect, consideration and interest in others that you would like your learners to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.
- **Diversions and distractions** - a range of ways to remove or reduce the “audience effect” is correcting learners without the risk of escalation. The strategies can range from simply moving near to the learner to ask “How’s it going?”, through drawing their attention to something specific but unrelated to the behaviour, to calling the learners away from the potential audience.
- Direct learner to work aside from peers (in the room)
- Exit / time out
-

10. Individual Risk Management Plans

For those learners whose behaviour place themselves and others at a risk of harm must have individual risk management plans (**Appendix 3**). These are overseen by the SLT (in conjunction with Class teachers/HLTA/ TAs), who will ensure that they are reviewed and updated to reflect changes and progress.

Learners who may need a risk management 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. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours. ***The Roots and Fruits document and Anxiety Maps should be used during this process.***
- Put in place risk reduction measures and differentiated measures that will lower the learner’s anxiety and enable the learner to show positive behaviours in school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

11. Reflect, Repair, and Restore (after a crisis)

Once the learner is calm, relaxed, and reflective, the experience can be revisited with an adult. The adult will revisit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the learner questions to:

- Explore what happened (tell the story).
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how we can repair relationships.
- Summarize what we have learnt so we are able to respond differently next time.



11.1 Reflection time

In some cases, a child may need to have some time out of class to reflect on their behaviour and the impact this will have on other learners and teachers.

This will always be with a member of staff and used as a restorative process. This could be in the therapy room (located in the Nurture room) Or they can choose to reflect in designated spaces outside or other agreed indoor space that supports this activity.

12. Positive Handling and de-escalation (See Physical Intervention Policy)

The School has a duty to ensure the health, safety and wellbeing of everyone in the school. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder.
- hurting themselves or others
- damaging property

Staff are instructed to be aware of the child/young person's age individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a learner in distress, appropriate to their age and understanding.
- To support a learner with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the learner, other persons, or significant damage to property.

Incidents of physical restraint must:

- **always be used as a last resort**
- only employed by members of staff that have received the appropriate level of training via an approved provider (e.g. Team Teach)
- 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 in the Restraint logs located in the Headteacher's office and reported to parents and uploaded to pupil's profile on My Concern.



Photographic guidance for supportive walk

If there is a need to use a guided walk away from a situation or towards a safe space, then simple instructional talk should be used to suggest that the pupil needs to walk to a place of safety or calm. If needed, a supportive hold can be used by one member of staff or by two.

Supportive walk (single adult) (to support, guide or escort)



To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Supportive walk (two adults) (to support, guide or escort)

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across shoulders
- Communicate intention
- Move assertively (prevent kicking/dropping)
- **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**





Please refer to St Michael's Church School positive handling policy for more detail on this.

13. Suspension and Exclusion

Fixed Term Suspension (FTS) or Permanent Exclusion (PEX) is a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the Head Teacher in consultation with the Senior Leadership team, and the decision will be made considering the need and vulnerabilities of the learner concerned. Example circumstances of when a fixed term exclusion might occur can be seen below:

- Assault on a learner or adult
- Damage to School premises/property
- Persistent refusals to comply with reasonable instructions

The Head Teacher reserves the right to use FTS for other behaviours in exceptional circumstances as needed. PEX will only occur in exceptional circumstances when all other interventions have been exhausted. PEX would be subject to a meeting of the Governors Disciplinary committee and involve a Local Authority officer.

The school follows a standard process around re-integration whereby the Inclusion Lead/Deputy/Head Teacher will contact the parent/ carer immediately following suspension to invite them to discuss the suspension and invite them to a return from suspension meeting. The Head Teacher meets with the learner and parent if possible as soon as they return to school. A learner's return will not be delayed if a parent cannot attend the return from suspension meeting.

13.1 Phased re-integration



In some cases, learners will be considered for a phased return to the School whereby they do not initially return full time. Criteria for considering a phased integration plan are:

- A learner who has received multiple exclusions
- To support a risk assessment where a learner is identified to be at risk to themselves or others.
- A medical reason, with sufficient medical evidence, to state a learner is unfit for the full hours of education

Should a phased re-integration be introduced, a clear chronology must be collated to demonstrate the provisions implemented to this point and the reasons why a Phased integration is in place. A decision will be made by the Headteacher in consultation with the Senior Leadership team. A meeting will be arranged with the parent and learner prior to any changes. A six-week Phased re-integration will be agreed with the parent/ carer along with fortnightly review meetings. (**Appendix 4**)

14. Training

Our staff are provided with training on managing behaviour, including proper use of the STEPS approach (**Appendix 5**), positive handling (as required), as part of their induction process. In addition, there are ongoing programmes of training related to behaviour management, such as restorative practice that is built into the CPD programme. Some additional staff will also receive Team Teach training to support their roles within the school.

15. Monitoring and evaluation

The School is accountable for the outcomes of pupils and learners within its school and as such will be provided with regular information about the implementation of this policy and how it is working in practice.

The School Governors will receive regular reports on behaviour and how this is impacting on learning. The policy itself will be reviewed on an annual basis and school leaders will discuss what needs to be done when incidents are reported or when patterns become apparent.

Regular reviews of training related to supporting behaviour for successful learning will be carried out with current, new and supply staff being provided training on an ongoing basis.

16. Link to other policies

- Anti-Bullying policy
- Physical Intervention Policy



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- Complaints policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum policies such as PSHE and RSE.



Appendix 1: Roots and Fruits

Anti-Social / Difficult / Dangerous Behaviours (No.1)

The behaviour logged on your systems can populate this box e.g. SIMS. When listing these behaviours ensure you describe the actual behaviour rather than a generic category. E.g.:

- Running inside the school building
- Refusing to start a task in literacy
- Calling out when the teacher is talking
- Throwing pencils in class
- Putting equipment in their mouth
- Pushing over chairs
- Kicking staff
- Going under the table.
- Racially abusive language
- Intimidating younger pupils
- Hiding in the toilet block
- Climbing the outside of the building.

Avoid generic undefined terminology such as: Disruptive, hurting, defiance, bullying, as they are not specific and will make it more difficult to write the risk reduction plan.

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan.

Anti-Social / Negative Feelings (No. 2)

- | | |
|--|--|
| <ul style="list-style-type: none">• Worried• Bored• Irrelevant• Rejected• Hungry• Pain• Confused• Embattled• Worthless• Embarrassed | <ul style="list-style-type: none">• Helpless• Anxious• Blamed• Shamed• Uninspired• Disliked• Rejected• Isolated• Controlled• Forced |
|--|--|

Past and current experiences in each of the following areas should be identified and explored:

- School
- The child and their health/wellbeing
- Family
- Community

DfE Mental health and behaviour in schools document page 14-15 risk factors should be considered

Pro-Social Behaviours (No. 4)

- | | |
|---|---|
| <ul style="list-style-type: none">• Happy• Calm• Liked• Involved• Safe• Included | <ul style="list-style-type: none">• Valued• Inspired• Needed• Understood• Respected• Motivated |
|---|---|

If you begin by identifying a feeling e.g., 'safe', you will then need to think about the experiences you can provide so they feel safe.

Pro-social / Positive Experiences (No. 6)

What are the small, measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve. E.g.:

- Walking while inside the school building.
- Starting a task independently
- Putting their hand up to answer a question.
- Using only the specified equipment.
- Staying at their work station for 10 minutes.
- Asking staff to help with a task.
- Coming in off of the playground when asked.
- Participating in an adult led game with peers.

This section should populate the pro-social behaviour section of the risk reduction plan.

Roots and Fruits should be a working document, once the behaviours listed are evidence and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included e.g.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies



Appendix 2 - Anxiety Mapping



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Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased	-2	These areas run the risk of developing an over reliant 9. 10.	Monitoring needed 9. 10. 11.



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		11.		
	-2 - -5	These areas have developed an over reliance 12. 13. 14.		Differentiation needed to reduce this over reliance 12. 13. 14.



Appendix 3: Individual Risk Management Plan

Name	
DOB	
Date of Assessment	

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



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

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



Individual Risk Management Plan

Name:	DOB:	Date:	Review Date
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	<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p>1 – Behaviour pattern 1</p> <ul style="list-style-type: none">• 1st support strategy• 2nd support strategy• 3rd support strategy• 4th support strategy <p>2 – Behaviour pattern 2</p> <ul style="list-style-type: none">• 1st support strategy• 2nd support strategy• 3rd support strategy• 4th support strategy <p>3 – Behaviour pattern 3</p> <ul style="list-style-type: none">• 1st support strategy• 2nd support strategy
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	<ul style="list-style-type: none"> • 3rd support strategy • 4th support strategy <p><u>Consequence</u></p> <p>What are the protective consequences?</p> <p>The harm is removed by:</p> <ul style="list-style-type: none"> - A - B - C <p>What are the educational consequences?</p> <ul style="list-style-type: none"> - A - B - C
<p>Example statements for appropriate responses (to be amended for the specific pupil)</p>	
<p>Pro social / positive behaviour</p>	<p>Strategies to respond</p>
<p>J has stayed in the classroom for 10 minutes (using his individual working space if desired)</p>	<p><i>"J, you have used your safe space, well done."</i> <i>"I can see that you are keeping safe, thank you."</i></p>
<p>J attempts to complete a learning task during the school day.</p>	<p>Refer to J's visual schedule. <i>"You're making a good effort with your learning."</i></p>



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	<i>"When you have done this, there will be time to..."</i> (motivating activity that J can do on completion of task)
J is working in a small group	Check in frequently to see how he is getting on <i>"You're making a good effort with your learning."</i>
J expresses how he is feeling to an adult.	<i>"Thank you for telling me how this made you feel."</i> <i>"If you tell me more, I will listen."</i> <i>"Let's try to work it out together."</i>
J allows an adult to help him self-regulate	<i>"J, I can see something is wrong."</i> <i>"If you want to talk, I will listen."</i> <i>"I am here to help."</i> <i>"What thing from your calm box will help you right now?"</i> Limited choice – <i>"Shall we go to your safe space or to [another safe place e.g. the library]?"</i> Positive affirmations – <i>"You have completed this activity, well done."</i> <i>"You found a safe space to help you think, well done."</i>
	In addition to the above responses to specific behaviours: Reflection time for last 15 minutes of day: What Worked Well (WWW), Even Better If (EBI). 1-10 scale of how he is feeling.
Anxiety / DIFFICULT behaviours	Strategies to respond
J refuses to follow instructions or make a choice.	<i>"I know that you want to..."</i> <i>"First, [repeat instruction or choice that was already given], then you can do [activity that J is wanting to do]"</i>



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	<p>Do not offer alternatives in an attempt to get J to agree.</p> <p>Reiterate choices already given. Do not start something new. Keep reiterating the original choice.</p>
J is refusing to do what the adult is asking	<p>Use indirect language e.g. Use indirect language such as <i>"I wonder if we can..."</i></p> <p><i>"Let's see if we can make something..."</i> then give limited choice e.g. <i>"at the table or in the book corner, table or book corner, which one?"</i></p>
J is refusing to attempt his work	<p>Use indirect language and give limited choice <i>"J, maybe we could beat the clock today with our Maths. I wonder if we'll be faster sitting at the table or in the book corner? Table or book corner?"</i></p> <p><i>"J I can see you are not able to join me at the moment. When you are ready come and we will see if we can do ... together"</i> and adult starts to do the work themselves.</p> <p><i>"J, I can see you are not ready to do Maths right now. We can do ... or this ... now and then we will come back to Maths when you are ready."</i> Allow take up time</p> <p>Keep repeating same limited choice. If he does something else say, <i>"You have chosen to do this now... you can do that for now while I...then we will do [repeat original choice] together."</i></p>
J is distracting the other children in his group	<p>Identify another child who is sitting well, tell them, <i>"Thank you for sitting well. Who else can I see sitting well?"</i></p> <p>If J then refocuses, <i>"I can see J is sitting well, thank you."</i></p> <p>Direct J back to the task – <i>"J, can you tell/show me....?"</i></p>
J is wandering around the classroom	<p>Narrate what he is doing, use indirect language to give a positive phrased instruction, give a limited choice which includes a distraction or job. For example:</p> <p><i>"J, you are in the art area. We are working on this problem here and need your help. Bring a piece of blue or green paper to the table for us to work with, thank you."</i></p>



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	<p><i>"You can sit next to me or [X], me or [X] so that you can help us."</i></p> <p>If he does not respond say, <i>"I can see you are not ready yet, so you can have some thinking time over there. Come and join us when you are ready. Then you can sit next to me, or [X] me or [X]."</i></p>
<p>J makes an attempt to leave the classroom</p>	<p><i>"J, I can see something is wrong. Do you want to go to your safe space inside the classroom or to an adult on your Network Hand?"</i></p> <p>If J chooses his safe space allow him time to calm down in his safe place, then use the script <i>"J, if you want to talk, I will listen."</i> Give J space to choose whether or not he wants to talk at that moment.</p> <p>If J chooses an adult on his Network Hand, an adult will accompany J to go to his Network Hand adult.</p> <p>Use responses from pro-social behaviour section when these are seen.</p>
<p>J leaves the classroom</p>	<p>A member of staff will follow J.</p> <p>The member of staff will stay visible to J.</p> <p>Staff will not chase.</p> <p>All staff to use a consistent script: <i>"I'm not chasing you. I'll be standing here to make sure you are safe. When you go to the safe place inside, or to an adult on your network hand, we can solve the problem."</i></p> <p>If J returns to his safe place:</p> <p><i>"Thank you for coming to your safe place. That was a good choice."</i></p> <p>If you are the only adult in the classroom at the time, do not follow, stay in class. Use the school systems/telephone to alert the office or a member of SLT that J has left the classroom. A member of office staff or SLT will then respond with the above strategies.</p>



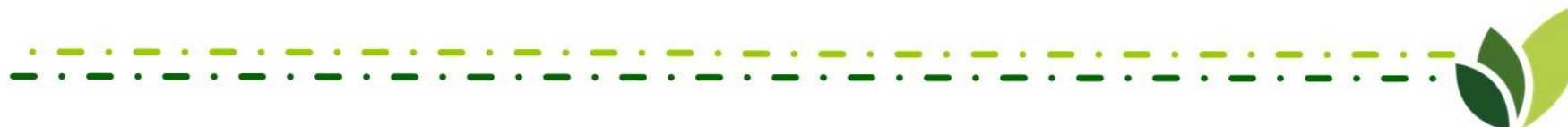
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<p>J leaves the building</p>	<p>A member of staff will follow J. The member of staff will stay visible to J. Staff will not chase. All staff to use a consistent script: <i>"I'm not chasing you. I'll be standing here to make sure you are safe. When you go to the safe place inside, or to an adult on your network hand, we can solve the problem."</i></p> <p>If J returns to his safe place: <i>"Thank you for coming to your safe place. That was a good choice."</i></p> <p>Keep a log and Mum to be informed of incidences when J has left the building. If J does not go to one of his safe places within 10 minutes, the time he has spent outside becomes his breaktime and he then will need to attempt his learning with an adult during the school-set breaktimes.</p> <p>If you are the only adult in the classroom at the time, do not follow, stay in class. Use the school systems/telephone to alert the office or a member of SLT that J has left the classroom. A member of office staff or SLT will then respond with the above strategies.</p>
<p>Crisis / DANGEROUS behaviours</p>	<p>Strategies to respond</p>
<p>J hurts an adult physically</p>	<p><i>"J, your actions have hurt me. Stop, use your words and I will listen."</i></p> <p>If J continues, call another member of staff (JK / SLT / HT) to assist. When he stops refer to the strategies for anxious behaviour. <i>"J, I can see something is wrong. Do you want to go to your safe place inside the classroom or to an adult on your network hand?"</i></p> <p>Allow J time to calm down here.</p>



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	<p>Give J space if you feel he is going to lash out. As long as you are visible to him and he is visible to you, let him have space. If J feels he is going to be restrained at all, it is a trigger for him to lash out. Do not use restrictive physical intervention with J. If necessary, remove objects that may cause harm.</p> <p>If J hurts any adult, keep a log and inform Mum of incidences.</p>
<p>J is jumping off high furniture</p>	<p>If J is climbing on any furniture, call another adult (Miss K / SLT / HT). Use distraction: Remove your attention from his behaviour. Talk about something likely to interest J and start to move away. When he has climbed down: <i>“I can see something is wrong. Do you want to go to your safe place inside the classroom or your safe place outside the classroom?”</i> Allow J time to calm down here If J returns to his safe place: <i>“Thank you for coming to your safe place. That was a good choice.”</i> If you feel he needs to calm down further, offer him a job to do, e.g. helping with the chickens.</p>
<p>J leaves the school premises (including climbing over to the other side of the fence at the bottom of the playground leading to the railway)</p>	<p>If J is within eyeline and earshot, inform him that you are calling the police. <i>“J, you have left the school premises so I am calling the police.”</i> Phone the police immediately – 999. Inform the police that you are calling from XXXX School and that a child has left the school premises. Be as accurate as you can as to J’s exact location. If J has climbed over the fence to the railway ensure that you tell the police this as a matter of urgency. Mum to be informed immediately.</p>



Example Post incident recovery and debrief measures (to be amended for the specific child)

This will happen after the de-escalation activity and period of time allowed for J to completely calm down otherwise he sees it as confrontational and will respond with further difficult behaviours. When J is calm, he usually increases eye contact, turns to face you and will move closer to where you are.

Have sensory objects available for him to use whilst he you reflect on the event.

Begin with using a 1-10 scale of how he is feeling and explain that he doesn't have to tell you why.

Offer opportunities to draw what he wants to communicate or use a comic conversation.

After J has spent some time in the classroom and is calm, a trusted named adult comes to say, ***"It is time for chill and chat."*** Give limited choice of places for it to take place.

Ask restorative questions such as:

"Tell me what happened when..."

"How were you feeling when you...?"

"Who has been affected?"

"How can you help to put this right?"

"How can we make things better for you when you feel like this?"

"So let's practise what we have learnt so that we can do things better next time"

Use activities such as: **Comic strip conversations / Feeling cards / Puppets Symbols**



Appendix 4 – Part Time Timetable Forms

REDUCED TIMETABLE AGREEMENT

LEARNERS NAME.....DATE OF BIRTH.....

YEAR GROUP.....

Date of Meeting.....

It has been agreed that your child's timetable will be amended as follows:-

Mon

Tue

Wed

Thu

Fri

- The school-based timetable/curriculum will form part of this agreement.
- If any online learning has been set this will be monitored by the school and a record of completion will be recorded on your child's register

Attendance

- If your child attends school for all of the morning/afternoon or, full day sessions, the register will be used to record such.
- Where your child attends school for only part sessions, arrangements will be put in place for the school to record such. This will also form the school-based attendance record, although in-class records may also be kept.
- When attending school, no alternative arrangements will normally be made at these times.



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- If your child is in school for part sessions and meetings with school staff occur immediately before or after a break or lunch period, s/he may spend this informal time in school, under the same conditions as other pupils in the school.
- Your child will be marked present for any session during which s/he attends at school.
-
- The standard absence codes will apply to any absence during a session s/he was scheduled to attend school; parents/carers will provide a reason for the absence.
- Your child will be marked present for any session during which s/he attends a pre-arranged activity in school.
- When your child is not attending school under the reduced timetable arrangements, s/he will be marked as authorised absence. Unless they have failed to complete any online learning set as part of their timetable in which case they will be recorded as unauthorised absence

When your child has reached the appropriate level they will be entered into school examinations and invited to attend additional revision sessions if these are required.

- Your child will be invited to join any teaching and Learning related activities open to pupils in his/her class.
- Your child may be invited to take part in other school activities at the Headteacher's discretion.

Responsibilities

The School

- The school will retain its normal responsibilities for your child during the periods when s/he is attending school under the reduced timetable, and any other activities agreed by the school (for example) sporting activity or other extra-curricular activity.
- The school will not be held responsible for any aspects of your child 's curriculum, teaching and learning, supervision or health and safety when s/he is not attending school according to the reduced timetable.

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- No insurance liability will fall to the school when your child is not attending school according to the reduced timetable.
- The Local Authority retains its duty to act if it appears that a child or young person is not receiving a suitable and efficient, full-time education.

The Parents/Carers:

It is the responsibility of the parent/carer:

- To ensure that a child of compulsory school age receives efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have, either by regular attendance at school or otherwise.
- To ensure that any person engaged to teach your child within or, away from the home setting, is suitable to have access to children.
- To ensure that your child is punctual and maintains a high level of school attendance according to the reduced timetable.
- To ensure your child arrives at school appropriately dressed in the correct uniform and in compliance with the school rules relating to other matters, for example jewellery and hair styles.

The Pupil:

It is the pupil's responsibility:

- To comply with all the relevant rules, as any other pupil whilst present on school premises or, taking part in any agreed activity.
- To adhere to the arrangements agreed as part of the reduced timetable.
-

Review

The school will notify the Local Authority of the reduced timetable.

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- The arrangements will be formally reviewed at the end of the six-week period unless earlier review is necessary.
- Following the formal review, the agreement could be extended (with agreed amendments). The agreement cannot be extended past one full term (12 weeks) in total.
- The school reserves the right, in consultation with the Local Authority, to withdraw its approval for the reduced timetable, if concerns indicate that the home-study part of the arrangement is not appropriate or sufficient to constitute full-time education.
- The school will notify the Local Authority, if it appears that the home-study part of the reduced timetable is not suitable, in which case the school will terminate the agreement and the child will be required to return to school full-time with immediate effect
- Parents/carers reserve the right at any time to request termination of the reduced timetable and a return to full-time school-based education for their child

Parents reserve the right to terminate the reduced timetable and educate their child at home under Elective Home Education arrangements

Parent/Carer1 Full Name:..... Relationship:.....

Signed.....Date.....

Parent/Carer2 Full Name:..... Relationship:.....

Signed.....Date.....

Learner Full Name.....

Signed..... Date.....

Other Adult Full Name:.....Relationship:.....

Signed.....Date.....

This form is to be completed as soon as the reduced timetable is agreed and must be supported by a copy of the Reduced/Reintegration Timetable Schedule.



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Please send the completed forms as soon as the agreed arrangements start to the School Attendance Team. Please upload the relevant documents securely.

PLEASE USE BLOCK CAPITAL

SCHOOL:	CHILD DATE OF BIRTH:
DATE COMPLETED:	
CHILD FIRST NAME:	CHILD LAST NAME:
Parent/Carer1 FIRST NAME:	FAMILY NAME
Parent/Carer2 FIRST NAME:	FAMILY NAME
ADDRESS INCLUDING POSTCODE:	
Start Date of Reduced Timetable:	End Date of Reduced Timetable:
SEN Status: NO SEN / SEN SUPPORT / EHCP / EHCP REQUESTED* *Delete as appropriate	
If child has an EHCP please add the name of PCC SAMS Officer aware of the arrangements and date approval received from them.	
OFFICER NAME:	Date:
Details of other agency involvements (CSC, CAMHS, NHS etc)	

This agreement will commence:

From: and will run (term-time only) to (max 6 weeks).



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The date of the first formal review will be (no later than two weeks from the start of the agreement):

Signed by:

Headteacher:Print
Name:.....

SENCO*:Print
Name:.....

Declaration - I/We understand that the information in Appendix 1, 2 and 3 will be automatically shared with Peterborough City Council and any other external agencies providing support to you.

Signed Parent/Carer 1
Full Name (Please Print)
Date:.....

Signed Parent/Carer 2
Full Name (Please Print)
Date:.....



Appendix 4 (cont.)

Reduced/Reintegration Timetable (this should show a progression towards full reintegration)

Please complete fully in with start and end times for each day.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MONDAY	Start						
	Finish						
TUESDAY	Start						
	Finish						
WEDNESDAY	Start						
	Finish						
THURSDAY	Start						
	Finish						
FRIDAY	Start						
	Finish						

The information in Appendix 1 and 1a will be automatically shared with Peterborough City Council Attendance Team and other agencies providing support to the



Appendix 5- STEPS Overview (Therapeutic Approaches to behaviour)

What is STEPS?

Steps is the school's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the Peterborough and Cambridgeshire behaviour strategy.

What is Steps?

Steps is a therapeutic approach to positive behaviour management and is already well established in many education settings and services. The Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

Steps training covers two distinct developmental areas

'Step On' – Step On is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

'Step Up' – Step Up is training in Restrictive Physical Intervention (RPI). It combines elements of RPI and personal safety. Step Up training can only be provided within services where staff have already completed Step On training and are still within their period of certification. Step Up training is only delivered where there is an audited need with an individual child or young person.



Appendix 6- Regulation Plan

Regulation Plan



Plan information		Situations that overwhelm the pupil
Pupil:		
Year Group/Class:		
Date:		
Review Date		



	Behaviour Observed	Scripts to support regulation	Adaptions to Provision	Learning Opportunities to explore/embed
Green choices		•	•	•
Amber choices	•	•	•	•
Red choices	•	•		



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Persistent instances:

Support in place

Incident Log:

Any incidents resulting in 'red choices' should be logged on My Concern along with actions taken.
Follow up conversations with parent(s) should then take place on the day and a record uploaded to the My Concern log.



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Date/Time:	Incident Overview:	Educational Consequence:	Escalated Consequence:	Staff Member involved:	Supporting PC or Member of SLT:



