



Behaviour Management Policy

Our Approach to Behaviour Management – a Brief Summary

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

We have high expectations of our children's behaviour in St Matthew's, as set out in our Five Golden Rules. Fundamentally, we believe that children are responsible for their own behaviour and that children, staff and parents should work in partnership to help them develop the skills, dispositions and attitudes to manage their behaviour successfully in school and out, preparing them for their life after school.

This policy outlines the therapeutic approach to behaviour management we employ in school. This approach was developed by staff and governors of St. Matthew's Primary School following training in the Cambridgeshire STEPs model.

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.

We want children to learn that their behaviour has consequences, that these consequences can be good or bad. We want children to learn to value their good behaviour because of the positive consequences that come directly from it (e.g. being successful in lessons, having positive relationships with peers) rather than from secondary rewards like stickers.

We know children (and adults) will make mistakes in their behaviour. They will learn best from these mistakes if they are helped and supported to understand why their behaviour was wrong, what has happened as a consequence and how they can work to put things right. We use a restorative approach for dealing with conflict to help children understand this, try to make consequences link directly to the inappropriate behaviour. We avoid punishments that try to make children feel bad, lower their self-esteem as in the end these create more negative feelings, make it more likely children will behave badly in the future, get in the way of the children really learning why their behaviour was wrong.

All adults working in school have the authority and the responsibility to implement this behaviour policy.

The following pages give more detail about all of the above.

Values – A Statement of Principles

The behaviour we expect from children and all in our school community come from what we value. Our values also shape how we *manage* behaviour in school. In St. Matthew's Primary School we value...

1. Kindness	Kindness is caring for each other in all we do and say.
2. Empathy	Empathy is putting yourself in someone else's shoes and imagining how they feel.
3. Forgiveness	Forgiveness is letting go of anger or resentment when we feel we have been treated badly.
4. Thankfulness	Thankfulness is noticing and appreciating what you have and those around you.
5. Respect	Respect is treating people, places and things with care and consideration, including oneself. This includes being polite in our words and actions.
6. Curiosity	Curiosity is when you are eager to know or learn something new.
7. Creativity	Creativity means using our knowledge in new ways to solve problems, imagine new things and express ourselves.
8. Independence	Independence is being able to get on with something on your own, without relying on help or support from others
9. Co-operation	Cooperation is working with others positively and helpfully
10. Responsibility	Being responsible is knowing something is your job and getting on and doing it.
11. Perseverance	Perseverance is keeping on going even when something is difficult.
12. Self-awareness	Being self-aware is having an honest and accurate view of yourself, your emotions, your thoughts and beliefs.
13. Assertiveness	Assertiveness is standing up for yourself and what you believe in while being respectful of others.
14. Integrity	Integrity is acting in a way you know to be right in all situations.
15. Enthusiasm	Enthusiasm is enjoyment of and motivation for an activity or goal.

Rights and Responsibilities

All members of our school community have rights and with those rights come responsibilities.

Rights	Responsibilities
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.
All have a right to be listened to with respect.	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure.	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and for following our "Five Golden Rules".



Our Five Golden Rules

In St Matthew's Primary School we have Five Golden Rules. These give us boundaries to our behaviour to help us all meet our responsibilities and secure our rights.

1. Listen and follow adult instructions.

2. Keep hands, feet and objects to yourself.

3. Respect everyone's property.



4. No swearing, teasing or name-calling.

5. Be in the right place, at the right time, doing the right thing.



Behaviour as a Choice

We want our children to make good choices about their behaviour and understand that the choices they make have consequences for themselves and others.

We recognise that there are behaviours which are ‘conscious behaviours’ – ones which we choose. These are behaviours that are the result of thought or planning. For example: A child who uses disruption when faced with a difficult task may choose to shout out continuously if they believe it will serve them by being asked to leave. The child may have no motivation to stay as staying will be uncomfortable and no support is expected. The child may prefer the consequences of leaving to the consequences of remaining.

Some behaviours are ‘subconscious behaviours’ – ones which choose us. These are behaviours which are present without any thought or planning. For example: A child who has been constantly embarrassed when asked a question in lessons may experience a rapid increase in anxiety when faced with this or similar situations. They are unable to manage these feelings which may drive a subconscious fight or flight response.

Young children may learn through schemas and play. This is where they may continually repeat an activity – such as throwing toys in order to process information. It may have nothing to do with challenging authority and everything to do with learning where the toys may land.

Before dealing with behaviour, our staff will consider which type of behaviour the child is displaying and then respond appropriately (see below).

Consequences of Behaviour

We aim to make the consequences of the behaviour natural and logical.

Positive behaviour, or “pro-social” behaviour, is behaviour that enables all children and staff to have full access to their rights and where everyone is fulfilling their responsibilities.

The natural consequences of this behaviour are rewards in themselves.

For example, the natural consequences of listening well in class are:

- Hearing what the teaching is saying and so understanding the lesson and making good progress
- The children around the child also being able to focus well on the lesson and make good progress
- The teacher being able to focus on the teaching

This makes for a happier, positive learning environment.

We want children to recognise these positive consequences, link them to the choices they are making about their behaviour and value the positive consequences as rewards in themselves.

We might reinforce this through clear feedback and praise, e.g. “Well done, you have all listened and concentrated well today and so we have all learned...”

“I noticed that you...”

Staff will teach children the positive feelings pro-social behaviour creates, by asking them to notice how they are feeling when something has gone well.

We do not as a rule use “rewards” such as stickers, certificates. This is because:

- Children can come to value the stickers instead of the positive consequences of their behaviour. They behave well for the sticker rather than seeing the benefits of the behaviour itself.
- When this happens, the sticker is becoming a bribe rather than a reward: “If you do this, you can have a sticker”. This is very different to, for example, praising a child or a class *after* they have behaved well.
- Staff may reward children, such as with a sticker or small certificate to take home, so children can share with their parents/carer their success. However, these will be as part of staff noticing pro-social behaviour:
“I have seen you putting a great deal of effort into your writing this week...” or “I spotted you holding the door open for...”. These rewards should be unexpected, but specific for the child to understand what they have done well.

Golden Time/Project Time

On a Friday afternoon all classes from Year One upwards enjoy a period of Golden Time. How this operates from class to class varies. For example, Golden Time may involve some free choice of activities, a directed project or the whole class taking part in a special activity together.

Golden time is a positive experience designed to help children engage socially, develop skills of cooperation and negotiation. It is not a reward and so the loss of Golden Time should not be used as a punishment.

The only reason a child may miss some or all of their Golden Time would be if they had behaved in such a way that it was felt that it was not safe for them to participate (this is not a punishment but a logical consequence of their behaviour), or if Golden Time was a suitable time for the child to be carrying out some activity as reparation for their behaviour.

Managing Inappropriate Behaviour

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. We recognise that people make mistakes with their behaviour.

We aim for children to learn about the consequences of their mistakes so that they are motivated to correct them in the future. This happens best when the consequences are related directly to the harm caused and to the necessary steps to prevent further harm.

We recognise the need to use two different types of consequences.

Protective consequences

These are a removal of freedom in order to manage harm and may include:

- Increased staff ratio
- Limited access to outside space
- Being escorted in social situations
- Different teaching space
- Exclusion

Education Consequences

These are the learning, rehearsing or teaching, so the freedom can be returned and may include:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Restorative meetings

For example, the consequence of talking while the teacher is talking are:

1. Not hearing what the teacher is saying so perhaps not understanding the lesson or being able to follow instructions;
2. Preventing other children hearing what the teacher is saying
3. Distracting the teacher causing them to have to stop the lesson to ask the child to stop talking.

Other negative consequences might follow if the behaviour does not stop:

4. Ask the child to move to a different part of the classroom where they will not be tempted to talk.
5. If the behaviour still continues, the child may be asked to do their work in a different space (e.g. in another classroom).

These consequences are not viewed as sanctions or punishments – they are the natural, logical consequences of the inappropriate behaviour. Staff may use the phrase: “you were not safe **so obviously**, you cannot be on the playground **until** we know you can behave safely.” The consequence should have an end point, which the child needs to understand and know what they need to do to repair what has gone wrong.

Staff will use the following strategies to promote positive behaviour:

- Relationships – building strong relationships with children is central to managing behaviour. This is achieved by making all interactions positive, including those dealing with anti-social behaviour as outlined in this policy. It is also strengthened by taking an interest in the children (e.g. knowing what interests them in and outside school), greeting the children positively when they enter the classroom in the morning.
- Role modelling – behaving positively and courteously and respectfully at all times to other adults and children, including where conflict or anti-social behaviour arises
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness ’

For children to learn to take responsibility for their behaviour and its consequences, staff will generally work through the following process to help children adjust their behaviour before the negative consequences build up:

1. Redirecting children to the right behaviour
2. A clear reminder about the rule being broken
3. A clear choice about the negative consequence that will result if the behaviour continues
4. Implementation of any action needed to stop the behaviour and prevent further negative consequences (e.g. moving the child to a different part of the room)
5. Teaching children the pro-social behaviour they need in order to repair what has gone wrong. This may mean working with them on walking safely, or gradually re-introducing them to the playground over a period of time in order for them to be successful.

Dealing with Low Level Anti-social Behaviour

For the majority of children, a clear reminder about the right behaviour would be appropriate and sufficient for the child to correct their behaviour.

Some anti-social behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise pro-social behaviour. When doing this, staff will focus on praising the children who are behaving in a pro-social way.

When addressing anti-social behaviour, staff will not draw attention to the child in a shameful way, but will either speak very quietly to the child or wait until after the lesson to talk to them. Staff may tell the child their expectations of them by the end of the lesson. They may need to regroup the rest of the class away from the child, either inside or outside the class, telling the child to re-join them when they are ready.

Some general principles for discussing behaviour with a child are:

- **Talk through the behaviours they noticed and which rule they have broken.**
- **Give children a clear expectation of behaviour. For example, 'Next lesson you will concentrate on your work and leave your pen on the table.'**
- **Talk through a logical consequence if the behaviour continues.**
- **Ask the child if they need any support in stopping the behaviour. 'Is there anything I can do to help you stop tapping the pen?'**
- **Staff will ensure they notice any pro-social behaviour – give the child a quick reassurance that you have noticed as soon as you can. For example, if the child has not tapped the pen at the start of the lesson, quietly say 'well done.'**

Dealing with Higher Level Anti-social Behaviour

Below are some examples of how the approach might work.

- Remember that conversations with children should be phrased positively and be done as privately as possible to not draw attention to any unwanted behaviour and to avoid shaming the child.
- For the majority of children, the first few steps are likely to result in pro-social behaviour.
- Some children will need a different response to that in the example outlined below to get a positive response, e.g. more time spent using the earlier steps,
- Teachers may have specific strategies for specific children, e.g. they may have decided to ignore certain behaviours to try to extinguish them
- Some children will have an individualised risk management plan detailing a specific ways to manage their behaviour

In the classroom – behaviour that is stopping children learning or child is not settling to work

1. Redirect child to the right behaviour/task
2. Give a clear, positive reminder and expectation of behaviour/work
3. A clear reminder of the positive consequences of the right behaviour – e.g. "If we all focus for ten minutes then we will have completed the activity".
4. A clear reminder about the rule being broken
5. A clear reminder of the negative consequence that will result if the behaviour continues. E.g. "If you carry on..., then you and the other children won't have learned... Would it help to sit at a table while we are on the carpet/move to a different table to finish your work?"
6. Move child to work in an alternative space (e.g. partner class)
7. If work is not completed by end of lesson, child will complete work either at playtime or take it home to be done. Explain that it is important that the work is done so that the child has learned what the other children have learned.
8. If child refuses to follow redirection, seek support from Assistant Head/Head Teacher (see "Getting Support from Other Staff" below) - Staff will ensure parents are told if this has happened and work together to support the child.

In the Playground

1. Redirecting children to the right behaviour
2. A reminder about the positive consequences of the right behaviour
3. A clear rule reminder, e.g. “remember we keep hands, feet and objects to ourselves”
4. A reminder of the negative consequence that will result if the behaviour continues
5. Send child to play in a different part of the playground
6. Staff member asks child to stay with them until they have calmed and are ready to behave appropriately or go through “restorative questions” (see below).
7. If child refuses to follow redirection, seek support from Assistant Head / Head Teacher (see “Getting Support from Other Staff” below).

Dangerous Behaviour

This is where the child is behaving in a way that could cause harm to themselves or others. If the child will not remove themselves from the situation and take themselves to a place to calm down safely, then staff endeavour to remove other children and adults away and send for support from Assistant Head / Head Teacher (see “Getting Support from Other Staff” and “Severe Challenging behaviour below”).

Restorative Approaches to Behaviour Management

Where possible and appropriate, we aim for a child to be able to “put right” something that has happened because of inappropriate behaviour, e.g. by cleaning a desk that they have written on. It is important that this is not viewed as a punishment, but as positive behaviour that helps to make good the damage done.

As a school we believe that a “restorative approach” to behaviour management gives children an opportunity to learn that unacceptable behaviour is damaging to the well-being of themselves and others. The approach gives children an opportunity to accept responsibility for their actions, problem solve the situation, repair as best they can any damage they may have done, help mend any damaged relationships and learn how to put their behaviour right in the future.

At the centre of the approach are the following questions, **some or all of which** will be used to help children talk about an issue.

1. What happened/what’s happening?
2. What were you thinking/feeling at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did? or How were you affected?
5. In what way have they been affected?
6. What do you think needs to happen next?

The questions gives the children the opportunity to work out a solution for themselves with the support of an adult, peer mentor. As they learn about the process, they can use it independently for themselves.

What We Don’t Do

We will not help a child improve their behaviour by lowering their self-esteem – therefore we do not shout at children or take actions that label them as bad or naughty or publicly shaming them.

For this reason, we do not use systems such as “Traffic Lights”, “Sunshine and Cloud” or the writing children’s names on the board to record reminders and warnings. The original

underlying purpose of these systems - to remind children that they have had a reminder about their behaviour - is just as easily achieved by talking to the child briefly.

We aim for our dealing with inappropriate behaviour to be just, fair and consistent. For this reason, we do not use “group punishments” where a group of children face a negative consequence due to the behaviour of one or two children.

It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Getting Support from Other Staff

At times, other staff may be needed to help manage a child’s behaviour. This may be because:

1. An issue needs to be dealt with immediately and the first member of staff dealing with the issue is not in a position to deal with it at that moment;
2. Behaviour is preventing a lesson, or is presenting a danger to the child or others, and is not stopping despite staff member’s best efforts.
3. The nature of the situation requires more than one member of staff to deal with the issue.
4. The staff member is unsure what to do and needs some help.
5. The staff member is feeling upset, distressed, angry and does not feel able to manage the behaviour appropriately at that time.
6. The child may have a behaviour plan and other adults have specific roles outlined in that plan.
7. The behaviour raises safeguarding concerns and therefore needs the involvement of one of the designated child protection officers.

When seeking support from another member of staff, care should be taken that one does not undermine one’s own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help. Here is an example. A child is disrupting lessons by shouting out and won’t stop. The teacher has told the child to take their work to the classroom next door to complete. The child is refusing to go. The teacher sends for a senior colleague to take the child. When the senior colleague arrives, they say, “Thank you for coming, Mr D. Can you take *Child X* to the classroom next door for me while I teach the rest of the maths lesson.” This shows the teacher is in control of the situation, not Mr D. Mr D is actually being instructed by the teacher. This is much stronger than, “Mr D, *Child X is ruining the lesson for all of the children and won’t go next door even when I said I was going to send for you*”.

Please remember: Children should not be sent to more senior colleagues as a punishment or for a “telling off”. This is because:

- If we do this, it undermines our own authority and makes it more difficult for us to manage behaviour of that child in the future;
- It tells the child, “you might not do the right thing for me, but you will do it for my colleague”
- It says, “My colleague is more important than me, their telling off matters more than mine.”

Severe Challenging Behaviour

The following behaviours need to be reported to an Assistant Head or the Head Teacher:

- physical violence or verbal abuse to an adult
- regular violence or abuse to other children

- prejudiced related abuse or any other discriminatory behaviour
- damage to school property

Staff may decide that a child will be isolated for a limited period either from their class by working in another class or on their own away from other children. The child may also need an Individual Risk Management Plan to help with their behaviour.

When responding to harmful behaviour, adults seek to cool down, repair, reflect and restore.

Adults' responses to challenging 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 courtyard"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong" Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen" Offer a "get-out" (positive phrasing) – "Come with me and....."

No Hitting, No Hitting Back

Physical violence to another child will not be tolerated under any circumstances, including hitting back.

It is important for all children to learn to resolve conflict safely and calmly this is what underpins the restorative approach to behaviour management. As appropriate, For some children an Individual Risk Management Plan may be needed to help the child to learn to manage their behaviour.

"Roots and Shoots", Anxiety Mapping, Risk Management Plans and ABC recording sheets.

For some children, behaviour management and responses need to be personalised and designed to a much greater degree to meet the specific needs of the individual child. To enable change, we need (and ultimately the child needs) to understand the causes of the behaviour, not just suppress the behaviour.

For those children who need additional support to manage their behaviour, we use the 'Roots and Shoots' exercise and anxiety mapping to help identify the underlying influences on behaviour. These help adults to understand underlying causes of inappropriate behaviour and inform that child's Risk Management Plan.

ABC recording sheets may be used to monitor the behaviour. These require staff to record the behaviour just prior to anti-social behaviour (**A**ntecedent, the **B**ehaviour itself and the **C**onsequence). They can form a useful way to find patterns in behaviour and identify support that works.

Children 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.
- Put in place risk reduction measures and measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Confiscation

Staff have the authority to confiscate a child's property if it is interfering with their learning or another child's learning, if it is thought to be a potential health and safety risk or if it has previously been prohibited from being brought into school. The adult confiscating any item will usually give this item to the child's class teacher or a member of the senior management team for safe keeping. In most instances the item will be returned to the child at the end of the school day, or if it is felt to be more appropriate, to the child's parent or carer at the next mutually convenient opportunity.

Mobile phones which are brought into school need to be handed to the class teacher at the beginning of the day and turned off. They will be given back to the child at the end of the day. The school cannot accept responsibility for the loss of any child's property that is brought onto school premises.

Staff have the authority to search without consent for certain "prohibited items" (a full list of prohibited items can be found in the DfE guidance, "Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) . Legislation sets out what must be done with prohibited items found as a result of a search and any staff member confiscating a prohibited item must always report this to a senior member of staff. Otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to restrain or remove a child from a situation to prevent a child committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is extremely rare and will only be used where all other strategies been considered and the member of staff judges that there is no other option available.

For some children, their risk reduction plans will include plans for physical intervention that may be necessary. Where this is the case, the planned intervention should be:

- Agreed in advance by a multidisciplinary team in consultation with the student and their parents or carers
- Planned in advance including strategies for supporting the student's behavioural difficulties
- Used under the supervision of an identified member of staff
- Subject to recording, reporting, monitoring and, if necessary, investigation

In all circumstances:

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

Following any incident of restrictive physical intervention, the student will be debriefed as it is essential to safeguard the emotional well-being of all involved at these times. The purposes of the debriefing are:

1. To re-visit the experience by re-telling and exploring the story with a changed set of feelings.
2. During the incident the student's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.

Parents will always be informed if restrictive physical intervention has been necessary. Staff involved will also be debriefed to ensure that their emotional well-being is protected.

Parental Involvement

We believe it is important that the staff of the school, the children and their parents and carers all work together to make St. Matthew's Primary School a happy and safe place to be.

Parents can help us by:

1. talking to their child about the school rules.
2. Asking them what they think the each rule means.
3. Asking them what they must do to follow each rule.
4. Supporting staff in their actions in implementing this policy.

If we have concerns about your child's behaviour we will contact parents so that we can work together to solve any difficulties. Likewise, we ask that parents contact us if they have any concerns.

Special Educational Needs

All children are expected to work to meet their responsibilities as outlined in this policy and to follow our Five Golden Rules. Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our inclusion policy and procedures. A child may have targets on the class inclusion plan, an Individual Risk Management Plan or support from outside agencies to help their learning in this area.

Anti-Bullying

The school has a separate Anti-bullying Policy. The principles and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

The Use of Exclusions

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the health and safety of staff or children, adversely effects the education of other children or the smooth running of the school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached. A permanent exclusion may be used where the school judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate, safe behaviour cannot be made.

Incidents Occurring Out of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Teachers may use any of the procedures

set out in this policy in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes behaviour which happens when the child is taking part in any school-organised or school-related activity, when they are travelling to or from school; when they are identifiable as a pupil at the school, when the behaviour 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.

Parents should however remember that they are primarily responsible for the safety, well-being and behaviour of their children out of school and it can be difficult for the school to get an accurate picture of events that happen outside of the school.

Monitoring the Policy

The impact of this policy is monitored through formal and informal classroom observations and observations around the school, and also through the monitoring of class inclusion plans and children's IEPs. This work is carried out by the Senior Leadership Team of the school and, in the latter case, by the intervention coordinator and the special educational needs coordinator.

Various aspects of our policy and practice are also reviewed by children and staff as part of our ongoing PHSE Curriculum.

Appendices

- Roots and Fruits
- Anxiety Map
- ABC recording sheet

Related Policies

- Anti-bullying Policy
- Prejudice-related incident policy
- Intimate Care Policy

Appendix One - Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

DEFAULT

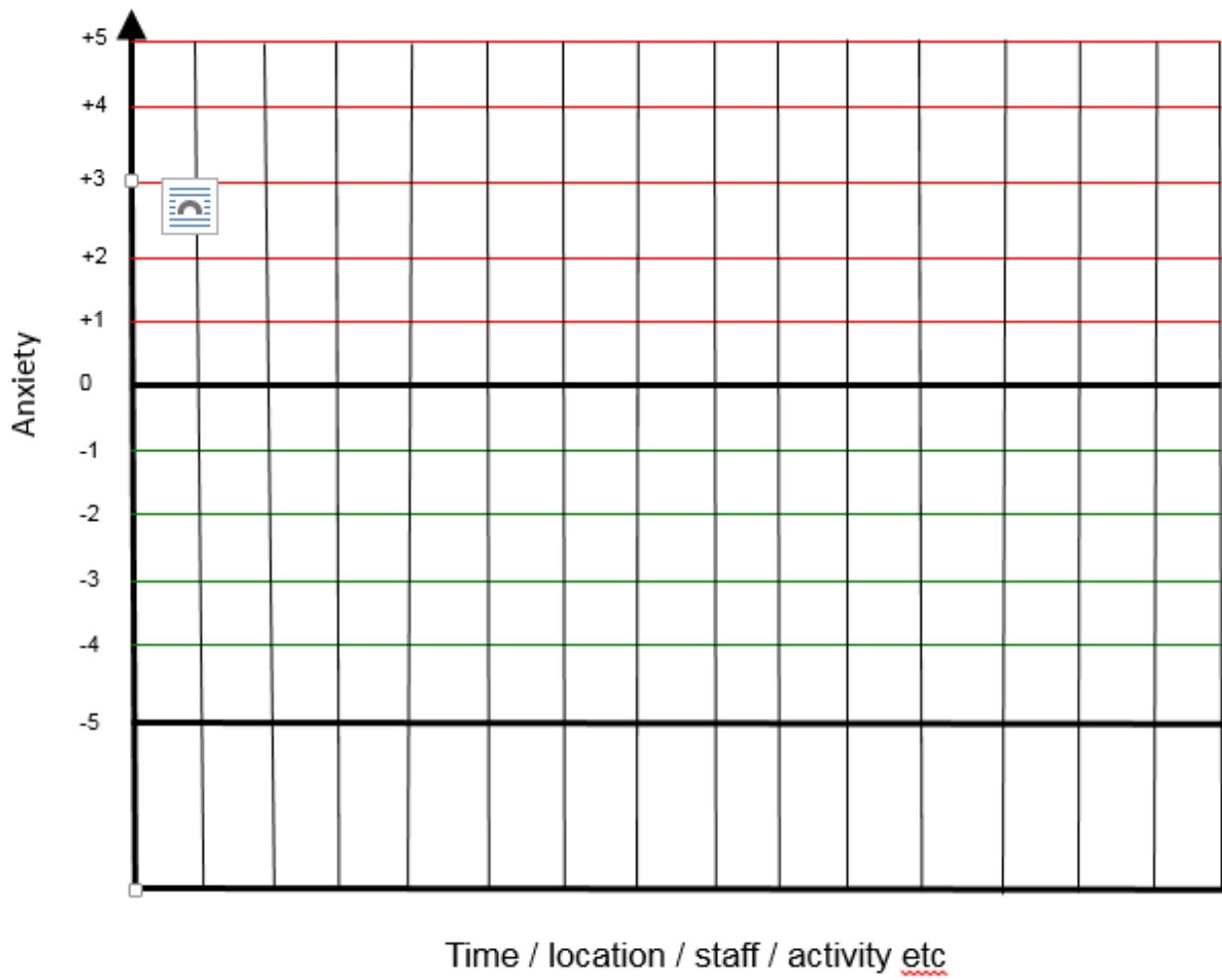
Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Appendix Two - Anxiety Mapping



Appendix Three – ABC Analysis

Name of Child: _____

Year Group: _____

ABC Analysis Record Sheet

Date	Time	Antecedent <ul style="list-style-type: none"> • Who is the child working / playing with? • Where are the adults in the classroom / on duty in the playground? • What are they saying / doing? • What time of day / day of the week is it? • What happened immediately before the behaviour? 	Behaviour <ul style="list-style-type: none"> • What exactly does the child do that is of concern? 	Consequence <ul style="list-style-type: none"> • What happens afterwards? • What do the staff in the classroom / on duty say / do? • What does the child do / say? • What do other children do / say? • What did they GET? • What did they AVOID? 	Additional Comments & name of professional