Plymouth CAST Positive Pupil Welfare Policy

Last Update: December 2019

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	December 2019	Matthew Barnes Deputy Director of Education and Standards	All Plymouth CAST staff	Cultural leadership

Approvals

This policy requires the following approvals:

Board	Chair	CEO	Date Approved	Version	Date for Review
✔			13th December 2019	1.0	December 2021

National/Local Policy

☐ This policy must be localised by schools

☒ This policy must not be changed, it is a Trust Policy

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement? ☐ Yes ☒ No If yes, the policy status is: ☐ Consulted and Approved ☐ Consulted and Not Approved ☐ Awaiting Consultation

Distribution

This document has been distributed to:

Position	Date	Version
All Plymouth CAST HTs		1.0
All Plymouth CAST SENCOs		1.0
Plymouth CAST Directors and SEL		1.0

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Plymouth CAST Pupil Welfare Policy 2018

The Mission of the Catholic Church and Safeguarding

"The Catholic Church and its individual members will undertake appropriate steps to maintain a safe environment for all and to practise fully and positively Christ's Ministry towards children, young people and adults at risk and to respond sensitively and compassionately to their needs in order to help keep them safe from harm. This is demonstrated by the provision of carefully planned activities for children, young people and adults, caring for those hurt by abuse and ministering to and robustly managing those who have caused harm." *[Source: National Catholic Safeguarding Commission - Policy Statement February 2016*

1. Purpose

This Plymouth CAST Strategic Policy applies to the Trust as a whole. Plymouth CAST, including all the schools and services within the Trust, their directors, governors and staff, must abide by this CAST Positive Pupil Welfare Policy.

Pupil welfare includes behaviour and discipline including anti-bullying, attendance, exclusion, uniform, student engagement and home/school agreements. The pupil welfare policies and practices of the Trust must serve the interests of all its pupils, and must comply with this Trust policy and with appropriate DfE legislation and guidance.

It is the responsibility of the local governing board and Headteacher of each school to ensure that their school/service and its staff adhere to this CAST Pupil Welfare Policy. In implementing the policy the Local Governing Board, Headteacher and Trust staff must take account of any advice given to them by the CEO, Director of Education, Deputy Director of Education and/or Board of Directors.

This Policy is subject to the approved Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Directors takes precedence.

If there is any question or doubt about the interpretation or implementation of this Policy, the CEO, Director of Education or the Deputy Director of Education should be consulted.

2. Preamble

All services that make up Plymouth CAST, including all the schools and services within the trust, their governors and staff, must abide by this Trust Pupil Welfare Policy.

This Trust Pupil Welfare Policy applies to all schools and service units in the Trust and over-rides any existing or school-approved student welfare policies, behaviour or anti-bullying policies where they differ.

The development and implementation of the school's pupil welfare policies and procedures is the responsibility of the headteacher and local governing board for each individual school.

Schools should seek opportunities to agree common practice that brings benefit to individual schools, and the Trust as a whole.

3. Terminology:

- The Trust means Plymouth CAST.
- School means a school (including sixth form), academy, pre-school or nursery within the Plymouth CAST Multi-Academy Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Plymouth CAST Multi-Academy Trust.
- Local governing board (LGB) means the committee of governors to which the Directors of the Trust have delegated appropriate powers and functions for the management of the school.

4. Application

Pending their systematic review by Directors, the pupil welfare policies and procedures of the schools within the Trust remain in force, subject to this Trust Pupil Welfare policy, and to any conditions or restrictions placed on the delegated powers of the local governing board and/or Headteacher by the Board of Trustees.

It is the responsibility of the Headteacher, with support from the local governing board, of each school to ensure that this Positive Pupil Welfare Policy is adhered to by the school and the staff employed by it. Headteachers must follow the parameters that are set out within the Trust's Scheme of Delegation and any related policies that are set by the Board.

Where appropriate policies and procedures relating to governors and/or governance have been approved by the Directors and/or by the local governing board, they override relevant references to governors within existing Pupil Welfare and other related behaviour policies and procedures, subject to any specific references in this Trust Positive Pupil Welfare Policy.

In implementing this policy and associated school policies and procedures the local governing board, Headteacher and school staff must take account of any advice or instruction given to them by the CEO, the Director of Education, the Deputy Director of Education, an Education and Standards Manager or Board of Directors.

5. Trust Schools Pupil Welfare policies:

The Trust has a duty of care to the pupils and staff of our schools and we want all pupils to feel safe and valued as individuals.

All Trust schools must develop and implement pupil welfare policies and procedures that are consistent with this CAST Positive Pupil Welfare Policy.

Each school's pupil welfare policies and procedures must ensure that all pupils feel safe and promote high standards of behaviour so that all pupils can learn and develop self-confidence and pride in their own achievements and has the opportunity to fulfil their potential.

Each school's pupil welfare policies and procedures must include policies and procedures relating to behaviour and discipline, including anti-bullying, attendance, exclusion, uniform, student engagement and home/school agreements. Appropriate adjustments must be made when applying any policy to a pupil who has a protected characteristic, including those with special educational needs and/or disabilities.

All schools must publish on their school website information in relation to its behaviour policy, including anti bullying.

As a Catholic Trust, we believe in protecting the dignity of the individual. Therefore, the trust expects school policies to focus on promoting positive behaviour. The trust also recognises that the only way to ensure that behaviour is managed effectively is to ensure that staff are emotionally intelligent, empowered to be flexible, to be present in the toughest moments and to judge slowly. Therefore, every school's behaviour policy should be underpinned by the following seven pillars of practice:

1. Consistent, calm, adult behaviour.
2. Basic, concise and easily remembered standards of expectation (eg – ready, respectful, safe)
3. First attention for best conduct.
4. Clear and predictable routine.
5. Scripted and easily understood strategies for adult intervention.
6. Restorative follow-up.
7. Be no longer than two sides of A4 paper.

6. There are three key levers to securing great student behaviour in our academies:

6.1 School culture

Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct and the teachings of the Catholic Church. Expectations must be as high as possible, for all.

6.2 Detail and clarity

Staff and students need to know how to achieve the culture, and what it looks like in practice from behaviour in lessons, in corridors, on the playground and when using lunchtime facilities. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture. Students and staff need routines to follow, for example, which corridor side to walk down, how to queue for lunch.

6.3 Maintaining the culture

Positive welfare policies only succeed when every staff member takes responsibility for implementing it. School systems require evaluation and maintenance. This includes staff training, effective use of consequences, data analysis and monitoring, staff and student surveys and maintaining standards. Leaders play a crucial role in monitoring the implementation of their policies in a consistent and fair way.

7. Curriculum

The development of an appropriate curriculum is also be an important factor in promoting effective student behaviour. For example:

- A variety of strategies should be employed in promoting learning to take place so that pupils of all abilities and needs are continually stimulated
- The curriculum is relevant, vibrant and prepares pupils well for the next stage of their education or, where relevant, their employment and training
- Teachers should pitch lessons correctly, so that all pupils are sufficiently challenged
- Learning should build from prior knowledge, so that pupils make links with what they already know and can do

8. PLYMOUTH CAST Ethos

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every school and setting that makes up the trust. We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

Trust leaders expect inclusion, equality, healthy relationships, hope and perseverance to permeate all aspects of the life and culture of each school and the organisation as a whole.

Each CAST school:

- has its own identity, but shares the common purpose of delivering Catholic social teaching, transforming learning, raising aspirations and broadening opportunities
- is committed to enabling children and pupils to become effective, enthusiastic, independent learners, committed to their life-long learning
- is dedicated to the pursuit of excellence across all aspects of its life and work

Promoting character development

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike.

9. Localised behaviour protocols

We believe that leaders should be empowered to innovate in the best interests of their pupils and communities. In light of this each school will have its own localised Behaviour protocols ensuring effective pupil behaviour. Localised protocols will follow the guidance outlined in this policy.

Plymouth CAST leaders are keen to share 'Best Practice' in Behaviour Management strategies. There are a range of vehicles for this including the localised clusters, promoting strong practice in schools outside the trust and direct academy-to-academy support.

Effective behaviour management is vital to securing great behaviour for learning. More specifically, we recognise that the following attributes form part of a successful school behaviour strategy:

How we manage behaviour

- Celebration of positive behaviour underpins all aspects of school life
- Teachers and leaders regularly observe or 'scan' the behaviour of the class, to intervene positively, at the point of learning
- De-escalation and diffusion is used first, in the vast majority of cases
- Focusing on raising children's self-esteem to fulfil potential
- Effective partnerships with parents, carers and external agencies
- Reflect constantly on the effectiveness of one's own behaviour management practice and be open to advice from others

Differentiation

- A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey to learn to be positive contributors to society.
- Clear expectations explained for all pupils taking account of pupils' age, developmental stage, their SEND and/or EAL
- Adults work with each pupil as an individual; knowing their interests, aspirations, developmental and/or special need or disability

How we plan our lessons

- Ensuring that the work set for pupils matches their stage of development, learning need/s and interests
- Adjusting the pace of learning during lessons, based on pupil's ability and progress
- Providing a challenging, stimulating and relevant curriculum
- Providing safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of pupils, seating plans, use of visual organisers, specific resources to support knowledge, understanding and skills development, personalised work stations, etc.

Expectations and role modelling

- Good behaviour needs to be explicitly taught and well modelled by staff
- Consistent, calm and fair application of approach or strategy by all adults
- Being enthusiastic, clear and consistent about expectations to create a positive classroom atmosphere
- Adults provide consistent and effective role models underpinned by high quality interactions with pupils during lessons and at other times of the day

10. De-escalation & Diffusion

De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:

- remembering that behaviour is, in all cases, a form of communication
- using non-verbal cues

- allowing adequate personal space
- using active listening techniques (e.g. LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward)
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

11. Positive behaviour management

It is important to focus on the positive: catch pupils being good, focus on those who are "doing the right thing", using the phrase "thank you" as the final part of a request, providing choice, using tactical ignoring.

Reward pupils who are highly effective in promoting good behaviour. It is important they are applied consistently with all pupils. Although rewards may be different in primary and secondary phases of education, they should always be in-line with agreed local and academy specific protocols to ensure consistency within each school. These can include:

- Praising on task behaviour
- Commendations/merits
- Certificates
- Positive comments – often best done privately or even on workbooks to prevent embarrassment or the positive effects being played down
- Phoning/writing home – a lot of schools have text systems or reward postcards to make this simpler
- Reward trips
- Whole class rewards
- House points
- Praise from a senior member of staff

12. Roles and responsibilities

Senior Executive Team:

The Director of Education is responsible for monitoring the effectiveness of each school's behaviour protocol and holding the Education and Standards Manager for each school to account for its implementation.

Education and Standards Manager:

Education and Standards Managers should evaluate the implementation and impact of the school's behaviour strategy on learning. They should give feedback and identify next steps for the headteacher, supported by their LGB.

The headteacher:

The headteacher is responsible for reviewing and approving the school's behaviour policy and how it fits with the trust Positive Pupil Welfare Policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently

School Staff:

Managing student behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Parents:

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and school is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the school's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed).

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

Pupils:

Pupils should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

13. Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, Trust leaders expect a school's approach to challenging behaviour to be differentiated to cater to the needs of individual pupils.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

We recognise that early referral to multi-agency support is vital in providing pupils with the support that they need.

14. Anti-Bullying

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

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against.

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The trust expects each school to apply a clear anti-bullying policy that prevents any form of bullying or discriminatory behaviour. This should be published on the school's website and reviewed by the school's Education and Standards Manager.

15. Restorative practice or justice

Leaders may want to implement a restorative justice approach in their school. Restorative practices are solution focused. Restorative justice brings together the victims with those responsible for the harm, to find a positive way forward. Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement. Restorative Practice is not an easy solution, as it should be used alongside the school's behaviour guidance and consequences.

https://restorativejustice.org.uk/restorative-practice-schools

16. Legislation and statutory requirements

This policy and localised protocols developed in any of the Trust's schools must follow 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

Localised Behaviour protocols must also be based on the special educational needs and disability (SEND) code of practice. In addition, this policy and localised protocols must be 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 antibullying strategy online – to ensure that staff, students and parents are informed

17. Discipline in our academies – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in the school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the school
- Teachers have a power to impose detention outside school hours for secondary aged pupils. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate pupils' property

Consequences for poor behaviour: what the law allows

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a pupil a consequence must be made by a paid member of school staff or a member of staff authorised by the Principal;
  2. The decision to reprimand the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary

Use of consequences - examples of potential consequences (each school will have its own steps for consequences based on the level of need):

- A look from an adult
- Praising a child who is on task and therefore reinforcing good behaviours
- A reminder of the rule/expectation
- The adult moving closer to the student
- Removal from the class ▫ Year group leader / phase leader referral
- Meeting with parents
- Detention

- Time out to access learning (TOTAL)
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

18. Physical intervention

See DfE guidance: Use of reasonable force in schools

In some circumstances, staff may use reasonable force to intervene with a pupil to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention 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 and reported to parents

Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the pupil involved, date of birth and their year group
- What triggered the behaviour ▫ What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Education and Standards Managers should undertake a check on school physical restraint records regularly. These should be available on CPOMs.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is more likely. Physical intervention should never be planned, but only used to stop a child from doing serious harm to themselves or to others. Therefore, any escalation in the need for physical intervention should be shared with the Education and Standards Manager at the school and a behaviour plan put in place (see appendices).

Training: If there is a likely need in the school for physical intervention staff should have regularly updated training in physical restraint. Headteachers should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD

http://www.bild.org.uk/our-services/workplace-training/

19. Absconding – leaving without permission

CAST Schools have a duty of care to take all reasonable steps to ensure that pupils are kept safe whilst in their care. School leaders should ensure that, to reduce the potential for absconding, the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for academy trips in advance of an educational visit to undertake a risk assessment

Schools will have their own localised procedures in the event of a student absconding and these will include:

- Informing school leaders immediately
- Not putting other students at risk
- Locating the pupil
- Following the pupil at a safe distance once he/she leaves the academy grounds – a decision made for each individual pupil by school leaders (Mobile phones must be carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student to the school (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the pupil cannot be found
- Follow up meeting with the pupil and their parents
- A risk assessment developed for the pupil

20. Confiscation

Any prohibited items (which should be listed in the school's behaviour protocol) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

21. Exclusions

The removal of a pupil from the school should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other pupils. As such, permanent exclusion is normally the final and most serious step taken in a school's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in school measures, including regular consultation with parents, behaviour contracts/plans or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – "Can we do anything differently to avoid permanent exclusions in the future?".

22. Links with other policies

This policy is linked to the following policies:

▫ Safeguarding policy

▫ SEND policy

▫ Staff Code of Conduct Policy

Appendix i:

<table>
<tr><td>Pupil's name:</td><td>Class:</td><td>Date:</td><td>Review Date:</td></tr>
<tr><td colspan="4">Identified challenges for pupil:</td></tr>
<tr><td colspan="2">Behaviours that challenge:
• "appearance" – what the behaviour looks like
• "rate" - how often it occurs
• "severity" - how severe the behaviour is
• "duration" - how long it lasts.</td><td colspan="2">Functions of behaviour:
• Social attention – behaviours that demand attention
• Escape/avoidance – behaviours that avoid interaction
• Tangible – behaviours to secure an outcome, eg to get a toy
• Sensory – behaviours that relate to over or under-stimulation, eg crowded areas</td></tr>
<tr><td colspan="4">Identified behaviour:</td></tr>
<tr><td>Appearance:</td><td>Rate:</td><td>Severity:</td><td>Duration:</td></tr>
<tr><td colspan="4">Identified function of behaviour:</td></tr>
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1
2
3
4</td></tr>
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Agreed strategies to respond to behaviour: 1 2 3 4			
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Identified behaviour:			
Appearance:	Rate:	Severity:	Duration:
Identified function of behaviour:			
Agreed strategies to respond to behaviour: 1 2 3 4			
Long term aim of strategies (think SMART): Agreed timescale for review:			

A staged approach to managing behaviour:

Stages of behaviour:

Green = calm & relaxed – needs proactive strategies used that keep the pupil calm

Amber = anxious, aroused or distressed – early de-escalation strategies should be employed with the aim of returning to the green stage

Red = incident! Agreed reactive strategies should be used. Step-by-step approaches are useful for staff to be effective at these times.

Blue = calming down - but still need to be careful – Should detail what happens following a red incident and calming strategies that should be employed.

Green

Support strategies The things that we can do or say to keep PUPIL in the green for as much time as possible.	Behaviour What PUPIL does, says and looks like that gives us clues that he is calm and relaxed.
• For eg, Give Pupil regular positive feedback encouragement (and positively discriminate) • Allow pupil to sit in a place in the classroom where it is easy to leave if needed • Ensure any pupils who trigger negative behaviours is not sat near the pupil in the classroom	• Describe here what the pupil is like when at their calmest. This will be different for every child depending on their age, needs and challenges. However, it should be easily identifiable for staff that do not know the child.

• Always try to use aspirational language – say what you do want them to do, not what you don't.	

Amber

Support strategies The things that we can do or say to stop the situation from escalating further and return PUPIL to the proactive phase as soon as possible.	Behaviour What Pupil does, says and looks like that gives us clues that she/he is becoming anxious or aroused.
• This box is likely to need regular amendment. Strategies should include distraction techniques that are effective, agreed approaches if the behaviours are being triggered by work and jobs that the pupil finds reassuring to do.	• Analysis of what causes behaviours to worsen should help identify what the pupil presents when their anxiety/anger/ mood is deteriorating. Make sure they are clear and easily identifiable.

RED

Support strategies The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	Behaviour What Pupil does, says and looks like when he is challenging.
• Strategies should be clear and step-by-step. They might include: • Stay calm and reassure PUPIL that you are going to help him. • Make sure only one person talks at a time. • Distract PUPIL with a favoured object or activity. • If possible, walk PUPIL to… • Ensure a message is passed to….. so that support is on its way etc	• Ensure that the behaviours that lead to red strategies and a likely incident are clear. For example: • He will cast objects. • He may come up to you and bang his head on you e.g. on your knee. • His body language will be very tense. • He will usually be sitting bolt upright.

Blue

Support strategies The things that we can do or say to support PUPIL to become more calm again and return to the proactive phase.	Behaviour What PUPIL does, says and looks like that tells us that he is becoming calmer.
• Make sure you detail what to do after an incident, both in terms of de-escalation and recording that meets the school's policy. For example: • Let pupil access a certain area • Allow them to record how they feel • Complete appropriate behaviour form/CPOMs	• Detail the physical signs you have identified during analysis that show the pupil is calming down after an incident, eg: • His posture will become more relaxed • He will make more eye contact and will interact with you

Behaviour plan completed by:	Behaviour plan agreed by:	Signed by parent:	Signed by teacher:	Signed by Headteacher:
Date:	Date:	Date:	Date:	Date: