



ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of Approval	May 2026
Date of Next Review	May 2027
Review led by	Head Teacher
Approved by	Full Governing Body
This Policy should be read in conjunction with the following documents	Anti-Bullying Policy Safeguarding and Child Protection Policy Early Years Policy Family Code of Conduct
Notes	Annual Review
Updated on the website	May 2026



School Mission Statement

Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:

To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding

'A Learning Community in Christ'

Values and Vision:

As a Catholic school, English Martyrs has an agreed Mission Statement and a distinctive nature. Christ's mission to humanity was conducted in a spirit of love and understanding, and our behaviour policy aims to ensure that the same spirit is reflected in our school community through mutual respect and support. Our school ethos is realised through our daily actions, and it is in the day to day living of our school life that the value system of the school becomes apparent. We have also identified the values of our school:

- Respect:** **We listen, all voices are heard and valued**
 We encourage diversity, we respect difference
We ensure everyone is safe at school
We care for each other
- Belief:** **Our pupils believe in their ability and strive to do more**
Our pupils know they can achieve even when they face setbacks
Our pupils are confident to question, and staff are confident in managing this
The Catholic ethos is represented and understood throughout our school
- Community:** **We have a responsibility to inspire, believe and respect each other within our school and wider community**
We hear an increasing number of pupil voices and we see their views integrated in the day to day running of the school
We feel the whole school community understands we are there to develop the 'whole child'
We work with, share and learn from our parishes and other schools in our community
- Inspire:** **We understand what inspires and motivates the pupils**
 We have a curriculum that is engaging and interesting to all
Our pupils show an eagerness to learn
Our pupils comment that they are challenged and find learning fun

The Behaviour Policy is essential to both creating the supportive environment through which our school values can be lived out by all members of our school community, and is also a tool through which understanding of the values can be deepened. We recognise that clear, consistent routines help pupils to feel safe, ready to learn and able to succeed. Across the school, adults explicitly teach, model and reinforce these routines so that expectations are understood by all pupils, including those who may need additional support with regulation or social understanding.

At English Martyrs, we also recognise that learning how to build and maintain relationships is a key part of children's development. Disagreements, conflict and falling out are a normal part of this process. Children are supported to understand the impact of their behaviour, develop empathy and learn how to repair relationships through adult guidance, modelling and restorative conversations.

The Governors of the school have agreed that the following principles should shape our Behaviour policy:

- That it should reflect our distinctive ethos as a Catholic school and allow our Mission Statement to be lived out;
- That the Gospel values should be applied throughout the whole school community, reflecting care and concern for the well-being and dignity of all;
- That our Behaviour Policy should support and encourage children to be *ready* (to make the most of all the opportunities in school and allow others to do the same), to be *respectful* (to all members of the school and wider society) and to be *safe* (through showing protective behaviours towards themselves and others).
- That our Behaviour Policy should reflect and reinforce our school values.

Our behaviour policy is underpinned by the principles of Therapeutic Thinking, which aligns with our belief that children learn best when they feel safe, calm, happy, valued and are able to self-regulate their emotions. This leads to pro-social behaviour.

At English Martyrs, we recognise that learning how to behave appropriately in a social environment is a developmental process. Children are not born knowing how to manage relationships, regulate their emotions or respond to others in all situations. These skills are learned over time through experience, guidance and reflection.

As part of this process, children will make mistakes, encounter challenges and need support to understand what has happened and how to respond differently in the future. Adults play a key role in modelling, teaching and reinforcing these behaviours, helping children to develop empathy, communication skills and an understanding of how their actions affect others.

We recognise that interactions between children are an important part of this learning. Disagreements, conflict and falling out are a normal part of developing relationships and provide valuable opportunities for children to practise social skills, with the support of adults. Children are supported to resolve difficulties, repair relationships and develop positive ways of interacting with others.

Particularly in the Early Years and Key Stage 1, children are still developing emotional regulation, communication and social understanding. This development does not always progress in a linear way. At times, behaviour may reflect frustration, anxiety or emotional overwhelm, especially where children do not yet have the language or strategies to express themselves in other ways.

Our approach is therefore to understand behaviour within its context, while maintaining clear expectations and boundaries. Where behaviour causes harm, it is always addressed. However, the focus remains on helping children to learn, develop and move forward positively, rather than simply applying consequences in isolation.

This understanding underpins our whole-school approach to behaviour and is reflected in our Anti-Bullying Policy and Early Years Policy, which further distinguish between relational conflict, friendship issues and bullying.

Our decision to adopt a Therapeutic approach is in response to attending the Therapeutic Thinking training in the 2021/22 academic year, and then the ongoing individual, group and whole staff training (e.g. PIKAS training, Senior Mental Health Lead training, Thought-full Training, LBAT

and ASCT support). Our decisions and this policy have also been shaped by guidance and statutory documentation such as:

Behaviour in Schools (February 2024)

Promoting and Supporting Mental Health and Well-being in Schools and Colleges (April 2026)

In line with the principles of Therapeutic Thinking and to fulfil our Mission Statement, we view behaviour as a communication and therefore:

- We are curious, and analyse behaviour rather than moralise about it
- We look for the root causes from feelings and experiences rather than blanket behaviourist theory
- Our responses to behaviour are consistent and carefully thought out; they are not emotive but focused upon the promotion of prosocial opportunities and feelings
- Underpinning all of our planning for and responses to behaviour is our belief that every children is special and unique, made in the image of God; their individuality and dignity is to be respected.

Prosocial Behaviours

Pro-social behaviour at English Martyrs is defined as behaviour which is positive, helpful and values social acceptance. We believe that pro-social behaviour stems from positive experiences and positive feelings. Positive feelings include, but are not limited to, feelings of being:

liked loved respected involved included comfortable motivated encouraged safe able brave curious capable valued secure calm trusting determined tolerant needed kind inquisitive happy absorbed playful proud enthusiastic supported wanted understood

Pro-social behaviour at English Martyrs is defined as behaviour which is positive, helpful and values social acceptance. It is behaviour that means that we can work together to be a 'learning community in Christ.'

All staff are expected to acknowledge, promote and consolidate the listed pro-social behaviours below:

Examples of pro-social behaviour	Examples of adult response to prosocial behaviour
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<p>Behaviours that benefit self:</p> <ul style="list-style-type: none"> • Being the best you can be • Showing respect to all members of the school community • Active listening • Being ready to learn • Looking after school resources and own property • Being able to self-regulate – or ask for help when it is needed. • Accepting co-regulation when offered 	<ul style="list-style-type: none"> • Private, specific praise e.g. ‘I’m pleased that you have asked for help. • Saying thank you • Referring to these examples in Time to Shine certificates • Feedback and marking comments • Housepoints • Taking home a copy of learning to share with carers • Learning shared on the celebration board in the hall. • Message home via the ‘Marvellous Me’ app (this will become ‘Awards and Activities’ from September 2026)
<p>Behaviours that benefit another child:</p> <ul style="list-style-type: none"> • Being a responsive talk partner • Helping another child • Active listening • Acting as a role model • Speaking to others politely and respectfully • Inspiring and engaging others through their interest in learning • Including other children • Helping other children to look after their property 	<p>All of the above</p>
<p>Behaviours that benefit the class:</p> <ul style="list-style-type: none"> • Active listening, waiting for their turn to give a contribution to a discussion • Turn taking • Respecting personal space • Working collaboratively within a group • Being able to self-regulate • Looking after class resources 	<ul style="list-style-type: none"> • Collaborative goal – filling a jar with marbles or pasta to reach a goal • Small class reward e.g. five minutes extra play time • Praise for the whole class referring to our values and Mission Statement
<p>Behaviours that benefit the school</p> <ul style="list-style-type: none"> • Respecting property and the school grounds 	<ul style="list-style-type: none"> • Praise for all
<ul style="list-style-type: none"> • Being able to self-regulate • Acting as ambassadors for the school, whether in class for a supply teacher or visitor, on a school trip, or when wearing their school uniform in the community before and after the school day 	<ul style="list-style-type: none"> • Celebration of pro-social behaviours in newsletter or school social media • Recognition in Celebration assembly

<ul style="list-style-type: none"> • Making an active contribution in house, key stage, whole school or class assemblies • Showing a positive learning attitude and making progress with learning 	
<p>Behaviours that benefit the community</p> <ul style="list-style-type: none"> • Helping others – supporting charities • Celebrating diversity, respecting different viewpoints and beliefs 	<ul style="list-style-type: none"> • Success shared in school newsletter, on social media, website and, where appropriate, local press.

Supporting all learners

We are aware of the importance of teaching and encouraging appropriate behaviour in the school. We recognise that everyone is different and, like in all aspects of learning, come from different starting points and have different needs. We therefore aim to promote pro-social by teaching and modelling pro-social behaviours by, for example:

- **Investing in relationships** – ensuring that children know that we have high expectations of them; the better a child is known, the more tailored our approaches can be
- **Role modelling** (this is essential – children learn better from being shown, rather than told)
- **Providing consistency** (this does not always mean equality: see below)
- **Establishing and following routines** (but with flexible thinking, being mindful of individual needs)
- **Rewarding and providing positive reinforcement** (should be given freely and unexpectedly, not as a form of bribery)
- **Giving feedback and recognition** (not just celebrating the expected but recognising and responding when a child has gone over and above)
- **Proving comfort and forgiveness** (showing empathy and nurture, letting children know that they can always make a fresh start)
- **Using positive language** (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- **Facilitating restorative conversations** (showing to the children the importance of relationships and the need to work together to maintain and strengthen these)

We support children to develop and demonstrate prosocial behaviours not just through our day-to-day teaching and modelling but also through the application of common strategies across the school. These include:

Our school rules

The children, teachers, support staff, parents and governors aim to make our school a happy, safe, supportive and Christ-centred place by following three key rules:

- Be safe
- Be ready
- Be respectful

For our younger children, we may explain in terms such as, for example, 'Look after ourselves, look after each other, look after our classroom.'

Daily routines are a central part of our approach to behaviour. These include how pupils enter the classroom, transition between activities, engage in learning, and respond to adults and peers.

Staff explicitly teach and revisit these routines, particularly at the start of the year and following school holidays, so that expectations remain clear and consistent. Where pupils need further support, adults provide additional modelling, prompting and practice to help embed these behaviours over time.

All staff are responsible for following this policy consistently and fairly. This includes modelling expected behaviours, explicitly teaching routines, and responding to behaviour in line with our agreed approach.

Consistency across the school is essential so that pupils experience clear, predictable expectations that help them to feel safe, secure and ready to learn.

Attendance

We recognise the strong link between attendance and behaviour. Pupils who attend regularly are more likely to feel secure in school routines, maintain positive relationships and engage successfully in learning. Where attendance concerns arise, we work closely with families to understand any barriers and provide support, recognising that unmet need can sometimes present through behaviour.

House system

We operate a house system in our school where we have four houses based on our values, Community, Respect, Inspire and Belief. Children earn house points for prosocial behaviours and these are tallied and shared in Celebration assembly. House assemblies are led by Year 6 house captains with the support of the teachers and headteacher. They provide an opportunity for the children to explore and celebrate prosocial behaviours in our school and wider community, and to work together across different year groups for common goals.

Class collective rewards

Children work in their classes to earn small rewards. These rewards are discussed and agreed with the class, all children contribute and all children experience the reward. Progress towards achieving the reward can be through, for example, putting a piece of pasta or a marble in a jar.

Celebration assembly

As part of our weekly celebration assembly, a child from each class is chosen to have their 'Time to Shine'. They receive a certificate which identifies and celebrates the pro-social behaviours that they demonstrate, and have the opportunity to bring in objects that are special to them to show to their classmates. We also celebrate examples of learning from each class, not only in terms of the attainment but where children have challenged themselves and drawn upon their pro-social and learning behaviours.

Class Mission Statements and Rules

At the start of the year and also at key points, to fit in with our RE teaching, all children are involved in discussing what our school Mission statement and school rules mean, and how these should be lived out in our interactions with one another, in our classrooms and around the school.

Outdoor Play and Learning (OPAL)

At English Martyrs, we are developing our approach to playtimes through the Outdoor Play and Learning (OPAL) programme. OPAL is an established school improvement approach which supports schools to improve the quality of play opportunities for all children. It recognises that play is an essential part of child development and that a significant proportion of a child's school life is spent in playtime.

Through OPAL, we aim to provide a rich, inclusive and engaging outdoor environment where children can explore, create, take appropriate risks and develop independence. High-quality play opportunities support children's physical health, social development and emotional wellbeing, and contribute positively to behaviour, relationships and readiness to learn.

Our approach to playtime supervision reflects this, with adults supporting children to play well, resolve difficulties and develop self-regulation, rather than simply directing activities. We recognise that when children's need for play is met, there is a positive impact on behaviour and learning across the school day.

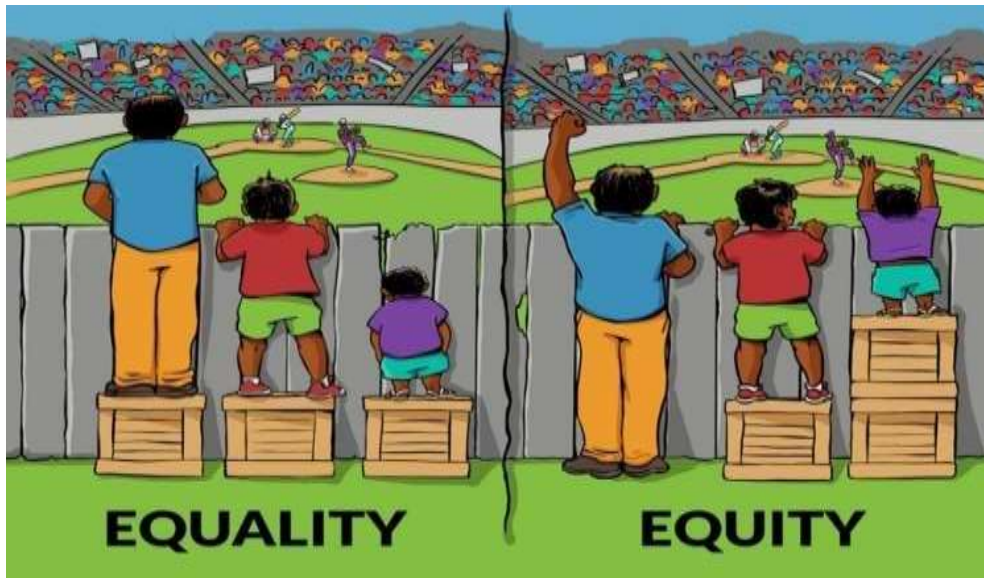
Where incidents of unsocial or antisocial behaviour occur during playtimes or lunchtimes, these are responded to and followed up in line with the school's behaviour procedures. As with behaviour during learning time, incidents are recorded where appropriate and used to identify patterns, support pupils effectively and ensure a consistent whole-school approach.

Staff recognise that playtimes are a key context for social learning. Disagreements and minor conflicts may arise and are supported as opportunities to develop social skills, with adults guiding pupils in resolving issues and maintaining positive relationships.

A Proactive Approach to Promoting Self-esteem, Encouraging, Recognising and Teaching ProSocial Behaviours

We support children to develop and demonstrate prosocial behaviours not just through our day-to-day teaching and school routines. We also recognise some of our children do not have secure, inherent 'bank' of pro-social feelings – such as feeling valued, comfortable, supported or understood - to draw upon. This could stem from, for example, children's own perception of self, their anxiety levels or external circumstances. We will therefore seek to find ways of building up pro-social feelings for these children. If all children are treated **equally** this aims to promote fairness but this approach can only work if everyone starts at the same place and needs the same help. This is not the case for our pupils, who are individuals who come to

school with different backgrounds and experiences in terms of developing prosocial feelings and demonstrating prosocial behaviours. Instead we are aiming for **equity** where everyone if given what they need to achieve success. This may mean that some children need opportunities to build up pro-social feelings and are given experiences that are additional to or different from other children. This is not that we are ‘rewarding poor behaviour’ but that at English Martyrs we advocate for every child to receive the resources, experiences, appropriate interventions and support to develop their pro-social feelings and achieve their full potential.



Unsocial Behaviour

At English Martyrs Catholic Primary School ‘unsocial behaviour’ is defined as that where children are unwilling or unable to behaviour socially in the company of others, although this is not detrimental to themselves or others.

Example of unsocial behaviour	Response to encourage pro-social behaviours and feelings
Isolated play in the classroom or playground. ¹	Proactive opportunities offered, such as allocating a chosen friend to play with, supporting the child to pre-plan who they will play with and what they will play. Encourage participation, from the child themselves and for them to let an adult know during play (rather than at the end) if they haven’t found someone to play with and would like help with this. Also encourage others to invite them to join in (if appropriate). Personalise play to children’s interests, provide verbal and non-verbal praise.

¹ At English Martyrs we recognise that children do also appreciate the opportunity to play alone, and that we will have introvert children for whom spending time alone or with a smaller group is part of their preferred social style. Above all we want children to feel happy and relaxed in social environments; children are not ‘forced’ to socialise when this would make them feel uncomfortable.

Reluctance to join in with an activity, either in the classroom or outside on the playground.	Offer help to understand the activity. Offer help to understand activity. Support to encourage child to explain their reluctance to engage; what could change for them to be more willing to join in?
Reluctance to join in with specific sessions.	'Sneaky peek' or the lesson before it starts. Child to be offered opportunity of responsibility for the lesson, such as helping to set up or being a helper during the lessons. Pre-modelling of the activities / skills to be taught in that session.
Disengaging from learning tasks without permission (e.g. getting up from the table rather than focusing on task, leaving the carpet during an input without permission).	Praise for other children who are remaining engaged with the task as a reminder of expected behaviours. Check in with the child to find out why they are not engaging – are they needing support, getting frustrated with the task, becoming bored? Are they finding it hard to concentrate, do they need to move to a different space? Check if the child needs a 'movement break'.
Not participating in discussions or with a talk partner.	Pair with a chosen friend or in a group of 3. Opportunity to pre-rehearse what they would contribute to the discussion.
Not engaging / noncompliance with learning activities.	Differentiate activities based on interests, where possible. Support with modelling and pre-teaching. Having achievable goals. Reminder that it's OK to make mistakes, regular check-ins with child to build confidence / give reassurance. Use of visual timetables. Consider the timing of a task.
Reluctance to come into the classroom at the start of the day.	Give parent time / space to bring them in. Flexibility to arrive a few minutes earlier if this helps. Classroom responsibility / 'special job' in the morning. Allocate a friend to be with them at the start of the day and bring them into school. Meet & greet with adult. Praising pro-social behaviour. Attachment objects, either from home or school, tailored opportunities at the start of the day. Where appropriate, opportunities to explore their feelings through self-perception cards.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Anti-social Behaviour

At English Martyrs Catholic Primary School, anti-social behaviour is defined as behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour like this is likely cause distress, alarm, harassment or injury.

It is important not to group unsocial behaviour with anti-social behaviour.

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

It is often staff responding to unsocial behaviour that escalates the behaviour to become anti-social.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that behaviour should be viewed not as ‘challenging’ but ‘distressed’.

Within antisocial behaviour, there are behaviours that are difficult and behaviours that are dangerous:

Difficult behaviour: Behaviour that is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of content (e.g. S. becoming angry and refusing to speak to a member of staff about it is difficult to managing during lunchtime).

Dangerous behaviour: Behaviour which is anti-social and will predictably result in imminent injury or harm. This includes harm to self and / or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. The behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes. For example, ‘hitting’ is listed as a potentially dangerous behaviour, but if this hitting is isolated and half-hearted as part of a falling out between two friends, then this instance of hitting would not be considered to be dangerous.

Some potential examples of Antisocial Behaviours	Some potential examples of Dangerous Antisocial Behaviours (severity and frequency to be considered)
<ul style="list-style-type: none"> • Aggressive shouting/calling out disruptively • Continued interruptions • Swearing • Answering back, mimicking • Name calling • Lying • Refusal to carry out an adult’s request • Distracting and/or disrupting others’ learning by shouting, banging, making noises • Throwing small equipment (without aiming at a particular person) • Leaving the classroom without permission • Damage to property/pushing over furniture • Stealing • Inappropriate behaviour online 	<ul style="list-style-type: none"> • Leaving the school building • Leaving the premises • Spitting (directly at another) • Pushing aggressively • Scratching • Pinching • Hair pulling • Hitting • Kicking • Fighting • Biting • Punching • Throwing furniture • Bullying (see Anti-Bullying Policy for definition)

The immediate response to difficult and dangerous behaviour, by any member of staff who is responding to it, should be de-escalate.

Examples of Anti-social behaviour	Responses to behaviour:
<p>Behaviour that has a detrimental impact to themselves:</p> <ul style="list-style-type: none"> • Screaming / shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g climbing on furniture 	<ul style="list-style-type: none"> • Using positive phrasing to deescalate (see appendix). • Where appropriate to the child and the situation, use of declarative language rather than imperative sentences (e.g. “I can see that you are upset. I wonder what we can do to help” rather than “Stop that now.”) • Purposeful ignoring. If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to Mission Statement, Zones of Regulation. Restorative debrief after incident. If behaviour is repeated, use social story / comic strip conversations to identify points of distress and pro-social behaviours in response. Consequences to be meaningful to incident and child.
<p>Behaviour that has a detrimental impact to another child:</p> <ul style="list-style-type: none"> • Knowingly invading another child’s personal space • Verbal abuse to another child, including screaming and shouting • Defacing another child’s work • Physically harming another child. • Leaving a child out 	<ul style="list-style-type: none"> • Private discussion with child about personal space – ‘An arm’s length always is a good place to stay.’ • Discussion with child to diffuse situation, refer to Mission Statement /School rules/ Zones of Regulation (dependent on situation with the child). Restorative de-brief after incident. If behaviour is repeated, use social story / comic strip conversations to identify points of distress and pro-social behaviours in response. Consequences to be meaningful to incident and the child. If protective consequence if necessitated, adjust provision

<p>Behaviour that has a detrimental impact on the class:</p> <ul style="list-style-type: none"> • Disrupting learning by shouting and calling out during whole-class sessions • Walking through the carpet and stepping on other children / walking around class and disrupting other children • Disrupting learning by damaging furniture or resources • Defacing / ripping displays / work 	<ul style="list-style-type: none"> • Purposeful ignoring. If behaviour continued adult to intervene using visual clues / non-verbal clues to encourage pro-social behaviour. If behaviour continues, adult to intervene and have a private conversation with child. • Consider the position the child sits in on the carpet / in the class. Give them a responsibility / purpose at a time when this may be likely (e.g. giving out resources after the end of the input, helping teacher to spot other children who are focused). Quiet conversation with declarative language to find out what is wrong (“I wonder ...”). • Adult to intervene and de-escalate the situation. Consider the safety of others (do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them to calm down. Once de-escalated, offer opportunity to put things back and tidy resources / furniture • Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them to calm down. Once deescalated, child to help repair display / work.
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<ul style="list-style-type: none"> • Playing roughly with children on the playground. • Inciting others to behave in an antisocial way. • Physically hurting / harming a group of children. 	<ul style="list-style-type: none"> • Adults to intervene and de-escalate situation. Offer opportunity to talk through what has happened (structure through e.g. comic strip conversation). Social story in place to change behaviour to pro-social. Adult to support / remind child of pro-social behaviour and regular check ins with social story.
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<p>Behaviour that has a detrimental impact on the school - internal</p> <ul style="list-style-type: none"> • Running off – leaving the classroom and running through communal areas. • Difficult behaviour in assembly that disrupts. 	<ul style="list-style-type: none"> • Use de-escalation / distract strategies to engage the child. Private discussion to understand why they ran off. When ready, return to class. Whole-class discussions on safety. Social story to promote pro-social ways to express themselves. • Additional adults to support identified child in assembly. Private discussion to ascertain what they find difficult about assembly. Opportunities to sit in a different position / bring quiet fidget toy and/or headphones if this helps.
<p>Behaviour that has a detrimental impact on school - external</p> <ul style="list-style-type: none"> • Being rude to passers-by • Running off / refusing to engage during school trip • Being disrespectful to members of the public or behaving in a dangerous or destructive way when they are identifiable as members of the school (e.g. whilst walking to or from school and wearing school uniform). 	<ul style="list-style-type: none"> • Preparation for trips – social stories to promote pro-social behaviour. Privately speak to child about comments made • Risk assessments in place. Parent / carer invited to join trip. Reduced time on trip, with parent dropping child off / collecting from venue. High ratio of adults – careful deployment of staff. Social story about what will be happening during the trip. Behaviour to be deescalated as safely as possible. Call school to inform Headteacher. Child may be collected from trip by school staff and returned to school. • Privately speak to the children / children about how their behaviour reflects upon the school. Ensure that parents / carers are aware and, where appropriate, discussion with parents about whether children have sufficient levels of maturity to

<ul style="list-style-type: none"> • Being disrespectful to or about members of our school community on social media, including WhatsApp. 	<p>demonstrate consistently prosocial behaviour away from adult supervision.</p> <ul style="list-style-type: none"> • Appropriate reparation, such as writing a letter of apology to affected individuals, being asked to pay for any damage caused. Privately speak to the child about respectful interactions online, reiterating teaching from RSHE lessons. Adaptations made to RSHE teaching, if necessary, to ensure that content has been fully understood. Parents / carers to be advised and reminded of the importance of parental controls, talking to their children about social media and having an understanding of what their child is doing and saying online.
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Responses to anti-social behaviour

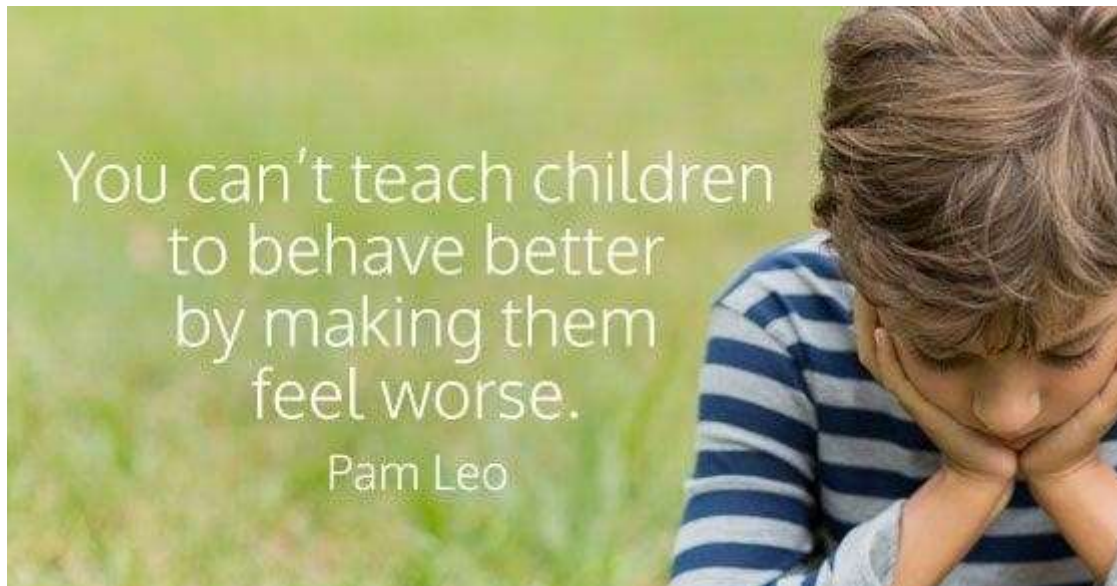
We believe that anti-social behaviour can be subconscious, conscious or a mixture of both:

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

Within the appendices is a proforma that we may use when considering whether behaviours are conscious or subconscious.

Predominantly subconscious behaviour indicates difficulties in coping with an overwhelming feeling. This could be, for example, being overwhelmed with frustration or anxiety. Where we have identified that a child's anti-social behaviours are predominantly subconscious, there will be proactive support in place to help the child with managing their feelings. This could range from prompts in the classroom, adults recognising that the child struggles with anxiety and therefore reducing demand or responding with sensitivity when certain situations arise, or more tailored work as part of a small group or on a one to one. If we respond to subconscious behaviours by punishing them, we can often generate more of the negative feelings associated with injustice or dangerous behaviours.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour, despite any known potential consequence or 'punishment' associated with the behaviour. If we respond to behaviours with 'punishments', we often create conflict and further escalation.



Therefore, rather than 'punishing' children, we instead put consequences into place that are meaningful to the child and the incident. There will be times when it is not necessary for school staff to implement a consequence because there will have been a natural consequence. These are consequences which are not planned or controlled. For example, a child may independently realise that their behaviour has been anti-social and they have chosen to apologise or make amends. Another example of a natural consequence would be that if a child takes too long to get ready to go out to play, they will have less playtime or if they have been showing antisocial behaviour that has meant that they have not completed learning, they will need to miss part of their playtime to catch up.

It is essential that there is always an element of restorative practice. If there has not been a natural consequence and the child have not had the opportunity themselves to develop new skills or new ways of thinking, then it is our role to facilitate this either through a protective or a educational consequence.

- Protective consequence: Removal of a freedom in order to manage harm, e.g. staying in at lunchtime to keep others safe, spending some time away from other children with an adult when behaviour is unsafe, being directed to move away from other children for a time to calm down. These are actions to ensure no further harm occurs in the short term.
- Educational consequences: The learning, rehearsing or teaching so that the freedom can be returned, for example staying in at playtime with a teacher to learn how to take turns, learning how to manage future situations through creating social stories or reflecting on what has gone wrong and how a situation can be managed differently through creating comic strip conversations.

At English Martyrs, we use the '4 Rs' as a response to understanding and moving forwards from antisocial behaviour:

<p>REGULATE² (teaches child to shift states)</p>	<p><i>‘Every time we regulate together with a child or young person, we teach our pupil that it’s possible to shift states, sensations and feelings by engaging with something on a sensory level. That all important life-changing message that it’s possible to learn how to soothe, quieten and calm the alarm system in each one of us, so that we can then use our social engagement system.’ (L. Bomber, 2020)</i></p> <p>Consider that the child may be in a negative stress system, such as ‘Flight, Fight or Freeze.’ Do not ask them to run or carry out high impact activities, which could heighten stress state further. Offer regulation activities: distraction, fidget toys, jobs or an errand, physical activities such as lifting or sweeping.</p> <p>Mindfulness or sensory activities. Focused breathing.</p> <p>Play a game, try a puzzle together or a different thought-provoking distraction.</p> <p>Use a calm box or quiet music.</p> <p>Give the child the time and space to begin to self-regulate (see scripts).</p>
<p>RELATE (teaches child relationship building)</p>	<p><i>‘Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.’ L Bomber 2020.</i></p> <p>Warm, friendly expressive face.</p> <p>Positive body language.</p> <p>Be attentive and in tune.</p> <p>Acknowledge feelings and meet body language.</p> <p>Let them know that you are there to help, that you want to understand – you are on ‘their team’.</p>
<p>REASON (teaches child)</p>	<p><i>‘Every time we reason together with a child or young person, we teach them to pause, reflect and consider something in the higher part of their brain, their thinking and cognitive brain. The message that it’s possible to override the emotional limbic brain from time to time, to extend ourselves outside what is known and familiar, to tap into our exploratory system, be curious, interested, excited: to settle to learn.’ L. Bomber 2020</i></p> <p>Reduce your words, chunk information.</p> <p>Use multi-sensory techniques to describe or relay facts – drawing, demonstrating with lego figures, modelling</p> <p>Drop the subject into a play situation or relate it to your own feelings / experiences. Avoid lecturing.</p> <p>“I wonder”</p>
<p>REPAIR</p>	<p><i>‘Every time we repair a relationship together with a child or young person we teach them that there is usually an exit strategy. That it’s usually possible to put things right and that we are often made stronger as a result of difficulties. So there is no</i></p>

² The adult working with the child must be someone whose own feelings are regulated at this time. If there has been an incident where there are heightened emotions for the adult as well as the child, then the adult involved should give themselves time. The adult should be someone that the child knows, trusts, feels safe with and has a positive relationship with.

(teaches child strategies for reconnecting)	<p><i>reason to panic or be afraid of ourselves or of each other. The message of hope.'</i>(L. Bomber, 2020)</p> <p>Fix it together – clear it up, mend it, give back some time.</p> <p>Random acts of kindness – think of something that may make that person feel better.</p> <p>Avoid forcing an apology, but encourage child to ‘show’ sorry by checking that they are OK and planning future interactions.</p> <p>Do something together to reduce the sense of shame.</p>
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Risk management plan

Staff will follow policy and also use the Behaviour Management Flow Chart (appendix) to manage the risks of anti-social behaviour. If anti-social behaviours are regularly repeated by a child, a Risk Reduction Plan (appendix) may be put in place to support staff in managing risks and support the child in changing their behaviour. This will advise staff on how to predict and prevent behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise and demonstrate better prosocial ways to deal with uncomfortable situations.

Unforeseen behaviour

Unforeseen behaviours are behaviours not covered by the policy, never previously experienced or so historic that we believed they would not re-occur.

- Staff will consider the safety of the child and danger to others, and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
- This may include alerting others, such as school staff or emergency services to help with risk management.
- It may result in referring to the Emergency Plan or the Use of Reasonable Force policy.
- Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability of the situation will move through the hierarchy of class teachers, SLT, governors.
- Staff will record behaviour on the school CPOMS system.
- A de-brief will be held and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

Reporting, recording and communication

The following behaviours need to be reported on CPOMS, ensuring that the Senior Leadership Team are alerted:

- Any difficult anti-social behaviour as documented in Section 9
- Any dangerous anti-social behaviour as documented in Section 5.

Staff will also ensure that other members of staff who need to be aware, such as job share partners or PPA teachers, are also alerted.

Staff may also choose to document unsocial behaviours if they feel that this will build up a picture of a child's needs so that they can be better supported.

When recording on CPOMS, staff should ensure that:

- The member of staff who witnessed the behaviour should take responsibility for recording it
- They are aware that this record may inform future discussions and may need to be shared with parents / carers / outside agencies so should be clear; descriptions need to be accurate and not under- or over-described.
- Include any known antecedent, where the behaviour took place, and how the situation was dealt with e.g. restorative conversation between children
- Ensure that key members of staff, such as lunchtime supervisors and class team are kept informed so that they can adjust provision / monitor / give feedback as appropriate

Communication with parents / carers

Communication with parents / carers is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. Working closely with parents helps us understand the child better and, through working as a team, we can put shared and consistent strategies in place which support the child to demonstrate pro-social behaviour and experience prosocial feelings. As part of effective communication:

- Positive pro-social behaviour will be recorded on Marvellous Me ('Awards and Achievements' from September 2026) so that it is shared with parents
- Communication about anti-social behaviour to parents / carers will be from the class teacher or, where deemed more appropriate, by the Pastoral Support teaching assistant.
- If behaviour is persistent or dangerous, a member of the Senior Leadership Team may communicate.
- Parents / carers will always be informed if their child has been undertaking their learning in a different classroom because their anti-social behaviour has disrupted the learning of their peer group.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported. Staff should be mindful that some parents may find this difficult and that children or parents may perceive conversations on the playground at the end of the day as being 'shaming'. Staff should be mindful of the importance of privacy and dignity, and this should inform their decision making about when and how to communicate any anti-social behaviour incidents.
- If appropriate, emails or home-school communication books can be used to record behaviour if the parent / carer is in agreement and if this supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put into place and (where relevant) what follow-up will take place. Emotive language should be avoided by the member of staff communicating with parents / carers.
- Discussions will be logged on CPOMS as an 'action taken'.

There will also be times when another child has been directly affected by the anti-social behaviour of another child and we will also communicate with parents / carers about this. This communication will usually be from class teachers but may, in the instance of more dangerous or persistent anti-social behaviour, be from the Senior Leadership Team. When communicating in this respect:

- Staff will ensure that they are mindful of the importance of confidentiality – another child’s educational needs are confidential personal data that must only be shared on a need-to-know basis
- Staff must be mindful of protecting another child’s dignity; it is for this reason that we do not make public what the educational or protective consequences for another child will be
- Staff should ensure that the parent / carer is aware that the behaviour policy is being followed

School community responsibilities:

The Governors are responsible for:

- monitoring and evaluating the impact of the Therapeutic Thinking approach to Behaviour at English Martyrs Catholic Primary School;
- ensuring that school policies and practice reflect statutory guidance from the Department of Education.

The SLT are responsible for:

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

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Having visual display to enable children to consider different feelings and emotions and provide time out or a thinking pot to promote discussion
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a ‘silly’ game from continuing) both in the classroom and playground.

- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground at playtimes and lunchtimes, ensuring that if a child is dysregulated and taking time out of class an adult knows where they are and the child knows they are being 'kept in mind').
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour, in focused sessions at the start of the school year, within the context of RE and RSHE lessons, and as and when needed.
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Plan and deliver a programme of RSHE to promote prosocial behaviour and to identify links between Christian beliefs and actions to prosocial behaviours within RE lessons.
- Teach RSHE regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents in CPOMs on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others
- Ensuring that children are aware of their responsibilities and understand how they can fulfil these

Parents are responsible for:

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

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.

- Showing respect for each other and for each other's property and resources as well as for school property.
- Communicating with adults, letting them know when they or other children need support or if other children's behaviour is causing them concern.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.
- Supporting other pupils to develop and demonstrate prosocial behaviours by encouraging them to do the right thing

Suspension and exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or it by allowing that child to remain with their peers it would be seriously detrimental to the education or welfare of the children or others in the school, an internal exclusion may take place. This is when a protective consequence is put into place so that the child is removed from the class, but not from the school site. As this is an internal process, exclusions legislation and guidance does not apply. There is no statutory maximum period for internal exclusion, but if it is being used regularly and repeated for a child, then therapeutic plans for the child should be reviewed to consider what more the school can do to meet the learning and behaviour needs.

For more serious and / or protracted incidents of anti-social behaviour, there may be no option but to suspend. This will only be considered after all possible avenue have been explored and will be a last resort. This may be in response to a repeated series of anti-social behaviours where a therapeutic approach is not proving effective or in response to a significant one-off incident of dangerous antisocial behaviour that risked the safety of others. When reaching the decision to exclude a child, the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities', which means it is more likely than not that a fact is true.

Suspensions:

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents / carers will be notified without delay, of the specific reason and length of the suspension. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the child is excluded. This written information must include the reasons for the decision to suspend and the period of fixed term suspension. If the child has already been collected from the school before written information can be prepared, this will be emailed to the parent. The Headteacher will inform the Local Authority (LA) of all suspensions without delay. If the child has a social worker they will also be notified without delay about the reason for and length of the suspension. This information will be shared with the Virtual Schools Head without delay if the child is Looked After.

The suspended pupil will receive school work to do at home until he or she returns to school, which should be returned to school for marking. The Governing body will keep these arrangements under review.

If the fixed suspension period is for 5 days or more, the Governing body must arrange suitable fulltime education for the child. If the Headteacher decides to extend the fixed term suspension for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to place a fixed term suspension with one that is permanent, the parent will be informed without delay.

Only the Headteacher can suspense for one or more fixed term periods – up to a maximum of 45 days.

The parents / carers will also be notified that they have a right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Headteacher will inform the Chair of Governors at this stage without delay.

The Governing body has the power to direct the Headteacher to reinstate a pupil who has been suspended for a period in excess of five days. The Local Authority may also direct reinstatement, however they must consult the Governing body first.

If parents / carers give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the suspension as soon as practicable. Where there is a legal requirement for the governing body to consider the suspension, parents have a right to attend the meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short fixed term suspension the pupil will usually be back before the meeting is arranged. However, the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are required to notify all parties without delay of their decision following consideration of a suspension.

The committee convened for the purpose of considering suspensions requires at least three members of the Governing body, none of which should be the Headteacher.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. The 4R's will be referred to, and to support a child's success reintegration to school after a fixed term suspension the school may consider starting a Pastoral Support Plan (PSP) with the child. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified, and support will be sought from the Fair Access Team where appropriate.

Permanent exclusion:

The Headteacher will inform the parents / carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing. The notification will also document for reference any relevant previous warnings, fixed term exclusion periods or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Headteacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representation should be made. This will be done within seven days of notification. The parents / carers have right of access to all curricula records of the pupils and to other educational records through a request to the Governing body. When notifying parents about an exclusion, the Headteacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to statutory guidance on exclusions
- a link to impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com) or ACE Education (www.aceed.org.uk) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and

- where considered relevant by the Headteacher, links to local services, such as Traveller Education Services or the Information Advice & Support Services Network (formerly known as the local parent partnership – www.lassneetwork.org.uk).

The LA will be notified of all permanent exclusions.

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Headteacher to reinstate the excluded pupil. Where a pupil has SEN, the LA must ensure that appropriate full time placement in an identified school is provided. Parents still retain the right to express the preference for the school.

The Governing body has the power, but is not under any duty, to direct the Headteacher to reinstate a permanently excluded pupil. The Governors will convene a meeting to consider the exclusion and any representations made by the parents / carers, within a maximum of 15 school days of the notification by the Headteacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the Governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 days from the day the Headteacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent appeals committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.

A direction by the LA is binding unless the Governing body appeals against the direction. This must be done within 5 school days of the date of the direction.

The child's name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents / carers give notice in writing that they do not intend to appeal.

In the event of exclusions, reference should be made to the DfE statutory guidance 'School suspensions and permanent exclusions' (August 2024).

Appendix 1: De-escalation scripts (to be used in the event of a child being very heightened. Staff need to communicate to ensure that the approach is consistently delivered by one / two members of staff and that it is given time, rather than several staff separately attempting to de-escalate)

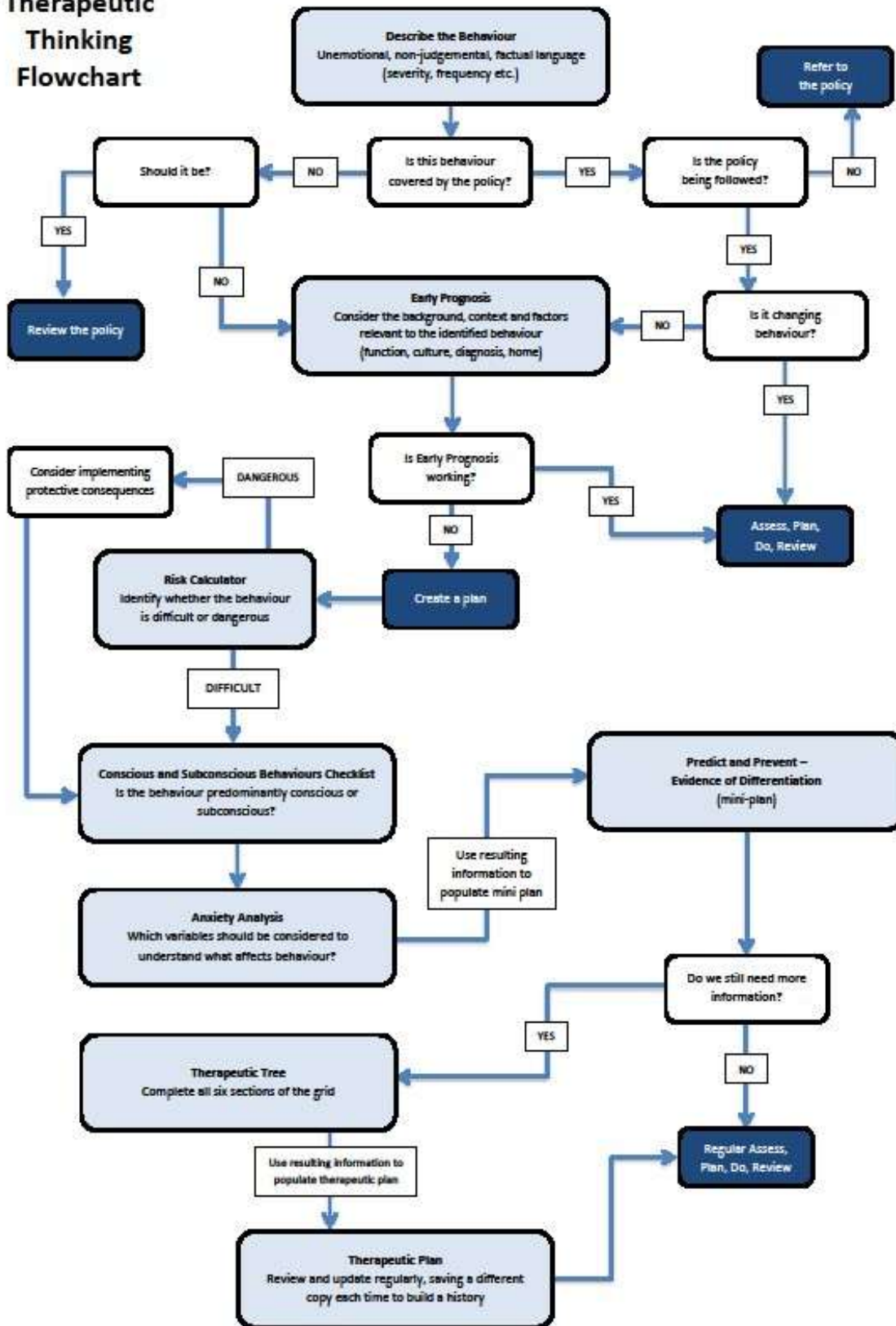
SCENARIO:	INITIAL DE-ESCALATION SCRIPT:	SECONDARY RESPONSE IF CHILD IS NOT DE-ESCALATING / MESSAGE NEEDS TO BE SIMPLIFIED.
<p>If children make negative statements about themselves or you, for example: <i>"You blame me for everything. You just don't want me in your classroom."</i></p>	<p>"I can see that it feels like I am blaming you, that is a really difficult feeling to have. I wonder if you feel you would be better off outside the classroom. Although it doesn't feel like it, I really do want you in the classroom."</p>	<p>"It is really hard to feel that I am blaming you, that is such a scary feeling."</p>
<p>If a child runs away / hides away under a table / climbs.</p>	<p>"I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready."</p>	<p><i>(If the child moves away further)</i> "I can see it is hard to be close to me. I will be here when you are ready."</p>
<p>If a child won't speak to you at all / has climbed / is telling you to go away.</p>	<p>"I don't know if you are feeling really sad or angry or scared and maybe you're not sure either. I can see it is really difficult for you. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright."</p>	<p><i>(If the child continues not to engage or says that it's not OK to stay with them).</i> "I can see you're not ready. I will move away a little but I'm here for you when you're ready."</p>
<p>If a child is purposely disrupting the class.</p>	<p>"Everyone wants to focus on their learning. Can I help you?" "I can see that you're finding it difficult to focus here, shall we move to xxxx (e.g. quiet space, book corner area)."</p>	<p><i>If child continues to disrupt:</i> "I can see you're not ready to do your (e.g.) maths. You can do either xxx or xxx and we will come back to it later." <i>Missed learning may be caught up on at lunch or playtime, or sent home for the child to complete as appropriate.</i></p>

If a child is refusing to come in from the playground.	“Everyone is coming in now. We want you to join us. Can I help?”	<i>If child continues to refuse:</i> “I can see you’re not ready. I’m going to leave the door open and we hope you’ll join us soon. Then we can work out what’s the matter.”
Physically threatening behaviour, towards peers or adults.	SAFETY FIRST – MOVE YOURSELF AND OTHERS AWAY IF THIS IS NEEDED TO KEEP SAFE. Radio for another adult. “I can see you’re upset and I want you to be safe. We’re here for you.” / “You’re not being safe and we need you to put that down. Thank you.”	<i>If walking away to keep others safe and give child space:</i> “I can see you’re upset and will give you space for you to start to feel better. We’ll talk when you’re ready.”
Verbally threatening behaviour, towards peers or adults.	“Your words are upsetting and frightening others. I can see you’re upset – can I help?”	<i>If verbal aggression continues:</i> “You’re still cross so we will move away to give you space to start to feel better. Let us know when you are ready to talk.”
Leaving the classroom without permission (including running away on school premises).	I can see you’re upset. Come back inside so we can talk about the problem.	<i>If child shows signs of running:</i> “I’m not chasing you. I’ll be standing here / I will come back and check on you to make sure you are safe. When you come back inside, we can talk about the problem.”
Leaving the school premises.	You have left the school premises. I need to call the police so we can keep you safe. Call the police and parents. Keep child in sight if possible but do not chase.	

Note: Once a situation has been regulated (the first ‘R’, p. 14), it is essential that staff then move to the second ‘R’ and relate to, rather than reprimanding, the child.

Appendix 2: Therapeutic Thinking Flowchart

Therapeutic Thinking Flowchart



Appendix 3: Early Prognosis Tool

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by policy. Consider each of the components below within the context of the described behaviour – speak to the child, other members of staff, other professionals and parents/carers who may have information to add. |

Context (home and school)

All behaviour occurs within a context.

A behaviour might be acceptable in one context but unacceptable in another.

Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.

- What do we know about the pupil's current experiences?
- Where is the behaviour happening?
- Is there anything in the home situation of the pupil which may be impacting on their behaviour? Has something recently changed?
- Are there particular children, staff or family members involved?
- Is there an 'obvious' trigger with an obvious solution?

Diagnosis

Some behaviours are associated with a particular diagnosis.

There may be proven strategies to meet the need of such a behaviour.

The environment or context may need to change rather than the behaviour.

- Does the pupil have a known diagnosis?
- Is the pupil undergoing investigation for a particular diagnosis?
- Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?

What is the described behaviour?

An unemotional, non-judgemental, accurate description, including the severity and frequency.

What do you see? What do you hear?

Function

All behaviour has a function.

Function is what the behaviour is communicating.

A behaviour may have more than one function.

- **Sensory** – meeting a known or unknown need (occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?)
- **Escape or avoidance** (occurs due to perceived demand or threat, or when asked to do something?)
- **Attention** (leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?)
- **Tangible gain** (enables access to a person, situation or item they prefer?)

Cultural expectations

Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.

Every culture has a set of 'norms' many of which may be unwritten.

School cultural expectations may need to be explicitly taught.

- Is there anything in the family or community culture of the child that should be considered?
- Take into account expectations and priorities within the family or community relating to behaviour, sexuality, gender and social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations.
- Are there unspoken school or staff cultural expectations which should be explored?

Hypothesis: What is this snapshot telling you? What is your professional opinion?

Action: What will you put into place to meet this pupil's needs?

Steps – Early Prognosis (Blank)

Date: _____
Staff member: _____

Context (home and school) <ul style="list-style-type: none">• Complete if required		Diagnosis <ul style="list-style-type: none">• Complete if required			
Function		The behaviour		Cultural expectations <ul style="list-style-type: none">• Complete if required	
Action:					

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Appendix 4: Sub-conscious and conscious behaviours checklist

Subconscious behaviour checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less angry/manage their anger? (therapeutic tree)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less embarrassed/manage these feelings?

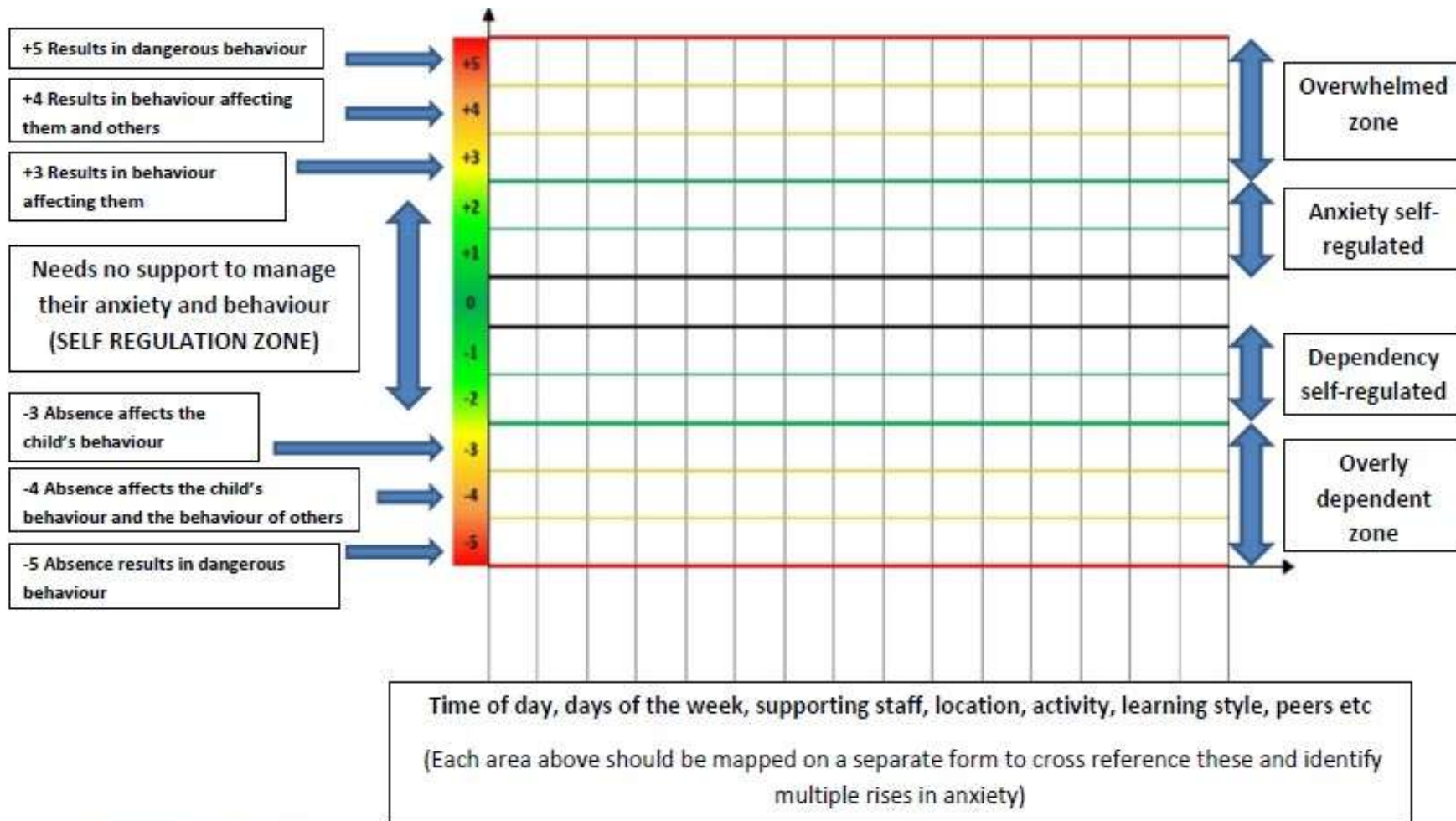
What is stimulating/overwhelming them?		How do we manage this stimulus? (topic, adult, time, activity, peers, transition, noise etc Anxiety Analysis)
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Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?

<p>How can I impact on the child's beliefs or values?</p>		<p>What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?</p>
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Appendix 5: Anxiety analysis



Hertfordshire Steps 2020

Appendix 7: Predict and Prevent

	Score	Staff/Location/Activity/Peer/Time PREDICT IT	Evidence of action PREVENT IT
Raised anxiety	+2 - +5	These items overwhelm the pupil	Planned differentiation required to reduce anxiety
	+2	These items run the risk of overwhelming the pupil	Monitoring needed
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant	Monitoring needed
	-2 - -5	These areas have developed an over reliance	Differentiation needed to reduce this over reliance

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus)	Planned Differentiation required to reduce anxiety 1. Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan e.g Connect 4, top trumps) 2. Sentence stems, word bank and chunked tasks needed for all topics 3. He will always need access to the outside; this should be differentiated as a consequence but never removed. He needs support at all play times 4. This may be sensory, be aware of noises which may cause crisis, support if unplanned or unpredictable, offer re-assurance not criticise 5. Remove their lolly stick from the pot; never ask them to read aloud. Give them pre-prepared questions to answer and if willing they can contribute
	+2	These items run the risk of overwhelming the pupil 1. Literacy	Monitoring needed 1. More support needed to start task and regular check ins. Celebrate small achievements e.g Capital letters, underlining headings, completing minimum work to celebrate success. Allow take up time if off task
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 1. Structured play 2. Praise, non-public	Monitoring needed 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then reengage and give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly.. Tell them the behaviour you observed and how it made you feel
	-2 - -5	These areas have developed an over reliance 1. Carpet time	Differentiation needed to reduce this over reliance 1. He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location

Appendix 6: Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond

Crisis / DANGEROUS behaviours	Strategies to respond
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Post incident recovery and debrief measures
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Signature of Plan Co-ordinator	Date ...
Signature of Parent / Carer	Date:
Signature of Young Person	Date ...