



Boxmoor Primary School is an inclusive, therapeutic school and we believe in equality and in valuing the individual. We are committed to promoting respect, fairness and social inclusion, to improving outcomes for our children and promoting good relations across the whole school community. All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect and tolerance. Bullying, harassment and discrimination is unacceptable even if it occurs outside normal school hours.

The school's legal duties, in order to comply with the Equality Act 2010 and which are described in the Equality Scheme, will be further reinforced through the Behaviour and Anti-Bullying Policies which seek to safeguard vulnerable children. We recognise some pupils may need additional support and reasonable adjustments to meet behaviour expectations.

As a school we strive to provide a caring and happy environment for everyone in the school community. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community, we seek the best for the children in our care and see the behaviour policy as a part of this goal.

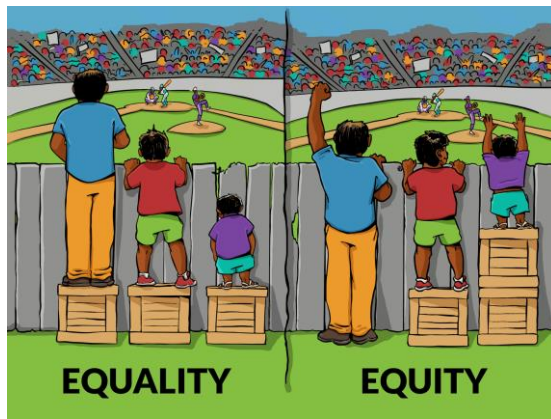
We value the well-being of all in our community and encourage children to see their behaviour in relation to others and to grow in awareness of their responsibilities and the consequences of their actions. We encourage an atmosphere of support and mutual trust in which everybody plays a part.

The school acknowledges that children's self-control is acquired and developed through experience of the acceptable norms of society. This is facilitated at school by the provision of a structure wherein children can develop socially acceptable courses of action.

As a school we aim to view behaviour in terms of pro-social, unsocial and anti-social rather than good or bad. We seek to administer educational consequences and nurture rather than punishment and embarrassment.

Philosophy

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of pro-social (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.



Equality is treating everybody the same. Equity is giving everybody what they need to be successful.

Aims

We believe that all behaviour is a form of communicating need. Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

Understanding Behaviours:

Behaviour is:

- Anything a person says or does, which is everything we see or hear
- How you act or conduct yourself, especially towards others.
- Everything from the most prosocial to the most extreme antisocial.

Boxmoor Primary School places a high emphasis on prosocial behaviour. The behaviour and social development of our children are key factors that enable them to access and interact with the community, nurture their continuing development and enhance the quality of their lives.

All staff need to know how to promote prosocial behaviour and manage and influence behavioural change for children who display unsocial and antisocial (difficult/dangerous) behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

Prosocial Behaviour is:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Behaviour can be split further into subconscious and conscious behaviour.

Subconscious Behaviours are behaviours that occur without any thought or planning.

Sometimes subconscious unsocial behaviour can be a sign of a failure to cope with an overwhelming feeling: such as being overwhelmed with frustration, anxiety or depression or excitement. A child who has been constantly embarrassed when asked a question in lessons may experience a rapid

increase in anxiety when faced with this or similar situations. They are unable to manage these feelings which may drive a subconscious freeze, fight or flight response.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity.

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out (not in isolation or as a punishment), differentiated curriculum, family support, managing the stimulus etc.

Conscious Behaviours

Conscious behaviour is behaviours that are chosen because it is successful or effective at meeting needs - behaviours which are the result of thought or planning.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour. A child who uses disruption when faced with a difficult task may choose to shout out continuously if they believe it will serve them by being asked to leave. The child may have no motivation to stay as staying will be uncomfortable and no support is expected. The child may prefer the consequences of leaving to the consequences of remaining.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to unsocial conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations, consistent practise, an understanding and certainty of the logical protective and educational consequences.

All staff should focus on de-escalation and **preventative strategies** rather than focusing solely on reactive strategies.

Everyone who comes into the school - including learners, parents, staff and visitors - are responsible for promoting and modelling pro-social behaviours by demonstrating clear values and principles through:

- honesty
- being inclusive
- the concept of 'different for different'
- respect for themselves and one another

- establishing positive (pro-social) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (pro-social) behaviour
- rewarding pro-social behaviour with words. *Agreed responses in place for children who require a specific, behaviour management Plan.*

Children's behaviour should be managed with sensitivity and professionalism consistent with **Hertfordshire Steps**, which encourages a culture of "*improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties*" (Hertfordshire's Behaviour and Attendance Strategy, 2014).

Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire Steps.

*Positive experiences create positive feelings.
Positive feelings create positive behaviour.
Negative experiences create negative feelings.
Negative feelings create negative behaviour.*

(Hertfordshire's Behaviour and Attendance Strategy, 2014)

External discipline will often suppress anti-social behaviour. Long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding of expectations
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness (potential supportive hug (as per Hertfordshire Steps training))

All staff at Boxmoor Primary School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos. All staff are responsible for implementing and motivating prosocial behaviours for all children. There are two certified Hertfordshire Steps Tutors within the school: Mrs Campos and Mrs Argiolas.

Rainbow Rules

In order to ensure that expectations of behaviour are clear, Seven Rainbow Rules have been written following consultation with staff and children. These are displayed, shared and adhered to throughout the school and reviewed on a regular basis.

EYFS:

Say please and thank you.
Look after things and tidy up.
Have gentle hands.
Try your best.
Share and play fair.
Be kind.
Smile and have fun.

KS1:

Be polite and helpful.
Look after property.
Have gentle hands.
Always do your best.
Be honest and truthful.
Always listen to others.
Be proud to be brilliant Boxmoor!

KS2:

Respect all members of the school community and each other.
Consider the needs of other learners when moving around the school.
Be ready to learn.
Be responsible for your own learning.
Strive to do your best.
Inspire each other.
Be proud to be brilliant Boxmoor!

Classroom Management

Each classroom takes time in developing classroom rules with the children at the start of the academic year. These classroom rules are bespoke to the class and should be reviewed termly.

Classroom management and teaching methods have an important influence on learners' behaviour. Our classroom environment gives a clear message to learners about how highly they, and their efforts, are valued through a culture of high quality displays, modelling of pro-social language and a collective responsibility for the environment within their classrooms. We know that relationships between all adults and children, the layout of the classrooms, classroom displays, access to resources and strategies to encourage positive behaviour choices all influence children's behaviour.

We aim to ensure that all classrooms are organised to promote independence and are arranged to aid accessibility for all children. An equitable philosophy is adopted whereby a range of reasonable adjustments can be put into place to help reduce unsocial and anti-social behaviours. To see a range of reasonable adjustments see appendix A.

Ready to Learn

It is important that all children come to school 'Ready to Learn'. For this to be achieved children need to be punctual and attend on a daily basis. It is essential for all children to have the correct equipment: PE kits, home learning, reading books and reading records: each class has a timetable which is verbally discussed and updated daily.

Praise, Reward and Celebration (Before a Crisis)

When pupils are fully engaged and learning we need to 'catch them getting it right' through specific praise, celebration and reward. Children should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates, where appropriate, success in behaviour as well as in learning.

To promote and encourage prosocial behaviours for all children, staff need to also:

- **Use positive phrasing** - clear and unambiguous
- **Use limited choice** – both options need to be acceptable to the child and the adult
- **Use disempowering unsocial and anti social behaviour** – e.g. “You can listen from there”, “I’ll be over here when you’re ready”
- **Use de-escalating scripts** – e.g. “I’m here to help”, “Talk and I will listen”
- **Use de-escalating body language** – manage distance, side-on stance, relaxed arms etc
- **Use physical intervention** (safe touch) – Offer an arm, supportive hug, supportive arm, guiding, escorting

Consequences (After a Crisis)

Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing children to reflect on their choices and take steps to make positive behaviour choices.

For the vast majority of our learners, the following strategies support a quick transition back to pro-social behaviours:

- use of a non-verbal cue such as ‘a look’.
- a positive reminder of the rainbow and classroom rules that requires reinforcement
- when appropriate, name to be recorded and child verbally reminded of pro-social behaviour expectations. Feedback once a return to pro-social behaviour is consistently seen.
- an opportunity for ‘time away’ (from the group or indeed the classroom environment – this is not a punishment)
- educational or protective consequences put in place (bespoke)
- Risk Reduction Plan

Examples of protective consequences may include:

- Using the playground when it is quieter
- adult supervised play
- small adult led social skills group participation.

Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious).

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour. The Hertfordshire Steps ‘Roots and Fruits’ and ‘Anxiety Mapping’ tools support staff in considering the underlying influences on behaviour.

Behaviour outside the classroom

Teachers can apply educational and protective consequences should learners display anti-social behaviour outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education guidance. This includes occasions when children are on educational visits,

competing in sporting events at other locations, are receiving education at another location and when incidents of anti-social behaviour have been reported to the school by members of the public.

Learners with Special Educational Needs and/or Disabilities

We recognise that within a climate of inclusion, there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences are not the most appropriate means of effectively dealing with their behaviour. The school will use other programmes of intervention and support may be used in conjunction with external agency advice and recommendation.

Therefore children with behaviour difficulties on the SEND register or the school's provision map may well have personalised support. See SEND Policy for further details.

Risk Reduction Plan

The school's pro-social behaviour policy effectively works for the majority of children. Some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy. Children who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include children who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all. The SENCO and class teacher will undertake a range of behaviour analysis to effectively support children in crisis.

These include (but are not limited to):

- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Roots and Fruits
- Early prognosis tool
- Risk Reduction Plan

An Individual Risk Reduction plan (see appendix) will:

- be based on outcomes shown from the behaviour analysis
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages: before a crisis, during a crisis and after a crisis
- be based on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire's Behaviour and Attendance Strategy, 2014).

Boxmoor Primary School will also follow guidance from the Hertfordshire emotional and wellbeing behaviour strategy, 2020-2023: There are different levels of support families and school can access to meet the needs of children.

- Tier 1 – Prevention and Early Identification (Universal)– the school provides support for all children's emotional wellbeing from its own resources.

- Tier 2 – Getting Advice and Signposting (Universal plus)– the school accesses enhanced advice and guidance from other schools in the area for those children whose emotional wellbeing is affecting their ability to engage in learning or the school environment.
- Tier 3 – Getting Help (Targeted) – the school accesses targeted support from specialist local providers, outreach or other locally commissioned services through their DSPL’s. Support can be accessed from ESC, PBS’s, special school outreach, ISL or public health.
- Tier 4 – Getting More Help (Targeted plus) – the school accesses short term provision away from the school where a child or young person is considered to be at immediate risk of permanent exclusion.
- Tier 5 – Getting Risk Support (Specialist) – suitable quality assured alternative provision is commissioned for children who have been permanently excluded until a new school placement is identified.

There may of course be occasions when it is necessary to consider whether a mainstream school remains an appropriate placement. The local authority has a statutory duty to protect the educational entitlement of all children of statutory school age who have been permanently excluded from school.

Generally, unsocial behaviour is a quiet non-compliance behaviour that does not negatively impact on other pupil’s learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. Staff should strive to interpret unsocial behaviours as a communication or negative feelings and differentiate support accordingly.

Unsocial behaviours can include (NB: This list should not be treated as exhaustive):

- Not seeking or giving to association with others
- Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed, but not to the detriment of self or others

Anti-social behaviours are defined as:

- Difficult behaviour = anti-social behaviour (that is not dangerous)
- Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Some examples of difficult and dangerous behaviours are:

Anti-Social Difficult Behaviours	Anti-Social Dangerous Behaviours
Frequent Shouting/ Calling out	Causing injury to others by hitting, pushing, kicking. (Violence towards others)
Refusing to following expectations or instructions	Leaving or attempting to leave the school site.
Spitting	Violently throwing objects, classroom furniture at peers or adults.

Use of negative or inappropriate language.	Significant damage to school property.
Swearing	Slamming of doors and/or other objects
Making disruptive noises	Hiding from staff
Standing on chairs	Climbing on hazardous objects

Some children with antisocial behaviours may have other difficulties such as attachment or developmental trauma.

What you might observe in children with attachment difficulties and developmental trauma

Difficulties in:

- Forming and maintaining relationships - peers and/or adults
- Forming a positive self-image
- Managing stress
- Information retention and problem solving

Responses to stimuli:

- Dissociation (Freeze)
- Aggression (Fight)
- Run and Climb (Flight)
- Hypervigilance (on alert)
- Overwhelmed (by sights, sounds, touch)

Our response to anti-social behaviours is set in the context of Hertfordshire Steps therapeutic approach to behaviour. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Engage with the primary behaviour, not secondary
- Calm intonation
- Limited choice
- Disempowering the behaviour
- Educational consequences

If a child is in a crisis and is displaying dangerous behaviours it is strongly advisable for adults to keep their distance. A child should not be moved from a location but the rest of the class should be removed. Learning may be taken outside or to another part of the school. Evacuation of a whole class should be a last result and only if there is a significant threat that children will be harmed. It is the duty of adults to protect all children. If a child is in crisis and not hurting others or themselves then the child should be left alone until they are able to respond and communicate. This may take some time and it is important that a child feels safe before any educational consequences will be discussed and put in place.

It is the responsibility for the class teacher to decide who would be best to help the child in a crisis. The teacher needs to base the decision on the staff available at the time. If the class teacher is the best person to support the child then the teaching responsibilities can temporarily be given to another adult.

If a child is on a risk reduction plan then all staff must follow the plan, using the agreed scripts and language.

Unforeseeable behaviours are behaviours not previously shown by the child or are so historic were believed not to have occurred again. This behaviour will be recorded in the school's Management Information System (MIS). All staff must follow the guidelines for supporting a child who is displaying antisocial behaviours.

It is the class teacher's responsibilities to tell parents/carers about the behaviour, communicating in a non-judgemental way and being accurate with events. It is also the responsibility of the class teacher to put in place reasonable adjustments. Help and advice can be sought from the SLT and SENCO. If a Risk Reduction Plan is to be put in place then further assessments must be done first - see section 3.

All staff have the responsibility to record difficult and dangerous behaviours in the school's behaviour folders. This system will be monitored by the class teacher regularly. It is the class teacher's responsibility to identify behaviours that are becoming more frequent from individual children. Depending on the type and frequency of the difficult/dangerous behaviours, teachers will put in place reasonable adjustment(s). Teachers may request the support of the senior leaders and the SENCO.

When recording behaviour, staff must record a non-judgemental accurate description describing the behaviour and providing a context.

Examples of describing accurate and non-judgemental descriptions, over describing and under describing.

- The child, whilst angry, has pulled over a small bookcase containing 20 books. 10 fell out and 1 had a small tear to the cover.
- Over describing would include phrases such as 'wrecked the classroom'
- The child has used highly offensive racist language directed towards another child.
- Under describing would include phrases such as 'that was not very nice' or 'he was very rude'

Class teachers and/or teaching assistants will have informal discussion with a child about their behaviours and ask for the child's views. The class teachers/teaching assistant will work with the child where appropriate to put in reasonable adjustment to help prevent difficult and dangerous behaviours from occurring.

School staff should promote good communication and relationships with families. It is the responsibility of the class teacher to communicate unsocial and anti-social behaviours they see in a child. This communication can be achieved through face to face meetings, from a phone call or an email. This is in addition to parents evening. It is strongly advisable to discuss the most effective forms of communication with parent/carers. An open door policy is promoted but may not be the most suitable place to discuss sensitive, personal information.

It is good practice for teachers and support staff to put in place reasonable adjustment so a child can feel safe and secure in their learning and learning environment. It is the responsibility of the class teacher to communicate reasonable adjustments to the parents/carers.

Working with parents/carers means listening to them and taking on board what they know about their child. Working together with parent/carers ensure that they are comfortable with the recommendations put in place.

If further preventative measures are to be put into place, such as a Risk Reduction Plan, then the teacher and parent/carers must work together, a member of the SLT or the SENCO can be invited to these meetings at the request of the family or the teachers.

Teachers will inform parents of behaviours they see but will not provide a diagnosis of any kind.

It is for the school staff to work closely with the family to support a child and to help influence prosocial behaviours through interventions. If there is a concern that a child might have an undiagnosed special need then the SENCO must be present to the meeting and this must be after previous consultations with the parents/carers have happened and preventative measures have been put in place and at least two cycles of Assess, Plan, Do, Review have occurred.

Exclusions are only ever used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents to collaboratively plan, write and resource a Risk Management plan as these plans are used as a tool to prevent exclusion.

Permanent exclusion may be a consequence for dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted.

Examples of dangerous behaviours which could lead to permanent exclusion are:

- possession of an offensive weapon
- use of or dealing in, illegal substances
- severe violence towards a member of the school community resulting in hospitalisation or injury

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion when "in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period."¹, if the circumstances warrant this. In the absence of the Head Teacher, the Deputy Head Teacher may exclude pupils.

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

¹ Click [here](#) for guidance.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

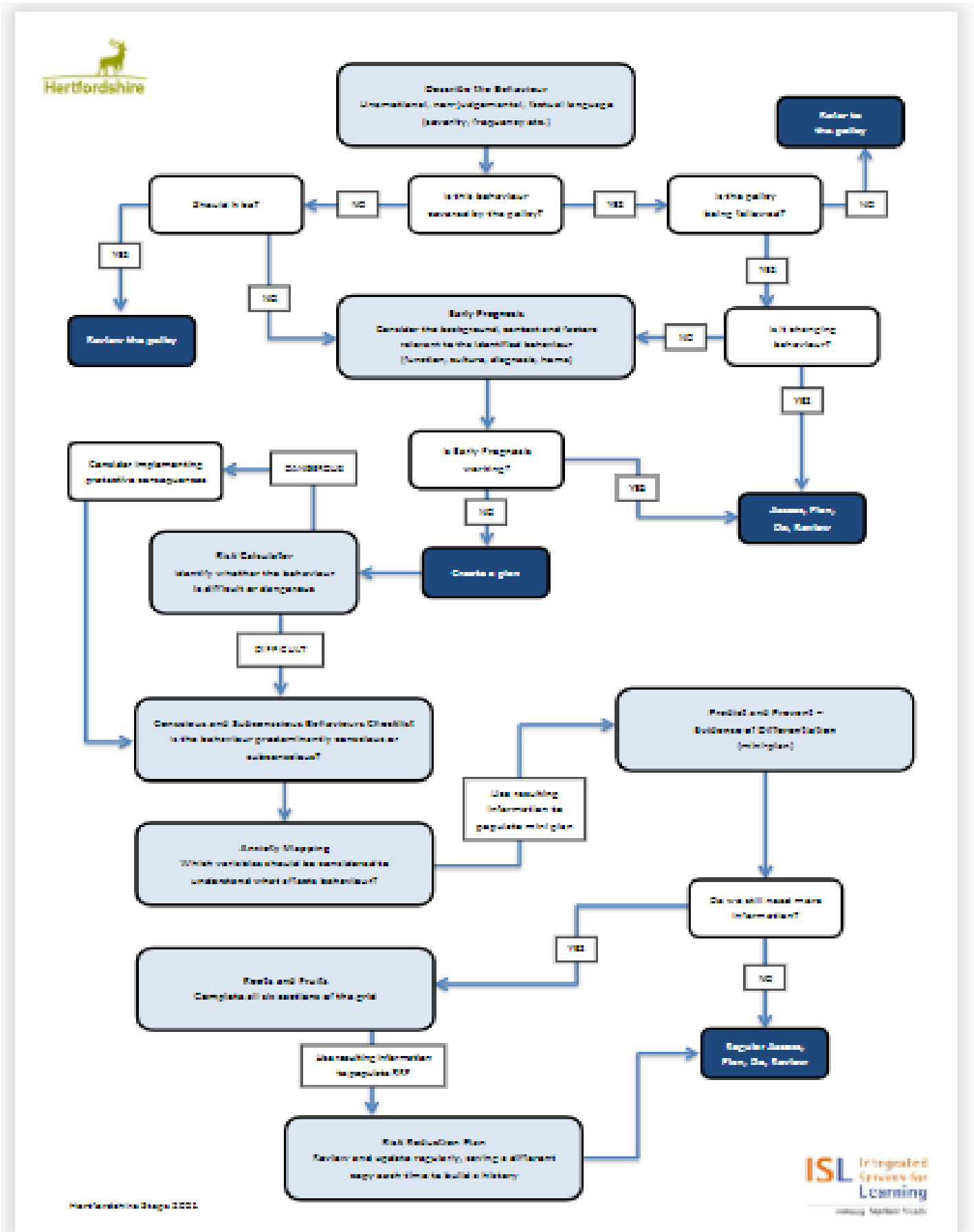
Appendix A

- A. Examples of Reasonable Adjustments, but not limited to
- B. Behaviour Flow Chart
- C. Early Prognosis Tool
- D. Risk Calculator
- E. Conscious and Subconscious behaviour checklist
- F. Anxiety Mapping
- G. Roots and Fruits
- H. Risk Reduction Plan
- I. Glossary

A:

<p>Communication and interaction</p> <ul style="list-style-type: none">• Now and next• Open questions• Regular breaks• Modelling language• Few words• Clear expectation (during and before learning)• Resources organised to support learners• Written clues• Sitting in the best place – following professional’s recommendations.• Encouraging talk with all adults around the school• Positive reinforcement• Positive praise• Positive interactions• Encourage relationships with peers• Pause – wait for instructions to register	<p>Social, emotional and mental health difficulties</p> <ul style="list-style-type: none">• Checks-in (poss every 15 mins)• Quiet time• Social stories to help with social interaction• Extra processing time• Training on anxiety training, PDA• Extra breaks• Extra snacks• Pre teach• Physical contact, hand on shoulder, rub back• Monitoring during lessons, spotting triggers and interject• Give encouragement through thumbs up, smiley face, a quiet well done• Extra 1:1 support during break/lunch/snack• Talk time• Draw and talk• Expectations clear• Having a safe person to talk to
<p>Sensory and/or physical needs</p> <ul style="list-style-type: none">• Sensory box, busy box• Adults to understand child’s needs – work with parents to help reduce sensory input• Use the bubble room• Use a wobble cushion• Extra breaks• Fiddle toys• Sand play, playdough• Specific seating in class	<p>Cognition and learning</p> <ul style="list-style-type: none">• Scaffolding work• Pre-teach• Set achievable targets, adjusting as the child is able to accomplish them• Repeated sessions – over learning• 1:1 support• Small group work• differentiation

B:



Steps – Early Prognosis (Guidance)



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.

<p>Context (home and school) All behaviour occurs within a context.</p> <p>A behaviour might be acceptable in one context but unacceptable in another.</p> <p>Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.</p> <ul style="list-style-type: none"> • 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? 	<p>Diagnosis</p> <p>Some behaviours are associated with a particular diagnosis. There may be proven strategies to meet the need of such a behaviour.</p> <p>The environment or context may need to change rather than the behaviour.</p> <ul style="list-style-type: none"> • 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?
<p>Function</p> <p>All behaviour has a function.</p> <p>Function is what the behaviour is communicating.</p> <p>A behaviour may have more than one function.</p> <ul style="list-style-type: none"> • 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?) 	<p>Cultural expectations</p> <p>Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.</p> <p>Every culture has a set of 'norms' many of which may be unwritten.</p> <p>School cultural expectations may need to be explicitly taught.</p> <ul style="list-style-type: none"> • 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?
<p>Hypothesis: What is this snapshot telling you? What is your professional opinion?</p> <p>Action: What will you put into place to meet this pupil's needs?</p>	

What is the described behaviour?
An unemotional, non-judgemental, accurate description, including the severity and frequency.
What do you see? What do you hear?

D:

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

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

E:

Subconscious behaviour analysis checklist

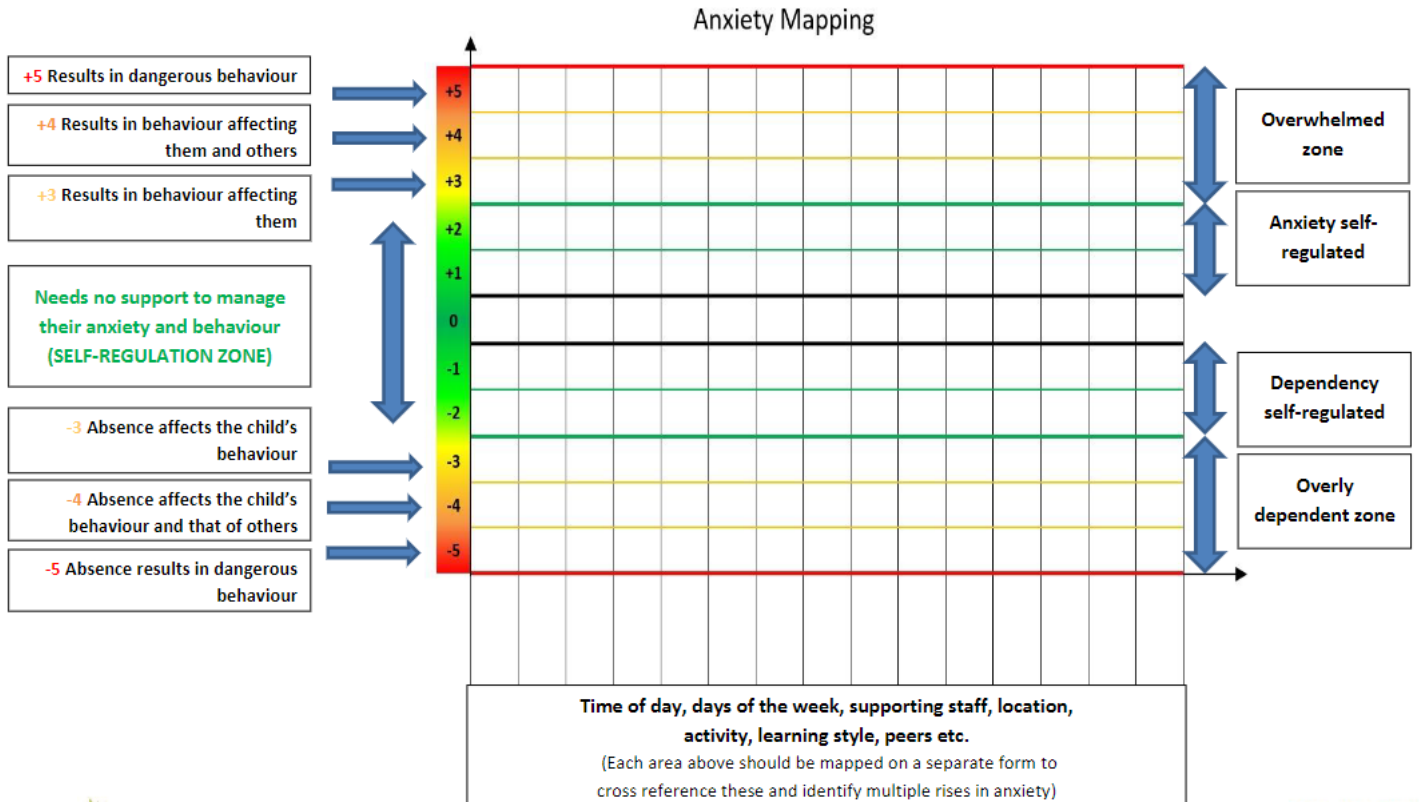
Question	Response	Solutions or differentiation through Anxiety Mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, 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? (Roots and Fruits)
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 Mapping)

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?
How can I impact on the child's beliefs or values?		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?

F:

Hertfordshire Steps – Anxiety Mapping Guidance



G:

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

H:

Risk Reduction Plan (Doc 1)

Name:	DOB:	Date:	Review Date:
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person..... Date.....

Appendix I:

Glossary

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school’s policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered

criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority.

Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.