

St Joseph's Catholic Primary School



Our Mission Statement



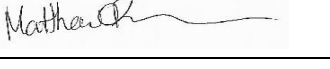
We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

POSITIVE BEHAVIOUR POLICY

Article 19 – You have the right to stay safe

Article 28 - You have the right to a good quality education

| | | | |
|---|----------------|--|--|
| This Policy was approved by the Governing Body on | September 2023 | The first policy was drawn up and ratified by the Governing Body | Signed:  |
| This policy is due to be reviewed by the Governing Body | September 2024 | This Policy was reviewed by the Governing Body and ratified | Signed:  |
| This policy is due to be reviewed by the Governing Body | November 2025 | This Policy was reviewed by the Governing Body and ratified | Signed:  |
| This policy is due to be reviewed by the Governing Body | | This Policy was reviewed by the Governing Body and ratified | Signed: |

“Too often we forget that discipline really means to teach, not to punish. A disciple is a pupil, not a recipient of behavioural consequences.” Dr. Dan Siegel, ‘The Whole Child Brain.’

Rationale:

St Joseph’s Primary School is a Catholic school and our policy is based on the knowledge that God is present in each member of our school community. We demonstrate respect for each person created by God. Our positive behaviour policy reflects the message of the Gospels, with respect, forgiveness and reconciliation at its centre.

At St. Joseph’s we believe our faith permeates all we do, for and with our children. This means we see it as our fundamental duty to understand who God called us to be, so that we can fulfil our Godgiven potential.

The St Joseph’s Pupil Profile is an important aspect of our faith life and faith journey, helping to focus our actions on others and foster an intrinsic spiritual development as our children mature and learn how to be the best that they can be!



Our intention is to provide a framework policy that is helpful to our school community and which will align with our Gospel Values, current school Code of Conduct, our school Relationship Policy, processes and practice, and to ensure our ‘way of being’ is consistent with an attachment aware approach. It supports the idea that every human being has rights, but that with those rights come responsibilities. This policy is one for the whole school community, *pupils, teachers, support staff, and parents.*

This policy promotes certain approaches, e.g. taking a non-judgmental, curious and holistic stance when trying to make sense of behaviour and relationships; ensuring opportunities for reparation, (especially following exclusions). This policy also raises awareness of certain practices that can be emotionally harmful e.g. public shaming - both verbal and non-verbal.

A Whole School Approach to achieve Authentic Inclusion, Positive Relationships & Wholehearted Learning

A whole school approach starts with ethos. Creating an inclusive and positive school ethos around relationships is something that must be driven by the Headteacher and school's SLT in order to be endorsed by, and embedded across, the whole school community.

At St Joseph's Primary we strongly believe that responding to the Social, Emotional and Mental Wellbeing needs of each other (adult and child alike) is everyone's responsibility.

This policy also supports our commitment to Laudato Si (Care for our Common home and environmental and social responsibility) by all members of our community. We aim to listen and live in harmony. Care for nature, society and each precious individual we encounter.

This policy should be read in conjunction with our Relationship Policy, Respectful Relationships Policy, our Exclusions Policy, ALNET and our school Code of Conduct.

The policy in daily practice aims to:

- Ensure all our pupils are given the right to learn in a safe and secure environment
- Develop the children's understanding of the value and the need for a code of harmonious living
- Encourage the children to exercise self-discipline and differentiate between expected and risk behaviour
- Understand the value of learning behaviours

Key Principles

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned for pupils through all aspects of our curriculum.
- **Behaviour is a form of communication;**
- **Taking a non-judgmental, curious and empathic attitude towards behaviour;** viewing children with challenging behaviour as vulnerable rather than troublesome, with the right to appropriate support.
- **Putting relationships first.** This requires a school ethos that promotes strong relationships as outlined in our Relationships Policy. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all of its members.
- **Maintaining clear boundaries and expectations around behaviour.** Changing from a traditional response to behaviour does not mean having no expectations, routines and structure. In order for children to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately within the context of the care outlined in our Relationships Policy. Natural and logical rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or be punitive in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of the child are within their control. Therefore, the language of choice e.g. 'good choice/ bad choice' is not always helpful. Using the language of 'expected' rather than 'acceptable' behaviour is also in line with a commitment to avoid shaming and supports the needs of all our pupils.
- **Behaviour must always be viewed systematically and within the context of important relationships.**
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for the needs of children's ALN and social, emotional and mental well-being needs.**
- **A graduated approach.** Our policy is differentiated according to all our pupils' needs, as are all areas of the curriculum. We ensure that our relationships with and knowledge of each child ensures that all children can learn from and grow within the structures we have in place at a

level that they access. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs, experiences, strengths and difficulties. These will need to be planned in conjunction with parents and carers and relevant agency partners, shared sensitively:

- **All children** will need to feel safe and calm in order to learn. The principles of the school relationship policy support this. Much of what will help children to feel safe and calm enough to learn is based around inclusive, high quality teaching and providing the right climate and environment.
- **Some children** will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.

A few children will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning.

Promoting, Maintaining and Reinforcing Expected behaviour Across the school

We have a whole school approach where all members of staff set the climate and seek to help children feel psychologically safe to talk by :

- Meeting and greeting them around school
- Making eye contact (where appropriate)
- Recognising everyone has the potential for growing in the likeness of God
- Addressing challenging behaviour in ways that are non-shaming and support reflection
- Modelling de-escalating sentence stems
- Whole school commitment to PACE. (See Appendix A for further explanation.)

In every classroom: the teacher sets the climate, we seek to:

- Build positive relationships. This is key and has the biggest impact.
- Create a climate and environment to meet all children's needs, enabling everyone to learn by ensuring what children need to thrive, is in place.
- Notice, know the children and pre-empt.
- Diffuse and de-escalate situations in line with our view that behaviour is a form of communication and in line with our Thrive training
- Use PACE (Play, Acceptance, Curiosity and Empathy).
- Create personalised plans for our high needs children, based around a shared risk management, ensuring that every child's need is met.
- Some children will need a Now and Next approach with breaks built in.
- Teachers should identify individual children's needs and ensure pre-emptive strategies based around the child, and clear boundaries, are in place. These should be outlined in behaviour IDP's tailored to the behaviour the child is communicating (Appendix B)
- Where PACE doesn't work, use a PRRR approach: Protect, Relate, Regulate, Reflect
- At the start of each term, throughout the year, pupils should be given the chance to reflect on what these rules would look like in practice and class rooms. The wider school environment should make this explicit through working walls, Pairs of Virtues, Class Dojo and display.
- In line with our belief in the inherent goodness of all people as set out in the relationships policy, every opportunity to praise *expected* behaviour with specific labelling for modelling purposes should be taken e.g. 'Well done. When you shared your resources you were being kind.' The language of the St Joseph's pupil virtues should also be used. Class staff may wish to set specific daily or session targets to encourage pupils and meet their developmental needs. These can be recognised through Class Dojo and whole class incentives. No child is to be excluded from these.
- When we see pupils engaged in behaviour that falls outside of the school rules and where modelling principles have not been successful, a scripted intervention using the **interrupt/ redirect/ reinforce** structure should be used as below. The consistent use of this script across the school increases safety cues for pupils through structure with nurture. (See Appendix B for Sentence Stems)

At Lunchtime

At lunchtime, the same high standards of behaviour expected throughout the school day apply at all times. Midday Supervisors (MDS) play a vital role in promoting a safe, calm and positive environment and are expected to uphold these standards consistently.

MDS staff are responsible for maintaining order in the dinner hall, along corridors and in the playground. They should ensure that pupils move sensibly around the school, follow instructions promptly and treat others with respect. Pupils are expected to respond to MDS staff in the same way they would respond to any member of school staff.

I've noticed that....

(Identify the behaviour that is not safe / kind / ready to learn.)

You know our rule about being safe/ kind/ ready to learn.

You will need to...

Do you remember when you...

(Give a positive example of previous safe/ kind/ ready to learn behaviour.)

Thank you for listening.

Finished. Thank you.

EXPECTED BEHAVIOUR

Teachers will be clear on what expected behaviour is in relation to **Ready, Respect, Safe** using the Behaviour Matrix (Appendix C)

CLASS DOJO

Great learning behaviours are recognised through Class Dojo. Whole class incentives equating to time for an activity of their choice – agreed at the beginning of the term – are collected every time the whole class show expected behaviour and beyond. Learning behaviours, self-efficacy and independence are especially celebrated, as are our Gospel values. The class can choose the reward. Classes need to liaise as to what these look like and when and where they will take place. The focus is on recognising positive behaviours and collaboration around these.

- Each classroom uses the Class Dojo App to recognise and celebrate over and above expected behaviour. The St Joseph's virtues are also used. Each positive behaviour comes with a number of dojo points that are collected against individual children. All classes recognise the same positive behaviour.
- Each week, points will be analysed for trends in awards/individuals/classes. Classes/individuals with the highest positive scores, or improvement, will be shared with the school community.
- There is a termly behaviour analysis report so that children who are persistently landing on negative DOJO's can be identified and restorative measures put in place.
- Each half term, reports are analysed for classes to ensure that there is consistency in the application of the policy across the school and so effective intervention can take place. Where behaviour drops, the teacher can ensure effective interventions are put in place to meet children's needs.

There is a **language of belonging** used with all children. They **belong** in the classroom and **belong** to our St Joseph's family.

Relationships are key and the biggest motivator for dysregulated children. All staff should seek to build positive relationships with children and be a positive role model. When a relationship of trust and love is established, restorative conversations are easier and de-escalation is easier.

Notice and pre-empt. Build opportunities to recognise positive behaviour and to spend time with children who need that reassurance that someone is there for them. Remember their behaviour is a communication. Hear them. Let them know that you do. Spend time with them. Show them that you see and believe in their best self.

Communication of positive behaviour is key. A postcard home or sharing work on Class Dojo can let parents know how proud any adult is of a child. This can also be shared in our Merit Assembly.

CONSEQUENCES

Pupils who are communicating through persistently unkind, unsafe or not ready to learn behaviour may need to be supported further through a consequence.

In line with our relationships policy, these consequences should be natural or logical, not punitive.

Natural consequences:

Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes. E.g. 'If you throw your food, your food is on the floor.' 'If we are late going out to play, playtime will be shorter.'

Logical consequences:

These are imposed by a person, directly related to the incident or 'offence'. This is the best choice when a natural consequence is not available.

E.g. 'Our timetable says maths before play so if we haven't completed our maths in the lesson, we will have to complete it during playtime.' 'If you are unsafe in the swimming pool, I will need to keep you safe by keeping you back from swimming.' 'If you throw the I-pad, it may be broken and then we can't use it anymore.' 'If you disable the mouse, the laptop won't work and we can't use it anymore.'

Illogical or unrelated consequences or punishments:

These are imposed by a person, unrelated to the incident. In the context of learning through relationships, punishments are ineffective, can produce more negative behaviour and damage trust. E.g. 'If you throw the I-pad, you will go to the blue space.' 'Because you hit Robert you cannot go out to play.' ***This approach falls outside the school policy but is included to demonstrate why it is to be avoided.***

It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, *become* punishment and thus are ineffective.

Restorative conversations

The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair.

Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to St Joseph's and for those who are able, a reflective activity. **It is essential that the pupil is regulated and calm before this happens** and as such may need to take place sometime after the incident. The following format should be used for pupils **who are cognitively able to access it**. The focus is that an adult is present and the behaviour is discussed to repair and restore. This is a key aspect of our behaviour policy. All children have the right to start fresh and restore.

- **What happened?**
- **What were you thinking about at the time?**
- **What have your thoughts been since the incident?**
- **Who do you think has been affected by your actions? In what way were they affected?**
- **What could you do to try to repair what's broken?**

For those pupils who are not cognitively able or whose communication skills are a barrier, a restorative conversation social story should be used.

Behaviour Categorisation

We recognise that not all behaviour incidents are the same. Therefore, we categorise behaviour as **Minor** or **Major**, with appropriate responses for each.

REFLECTION ROOM

Minor Behaviour (Repeated = Reflection Room)

Minor behaviours are low-level disruptions that, if repeated, can impact the learning and wellbeing of others.

Examples include:

- Calling out during teaching time
- Talking over others
- Refusing to follow simple instructions after a reminder
- Distracting others or off-task behaviour
- Inappropriate use of resources (e.g. drawing on tables, flicking rulers)
- Rudeness (e.g. eye rolling, sighing, sarcastic tone)
- Pushing in line or rough play on the yard

Response:

- Initially addressed through class-based strategies: reminders, modelling, de-escalation, and supportive discussion.
- If repeated **3 times in a school week**, the pupil will attend the **Reflection Room** during break or lunch.
- Behaviour logged by class teacher on the behaviour tracker.

Major Behaviour (Immediate Reflection Room)

Major behaviours are serious incidents that require an immediate and more formal response.

Examples include:

- Physical aggression (hitting, kicking, pushing with force)
- Verbal aggression or threats to staff or peers
- Use of discriminatory language (racist, homophobic, sexist)
- Swearing directed at others
- Bullying or harassment (physical, verbal or online)
- Vandalism or theft
- Unsafe behaviours (e.g. climbing fences, throwing heavy objects)
- Refusal to follow instructions from multiple adults
- Inappropriate or unsafe physical contact **Response:**
- **Reflection Room** the following break time.
- Incident logged and referred to a member of the Senior Leadership Team (SLT).

- Parent/carer contacted by phone or in writing.
- May result in further consequences or support planning (e.g. pastoral support, Individual Behaviour Plan).

The Reflection Room: Purpose and Practice

The **Reflection Room** is not a punitive space but a **restorative and supportive intervention**.

It provides:

- A calm space for children to **reflect** on their actions.
- An opportunity to complete a **Reflection Worksheet**, which includes:
 - What happened? ○ How did it affect others? ○ How did you feel then? How do you feel now? ○ What could you do differently next time?
 - How can you repair the situation?
- Time to complete **any missed or unfinished classwork**.
- Adult supervision and quiet conversation to support behaviour improvement.

Timetable and Staffing

- The Reflection Room operates **4 days a week** (Monday to Thursday).
- It is supervised by a rota of **8 staff members** over a **two-week rolling cycle** (See play Playground rota timetable).
- Each staff member is allocated **one duty per fortnight**.
- Friday is reserved for **restorative class discussions**, review meetings, or reward time.

Behaviour Recording and Monitoring

- All incidents leading to Reflection Room are logged on the school's central behaviour tracker.
- Behaviour logs are reviewed **weekly** by SLT to monitor patterns and follow up with additional support if needed.
- If a pupil attends the Reflection Room **5 times in a half-term**, a **pastoral meeting** is arranged with parents/carers and the child to discuss progress and plan next steps.

Communication and Support

- Parents/carers are informed of **major behaviours** immediately.
- For repeated minor behaviours, a message will be sent home if the Reflection Room is used either using a paper slip or a message on ClassDojo.
- Where needed, individualised support plans (e.g. IBP, Wellbeing Intervention) will be implemented.
- Children with additional learning needs (ALN) or emotional needs will have reasonable adjustments and support in line with the **ALN Code for Wales**.

Our Behaviour Ethos

We believe all children can learn to behave positively with the right support. The Reflection Room is not a punishment—it is a **learning opportunity** to help children:

- Develop empathy and responsibility.
- Understand that actions have consequences.
- Return to class ready to learn, restored and supported.

We are committed to nurturing pupils who are **ready, respectful, and safe** in all areas of school life.

How we Measure and Record Behaviour

Recording for pupils

- Class Dojo is an appropriate means of recognition for most children. This can also be shared with parents.
- **For some pupils** a behaviour recording chart on a daily basis can support and share communication with parents. At the end of every session pupils/teachers can reflect on and assess whether they have shown safe, kind and ready to learn behaviour.
- Depending upon the level of behaviour, a record sheet is shared with pupils and their families. This may be weekly for persistent low-level disruption or daily for our higher need children.
- In line with our relationship policy, parents and carers are informed when their child has communicated through behaviour that is not safe, kind or ready to learn to support conversations at home and curiosity about any patterns or triggers for behaviour.
- Where a vulnerable pupil has struggled to be safe, kind or ready to learn this is communicated to parents and carers.
- In line with our relationships policy, class staff are expected to invest in clear communication with families by making phone calls home or speaking at the end of the day in the event of a serious behaviour incident so that parents and carers are fully informed about their child's day.

Systematic Recording

Serious behaviour incidents are recorded on My Concern. This information is not shared with pupils but acts to support systematic curiosity about behaviour patterns to inform intervention or to assess a higher level of need when reviewing.

Children referred to the reflection room are added to the spreadsheet so that we can see repeated behaviours and intervene. This spreadsheet to be monitored by SMT.

STEPS BEYOND

While PACE and PRRR (Protect, Relate, Regulate, Reflect) guide how our support is provided, when a pupil engages in dangerous or violent behaviour it would not be appropriate to be playful with the pupil. In these situations, the need for calm and clear communication is paramount to ensure safety expectations are delivered clearly to the pupils. If a child is very dysregulated, all the pre-emptive strategies are in place, and best efforts to meet the child's needs are in place and de-escalation strategies have not worked then further strategies may include:

- **Calling a parent to de-escalate, by phone or in person.**
- **Asking a parent to remove their child until they can regulate.**
- **Positive handling strategies if a child is a danger to themselves and/or others**

After all additional support within school has been exhausted and little or no improvement in a child's behaviour has been made, then the Headteacher Senior Leadership Team will refer to the Welsh Government document: - **"Exclusion from schools and pupil referral units,"** Governors, will be involved and a permanent exclusion may take place.

In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, [including verbal and physical aggression], all other steps may be bypassed and a fixed term or permanent exclusion may be issued. Advice may be sought from the Governors, EP and reference made to the WG document "Exclusion from schools and pupil referral units." Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging

property, and to maintain good order and discipline in the classroom in line with statutory guidance, in line with advice and guidance from DfE/WG.

Lunchtimes

- Lunchtimes are less formal times of the day but relationships and communication are key. IDP's need to be shared with MDS's and communication between staff and MDS's is vital.
- If a child has an additional, short term challenge or has had a difficult morning in class, TAs are to inform that class' MDS at the beginning of lunch.
- **Inclusion and Support for Children with an Individual Health Care Plan (IHCP).**
- Children with an IHCP are expected to follow the behaviour policy in the same vein as every other child in the school. This is in keeping with our ethos making sure all children have access to a full and *inclusive* curriculum. Although there may be times when an ISP may be more supportive for specific children presenting with a higher need. This will be assessed and based on an individual's needs by each class teacher and shared with all support staff who work with that child, ALNCo and SLT.

Bullying/Unfair treatment

Please refer to our Respectful Relationships policy for information on how all forms of bullying are dealt with. If a child considers that they have been treated unfairly by an adult or child within our school, they are encouraged to air their frustrations with an adult, or a member of the Senior Leadership Team that they trust, and at a time that they can talk freely. We feel that this is an important step within our children's development to be able to take the opportunity to maturely manage their own behaviour and be able to talk to an adult on equal terms to assist in resolving the issue efficiently before it becomes unmanageable.

ROLES AND RESPONSIBILITIES

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Setting the climate
- Implementing the behaviour policy consistently
- Ensuring all support staff are aware of the measures in place for individual children
- Modelling positive behaviour and positive language (see Appendices A and B)
- Providing a personalised approach to the specific behavioural needs of particular pupils (See Appendix D)
- Recording behaviour incidents (My Concern or spreadsheet for refectory room) •
The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

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

Appendix A

PACE (Play, Acceptance, Curiosity and Empathy) is a way of thinking, feeling, communicating and behaving with a traumatised child that aims to make the child feel so safe with you that they can stay open and engaged (socially engaged).

Play

A playful stance can diffuse a difficult situation. Play can release opioids which reduce anxiety and aggression. The challenge is to stay open and engaged with a child when another part of you wants to get angry. When children giggle, they become less defensive or withdrawn and more reflective.



Acceptance

Acceptance is about actively communicating to the child that you accept the wishes, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgement or evaluation, her inner life. ***I want to work together to try to make sense of your behaviour even when I am setting limits for that behaviour. E.g. – I am not for spitting at so I need you to stop that now, but I accept that you are very angry with me right now/It's not OK to hit your brother but I see you are angry with him.***

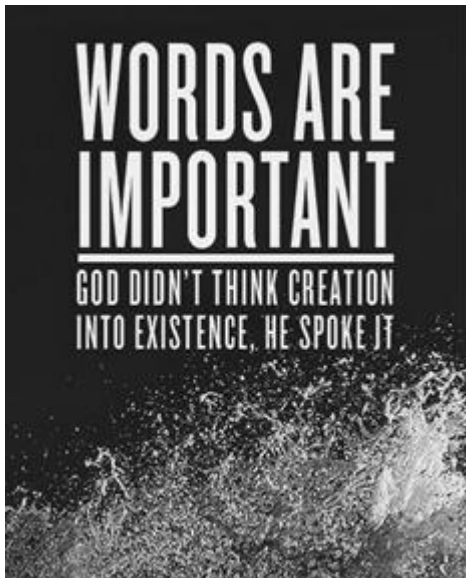
Defensive behaviour can stop when we feel validated or heard. It is also a chance to 'name and tame' frightening emotions for the child.

Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. ***Will you help me understand what it was like for you when Jake said that about your mum? Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child "What do you think was going on? Or I wonder what ..."*** It is not an interpretation or a fact gathering. It is about getting to know the child and letting them know that.

Empathy

Empathy encourages connection. It enables us to share the emotion, pain and sensation of others and is us trying to understand the child's experience from their point of view. It allows us to 'hold' frightening emotions for the child, whilst they learn how to process and manage it. (E.g. each carrying a handle of a heavy shopping bag). Sometimes, simple words are the best: ***You were so alone/You were just a little boy/No-one knew...no-one knew/You lost your temper – you feel so sad.***



Appendix B

SENTENCE STEMS TO AVOID POWER PLAYS

Sentence stems for getting out of power plays... words are crucial!

- So you feel...not just a bit angry, but you are very angry
- I understand you feel...
- I need you to...
- Be that as it may...
- Maybe you're right, maybe I will have to talk to them, too • I've often thought the same, but right now we need to focus on... • So you see me as someone who...

Try not to use commands

- Stop doing that
- You will face the front
- Give me that

Or requests...

- Would you please face the front?
- Will you please pay attention? ● Why haven't you got a pen?

(Questions and commands can trigger shame and then rage)

Use language in a positive way with a gentle tone of voice... I

NOTICE is a non-threatening stem to use...

I NOTICE a number of people are fiddling with objects

I NOTICE you've moved furniture out of the rows. I want you to move it back now, please. Thanks, Judy.

I NOTICE you have a phone – I want you to put it in your bag or on my desk. Thank you, William.



Use the language of **CHOICE**...this triggers frontal lobe functioning.. We have a school rule for mobile phones, so you can put it in your bag or on my table. (Give them the take up time – if they refuse to put it away – oh that's a shame, you are making that choice because if you don't, I will need to follow it up with you after the lesson instead of going to break (leave them to consider the consequence).

Appendix C

Expected Behaviour Matrix

| | In the Classroom | In Corridors/ Stairs | At Lunchtime | In the Playground | In the Toilets |
|----------------------------|---|--|--|--|--|
| Ready | <ul style="list-style-type: none"> • Be ready to learn. • Show good learning behaviours. • Look after your equipment. | <ul style="list-style-type: none"> • Keep to the left. • Walk safely | <ul style="list-style-type: none"> • Be ready to go to lunch. • Be ready to walk back. • Eat your lunch sensibly in the time given. | <ul style="list-style-type: none"> • Be ready at the end of break lined up. • Take everything in with you. | <ul style="list-style-type: none"> • Be ready at break and lunchtime. • Go during your breaks rather than lesson time. |
| Logical Consequence | <ul style="list-style-type: none"> • Pay back learning time this could be break or at home. • Use old equipment rather than new • - earn back new. | <ul style="list-style-type: none"> • Return to the back to walk down safely. • Walk with an adult • Miss 2 minutes of break against the wall to calm and be safe. | <ul style="list-style-type: none"> • Time - for every minute they hold up, repay in their own time. • As above, MDS to feedback names to their teacher. | <ul style="list-style-type: none"> • Time - for every minute they hold up, repay in their own time. | <ul style="list-style-type: none"> • Time - for every minute they hold up, repay in their own time. |
| Respect | <ul style="list-style-type: none"> • Listen to the adults in class. • Take speaking in turns. • Use your inside voice • Work quietly • Give everyone personal space. • Use kind hands and feet. | <ul style="list-style-type: none"> • Keep your hands to yourself and don't touch others. • Walk on the left leaving a space between you and other children • Open doors for people. | <ul style="list-style-type: none"> • Walk sensibly with your partner to and from the hall • Eat sensibly in the time given. • Wait your turn • Stay in your seat. • Practice good table manners | <ul style="list-style-type: none"> • Use kind words to everyone. • Always use kind hands and feet. • Share the play equipment. • Put rubbish in the bin. | <ul style="list-style-type: none"> • Let others have their privacy • Wait your turn • Flush the toilets when finished • Use one paper towel at a time and put it in the bin • Open and close doors quietly. |

| | | | | | |
|----------------------------|--|--|---|--|--|
| Logical Consequence | <ul style="list-style-type: none"> Time to listen in own time. Work on own if distracting. Work where it's quiet if they can't work quietly. If unable to be safe in class then unable to go out at break. | <ul style="list-style-type: none"> Escorted down by an adult if they are unable to do so by themselves. Leave class 2 minutes after everyone else if unable to walk with others. | <ul style="list-style-type: none"> Stay with SLT for lunch. Practice going last if unable to wait turn. Remain in school if you can't remain in seat. | <ul style="list-style-type: none"> Playtime on own. Time to regulate in break. Apology letter in own time. Not allowed to use play equipment if can't share. | <ul style="list-style-type: none"> Escorted to toilet Go back and wait Responsibility for helping clean. Escorted if door banging. |
| | <ul style="list-style-type: none"> Apology letter. | | <ul style="list-style-type: none"> Lunchtime with HT practising good manners. | <ul style="list-style-type: none"> Pick up litter during play / litter monitor. | |
| Safe | <ul style="list-style-type: none"> Stay in your carpet space when on the carpet. Stay in your seat when working at your table. Online safety | <ul style="list-style-type: none"> Be safe on the stairs and be careful of others. Stay in your place in the line. Walk carefully and safely. | <ul style="list-style-type: none"> Line up outside the Hall quietly and safely. Walk safely, Keep to the inside of the pavement. | <ul style="list-style-type: none"> Play safely in the wooded area. Listen to the MDSs and adults who are there to keep you safe. | <ul style="list-style-type: none"> Walk sensibly to the toilets. Wash your hands |
| Logical Consequence | <ul style="list-style-type: none"> Work outside if unable to remain in seat. No computer if unable to be safe online. Parental involvement with online safety. | <ul style="list-style-type: none"> Remain in class if unable to be safe. Escorted in corridors with adult Time to practise safety in own time. | <ul style="list-style-type: none"> Lunch with SLT if unable to behave safely at any point during lunchtimes. Parents to pick up at lunch if lunch behaviour not safe (pre-agreed) | <ul style="list-style-type: none"> Not allowed on the wooded area if not safe. With SLT or inside for lunch - and exercise on own later - if unable to behave with peers. | <ul style="list-style-type: none"> Supervised toilet visits. Lunchtime presentation on Daily reminders if they have forgotten safety rules. |

Appendix D

Individual Support Plan

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Steps Beyond

| Behaviour Level | Staff Attitudes and Approaches |
|--|---|
| Anxiety | Supportive |
| <ul style="list-style-type: none"> A change in behaviour: Pacing Lack of eye contact Becoming withdrawn Fidgeting Finger Drumming | <ul style="list-style-type: none"> An empathetic non-judgemental approach: Listen Allow time Give help Go for a walk/ physical movement Distraction Soother - an activity that regulates (noughts and crosses / mindfulness colouring/ squishy) |
| Defensive | Directive |

| | |
|--|--|
| <ul style="list-style-type: none"> • Beginning to lose self-control: • Refusal • Swearing • Questioning • Intimidation • Spitting • Emotional Release | <ul style="list-style-type: none"> • Decelerating and de-escalating behaviour: • Choices • Now and Next / If and Then • Supportive Touch • Empathic Listening • Interrupt, Redirect, Reinforce • Fogging Statements (where the child distracts and the adult mitigates) • Limit Setting • Give Time/ Allow to Vent |
| Risk Behaviour | Physical Intervention |
| <ul style="list-style-type: none"> • Behaviour that presents an imminent or immediate risk: • Hitting • Kicking • Biting • Self-Harm | <ul style="list-style-type: none"> • An emergency response aimed at minimising risk and keeping safe: • Physical Holds • Transports (CPI to a nurture space). • Interventions • Disengagements |
| Tension Reduction | Therapeutic Rapport |
| <ul style="list-style-type: none"> • Decrease in physical and emotional energy: • Crying • Becoming Withdrawn • Sleeping • Apologising • Reduced Physical Tension | <ul style="list-style-type: none"> • Restorative approaches to re-establish rational communication, relationships and routines: • Sensory Toy • Comic Strip Conversations • Emotional Logic Interventions • Restorative Conversations |
| Ready, Respectful, Safe | Consistent, Calm, Adult Behaviour |

A staged approach to managing behaviour: Stages of behaviour:

Green = calm & relaxed – needs proactive strategies used that keep the pupil calm
 Amber = anxious, aroused or distressed – early de-escalation strategies should be employed with the aim of returning to the green stage
 Red = incident! Agreed reactive strategies should be used. Step-by-step approaches are useful for staff to be effective at these times. Blue = calming down - but still need to be careful – Should detail what happens following a red incident and calming strategies that should be employed. Green

| Support strategies | Behaviour |
|--|--|
| The things that we can do or say to keep Individual in the green for as much time as possible. | What individual does, says and looks like that gives us clues that he is calm and relaxed. |
| <ul style="list-style-type: none"> • TA or teacher to meet and greet and check in first thing. • Ensure X has regular sensory breaks in class. • Allow calm down activity time after break • Give X regular positive feedback encouragement • Reminders of what he has achieved and can do very well. • Give X responsibility for small tasks e.g. being a helper • Have realistic expectations of tasks that require manual dexterity. • Ensure any children who trigger negative behaviours are not sat near X in the classroom • Always try to use aspirational language – say what you do want him to do, not what you don't. | <ul style="list-style-type: none"> • Sitting at the table • Participating in discussion/learning time/activities • Talkative • Eager to please |

Amber

| Support strategies | Behaviour |
|---|---|
| The things that we can do or say to stop the situation from escalating further and return individual to the proactive phase as soon as possible. | What individual does, says and looks like that gives us clues that he is becoming anxious or aroused. |
| <ul style="list-style-type: none"> • Distraction techniques if she looks like she is going to get frustrated such as: moving her away from children who may be antagonising her, encouraging her to move onto something different, using positive language to distract her. • Reassurance about things that she may not like to do. | <ul style="list-style-type: none"> • Gets up and starts moving around • voice gets louder • Reluctant to have a go |

RED

| <u>Support strategies</u> The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction. | <u>Behaviour</u> What Individual does, says and looks like when he is challenging. |
|--|--|
| <ul style="list-style-type: none">• Strategies should be clear and step-by-step. They might include:• Stay calm and reassure Individual that you are going to help him.● Use PACE to try and defuse situation• Make sure only one person talks at a time.• Distract individual with a favoured object or activity. •If possible, walk individual to a space where he cannot walk away/lock doors ● Ensure a message is passed to a member of SLT: | <ul style="list-style-type: none">• He will shout no• He will move to snug and try and shut the door.• He will appear very unsettled• He may become physical tipping tables• He will try and walk away from the adult• He will try and lock doors to the snug |

Blue Restorative Phase

| <u>Support strategies</u> The things that we can do or say to support Individual to become more calm again and return to the proactive phase. | <u>Behaviour</u> What Individual does, says and looks like that tells us that he is becoming calmer. |
|--|--|
| <ul style="list-style-type: none">• Talk to individual discussing how he feels• Drawing with X to establish feelings and explanations of how it escalated• Complete My Concern• Home-School communication | <ul style="list-style-type: none">• His posture will become more relaxed• He will make more eye contact and will interact with you• His voice will be calmer• There will be less movement |