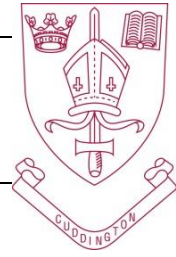


Cuddington Community Primary School

Positive Behaviour Procedures and Practice



A Whole Community Approach

Our Three Visible Consistencies:

In our words and actions:

- **We are Ready**
- **We are Respectful**
- **We are Safe**

Securing excellent behaviour is the responsibility of every member of the school community.

Our values-based curriculum creates an ethos where all members of the school community treat one another with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates.

At Cuddington, we value:

- Responsibility
- Respect
- Tolerance
- Creativity
- Compassion
- Fairness
- Aspiration
- Courage
- Honesty
- Confidence

At Cuddington we promote and celebrate 'Learning Gem Behaviours'



Sapphire - I am an Adventurous Learner. I can see a problem and solve it without an adult help I can think of different solutions to a problem.



Ruby – I am Ready Learner. I am prepared for learning. I am listening and have the correct equipment. I can keep on task even when there are distractions.



Emerald – I am a Collaborative Learner. I can work well with a partner or group. I listen attentively and share my opinion respectfully.



Diamond – I am a Resilient Learner. I stick with a task until it's completed. I don't give up when learning is hard.



Amethyst – I am a Respectful Learner. I praise others who are doing well. I help others in need. I treat others as I would like to be treated.

The Cuddington Values and Learning Gems underpin our three visible consistencies.

Zones of Regulation

At Cuddington we use The Zones of Regulation as part of our larger social thinking curriculum to help foster self-regulation and emotional control. It helps children to learn more about other people's perspective and to better understand how being in the different zones impacts others' thoughts and feelings around them. In addition, the Zones curriculum helps students gain an increased vocabulary of emotional terms, skills in reading facial expressions, insight on events that trigger their behaviour, problem solving skills etc.

The Zones of Regulation categorises states of alertness and emotions into four coloured zones: Creating the colour system improves the children's ability to recognise and communicate how they are feeling in a safe non-judgemental way. It also allows students to tap into strategies or tools to help them move between zones.



Blue: used to describe low states of alertness, such as sad, tired, sick or bored. The body or brain is moving slowly/sluggishly.



Green: a regulated state of alertness. Calm, happy, focused. Being in the green zone shows control.



Yellow: a heightened state of alertness, however, a person has some control in the Yellow zone. Stress, frustration, anxiety, excitement, silliness, nervousness, confusion etc. Starting to lose some control.



Red: Extremely heightened states of alertness or very intense feelings. Anger, explosive behaviour, panic, terror or elation. Being in the red zone is best explained as not being in control of your body.

- It is a teaching tool
- **It is not a behaviour model**
- It is a thinking framework
- **It is not a behaviour approach**
- It is a way to nurture skill development
- **It is not a way to shame behaviour**
- It is supportive in nature
- **It is not punitive in nature**

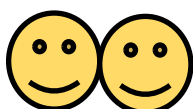
The Cuddington Positive Behaviour Procedure is a series of steps to increase expected and reduce unexpected behaviour choices. This can be referred to by all staff and key stakeholders.

To INCREASE expected behaviours:



Step 1.

positive descriptive praise, learning gems, stickers, a smile, send to another teacher, overheard praise, purposeful learning environments (OAP strategies)



Step 2.

Sent to SLT for praise, 'values' certificate celebration certificates, email, or call home, speak to parents, personal motivators



Step 3.

Sent to Principal for praise, treasure chest reward, post card home

READY, RESPECTFUL, SAFE

Staff use strategies to help children show **expected** behaviours



To DECREASE unexpected behaviours:



Step -1. Consider OAP strategies to support individual needs

Reminder of expected behaviour – quiet verbal reminder/ visual prompt, explain/model expectations for behaviour



Caution

Step -2. Consider further reasonable adjustments to support SEND/SEMH needs.

Clear verbal/visual caution delivered privately making pupil aware of their behaviour, outline appropriate consequences if it continues, use of intervention script

Step -3.

SLT Involvement — meeting with pupil/parent - pupil-teacher review, restorative approaches, Possible Behaviour support plan.

Possible other agencies: STIPS, screening tools



When pupils present with unexpected behaviours, it is essential to consider underlying factors such as SEND, SEMH needs and refer to OAP strategies, as necessary (below). Adaptations/reasonable adjustments should be implemented, as needed, to support individual pupil needs and ultimately maximise engagement and access to the curriculum. At Cuddington, we believe that 'all' behaviour is a form of communication, and unexpected behaviours may link to the following- **sensory, social attention, escape/avoidance, tangibles**

OAP Strategies to support Ready, Respectful, Safe-

OAP Strategies to INCREASE Expected Behaviours:

- Calm regulation space available in/outside classroom
- Emotion Coaching Principles – connect before you correct.
- Visuals available for how to ask for help with work.
- Recasting of instructions. No more than 4 information carrying words and one instruction at a time. Use the child's name first. E.g. XXX **sit** on the **carpet**.
- Specific praise is used.
- Physical resources are available, including ear defenders, fidget items, wobble cushions, chairs for pupils who are hypermobile.
- Movement breaks are offered.
- Task management board is available for the whole class.
- Transition objects and items are available.
- Individual timetable of the lesson is in place.
- Individual schedules- fixed/portable
- Zones of regulation have been used at the start of key transition points.
- Access to the Zones of Regulation Tool kit is available.
- Multiple choice instructions have been used. E.g. XXX do you want to use a pen or a pencil?
- Accessible curriculum for all.

READY, RESPECTFUL, SAFE

At Cuddington Community Primary School we recognise that all pupils benefit from support at different points of their learning journey. Therefore, before we start to use the steps to reduce unexpected behaviours, we will ensure that **all of our pupils have access to the OAP strategies** outlined on here to support them in to become: **Ready, Respectful and Safe.**

OAP Strategies for AFTER an Unexpected Behaviour

- Social stories reflecting the situation.
- Comic strip conversations to understand the event.
- Restorative/reflective conversation.
- Screening for speech and language needs
- Screening for an unidentified learning need.

Steps to increase expected behaviour

Step +1: An emphasis in the use of positive praise sits at the heart of encouraging expected behaviour. This praise can be verbal and non-verbal, informal and formal, public and private, to individuals and groups. Pupils can expect to earn a Learning Gem for demonstrating excellent learning behaviours. They might also receive stickers, a smile, postcards home, personalised motivators, or be sent to another teacher for praise depending on situation and individual pupil needs.

Learning Gems

Learning Gems act as both points earned for a team, and points earned as an individual. Children across the school can be awarded Learning Gems for displaying the expected behaviours. Each team's Learning Gems are displayed in the Reception area and every two weeks the team captains calculate the scores, the teams with the most gems will be celebrated in Learning Gem assembly. When a child has earned more than 10 Learning Gems, the Team Captain will write their names on a raffle ticket to be entered into the draw for **Step 3**

Step +2:

- Being sent to a member of SLT to celebrate learning behaviours
- Being awarded the Values Certificate for demonstrating our school values
- Being awarded a Celebration Certificate for attitudes towards learning
- Being awarded a personal motivator

Step +3: Being sent to the Principal to celebrate learning behaviour or achievement. Also, being entered for the Treasure Chest Draw. Each half term, children who consistently demonstrate outstanding behaviour (10 Learning Gems) will have their names entered (raffle ticket) into a half termly draw to be awarded the opportunity to earn a special reward hosted by the SLT.

Steps to decrease unexpected behaviour

Step -1: Reminder. We will always ensure that any response to unexpected behaviour is appropriate and proportionate to the behaviour and age and ability of the child. These are flexible and are applied at the discretion of the class teacher in line with the steps system:

- Always consider OAP strategies/reasonable adjustments to support SEND/ SEMH needs
- Verbal/visual reminders of expected behaviour. Visual prompt or non-verbal reminders of expectations.
- Move places within the classroom/learning break.
- Explanations and opportunities to restore their behaviour.
- Closed choices given.
- Discussions with the child/restorative approaches.

Use of the informal behaviour log (Appendix 1) is at the teacher's discretion. These behaviour logs will be filed in the yellow folder for monitoring purposes.

Step -2: Caution. A clear verbal caution delivered privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Teachers may use intervention script. (Appendix 2a)

The behaviour incident is to be recorded on Behaviour Monitoring Form.

Remember: You can still give Gems for expected learning behaviours shown, although the child is on a Caution.

We aim to understand the underlying factors causing behaviour and to view behaviour as a communication tool in order to respond in the appropriate manner. We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behaviour needs. In some cases, this will mean that the school's steps to decrease expected behaviours and increase expected behaviours look different for each child. ***It is OK to treat children differently, but all should be treated fairly.***

Incentives/Consequences-

Incentives and consequences will take into account individual pupil needs. e.g. some pupils may require more personalised reward systems.

We believe that consequences are only effective if they have an impact. When following the unexpected behaviour steps, staff may need to 'adapt' consequences based on a pupils' level of social understanding.

Step -3: At this stage, a senior leader may be involved and a meeting may be held with the teacher and parents. A Behaviour Support Plan (Appendix 3) will be considered (typically in cases of repeat behaviours meeting this threshold) in place and shared with all staff. Specific strategies are given to help the child make step-by-step improvements towards expected behaviour. External support from external agencies such as STIPS may be initiated. Behaviour incidents at this level are to be recorded.

The following measures will be decided upon by senior leaders:

Step -4: When anti-social or aggressive behaviour is observed more than once and sanctions alone are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary after careful evaluation of the curriculum, classroom organisation and management, and whole school procedures have taken place to eliminate contributory factors. Following this, the SLT will be made aware of the concerns, actions taken, and progress made and a Crisis Development Model (Appendix 4) will be put in place.

Step -5: Should challenging behaviour continue, the SLT/HT will investigate and make informed decisions about how to proceed. The SLT/HT will meet with parents and final measures will be taken.

Internal Exclusion: At any point SLT may feel it appropriate to enforce an internal exclusion where the child will work in isolation with supervision. The incident leading to internal exclusion will be recorded on Sims.

Fixed Term Suspensions and Permanent Exclusions: If it is necessary, the Principal or a delegated leader (but always with Principal's authorisation) will apply suspensions/exclusions (both fixed-term and permanent) in keeping with the THPT Exclusion Policy.

Distressed Pupil Behaviours

At Cuddington, staff will always seek to understand the 'root cause' of any distressed behaviours linking to *sensory needs, social attention, escape/avoidance, tangibles*. Core 'primary' strategies in line with our OAP are embedded consistently across the school day to ensure pupils have an inclusive learning environment, ultimately reducing distress. If pupils present with distressed behaviours, staff will implement 'secondary' strategies to ***distract and de-escalate*** in line with PRICE principles. Staff are trained in PRICE and the use of Antecedent Behaviour Consequence (ABC) charts to track and analyse patterns in behaviour.

On Occasions, a pupils' behaviour may escalate to crisis point. In these situations, staff will implement the most appropriate techniques in line with PRICE, taking into account the safety of the pupil and others around them. Staff should always implement non- restrictive PRICE strategies first e.g. distraction, humour, 'walk & talk', guide other pupils away from unsafe situation. Restrictive interventions are ONLY used as a last resort if it is assessed that a pupil may cause significant harm to themselves or others. Restorative approaches are implemented following all distressed behaviours- (See below). These will be dependent upon individual pupils' level of social and emotional understanding.

Pupil behaviour Support plans (PBS) are written for pupils who may exhibit behaviours such as causing themselves or others harm, damage to property, absconding. Appendix- 3

Restorative and Self-Regulating Approaches

We believe that using a restorative approach when dealing with distressed behaviours is most effective. Through reviewing the incident and exploring why it happened, the feelings it evoked and how it can be improved children learn from the choices in which they have made. Using a self-regulating approach (Zones of Regulation) encourages children to take ownership for their behaviour, learn from the incident and apply learning to other contexts and situations, improve relationships with others and develop a better understanding of their feelings and emotions and acquire the tools needed to manage themselves and the conflict appropriately and independently in the future.

All staff adopt these approaches to managing behaviour within the classroom, around the school, in the halls and in the playgrounds. Key questions and phrases are used to encourage the child to reflect on what has happened. (see Appendix 2a & 2b).

Appendix 1

Informal Behaviour Log



Week Beginning: _____

Name	Monday					Tuesday					Wednesday					Thursday					Friday				

Appendix 2a: 30 Second Intervention Script

- I noticed you are(having trouble getting started, struggling to get going, wandering around the classroom)
- It was the rule about(lining up, staying on task, working quietly) that you broke
- You have chosen to.....(move to the back, catch up your work at lunchtime, take some time out)
- Do you remember last week/yesterday when you....(helped out others, got the praise for your work, tried hard with your sentences/math etc.)
- That is who I need to see today....
- Thank you for listening (then give the child take up time)
- WALK AWAY to avoid escalation

Appendix 2b: Questions for Restorative Reflection

- What happened? What unexpected choice did you make?
- How were you feeling? What did you need?
- What happened after the incident?
- Who else was involved? What do you think were their feelings?
- What have you learnt from this?
- What would you do differently?
- How can you repair the damage?

Appendix 3: Pupil Behaviour Support Plan (PBS)

Pupil:		Date Completed/Updated:	
	What does the behaviour look like?	What are our strategies:	Universal Support:
Calm	- Engaged in his learning - Chatty - Sense of humour - Responds well to requests	- Detailed visual schedule - Work through repetition - Short & structured tasks - Sensory room on arrival to school	Adult to pupil ratio Sensory needs and learning breaks are addressed within individual plans Structured communication support Low arousal environment Breakout spaces available Zones of Regulation Behaviour for Learning Plans Use of schedules, social stories, count down timers, choices, distractions/ humour
Anxiety	- Rips his work - Wants his 'choosing time' i.e. computer	- Go over visual schedule reinforcing 'now & next' - Offer easier tasks or a motivating activity - Praise efforts	
Defensive	- Tips chairs over - Paces across the room - Says 'no' to adults	- Ignore behaviour - Offer to go to Sensory Room or outside - Limit use of language	
Risk Behaviour	- Hitting and kicking adults - Throwing chairs and objects across the room - Trying to stab adults using pencils/scissors - Destroying wall displays - Swearing	- Limit number of adults to 2 - Remove risky items e.g. scissors, pencils - Leave Sensory Room door open - Limit use of language - Remain calm and safe but	
Tension Reduction	- Tears - Deep breathing - Calmer	- Give him space - Let A. move to a different place e.g. outside, trim trail - Offer motivating activity	

Appendix 4 : Strategies to help children stay in the **Green Zone** (Primary strategies)

It is important that adults recognise that they can play an important role in supporting children to stay in the Green Zone. **Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing.** Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring for a short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Distraction/re-direction
- Humour
- Non-verbal cueing
A clear, discussed cue that gives the message.
- Name reminder
Integrate the child's name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?'
- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. (Avoid getting involved in secondary behaviours) I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command

Appendix 5: Behaviour at lunchtimes

Guidance for The Play Team

The Play Team will also share in positively recognising expected behaviours and celebrating excellent behaviours using the Learning Gem Rewards.

If children display unexpected behaviour at lunchtime, they will follow the guidance below. If the Play Co-ordinator feels the incident is of high risk they will immediately inform the class teacher and/or a member of SLT.

Always consider OAP strategies and PBS plans to support individual SEND/ SEMH needs.

Behaviour	Action 1	Action 2
Name calling/teasing/following another child/pestering another child/ disagreements between children (non- physical)	1. Talk to children to try and resolve the problem 2. Reminder about expected behaviour- choices Warning – if this continues their name will be placed on the behaviour log	Sent to The Play Co-ordinator after steps 1-3 have been used Name on behaviour log
Swearing as part of a conversation not directed at anyone directed at someone	1. Reminder about expected behaviour- choices 2. Warning – if this continues their name will be placed on the behaviour log sent to The Play Co-ordinator	S sent to The Play Co-ordinator if ignored. To be logged on sims depending on severity
Not listening to an adult, refusal to go somewhere/do something	1. Reminder of the behaviour that is expected 2. Warning if they persist they will be sent to The Play Co- ordinator	The Play Co-ordinator to follow up.
Child physically hurting another	Unintentional behaviour - Warning about behaviour expectations – choices, and how to be safe. Intentional behaviour - Sent to The Play Co-ordinator	Sent to The Play co-ordinator follow up and record behaviour on Behaviour reporting log.
Physical fighting between 2 or more pupils	No warning	Sent to The Play Co-ordinator who seeks support from SLT.

Note: It is vital that there is consistency throughout the day by all members of staff.

Appendix 6: Scale of incident

This list is not exhaustive:

Disruption to learning of self or peers: To be handled by class teacher	Behaviours that require SLT intervention We need to be mindful of age appropriate behaviours
• Running out of class • Climbing • Hiding • Wandering classroom • Refusing to follow instructions • Refusing to work • Destroying work • Throwing things • Tapping • Shouting/screaming • Swearing • Calling out • Making noises (including singing) • Chatting to peers • Chewing gum • Work avoidance (eg. forgotten something) • Inappropriate comments to peers (name calling or telling tales) • Taking other people's things. • Poking tongue out	• Kicking • Hitting/ punching • Hair pulling • Spitting • Pushing • Biting • Racist incident (must always be referred to SLT) • Bullying (must always be referred to SLT) • Swearing • Continual disruptive behaviour • Continued refusal to complete work set • Destruction of personal items or classroom equipment/furniture • Escaping from school