



**FLAMSTEAD
END
SCHOOL**

BEHAVIOUR POLICY

Policy approval level	Head Teacher
Date approved	Summer 2020
Date of next review	Summer 2021
Status	Statutory/Web

This statutory policy was adopted by the Governing Body and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable children to develop as fully as possible. A Glossary of key terminology is included in Appendix 1.

Vision and Values

At Flamstead End School, we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County council (Integrated Services for Learning). We believe that by promoting positive behaviour enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and **pro-social** behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries
- following through with agreed actions

In order to achieve this, we work closely with the school community, including parents and carers to:

- promote pro-social behaviour, self-discipline and respect for others
- ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life
- focus on **de-escalation** and preventative strategies
- develop an understanding and awareness of underlying reasons for behaviours
- recognise that behaviour can be taught and learned and that some children need help to regulate their behaviour
- recognise the difference between conscious and subconscious behaviour
- recognise that some children may internalise and some may externalise their behaviour
- enabling children to verbally express their feelings and emotions
- manage **disruptive, disrespectful, difficult** or **dangerous** behaviour if and when it arises.

We believe that the policy is working well and that its aims are being met when:

- parents, staff and children feel that behaviour is managed well and children and staff are safe and feel safe
- children's pro-social behaviour is visible consistently
- high levels of progress are achieved as a result of children's pro-social behaviour

- children demonstrate that they understand and accept that choices have consequences
- children's attitudes to learning reflect the values of our school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety
- children and staff are aware of the different forms of bullying, including cyber bullying and prejudice based bullying, and how to respond to it

Core Values at Flamstead End School

At Flamstead End we encourage, embrace and celebrate the core values in everything that we do. These are taught explicitly in assemblies, stories and through the Jigsaw program for PSHE. We celebrate those who have shown that they have been thinking about the core values in our weekly celebration assemblies. Through this work, children are able to speak about the core values and what they mean to them.

Trust
Equity
Team work
Resilience
Passion
Independence
Pride
Tolerance
Positivity
Respect

The children also talk about growth mindset which complements these core values.

Zones of Regulation

In order to enhance our therapeutic STEPS approach to behaviour we use the Zones of Regulation, by Valarie Steinhardt. The simple use of colours to describe emotions and feelings helps to give children a simple language with which to acknowledge and communicate how they feel. Using these colours and the language of the Zones of Regulation, we are able to have regular check ins with the children to gauge their mood and emotional well being.

In KS1, the children look to these characters to express their feelings

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

In KS2, children use the colours to communicate their emotions.

The children are asked at various points during the day which coloured zone they are in. This is also asked when a teacher or child feels that a child is not behaving in a prosocial way or that they are behaving in an unusual manner.

In conjunction with this, we use 'affective statements' to help children to verbalise their feelings. These are sentence starters and here is an example of their use

When you... laugh at me

I feel... like you don't like me and that everyone thinks I am silly. I get all angry

I need... you to not make fun of me and laugh at me in future, but to laugh when I have really said something funny and we can laugh together

Being positive

At Flamstead End School we believe in equipping children with the skills to self-regulate their emotions and choices.

We teach pro-social behaviour by:

- modelling positive relationships and interaction
- having a shared, consistent approach and language
- using positive phrasing
- using circle time, assemblies, PSHE lessons (Jigsaw), Zones of Regulation, social stories and check-ins
- having a therapeutic view in which we acknowledge that positive experiences create positive feelings and that in turn positive feelings create positive behaviour.

All children are valued and recognised appropriately for their age and ability, regardless of any differences. Our procedures are followed for each individual child according to their need.

Our STEPS for promoting pro-social behaviour, preventing and responding to disruptive, difficult or dangerous behaviour are set out below:

PRAISE

First and foremost, an integral part of all our practice is to support children to reflect on positive learning behaviours. Staff use clear and explicit praise so that the child has no doubt what they have done well, eg 'the way you walked so calmly out to the playground meant that we were all safe and that no one got hurt' rather than 'lovely walking'. Children are also being encouraged to reflect on each other's achievements. Assemblies are used to acknowledge achievements in positive learning behaviours and to promote the values that are important in our school.

We also aim to promote, recognise and value pro-social behaviour through:

- giving specific verbal praise and positive feedback
- writing, telephoning or telling parents or carers to share specific examples of work that displays good attitudes to learning
- visiting a 'partner' class or other member of staff to share and recognise achievements
- sharing a 'Star of the week' award in assemblies and in our fortnightly newsletter linked to our values
- allocating children responsible tasks
- noticing pro-social behaviours and celebrating them in assemblies
- having a growth mindset attitude to learning and effort
- using the Zones of Regulation as a language to discuss, identify and move between emotions and as a tool for self-regulation

We do not use:

stickers / public displays or ladders with children's names on / reward charts / class dojos.

These decisions have been made to ensure a consistent approach in all classes, and support our teaching of self-regulation, treating each child as individual and ensuring there is no situation in which a child would feel shamed.

PREVENTION

As a staff team we recognise that planning an engaging and stimulating curriculum leads to highly motivated learners who are driven to achieve their potential resulting in a productive use of all learning time.

We aim to prevent disruptive, difficult or dangerous behaviour by:

- planning an engaging, relevant and practical curriculum
- personalising the curriculum to suit the needs of all learners and enable all to feel successful
- having an inclusive ethos
- knowing our children well, anticipating triggers and getting involved before things go wrong
- using all opportunities to have positive interactions with children across the school
- teaching and developing empathy and self-regulation through the use of '**affective statements**' (When you... I feel... I need...)
- making sure every child has a voice and feels listened to through the use of **restorative conversation** questions
- having awareness and a reflective approach to the needs and strengths of individuals, for example, by strategically positioning or moving a child to a new space
- creating a positive learning environment
- offering verbal and non-verbal reminders of our expectations to children
- giving children specific, limited choices
- completing a Roots and Fruits analysis if required (Appendix 2)
- predicting and preventing escalation through Anxiety Mapping or other mapping tools as needed (Appendix 3).
- naming the behaviour not the child

MANAGING NEGATIVE BEHAVIOUR

In the same way that positive behaviour is recognised, negative behaviour is challenged. We speak assertively to disruptive children, using language which is decisive, firm and clear. We always approach discipline in a positive and consistent way.

Through our support, we help our children to develop the ability to take responsibility for their own actions, to regulate their emotions and to see the links between their own behaviour and the consequences of their actions (through the use of affective statements). We embrace a staged response for negative behaviour.

For disruptive or disrespectful behaviour

Step 0 – Pre-warning	Language to use:
Acknowledge in a non verbal way eg looking, hand on shoulder	
Talk at the child’s level and explain why the behaviour is unacceptable. Use the affective statements	When you... I feel...
Remind the child of the expected positive behaviour	I need...

If negative behaviour continues

Step 1 - Warning 1	Language to use:
Receive a verbal warning from the adult, again using the effective statements. Remind them about previous conversation (Step 0)	When you... I feel... This is your first warning because I have seen that you have...
Remind the child of the expected positive behaviour	I need...
If needed, move the child to a quiet space in the classroom; if at lunch time take the child to a quiet area. Attempt to ascertain what is wrong	What happened? Who has been affected by this?
Use positive phrasing to tell the child what they need to do now	Walk slowly to be safe... When you are calm we can talk about this... You need to ...
If necessary, discuss with the child what we can do to put things right	What needs to happen now? What will help you move on from this? Shall we speak to them together? Can you use the affective statements When you... I feel... I need...
Ask the child if they are OK	Are you OK with all of this? How are you feeling now?
Check that the children involved feel that the issue is resolved and that they have been heard	Is that everything or is there anything else you want to say? Is there anything else I can do to help you?

Refocus the child on the activity at hand or attempt to reintegrate them into play on the playground	
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If negative behaviour persists

Step 2 – Warning 2	Language to use:
Receive a clear second warning from a member of staff and continue learning in a separate space in the classroom, or in the parallel class. This is at the teacher's discretion and should be proportionate to the behaviour	I have noticed that you ... This is now your second warning, you are going to move to ... so that you can continue your learning
Reiterate expectations, beginning with the child's name	<ol style="list-style-type: none"> 1. X, we expect you to be safe 2. X, we expect you to be respectful 3. X, we expect you to listen to adults and follow their instructions
Give the child specific and limited choices of equal value	Sit on the chair here or here
Disempower the behaviour – focus on other children demonstrating pro-social behaviour rather than anti-social behaviours rather than the individual demonstrating the anti-social behaviour	Well done X and Y I can see that you are really listening/ getting along with your learning
Disempower the behaviour – focus on the pro-social behaviour rather than the anti-social behaviours being demonstrated by the individual. Name the thing that they are doing well even if everything else is anti-social	Thank you for looking at me I noticed that you have done X really well
Inform SLT and or seek advice form steps leader (GW) pupil support (NH) or Head (MD)	
Class teacher will make contact with parent	
Reflection time provided during the child's subsequent lunchtimes or break times. In EYFS immediate time out	
Record the behaviour for parental contact	

If behaviour becomes difficult:

Step 3	Language to use:
INVOLVE ANOTHER MEMBER OF STAFF AND INFORM SLT	

If appropriate, use STEP On moving and handling strategies to steer the child to safety (all staff have been trained and refreshed yearly)	I am/ we are going to help you to move so that you can be somewhere quiet and safe You must inform them of any laying of hands
Follow the de-escalation script Repeat calmly until X complies	<ul style="list-style-type: none"> - X are you being safe? - X are you being respectful - X are you following an adults instructions?
If a child exhibits significantly disruptive or difficult behaviour they may be distressed or upset. Action needs to be taken to calm the situation down. The principles of de-escalation are: <ul style="list-style-type: none"> • Use the child's name • Acknowledge their right to their feelings • Tell them why you are there 	<ul style="list-style-type: none"> • Child's name • I can see something has happened • I am here to help • Talk and I will listen • Come with me and ...
Find out what happened, only when X has complied and appears to be calm	What happened? How can we fix it? How can we stop it happening again?
Teacher makes contact with parents to explain the incident	
If appropriate, parent teacher and child meet together asap and draw up a SMART behaviour target that is monitored and fed back to parents	
Reflection time for the child is provided during break times and lunch times If in EYFS immediate time out	
Record behaviour on CPOMS	
Risk reduction plan to be created with HT/PS/STEP lead/SLT	

If the behaviour becomes dangerous

Step 4	Language to use:
INVOLVE A MEMBER OF SLT	
If appropriate, use STEP On moving and handling strategies to steer the child to safety (all staff have been trained and refreshed yearly)	I am/ we are going to help you to move so that you can be somewhere quiet and safe You must inform them of any laying of hands
Follow the script use minimal language	- X stop

	<ul style="list-style-type: none"> - I do not want you or anyone to get hurt
<p>Action needs to be taken to calm the situation.</p> <p>The principles of de-escalation are:</p> <ul style="list-style-type: none"> • Use the child's name • Acknowledge their right to their feelings • Tell them why you are there 	<ul style="list-style-type: none"> • Child's name • I can see that you are .../ Would I be right in thinking that you are...? (name the visible emotion eg angry/upset) • I want to help
Find out what happened, only when X has complied and appears to be calm	<p>What happened?</p> <p>How can we fix it?</p> <p>How can we stop it happening again?</p>
If X does not comply calmly make them aware of what the consequences will be Eg – you will have to go home/ move to another room/ complete learning at another time	
HT/PS/SLT will make contact with parent and arrange a meeting asap	
If appropriate, parent teacher and child meet together asap and draw up a SMART behaviour target that is monitored and fed back to parents	
Reflection time for the child is provided during break times and lunch times If in EYFS immediate time out	
Record behaviour on CPOMS	
Risk reduction plan to be created with HT/PS/STEP lead/SLT	
Complete a risk reduction plan and share with parent sand all staff	
Consider fixed term exclusion	

CONSEQUENCES

Consequences will always be **logical** and linked to the negative behaviour. This should always be pointed out to the children. Parents should be involved as early as possible to enable them to work together with the staff and their child. They should be kept informed of the effectiveness of any sanctions and programmes put in place. There should be an on-going dialogue between parents and teachers, which identifies progress as well as concerns, which may be recorded.

Protective consequences are the removal of freedom to manage harm. Examples of these are, increased staff ratio, limited access to outside space, escorted in social situations,

differentiated teaching space or exclusion from an area or school. The behaviour and consequences are recorded.

Educational consequences are learning, rehearsing or teaching so the freedom can be returned. Examples of these are; completing tasks, rehearsing, assisting with repairs, educational opportunities, research, reflection, restorative meetings and speaking frames to communicate effectively. The behaviour and consequences are recorded.

The consequence for significant disruptive, difficult and dangerous behaviour is that the child meets with the Assistant Headteacher or Headteacher. This is deemed as being serious and may result in:

- A phone call to invite the parent in to a meeting to discuss the behaviour with the child.
- Guidance being sought from STEPS Central Supervision and an Individual Risk Reduction Plan (Appendix 7) being written. (This is shared with parents and all staff coming into contact with the child.)
- A child being excluded from school for a fixed term. Flamstead End School follows DfE guidance supplemented by the Hertfordshire County Exclusion Guidelines.

A decision to exclude a pupil permanently will only be taken: “in response to a serious breach or persistent breaches of the school’s behaviour policy: and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” This is consistent with the current DfE guidance on exclusions.

Following an incident of disruptive, difficult or dangerous behaviour we reflect, repair and restore by:

- revisiting the experience with the child when they are calm, relaxed and reflective
- retell the story **with an adult** and record, what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time
- discuss the behaviour and focus on the act not the child.

Differentiated response

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, reasonable adjustments are made depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. To predict and prevent escalation of difficult or dangerous behaviour we undertake Anxiety Mapping (Appendix 3) and the Roots and Fruits analysis (Appendix 2) in order to explore behaviour and identify root causes and solutions. We also consider which behaviours we think are conscious and subconscious (Appendix 4). A Risk Reduction Plan (Appendix 6) may be required for an individual child. The purpose of the plan is to:

- provide a consistent response and approach by all adults

- promote pro-social behaviour and identify strengths and interests
- provide targeted opportunities for pro-social experiences
- provide a personalised approach to their specific behavioural needs.

Where individual behaviour plans are in place, we are working with children with particular needs in order to improve their behaviour or attendance. We still maintain the school's high expectations and work with the pupil and their parents to improve the behaviour and attendance, taking account of individual circumstances.

These children may require additional, more specialised intervention from an external agency that can provide advice and guidance. These agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- Rivers Education Support Centre
- Child and Adolescent Mental Health Service (CAMHS)
- School Health

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

Relationship to other policies;

The Behaviour Policy is linked to and is to be read in conjunction with:

- Child Protection Policy
- Inclusion Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- E Safety Policy
- Language Policy
- Home School Agreement
- Staff Code of Conduct
- Keeping Children Safe in Education

Appendix 1: Glossary of Terms

Affective statements A framework of 3 statements used to make the other person aware of the impact of their actions on you and build empathy.

When you... I feel... I need...

Dangerous Behaviours which display as out of control. Unresponsive to support. The foreseeable outcome is hospitalisation, significant distress or extensive or irreparable damage.

Persistent and constant risk of harm to themselves or others.

De-escalation A strategy to escape escalations of conflicts. It may also refer to approaches in conflict resolution. The ability to organize your thinking and calmly respond are effective de-escalation techniques that can help you avoid a potential crisis. Effective use of personal space, body language, and listening skills can help de-escalate the disruptive behaviour of those in your care.

Difficult High levels of disruption or anti-social behaviours, which could include: damaging a classroom, kicking, hitting, lower level physicality. Refusal to comply or follow instructions. The appearance of lack of care for anyone or anything else, including self. Causing distress to others or damage to property.

Even quite difficult behaviours that we might see in school are not usually 'dangerous.'

Disrespectful Damaging property, using inappropriate language or tone of voice, walking away from or ignoring adults.

Disruptive Causing upset, disturbance or disruption to others. Stopping others from doing what they are doing.

Logical consequence A consequence is a result of something a person does. A logical consequence is directly linked to the action it is a consequence for. Letting children experience the logical consequences of their actions is one way to teach responsibility.

Pro-social The opposite of anti-social. Prosocial experiences are ones designed to create pro-social feelings. Pro-social feelings are feelings that will generate behaviours that are useful for the child and those effected by the child.

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Restorative A restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It asks all parties to share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right.

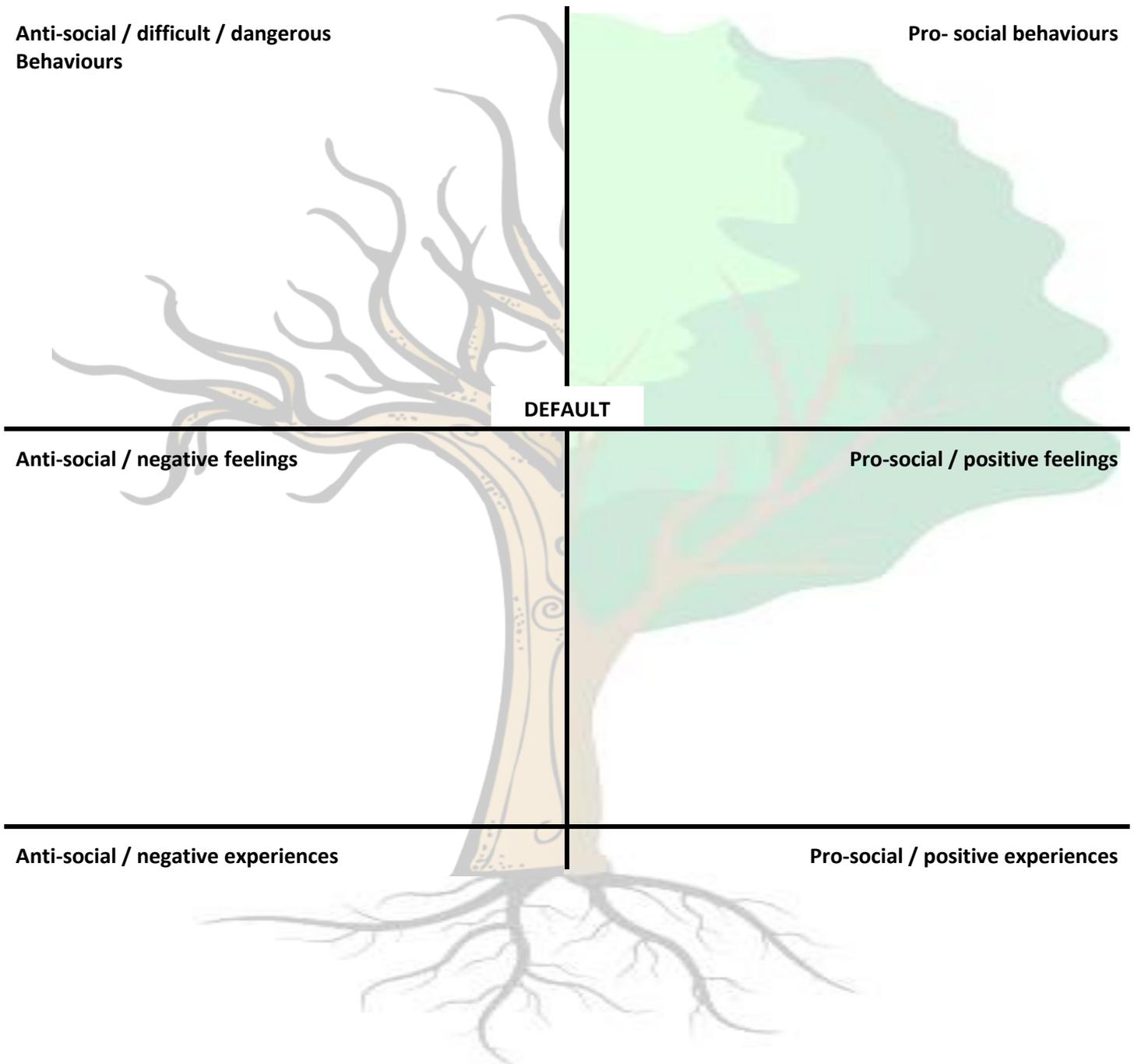
It is important to look at each incident, unpick and be clear about language eg: he threw a chair at me - was it that the child threw a chair, or that he actually aimed it at the person?

This can indicate the difference between difficult and dangerous behaviours.

Appendix 2: Roots and Fruits

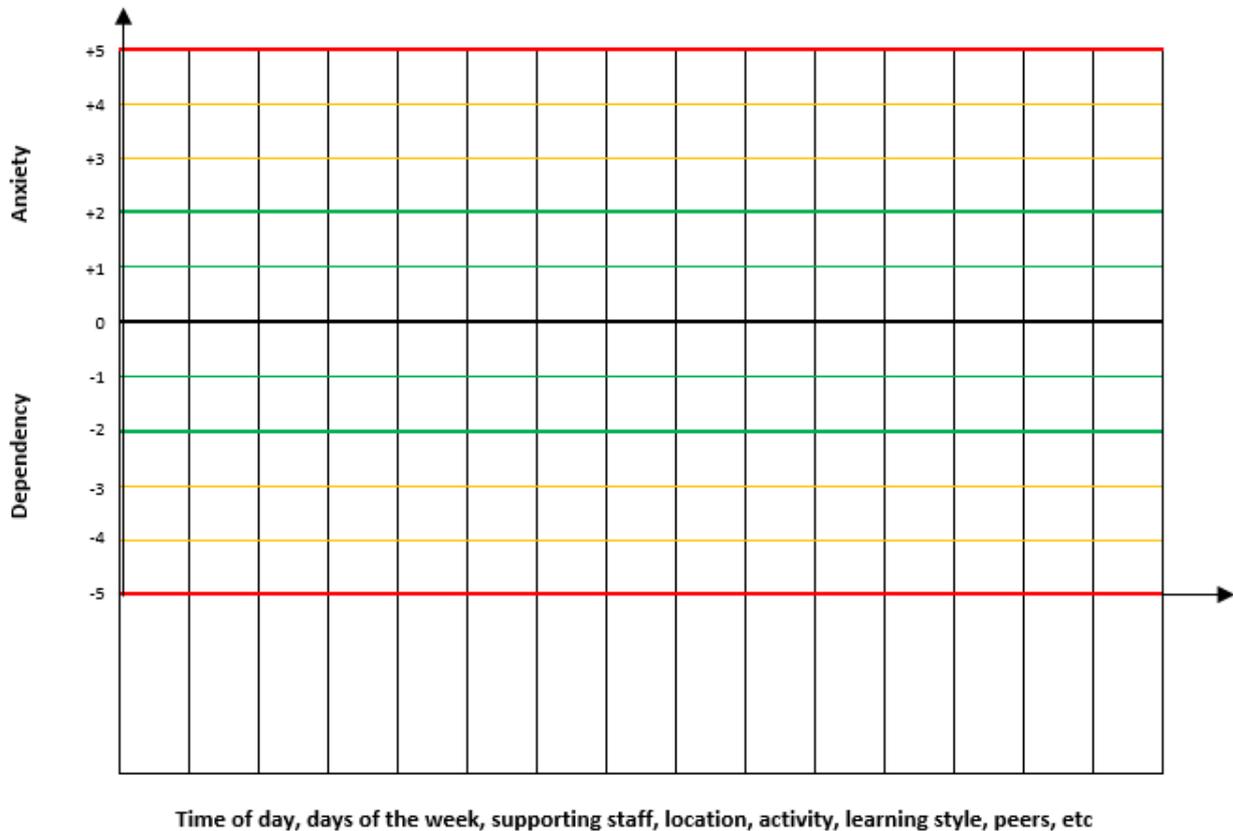
Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 3: Anxiety mapping

Anxiety Mapping



Anxiety mapping guidance

Anxiety Mapping Guidance

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the student's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

	Score	Description
Raised Anxiety	+2 to + 5	Reflects raised anxiety where the individual would need differentiation or support to cope with the experience and feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.
	0 to + 2	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	0	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	0 to - 2	Would reflect factors that calm or soothe the individual where its absence could be managed without needing assistance or differentiation.
	-2 to -5	Reflects an overwhelming reliance on a factor which if removed or absent the child would need differentiation or support to cope with the experience or feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.

An experience or person or time that is -3 for one child may be -2 in another child.

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.

Appendix 4: subconscious and conscious behaviours

Subconscious Behaviours - behaviours that choose us

Behaviours that are evident without any thought or planning.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.

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. (Reference anxiety mapping.)

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, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

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 - Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that 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.

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 pro-social 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 and an understanding and certainty of the logical protective and educational consequences.

The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Hertfordshire Steps 2019

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?

Hertfordshire Steps 2019

Appendix 5: School Script and De-escalation Script

Adults need to be aware that when children display initial low-level disruption they should use the **school script**:

We expect you to follow these three rules whilst in school:

1. X we expect you to be safe
2. X we expect you to be respectful
3. X we expect you to listen to adults and follow their instructions

- If X is displaying behaviour that does not comply with any of the above expectations then:

- X stop. Are you being safe?
- Are you being respectful?
- Are you following an adult's instructions?

Repeat clearly and calmly until X complies.

- Try to ascertain what has happened when X has complied:

- What happened?
- How can we fix it?
- **How can we stop it happening again?**

If a child displays significantly disruptive, difficult or dangerous behaviour they may be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

Use the following **de-escalation script**:

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix 6: STEP On Moving and Handling Strategies

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

Open mitten – used to move a child away	 A photograph showing a hand held palm up with fingers spread, representing the 'open mitten' gesture.	 A photograph showing a hand held palm up, positioned to move a child away.
Closed mitten – used to draw a student close	 A photograph showing a hand held palm up with fingers curled, representing the 'closed mitten' gesture.	 A photograph showing a hand held palm up with fingers curled, positioned to draw a student close.
Supportive hug – to communicate and reward	 A photograph showing a woman hugging a young boy from behind.	 A photograph showing a man kneeling and hugging a young child from the front.

<p>Open mitten escort – to escort a child to safety</p>			
<p>Paired escort - to escort a child to safety</p>			

Appendix 7: Risk reduction plan

Risk Reduction Plan (Doc 2)

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

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 8: Expectations for behaviour

As a school we maintain high expectations in order to establish a safe environment for all children, rooted in mutual respect. We expect all children at Flamstead End School to act in accordance with the school's Code of Conduct and reflect the values of the school in their behaviour and attitudes.

The following agreement outlines how children who are not meeting the expectations will be held to account.

Expectations Agreement	
My behaviour:	My consequence:
I am disturbing my own learning.	I will be reminded of school expectations. If I continue, I will be given a logical consequence. A restorative conversation will be held.
I am disturbing other people's learning.	I will be reminded of school expectations. If I continue, I will be given a logical consequence. A restorative conversation will be held.
I swear at pupils and/or staff.	I will be reminded of school expectations. My adult/carer will be informed. I will be given a logical consequence. A restorative conversation will be held.
I do not agree to follow the consequences to my actions.	My adult/carer will be contacted to come in for a meeting either straight away or after school. I will be given a logical consequence, as agreed by staff and my adult/carer. A restorative conversation will be held with me.
I refuse to follow instructions from staff that help keep me or other people safe.	I will be given a logical consequence. If I don't follow this: My adult/carer will be contacted to come in for a meeting either straight away or after school. I will be given a logical consequence, as agreed by staff and my adult/carer. A restorative conversation will be held with me.
I punch, kick, hit or hurt peers or staff.	My adult/carer will be contacted for a meeting ideally straight away, or if this is not feasible, after school. I may be excluded for an agreed time or I will be given a logical consequence, as agreed by staff and my adult/carer. If I am excluded, staff and adults will meet to discuss expectations on my return to school. A restorative conversation will be held at this meeting with me.
I have over 45 school days of fixed period exclusions in one academic year.	I may be excluded permanently.

Appendix 9: Adaptations of behaviour policy during COVID pandemic 2020

- There are strict routes for arrival and departure of school and these must be adhered to by all parents and children
- Children will be asked to, and supervised whilst, washing hands with soap. Children have been taught repeatedly how to do this
- Children to remain with their own bubble of children and the staff assigned to them. This is made very clear to the children and separate playtimes and lunchtimes are in place
- Children are aware of their 'zone' in which they can play outside
- Children are expected to 'catch it, bin it, kill it' as instructed at every cough or sneeze. Deliberate coughing, spitting and sneezing particularly when aimed at another person will not be tolerated and the child will be sent home with the parents
- Children are reminded to not touch their nose and face
- Children are expected to bring their own water bottle and not to share it
- Children are expected not to share equipment or food
- There are clear and monitored expectations with home learning. Teachers will prompt and respond to home learning or an apparent lack of it. Action will be taken by the class teacher to alert the HT PSW or SENDCO that home learning is not taking place
- When invited to a team meeting a code of conduct is explained to the children and their parents
- Children who will be considered to have difficult behaviour at school which could be dangerous in the COVID guidelines will have a risk assessment in place with extra measures for their and others safety. If they cannot adapt to the regime, parents will be notified and their place in school will be withdrawn
- The headteacher and the governors retain the usual powers for exclusions
- The expectations of behaviour remain consistent through the pandemic

Please refer to the Risk Assessment for COVID which encompasses much of the detail mentioned above