



THE LIMES

PRIMARY ACADEMY

“Growing Learners for Life”

Behaviour for Learning Policy

Audience:	Parents School staff Local Governing Body
Approved:	
Other related policies:	Safeguarding and Child Protection, Special Educational Needs and Disabilities
Policy owner:	Local Governing Body
Policy model:	REAch2
Review:	Annual
Version number:	1 (February 2018)

Collaboration Curiosity Responsibility Resourcefulness Resilience Reflectiveness

The Limes Primary Academy
Behaviour for Learning Policy

General Aims

- To help everyone to feel happy, safe and secure in the school.
- To encourage children/staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Behaviour Principles

- Behaviour is a form of communication.
- We cannot change someone else's behaviour, we can only change our own.
- The emphasis is on belonging and socially responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately. All adults within the academy will consistently model behaviours such as empathy, manners and valuing others explicitly.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.
- Support is tailored to the individual – one size does not fit all.
- We do not label children: we have the highest expectations of children at all times.
- Children, staff and parents need to feel they are heard and understood.
- We will always challenge racist or sexist behaviour and all forms of bullying.
- Everyone within the academy has a part to play in the promotion of high standards of behaviour.

Promoting Positive Behaviour

All children are made aware of the academy's positive behaviour expectations. They are displayed in every classroom and around school. These are:

- We always try our best
- We listen and learn
- We care for others and our school

These are revisited regularly, at least at the start of every term.

Learning powers:

Underpinning our three core expectations are seven 'Learning Powers'. These are key approaches to learning and personal attitudes which will enable all members of The Limes to be successful life-long learners at school and beyond. We regularly review these and discuss these with the children, ensuring there is a wide range of learning activities and challenges that foster all these learning powers across the curriculum.

- **Collaboration:** we learn together
- **Curiosity:** we are inquisitive and want to find out
- **Responsibility:** we take control of our own learning
- **Resourcefulness:** we are creative in our thinking
- **Reflectiveness:** we evaluate our own learning
- **Resilience:** we learn from our mistakes and don't give up

In order to promote positive behaviour:

- Children are encouraged to think about how their behaviour affects others.
- Adults' model controlled, respectful, verbal and non-verbal behaviours. This is the responsibility of all adults on the school site.
- Lessons are structured to be interesting and appropriately challenging.
- Children are made active partners in their learning with some influence over curriculum content and have opportunities to make choices.
- Children learn in different ways and teachers planning address children's different learning styles.
- All children are made aware of what is expected of them (success criteria/steps to success) at the beginning of each lesson.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught how to use thinking skills and feelings together to guide their behaviour using taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated.
- Systems for rewarding good behaviour are genuinely celebrated in all areas of the school community. These include: the use of personal contact with parents, stickers and star of the week. Praise is warm, labelled, sounds like it is meant and given with smiles and good eye contact.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The delivery of the PSHE curriculum offers a structured, spiral curriculum for developing the social, emotional and behavioural skills of all children.

House System

Children are grouped into four House Teams. Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

House Captains will be elected from the eldest children (typically Year Six pupils) and Vice Captains from Year Five pupils (or other appropriately aged-pupils) and they will provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

Each half-term there will be a minimum of one House activity or competition, so that children get the opportunity to work collaboratively and build relationships with members of their house across the school. For example, there may be House Music competitions, sports days or art and design presentations.

Teaching and non-teaching staff also belong to a House, with the exception of the Headteacher, and they encourage and support the children in positive team building through the House system.

Children can be given House points which count towards their House Cup. Points that are awarded for:

- Demonstrating a learning power
- Demonstrating a caring attitude towards peers
- Well-presented work and learning
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

Every week, the house points are counted by our House Captains and a weekly winner announced during our Celebration Assembly every Friday and added to the house points chart. House points are then tallied over the course of a term. At the end of the term, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

Class Behaviour Systems

Rewards operate on an individual basis as well as whole classes working together.

1. Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:
 - Collecting a jar of marbles for a learning-focussed reward
 - Star of the Week
 - Star of the Day
 - Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
 - Copy work to send home
 - Table points
 - Celebration assembly – certificate for progress made in learning
 - Contacting parents with positive comments (face-to-face, phone, letter etc.)
 - Sharing and discussing work with children.
 - Attendance certificates – for individuals each term
 - Attendance trophy - for the class each week with the best attendance and/or most

improved.

Food is not used as a reward

N.B – Stickers/prizes and other extrinsic rewards are not used for behaviour as this leads to the need for reward for behaviour which is to be expected regardless.

2. Classes agree their individual class rules at the start of the academic year.
3. Teachers keep **all** well-behaved pupils in mind, praising and rewarding them for their continued excellent behaviour. Acceptable behaviour is praised using language that identifies the behaviour, and why it is good.

For example, “Ben, you are really listening carefully today. That will help you complete your Writing.”

“Rosie, you are sitting in just the right place. That means we all have enough space to work comfortably.”

The whole academy community must promote positive behaviour reinforcement.

Responding to inappropriate behaviour

Please see our Behaviour Thermometer for a visual guide to levels of behaviour

Least to most intrusive consequences

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw. These may include:

- Non-verbal messages
 - The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.
- Praise someone near to the child for displaying the appropriate behaviour
 - For example, 'Thank you, Bob, you're sitting with your board down and looking this way.'
- Tactical or planned ignoring
 - The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Description of reality
 - A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.
- Simple direction
 - Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- Rule reminder
 - Restate the relevant rule.
- Question and feedback
 - Asking a prompt question to show that you have noticed inappropriate behaviour.
 - "What's happening here?"
- Blocking or assertive statements
 - You can use a 'broken record' technique where you repeat the instruction until the child complies. "Jaden, I need you to put your pen down.....I need you to put your pen down.....Jaden I need you to put your pen down, thank you." Or if there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Jaden I need you to put your pen down, thank you. I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about it when you can finish"
- Choices and consequences
 - Enabling a child to take responsibility for his/her own actions. "Gemma I have asked you to move away from Sarah. If you continue to sit there you are choosing to stay in at playtime.

It's your choice." The adult then moves away to give the child thinking or "take-up time" before using the consequences if they continue to behave inappropriately.

- Using I messages
 - The use of 'I need you to...'
 - For example: "When you keep interrupting I feel really cross because we won't be able to finish on time. I need you to be quiet and listen carefully. Thank you."

Remember

- Allow 'take-up time' and not requiring immediate compliance so pupils do not lose face in front of their peers.
- Notice as soon as the child begins to behave appropriately and giving positive feedback. "Sam, you're listening really well" or non-verbally.
- Speak in a calm, controlled voice, not raising the volume, and refuse to be drawn into argument.
- Negotiate an outcome you can live with, such as "Well I'd like to see at least three sentences written by....."
- Have a quiet word with the child, rather than a public harangue.
- Refer to the behaviour you require rather than what you don't want.
- Using gentle humour, but not sarcasm.

If inappropriate behaviour continues:

- Time out
 - The child is sent to a quiet area of the room to calm down and think about what they should do. This should always be used with firm calmness by the teacher.
 - If the child continues to behave in an unsafe way, is repeatedly distracting or disrespectful they will be moved in class.
 - If this continues, the child will be told to go to go to a pre-agreed classroom, away from their peers
 - If the behaviour continues, a member of the leadership team is called using the red triangle in the classroom.
 - Time out must always involve adult supervision and the problem recorded. Under no circumstances should a child be stood on a corridor.
- Involvement of Leadership Team
 - If the child refuses to comply a trusted child will be sent to the leadership team for help who will come promptly. If the child still continues refuse to leave the room the class teacher will escort the rest of the class out of the room to another area.
- Rebuilding and Repairing
 - When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a "teachable moment."
 - The 'Saying Sorry' sheet could be used to construct an apology.
 - Use could be made of the key restorative questions:

To the harmed

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?

- How have you and others been affected?
- In what way?
- What do you think needs to be done to make things better/right to help you move on?

To the harmer

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?
- Tools such as Comic Strip Conversations and Blank Questions for Playground Incidents may be helpful in this process.
- The child/children should be reminded of the school rules and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored.
- Keeping a child in at break or lunch times.
 - Teachers have a legal power to put pupils under 18 'in detention'. Parental consent is not required for keeping children in. Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet. At The Limes we do not have after school detentions. Teachers should not issue such a sanction where they know that doing so would compromise a pupil's safety.
 - Lunchtime Detentions with a member of the Leadership Team are specifically for when children have been aggressive to other children or towards members of staff. These should be agreed a member of the Leadership Team before the detention and should be recorded on the ABC form.

Pupil Exclusions

The academy will make every effort to support pupils with challenging behaviour and to resolve conflict. However, if it is necessary to exclude a pupil then the following procedures will be implemented:

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
- Behaving in a way that causes danger to themselves or others.

The length of the exclusion is at the discretion of the school, but will operate within DfE guidelines.

Fixed-term exclusion

Headteachers have the legal right to exclude a pupil for up to 45 school days in an academic year. Exclusion is a disciplinary sanction, which can only be exercised by the Headteacher or Deputy Headteacher when s/he is acting in the Headteacher's absence and only in response to serious breaches of the academy's policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period, the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before the fixed-term exclusion is exercised.

A first fixed period of exclusion lasting from one to three days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Headteacher will arrange for pupils to receive school work to do at home and have it marked until s/he returns to the academy.

Arrangements for a fixed-term exclusion

- Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e. where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
- The Headteacher/Deputy Headteacher will make every effort to contact parents by telephone during the day informing them of the exclusion and reasons for it. The Headteacher/Deputy Headteacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
- Parents/carers will be informed of the right to make representations to the Governing Body.

In the unlikely event that it is necessary to applying the sanction of a permanent exclusion, the Governing Body will follow the appropriate Local Authority procedures.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

The Use of Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the upper arm/elbow out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEND.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child.

A member of the Leadership Team will speak to parents about serious incidents involving the use of force and all incidents will be recorded on the 'Use of Force' form.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Racism and Bullying

Racism

The academy staff actively promotes Race Equality as an academy priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the academy’s ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group or individuals differently because of their race.

Racist attitudes or behaviour towards any member of the academy community will not be tolerated.

Bullying

Bullying in schools is, on the whole, a covert activity occurring without adult witnesses.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments

Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies. Hate websites.

Strategies to prevent and deal with incidents of Racism and Bullying

As an academy, we endeavor to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

We:

- Regularly raise awareness of issues of racism and bullying during PSHE & C and assemblies and provide children with skills of conflict resolution during PSHE & C time
- Ensure that all pupils understand that racism and bullying are not accepted at The Limes Academy and will be dealt with firmly
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour
- Increase the sense of community at The Limes Academy by providing opportunities for children to take responsibility
- Provide opportunities for cooperate play during break-times
- Set up 'support groups' to provide practical help for the victims of racism or bullying
- Actively involve the perpetrator in 'support group' where appropriate to develop responsibility and modify inappropriate behaviour
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents, it is the academy's statutory duty to inform Governors.

Consequences will be applied fairly, consistently and reasonably, taking account of any Special Educational Needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

The Limes Learning Parliament will be set up to involve children in the democratic running of the academy.

PSHE & C lessons, Philosophy for Children and Circle time lessons will be used to address behaviour and raise self-esteem as well as show our care and respect for others.

Swearing

Any swearing is not acceptable and should be challenged.

- Explain that we do not use that language at The Limes Primary Academy.
- Ask the child who is telling you about the swearing to tell the other child that they don't to talk to them if they use words like that
- Persistent swearing will lead to the child being removed from the immediate environment.

Persistent Anti-social Behaviour

If a child exhibits persistent anti-social behaviour, parents and carers will be involved, and where appropriate, outside agencies.

Individual Support

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

Objective Description

Class teacher to clarify the problem by asking the “wh” questions:

- What?
- Where?
- With whom?
- When?

Class teacher to:

- Complete the ABC (Antecedents, Behaviour and Consequences) Behaviour Communication Log (Appendix 1). When:
 - A recording sheet has been filled
 - There have been 3-4 similar incidents or
 - An incident requiring support from the Leadership Team has occurred

The class teacher should complete an ABC Analysis Sheet (Appendix 2). A member of the Inclusion Team can help with this. Consider: what is the communication? Are any needs unmet? (See Maslow’s Hierarchy of Needs, Appendix 3)

- Discuss the above findings with the SENDCO and SLT.
- Sometimes, Solution Circles (Appendix 4) are an appropriate method for exploring ways forward with individuals.
- Keep parents informed with respect to behaviour incidents.

SENDCO or member of Leadership Team to organise a parent/carer meeting which involves the class teacher to:

- Identify what skills, strengths or positive elements already exist to enable a way forward.
- Consider needs that are unmet and possible solutions for meeting these needs.
- Initiate target setting and identify support.
- Consider whether or not a Behaviour Support Plan is necessary.

The SENDCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENDCO will consider whether a Common Assessment Form needs to be completed and will offer this to parents/carers.

Monitoring, evaluation and review

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners
- Referrals to Inclusion Leadership Team
- Feedback from staff
- Lesson observations by Leadership Team
- Feedback from parents
- Learning council feedback
- External evaluation
- Governor’s Meetings

Beccles Primary Academy
Behaviour for Learning Policy
Appendices

Appendix 1 – Behaviour Thermometer

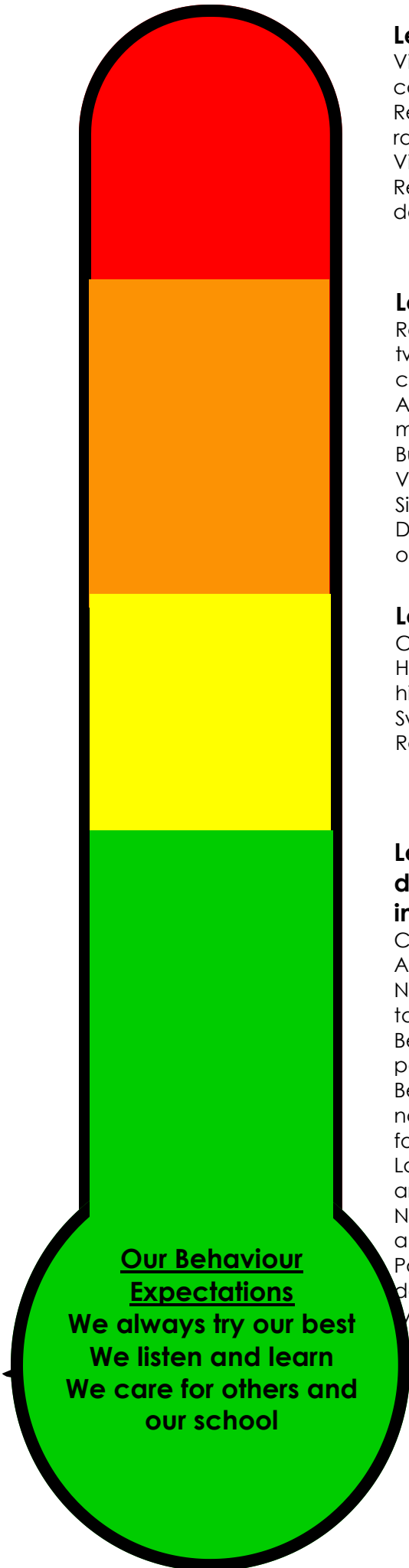
Appendix 2 – ABC Behaviour Communication Log

Appendix 3 – Behaviour Communication Analysis

Appendix 4 – Maslow’s Hierarchy of Needs

Appendix 5 – Behaviour Flow Chart for Classrooms

Appendix 6 – Saying Sorry Sheet



Level four behaviour includes:

Violent attacks on adults or children causing severe harm
 Repeated incidents of bullying or racism
 Violent threats towards adults/children
 Repeated significant property damage

This will result in:

Exclusion—this could be internal, fixed term or permanent, depending on severity and stage of behaviour support.
 Recording of behaviour and ABC analysis, sorry sheet completed & parents invited to a meeting.

Level three behaviour includes:

Repeated incidents of level one and two behaviour, particularly when this causes repeated disruption to learning.
 Attacking another child and causing minor harm
 Bullying or racism
 Violent threats towards adults/children
 Significant property damage
 Dangerous behaviour (e.g. running out of academy)

This will result in:

Referral to the Senior Leadership Team
 Recording of behaviour and ABC analysis completed
 Loss of play time
 Sorry sheet completed
 Parents invited to a meeting, where behaviour support plan is put in place

Level two behaviour includes:

Continued level 1 behaviour
 Hurting another child (non-serious e.g. hitting, pushing/shoving)
 Swearing
 Refusal to complete work

This will result in:

Time out in another class
 Loss of play time
 Recording of behaviour
 Sorry sheet completed
 Parents informed

Level 1 behaviour is low-level disruptive behaviour and might include:

Calling out
 Arguing with peers
 Noisy at in appropriate times, including talking in assembly
 Being disrespectful towards adults or peers
 Being disruptive and non-compliant (e.g. not demonstrating the correct behaviours for learning)
 Loitering in parts of the academy which are out of bounds
 Not caring for belongings, equipment and the academy building
 Poor presentation or deliberately not completing work set

This will result in:

Reminders
 Re-direction
 Reinforcement of expectations



The Limes Primary Academy

Behaviour Communication Log



THE LIMES
PRIMARY ACADEMY

Name:	Class:	Class Teacher:
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Date	Time	Activity/Location	A- Antecedent What happened before? Where was it? Who was there? What was happening?	B – Behaviour Give a brief and factual account of the behaviour.	C - Consequence What happened after the behaviour? How was the situation managed? What was the consequence? What was said to the child?	Initials of recorder

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The Limes Primary Academy
Behaviour Communication Analysis



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Name:	Date of analysis:
Class:	Person completing:

Record	Analysis
<p>A – Antecedant Where was it? Who was there? What was happening?</p>	<p>What were the triggers? E.g. Demanding/ unfamiliar task, internal state (fatigue/illness), sensory (loud noise, touch), threat to self-esteem</p>
<p>B – Behaviour Give a brief and factual account of the target behaviour.</p>	<p>What is the communication? What does the behaviour achieve for the child? Does the child avoid or escape any activity by engaging in the behaviour? Is the child rewarded in any way by engaging in the behaviour? What might the child be attempting to communicate by engaging in this behaviour?</p>

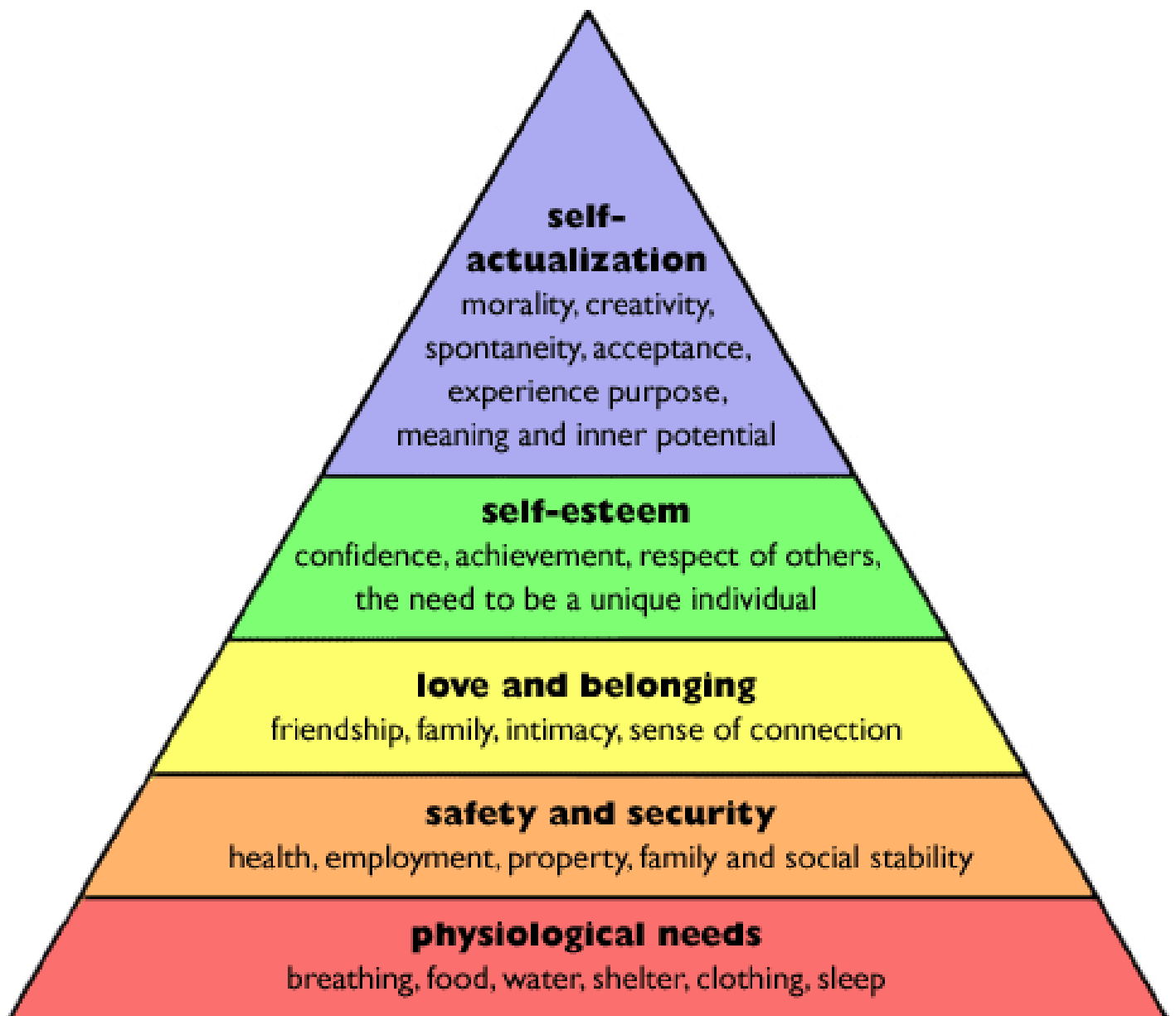
C – Consequence

What happened after the behaviour? How was the situation managed? What was the consequence? What was said to the child?

How can this behaviour be prevented?

What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour? What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers? How have you addressed the need that the child was trying to communicate? Is there any need for a reward / incentive scheme in the short-term? Have you communicated your plan to everyone who will be working with the child?

Maslow's Hierarchy of Needs



‘Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.’

Solution Circles

This is a model of peer support that can be useful for sharing ideas and practice. Each section usually takes five minutes, unless otherwise agreed.

Generally, this is a group of at least 3 people. There are specific roles:

- **Facilitator** – keeps to time and keeps the process going
- **Presenter** – presents the issue or concern for discussion
- **Scribe** – takes notes
- **Group members** – responsible for active listening throughout the process.

1. Agreement

Agree the ground rules, for example relating to confidentiality, listening.

Members of the group take turns to present their concerns, unless this is a second meeting to review the results of an action plan from a previously presented concern. The group selects concern for in-depth discussion. The group agrees the roles described above.

2. Presentation

The presenter of the chosen concern describes the concern in more depth, but must not exceed the time limit. It is helpful at this point if group members listen carefully, encouraging the presenter and not interrupting. If the presenter falls silent before the time is up, everybody stays silent. This time belongs to the presenter. Sometimes the presenter finds a way forward at this point; being listened to can be a powerful tool for creative thinking.

3. Suggestions

It is now the presenter's turn to listen. They should not respond to any ideas presented by group members at the time, except to say 'thank you'. This is not the time to ask for further information or seek to clarify things.

The whole group generates ideas. At this stage, all ideas carry equal weight; nothing should be discarded. Everybody should be encouraged to contribute. Ideas should be action orientated.

4. Clarification

The presenter takes the lead again, with the group discussing the ideas, clarifying the situation and exploring some ideas further. Try to focus on those ideas that are practical.

5. Action Plan

The whole group agrees first steps in an action plan. Try to focus on ideas that can be implemented within the next three days. It is helpful if a member of the group agrees to contact the presenter at an agreed time, to see if a follow-up meeting is required.

6. Review

Each group member reflects on how the meeting went. Was it a comfortable process? What was learned? Did you conform to your preferred team role? Did your role change through the course of the meeting? If so, how? Did you recognise the roles adopted by others? What might improve the functioning of the group in future? Review the ground rules. Finally agree the date, time and venue for the next meeting.



Saying Sorry

I'm sorry for...

Think about your actions and choices. Show the person you are saying sorry to that you know what it is you have done wrong.

It was wrong because...

Think about how it affected the person you are saying sorry to.

In future I will...

Think about how you could react differently in the same situation. Be positive – what will you do instead?

Please forgive me.

