THE KITE PRIMARY FEDERATION
Behaviour Policy

Description:	This document outlines the Federation's policy on Behaviour
Status:	Statutory Policy
Policy Audience:	Staff, Pupils & Parents/Carers
Federation Contact:	EHT, DHTs
Other related Federation policies and procedures:	Principles of Behaviour Statement
Governor Committee:	Policies
Approved :	Autumn Term 2023
Frequency of review:	Annual
Latest Date for Next Review:	Autumn Term 2024

Executive Head Teacher	Sign & Date:	*[signature]*	30 November 2023
Chair of Governing board	Sign & Date:	*[signature]*	30 November 2023

The Governing Board seeks to create an environment in the school which encourages and reinforces good behaviour and reflects the school's Christian values. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Promote the inseparable link between teaching, learning, behaviour and mental health

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the federation

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour

> Promote the development of pupils' courtesy, honesty and tolerance for others that will give them the skills to work and play in co-operation with others

> Ensure there is a positive and inclusive environment for all learners

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

> Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

> DfE guidance explaining that maintained schools must publish their behaviour policy online

When writing the policy, the NEU's model policy on 'assaults on staff' was referred to and kept in mind.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

> Reviewing and approving the written statement of behaviour principles
> Reviewing this behaviour policy in conjunction with the executive headteacher
> Monitoring the policy's effectiveness
> Holding the executive headteacher to account for its implementation

3.2 The executive headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the policies committee
> Giving due consideration to the school's statement of behaviour principles
> Approving this policy
> Ensuring that the school environment encourages positive behaviour
> Monitoring that the policy is implemented by staff consistently with all groups of pupils
> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
> Ensuring that new staff are provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully (delegated to the Deputy Headteacher)
> Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
> Ensuring that the data from Smoothwall is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

3.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour
> Implementing the behaviour policy consistently
> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
> Modelling expected behaviour and positive relationships
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
> Recording behaviour incidents promptly

3.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4. Equity and Equality
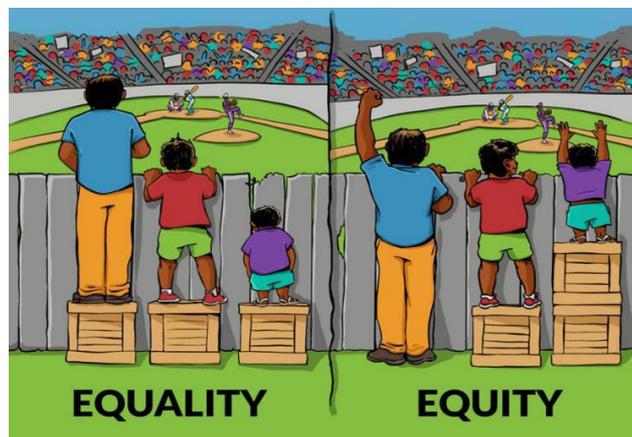
Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. We advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve successfully. Good equity results in equality.

5.   How can we teach behaviour?

- **Relationships:** invest at the start – children should want to do something because of the quality of their relationship with staff. The more staff know about the child, the more sensitive to their needs they can be.
- **Role modelling:** this is essential e.g. staff have to show them how to 'play nicely' by playing with them.
- **Consistency and Routines:** staff need to be consistent as a school in this approach. However, there may be differences between children depending on their individual needs. Remember, equity not equality.
- **Prioritising prosocial behaviour:** children are consistently recognised and acknowledged for the positive behaviour they display in school. This may be due to being helpful, kind or working hard.
- **Positive reinforcement and feedback:** this should be given freely and unexpectedly, and rewards should not be offered as a form of bribery. We want the children to show positive behaviours because they know it is the 'right thing to do' rather than because they are going to receive something. However, reward systems, such as dojos and raffle tickets, can be used to help instil the school rules and values as lived behaviours.
- **Ignoring:** unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
- **Positive language:** tell children what you would like to see, not what you don't e.g. Please walk rather than don't run.
- **Planning educational and protective consequences to difficult and dangerous behaviours:** See below for further information.
- **Restorative Practice:** follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.
- **Use of the Zones of Regulation:** The aim is to teach children strategies to help them **identify** their emotions and **cope with the feelings** so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. With this framework, children can identify the different zone they are in and in turn learn to change or stay in the zone they are in.

5.1 A Therapeutic approach

At the Kite Primary Federation, we recognise that negative experiences create negative feelings and lead to negative outcomes. We also know that positive experiences create positive feelings that lead to positive outcomes, therefore we strive to understand the reason why a young person is presenting with difficult behaviours and aim to change the circumstances in which the behaviours occur. Adult-led responses will be personalised and designed to meet the specific needs of each individual child, taking into account their age, needs background and any other circumstances that affect them. To enable change, we need to understand the factors that are driving a child's behaviour.

5.2 Restorative Practice

Following a behaviour incident, once the child is calm and regulated, a member of staff will discuss the incident with the child and working together, the child will be encouraged to think about, and say, what they can do to repair a relationship that may have been impacted as a result of the incident.

6. Reporting behaviour incidents

All behaviour incidents must be logged on Smoothwall as a behaviour incident. Any follow up incident must be logged as an incident update.

Staff must log the incident for the main pupil involved and use one main category for which the behaviour falls within.

Categories:

For incidents of heightened or dangerous behaviours, staff are required to complete an ABC form. An example of an ABC form can be found in appendix 6.

7. Rewards and recognition

We aim to be positive in our approach to behaviour. All members of the school community, both adults and children, play a role in recognising and rewarding prosocial behaviour.

We have no public methods of tracking behaviour that risk creating negative feelings; children cannot publicly see the judgement of staff and we have adopted private levels of praise for

individuals. Predominantly children expect feedback and verbal recognition or support. For example, a staff member may use the phrases:

- Thank you....
- I really liked....
- That really helped your learning....
- That behaviour really helps us all....
- I've noticed...

In addition to this, we support children in understanding and 'living' our values and rules, by noticing and rewarding these through a raffle ticket system. When staff notice children 'living' the school's rules or values, they will name the rule or value that they have seen and give the child a raffle ticket to place in the box. Up to 3 tickets per class are drawn each week in assembly, from the box for a prize. Class teachers will also award Class Dojo points or use whole class strategies, such as marbles in a jar to support positive behaviours within the class.

Rewards and recognition for positive behaviours are never withdrawn or removed, or used as a threat.

8. Consequences

All children need support in developing prosocial skills. Children who exhibit unsocial and antisocial (difficult or dangerous) behaviours will be supported in the form of protective consequences and/or educational consequences. We recognise that these types of behaviours may be a sign of needing help, attention or further support.

Protective consequences: A protective consequence is the removal of freedom to manage harm. An example of a protective consequence would be: if a child continues to hurt other children during their playtime, they would have their playtime at an alternative time. This would ensure the safety of all children.

Educational consequences: An educational consequence is when we support a child through the learning, rehearsing or teaching of behaviour so the freedom can be returned. An example of an educational consequence would be: if a child disrupts a lesson by continuing to shout out, they would initially work on a table by themselves to learn why it is important they do not shout out in lessons and how this affects both their learning and the learning of their peers.

For general classroom behaviours, the Code of Conduct is used which all members of staff follow (see appendix 3). This outlines the behaviours and the appropriate sanctions. Teachers begin with their own behaviour management strategies in the classroom and then the Code of Conduct is followed. A 'Reflect and Reset' form is completed by the child whilst they have 'time in'. A discussion should take place between an adult and the child afterwards.

When a child is displaying **regular difficult behaviours** it may be necessary to involve the SENCo or Deputy Headteacher and/or parents. A discussion between the child and a member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. If this does not improve the behaviour then parents will be contacted and informed; next steps will then be discussed and put in place.

When a child is displaying **regular dangerous behaviours** it may be necessary to support a child by use of a Behaviour Plan. This will be informed by all information available to the staff creating the plan, including any behaviour incident logs or ABC forms. A Behaviour Plan will always be shared and reviewed regularly with parents/carers.

Appendix 8 has further information for staff on the language that can be used when supporting children who are exhibiting difficult and /or dangerous behaviours.

Serious incidents of continued, disruptive behaviour may require sources of help beyond the school. This support will be initiated by the SENCo and Deputy Headteacher and may include:

- Educational Psychologist referral
- CAMHS referral
- Outreach support from I College
- Support from the Theraputic Thinking Team
- Other SEN support deemed appropriate
-

In situations where there are higher levels of dangerous behaviour and where **all other methods have been exhausted**, suspension may be used as a protective consequence. The purpose of this is to ensure the child and other members of the school community are safe. This would allow the school and other professionals, where necessary, to review current risk assessments and procedures and implement any further requirements to keep the school community safe. See the Suspension and Permanent Exclusion Policy for further information.

No whole class consequences or sanctions will be imposed for generally unacceptable behaviour in a class.

There are clear expectations on the playground and in the lunch hall. There are clear playground rules and a 'Code of Conduct' for the playground. These are reinforced by lunchtime staff and significant incidents are reported to class teachers and recorded on Smoothwall. See Appendix 4.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the executive headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusions policy for more information.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

The Kite Primary Federation has a zero-tolerance approach to abuse and in accordance with KCSIE 2023, "will never pass off **child on child abuse** as "banter", "Just having a laugh", part of growing up" or "Boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

10. Responding to unsocial and antisocial behaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unsocial or antisocial behaviours, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples may include:

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

> Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

> Training for staff in understanding conditions such as autism

> Use of quiet spaces or outbreak spaces where pupils can regulate their emotions during a moment of sensory overload

Please note that this list is illustrative and preventive measures will always be personalised according to a child's individual SEN needs.

10.2 Adapting consequences for pupils with SEND

When considering a consequence for a pupil with SEND, the school will take into account:

> Was the pupil unable to understand the rule or instruction?

> Was the pupil unable to act differently at the time as a result of their SEND?

> Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction or consequence and if so, whether any reasonable adjustments need to be made to the consequence.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Mental Health

We recognise that both anti-social and unsocial behaviours can be a sign of mental health problems. The staff, including the Deputy Headteacher, Family Support Worker* and SMHL work together to regularly anyalyse behaviours and review and improve support for children. At the Kite Primary Federation, we recognise the value of the DfE's guidance on mental health as important to help staff understand and support children who might at risk of experiencing mental health difficulties. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

*from January 2024

12. Partnership with parents

Working closely with parents/guardians to develop relationships and support our pupils is key to this entire approach. Where a child requires more significant support, parents will be informed and, where appropriate, invited to meetings with external professionals. **Parents will be informed of all incidents of dangerous behaviours and their educational and/or protective consequences.**

13. Physical contact and intervention

The Kite Primary Federation operates a planned physical contact approach based on the following situations;
- To comfort a child in distress (appropriate to their age and understanding)
- To support a child with their physical care (toileting, self care, changing clothes) (See intimate care policy)
- Prevent physical harm to a person or persons
- Prevent damage to a property

Physical intervention to manage challenging behaviour will only be used as a last resort; staff will focus on de-escalation strategies.

13.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

14. Monitoring arrangements

The monitoring and evaluation of this policy is the responsibility of all members of the school community, but is a particular responsibility of the Executive Headteacher. This will be achieved in a variety of ways:

• Discussions on behaviour, progress and any individual plans will be held as appropriate

• Regular observation of playground and classroom environments

• Regular monitoring of recorded incidents

• Reviewing to evaluate standards of behaviour and thus the quality of learning environment throughout the school(s)

• Recording incidents of significant dangerous behaviours, including restraint, on Smoothwall

• SLT will continue to review the approach and report to governors on a termly basis

14.1 Monitoring this policy

This behaviour policy will be reviewed by the executive headteacher and policies committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the policies committee.

15. Links with other policies

This behaviour policy is linked to the following policies:
> Exclusions policy

> Child protection and safeguarding policy

> Anti-bullying policy

Appendix 1: School Rules and Values

The values and rules were developed in consultation with staff and pupils in September 2023. Staff refer to them as 4 fundamental values (which are the rules that we live by) or rules and these can be demonstrated in various ways / actions.

Appendix 2: Terminology

Prosocial
Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.
Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
Behaviour which benefits other people or society.
Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Examples of prosocial behaviours:

Holding open a door
Saying 'please' and 'thank you'
Sharing with a friend
Comforting a friend when they are sad/hurt/ill
Helping the teacher or another pupil
Trying their best with their learning

Unsocial Behaviour (referred to as 'difficult')
Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
Not doing as instructed, but not to the detriment of others.
Examples of unsociable behaviour might be:
Leaving their chair or carpet space without permission
Refusing to complete the work set
Calling out and/or talking to a friend
Not listening to instructions

Antisocial Behaviour (referred to as 'dangerous')
Behaviour that causes harm to an individual, a group, to the community or to the environment.
Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.

Antisocial Behaviours that are emotionally detrimental to others	Antisocial Behaviours that are physically detrimental to others
Aggressive shouting out persistently and disruptively Swearing Answering back, mimicking Lying Distracting and/or disrupting others' learning Stealing	Leaving the school building Leaving the premises Physically hurting others Throwing equipment Damage to property/pushing over furniture Physical or verbal bullying

Subconscious behaviour: unable to moderate or self-regulate their behaviour

Conscious behaviour: unwilling to moderate or self-regulate their behaviour

Behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

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

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours. By working with children and their emotional needs through Educational and Protective Consequences, children can learn how to behave in a safe environment/manner.

School Code of Conduct

If I am…	I will…
- fiddling with things - distracting people - talking when I shouldn't be - not following instructions - calling out - swinging on my chair	name the problem and problem solve with an adult.
If I continue or I am…	**I will …**
- refusing to work - not respecting property - answering back to a member of staff - out of my seat - being unkind	go to time out somewhere quiet in my classroom for ten minutes and complete a 'Reflect and Reset' form.
If I continue or I am …	**I will …**
being rude	go to another classroom (my teacher will tell me where to go) for ten minutes with work to do and fill in a 'Reflect and Reset' form. **I may miss playtime.**
If I continue or…	**I will …**
- my behaviour gets worse - I am ignoring a member of staff - I am swearing	miss playtime and go to my Deputy Headteacher for ten minutes with work to do and fill in a 'Reflect and Reset' form. My parents will be informed.
If I continue or…	**I will …**
- my behaviour puts myself or someone else in danger - I am involved in fighting - I am verbally abusing or threatening another person	go to the Deputy Headteacher or Executive Headteacher who will decide what my consequence will be. My parents will be informed.

Appendix 4: Lunch Hall Rules and Playground Rules and Code of Conduct

Developed in consultation with staff and pupils in September 2023

Playground Rules

At Stockcross School, we remember that:

- we do what the adults on duty tell us.
- once outside we do not re-enter the building without adult permission.
- the sheds and areas behind and between them are out of bounds.
- we do not bring our own balls, equipment or toys to school or take the school's balls or equipment home.
- use the right equipment for the right games.
- when Huff and Puff is called, all equipment must be put away and shoes changed.
- all balls and equipment are put away carefully.
- on the playground, ball games must only be played in a designated area and is conditional on the weather.
- We let everyone join in our games – if someone is sitting on the friendship spot, we make sure we go and ask them to play or see if they are ok.
- if someone is hurt, we ask if they need help, then get a teacher if needed.
- when the bell first rings we must stand still. On the second bell we walk into our year group in register order and stand still and silent facing the front, ready to come into school.

Playground Code of Conduct

If I …	I will…
• am not respecting property • answer back to a member of staff • am being unkind	name the problem and problem solver with an adult.
If I continue or I…	**I will …**
• am being rude, swearing or ignoring a member of staff • hurt someone through rough play •	go to a bench or stand with an adult for five minutes while I reflect about what has happened.
If I continue or…	**I will …**
• I am fighting • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person	be taken to the Deputy Headteacher or Executive Headteacher. I will miss my playtime and my parents may be called.

Playground Rules

At Welford and Wickham School, we remember that:

- we do what the adults on duty tell us.
- once outside we do not re-enter the building without adult permission.
- the sheds and areas behind and between them are out of bounds.
- we do not bring our own balls, equipment or toys to school or take the school's balls or equipment home.
- we use the right equipment for the right games.
- we must follow the pirate ship rota.
- we go down the slide feet first.
- only one person may go down the pole at a time while playing on the pirate ship.
- we let everyone join in our games – if someone is sitting on the friendship bench, we make sure we go and ask them to play or see if they are ok.
- if someone is hurt, we ask if they need help, then get a teacher if needed.
- when the first bell rings, we stand still and wait silently for the second bell. At the second bell all equipment must be placed outside of the PE shed for the Sports Captains to put away. Then we walk to our class line. We stand silently in the line facing the blue railings ready to go into school.

Playground Code of Conduct

If I …	I will…
• am not respecting property • answer back to a member of staff • am being unkind	name the problem and problem solver with an adult.
If I continue or I…	**I will …**
• am being rude, swearing or ignoring a member of staff • hurt someone through rough play •	go to a bench or stand with an adult for five minutes while I reflect about what has happened.
If I continue or…	**I will …**
• I am fighting • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person	be taken to the Deputy Headteacher or Executive Headteacher. I will miss my playtime and my parents may be called.

Reflect and Reset

What happened?
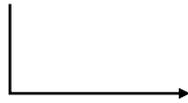
How were you feeling?

frustrated   sad   confused
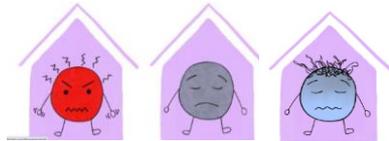
What was the impact of your choice?

Not completing   Stopping the class   Making other
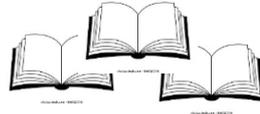
learning.   learning.   children uncomfortable

What can I do to make it right?

Complete my work   Write an apology letter   Say sorry.   I have an idea

Appendix 6: ABC Chart

Example of a completed ABC chart for reference. Please note this is an example ABC and not based on any incident or pupil from the Kite Primary Federation.

A-B-C Chart for recording challenging behaviour.

Name of child:				Name of reporter:			
Date	Time	Class/environment (e.g. maths / playground)	A. Antecedent (trigger) What happened directly before the behaviour occurred?	B. Behaviour Describe the behaviour objectively.	C. Consequence What happened directly after the behaviour occurred?		Possible function Fill this out after for analysis. It could be sensory, escape, attention, tangible, avoidance. Etc.

ABC BEHAVIOUR CHART

Action		*Behaviour*			*Consequence*
Day, Date and Time	**Where did it happen? What was going on before the behaviour (including activities, people involved, noise level etc)?**	**What did …. do?**	**What may have provoked it?**	**What did you do?**	**What happened as a result of your efforts/actions? What happened following the behaviour? Who did what? What happened next**
Wed 07.10.17 1.35pm	Child X was playing in the water area. She was washing the dolls. There was AJ (staff) in the area, but not directly working with child X. The water area is next to the outdoor area, where children were running and shouting.	She threw the dolls at another child who came to play within the water. She hit the child on the arm and pushed them over. She then screamed and covered her ears	Noise levels from outside Someone playing in the same area Someone getting too close	I removed the other child and calmed her down. We took her to the quiet space to calm down. I tried to read her a book but she threw the book at staff.	She took 11 minutes to calm down and continue play. When she was calm, I took her back to the water areas, we tidied up before she returned to her play.
Thursday 22.10.17 2.10pm	Child X was playing with two other children in the small world area. They were playing farms. The small world area is in the middle of the continuous provision.	The chimes went for tidy up time. Child X picked up the farm animals and threw them at the other children. She then ran around the unit shouting and screaming and pushing children and adults that got in her way.	The chimes going off stopping her play.	It took two members of staff to hold child X until she calmed down. We then went to the calm down area and read a book of her choice	It took 27 minutes to calm down enough to go back to the area and tidy up. She started to cry and I used the timer successfully. Share with staff that it might be worth using the timer before doing the chimes for tidy up time.

Supplementary Reproducible E for Elementary Ages

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Positive Reinforcement Ideas;
- Non-verbal examples are good for not interrupting the learning e.g. thumbs up, smile, eye contact
- Words of encouragement –Praise for specific, small prosocial behaviours increases the chance of others following e.g. 'I have noticed that …..'
- Peers encouraging each other
- Inform parents – verbally at pick up time, phone call and notes home
- Send to another member of staff to praise prosocial behaviour
- Additional jobs and responsibilities
- Receiving am 'Executive Headteacher's Award to acknowledge positive behaviour by demonstrating skills in learning (this may be given publicly or privately).

Children should expect and be provided with, feedback on their prosocial behaviour and should be used to having prosocial behaviour recognised. When children feel safe, liked, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Examples of prosocial Behaviours	
Behaviour	**Positive Phrasing**
Holding open a door	'Thank you so much for holding open the door for me. That is very polite of you.'
Saying 'please' and 'thank you'	'What great manners you have. Thank you for being so polite.'
Sharing with a friend	'What a kind member of the class you are. Thank you for sharing with…'
Comforting a friend when they are sad/hurt/ill	'What a kind member of the class you are. You have really made your friend feel better.'
Helping the teacher or another pupil	'Thank you so much for … It is really kind of you.'
Trying their best with their learning	'Wow, I can see you have worked really hard on … I feel so proud of you. How does it make you feel?'

Unsocial Behaviour				
Behaviour	**Positive Phrasing**	**Limited choice** (offer choice twice to allow for take up time)	**Disempowering the behaviour and/or de-escalating**	**Protective or educational consequence**
Leaving their chair/space without permission	'(name)…You need to stay in your chair/space…' 'Who else can I see sitting nicely?' 'I can see you may not be comfortable there but stay seated until we have finished.'	'Are you going to sit on your own or with the group?' 'Would you like to sit on the chair at this desk or that desk?'	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Refusing to complete the work set	'You worked well with this yesterday. How shall we get started today?' 'You can do this. What do you need to help you to get	'Do you need help from a grown up or can you do this on your own?' 'Are you starting your work with the words or a	'I can see you are not ready to start your maths now. You can choose this activity first and choose to finish your maths	Completing tasks 'later'. Social story to support understanding of completing tasks.

	'going?' 'Can you tell me…./show me ….?'	picture?' 'Which question are you going to start with?' 'You can work with a friend or on your own.' 'Are you going to start recording it like this….or like this….'	later.'	If child struggling to access curriculum as it is too hard then look at differentiated curriculum – possibly practical and creative activities to encourage engagement in class see SENCo
Refusal to do PE	'You did this really well last time.' 'You can use your skills from…to help you with …'	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' 'Who do you want to work with today? Me or a partner?'	'Ok, I can see you are not going to change for PE today. Are you going to help me with …job and we will do your PE later?'	'At breaktime, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'Well done everyone for following my instructions/doing …Bob, you are normally really good at following instructions, can you show me that super listening now?' 'Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.'	'I can see you are not choosing to listen at the moment, would you like me to explain again now or after the lesson?' 'Do you listen somewhere different?'	'Ok, you can choose not to listen now and we can go over the information later.'	'We will check you understand how to…. Before you go out to break.'
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'Look at all the people that are…Can you put that away and show me you are ready to join in?'	'You can choose to do this now or later'. 'I can see you are choosing to read/draw now rather than join in. If you do this….. first, then you can draw/read after that.' 'Do you need help from a grown up or	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand and complete the activity at break time.'

		can you do this on your own?' 'Do you need me to explain the task to you again?'		
Rocking on their chair	'(Name) Can you please show me your super sitting?' '(Name) Put the 4 chair legs on the floor.'	'Do you want to sit on the chair properly or the carpet?' 'Do you sit on your chair properly or come and sit next to me?'	'Ok, you choose to continue rocking on your chair or you can choose to learn how to sit on your chair later.'	'We may need to practise how to sit on the chair safely at breaktime.'
Calling out and/or talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I know you can do super listening; can you show me your good listening?'	'I can see you are not choosing to listen at the moment, would you like to sit next to me or next to…' 'I can see you are finding it hard to listening at the moment, would you like to write your ideas down on a whiteboard and we can share them in a moment.'	'You can choose to practice this later when the others go out to play if you are struggling now.'	'We can talk through the effect your calling out is having on the rest of the class at break time. Then we can practice what do to instead.'
Playing/fiddling with equipment (Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)	'Can you show me your super sitting.' 'Can you show me your empty hands/hands in your lap…' 'Just think of the others around you. Your fiddling is going to disturb them.'	'Can you put it on your table or give it to me.' 'Can you sit still or would you like to write some notes while we are all listening?'	'We can talk later about what you might need to help you listen?'	'We can talk through the effect your fiddling/playing is having on the rest of the class at break time. Then we can practice what do to instead.'

Anti-social Behaviour				
Behaviour	**Positive Phrasing**	**Limited choice** (offer choice twice to allow for take up time)	**Disempowering the behaviour and/or de-escalating**	**Protective or educational consequence**
Continued interruptions

Aggressive shouting/calling out disruptively

Answering back/mimicking | I can see you are upset/cross. Can you tell me what it is you need?
'I can see you know the answer but at the moment it is ......'s turn to share their thoughts. I will come back to you in a minute.' | 'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ......?'

'I would love you to share your ideas. Would you like to write them down while you are waiting so you don't forget them?' | 'Do you need to take some time outside of the classroom. I can come and join you in a minute and talk through your feelings.' | 'We can talk through the effect your shouting out is having on the rest of the class at break time. Then we can practice what do to instead.'
TA support to keep them quiet and on track.
Start of lesson in an alternative space to support the learning of others. |
| Swearing

Name calling | 'I can see you are upset. We can talk when you are ready.'
'Please tell me what the problem and how I can help. I want to help you.'
'Do you need some time to stop and relax.'
'I think you might be feeling…because of…it ok to feel…but it is not ok to swear/name calling.' | 'When you are ready we can talk here or in the library/office/classroom.'
'We can talk when you are ready – who would you like to talk to, me or ......?'
'If you don't want to talk about it do you want to talk or write about it?'
'Do you need to have some time in … or…before we talk?' | 'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready). | 'We can talk through the effect your swearing/name calling is having on the rest of the class at break time. Then we can practice what do to instead.'

'We need to talk about why these words and not acceptable. We will also talk this through with your parents so they can chat to you at home.'

TA support to keep them quiet and on track.

The location of the name calling/ swearing would |

				decide the protective consequence. Seek SENCo support.
Refusal to carry out an adult's request	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' 'We can talk when you are ready – who would you like to talk to, me or ……?' 'If you don't want to talk about it do you want to draw or write about it?' 'Do you need to have some time in … or…before we talk?'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	'You can complete your activity at breaktime. We will talk this through afterwards.' Have a restorative practice resolution.
Leaving the classroom without permission	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.'	'Come back into the room when you are ready and we can talk here or with ……. who would you like to talk to, me or ……?' 'You can come and find me when you are ready.'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation. Come up with a plan of action to support them.

Damage to property	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.' 'You are not safe right now. I need to you be safe. Come away from the objects/put them down.'	'When you are ready we can talk here or in the library/office/classroom.' 'If you don't want to talk about it do you want to draw or write about it?'	'I can see you are not happy at the moment. When you have stop damaging things we can talk.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Identify early warning signs a build up of emotions. Ensure the child is safe and does not require first aid. Make sure the area is safe and secure. Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation. Come up with a plan of action to support them. Assisting with repairs or planning the repairs or tidying up Researching real world implications
Stealing Lying	'It's important for you to be honest with me. Then we can sort this out.'	'When you are ready to return it, you can give it to me or put it in the box/on my table.' 'When you are ready, you can either tell me the truth or write it down.' 'We need to talk about this. You can either speak to	We can only sort this out when you are ready to be honest about it.	Research the real-world implications Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. The location of the

		me or talk to …'		lying/stealing would decide the protective consequence. Seek SLT support.
Leaving the premises/school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to … or …. 'When you come in would you like to go to … or …?'	'(Name), you have left the school premises, so I am going inside to call the police.'	Conversation and exploration- clear boundaries explained e.g. calling the police Create safe space that is available at all times. Adult to check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities Identify early warning signs for needing to leave and ensure SLT and office staff are aware of the heightened situation
Physically hurting another child or staff member	'Your actions have hurt me/child's name. Use your words and I will listen.' 'Talk and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to …or… ' 'When you are ready we can talk here or in the library/office/classr oom.'	Change of face for adult support Remove other children from around them	Conversation and exploration- clear boundaries explained e.g. everyone has the right to be safe at school Create safe space that is available at all times. Adult to check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities Discuss real world implications

Appendix 9: Behaviour Support Plan

We are currently in the process of personalising the format of the Behaviour Support Plan for the Kite Primary Federation, in consultation with staff. A consistent format will be established and in use from January 2024.
At present, the following formats are being used:

Pupil:		Class:			Start Date:	
Current Behaviour Target		**Details**		**Success Criteria & Reward**		

Effective Incentives			**Effective Consequences**		

Challenging Behaviour	**Known Triggers**		**Warning Signs**		**Risks Associated with this Behaviour**	**Effective Management Strategies**	**Child's Communication**

Challenging Behaviour: The behaviours that are difficult and need effective management

Known Triggers: Things we know your child finds difficult.

Effective Incentives: These encourage your child to follow adult requests and help encourage the pupil to learn and apply more positive behaviours.

Details: What usually happens

Success Criteria & Rewards: What we would like to see all the time.

Warning Signs: Behaviours to look out for, that normally occur before challenging behaviour.

Current behaviour Targets: The behaviours we want to focus on at the moment.

Effective Consequences: What happens after an incident has happened.

Effective Management Strategies: The most effective way of dealing with particular behaviours which we have found work best at the present time.

Risk Associated with this behaviour: What the behaviour may need lead to.

BEHAVIOUR PLAN		
PUPIL NAME:	CLASS:	YEAR GROUP:

Reactive strategies **How do we diffuse the situation?** ☐ **What to do and what not to do** ☐ **Phrases to use** ☐ **Calming techniques** **At what stage should another member of staff be informed? Who should this be?**	**Support after an incident** **How do we help the pupil reflect and learn from the incident?** **Is there anything that staff can learn about working with this pupil?**
Skills and Talents	**Achievements**
Likes	**Dislikes**
Agreement: Parent/carer name Parent/carer signature Date	Staff name Staff signature Date
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.	

Behaviour Support Plan

Name:			
DOB:		Year Group:	
Teacher(s):		Other school staff involved in plan:	
Date of plan:		Date of Review of plan:	

Current Behaviour causing concern:	Possible Communicative Function:
☐	

Traffic light system:

	Green	'Typical' behaviour, e.g. calm, happy, relaxed
	Amber	Problems may be about to occur; child becomes anxious, distressed, aroused, overwhelmed, silly etc
	Red	Problem is occurring; child shouts, is out of control, aggressive, angry
	Blue	Child calms down; can be sad or exhausted for example

X's Green Strategy

Behaviour *The things that X does, says, or looks that gives us clues that he is calm and relaxed*	Support Strategies *The things that we can do or say to keep X in the green for as much time as possible*
☐	

X's Amber Strategy

Behaviour *The things that X does, says, or looks that gives us clues that he is becoming anxious or aroused*	Support Strategies *The things that we can do or say to stop the situation from escalating further and return X to the proactive phase as soon as possible*
☐	

X's Red Strategy

Behaviour *The things that X does, says, or looks he is using behaviours that challenge us*	Support Strategies *The things that we can do or say to quickly manage the situation and prevent unnecessary distress, injury and destruction*
☐	

X's Blue Strategy

Behaviour *The things that X does, says, or looks that tells us that he is becoming more calm*	Support Strategies *The things that we can do or say to support X to become more calm and return to the proactive phase*
☐	