



SJF POLICY 23-24

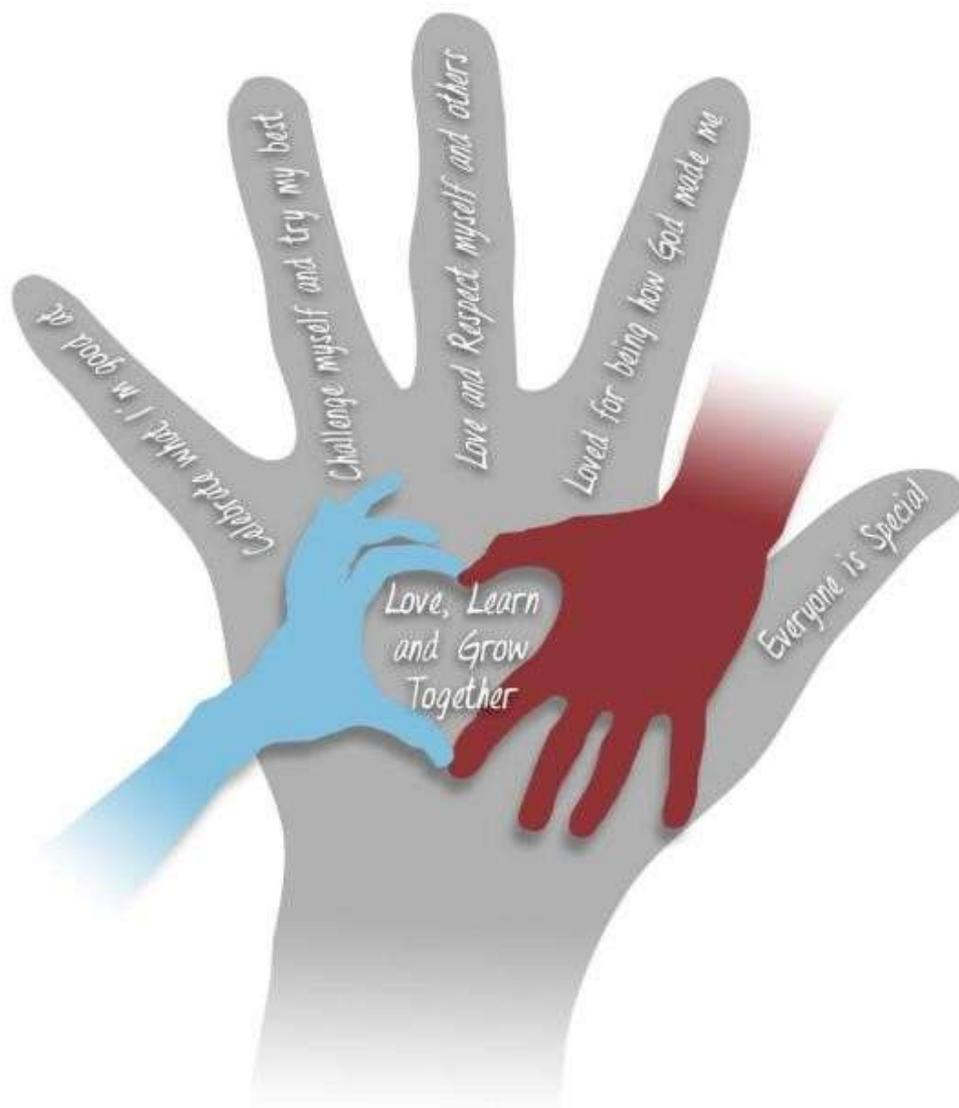
RELATIONSHIPS & BEHAVIOUR



ST CLARE

Catholic Multi Academy Trust

VISION & MISSION



Our vision is that every single member of our community will love, learn and grow together.

This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



INTRODUCTION

Our policy is based on the belief that:

- good behaviour is not automatically learned but needs to be taught and supported by parents/carers
- school culture and staff play a key role in enabling children to manage their behaviour more effectively
- a child with additional short, medium or longer term challenges is the responsibility of the whole community and can be supported positively to behave well

A Trauma Informed School

We have adopted the trauma-informed schools UK (TISUK) approach for the promotion of positive relationships and behaviour in school. All staff have received training delivered and accredited by TISUK, with school leaders receiving additional training and two Deputy Safeguarding Deputies completing full ten-day diplomas.

At St John Fisher staff, we are committed to providing a safe and secure learning environment for all our children including any who have difficult lives and may have social, emotional and mental health needs because of these experiences.

Children can experience trauma and loss, and feelings of rejection and exclusion from time to time. Therefore, our flexible approach to behaviour support puts the power of caring, positive, predictable relationships between staff and students at its core.

We believe that in order to develop positive approaches and self-management skills, the emphasis should be on relationships and making the right choices, personal responsibility and an understanding of the needs of others as well as the immediate and long-term consequences and benefits for the individual in terms of security, fulfilment, progress and achievement. We will endeavour to provide the support structures necessary for students to develop academically, socially and emotionally to reach their full potential.

Our school staff use a consistent, calm attachment-based approach where relationships are central. All staff act as secondary care givers and recognise that students communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about students' needs. We recognise that students need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. In our setting, all students are offered compassion and co-operative learning with a caring, supportive adult. No student is ever intentionally shamed, and all students are regarded with respect as adults believe in their innate goodness and desire to learn and make progress.

All staff understand that:

- basic physiological and emotional needs must be met before pupils can feel safe enough to relax/earn
- all staff must demonstrate, consistently, that they care and can be trusted
- all staff must be well regulated as raised voices, angry faces and body language create fear and stress
- strategies and skills to manage behaviour take time and effort to learn
 - **small successes must therefore always be celebrated**
- building a threat-free, safe environment where adults are in charge and take full responsibility means that children are free from the burden of having to keep themselves safe, physically and emotionally





Our Key Principles

- Encouragement**
 Students are encouraged to take responsibility for their own learning, relationships and responses.
- Recognition**
 Student achievements and strengths are celebrated and areas for improvement are acknowledged and supported verbally during learning and more formally during termly student/parent review meetings.
- Support**
 A safe, secure and supportive environment is maintained in which staff can teach, students can learn and parents/carers can feel confident that students are safe and supported.
- Challenge**
 Incidents of discourtesy are challenged, where appropriate, discreetly and quickly to prevent escalation and in ways that encourage positive relationships and responses.
- Example**
 Courteous communication is modelled by all staff and staff provide examples of positive responses and relationships.
- Fairness**
 Incidents are dealt with fairly and supportively, through the process of restorative conversations and with an emphasis on the repair of relationships. Parents/carers may be involved, where it is appropriate.

Expectations for Learning

We expect our students to be:

- Ready
- Respectful
- Safe

READY	RESPECTFUL	SAFE
<ul style="list-style-type: none"> ✓ Pupils in Years 5 and 6 to hand in their mobile phones on arrival ✓ Arrive on time for school ✓ Return from breaks at the correct time, ready to learn 	<ul style="list-style-type: none"> ✓ Listen to staff and follow instructions for learning ✓ Treat everyone with respect and kindness ✓ Respect the property of the school and others, use resources and equipment appropriately ✓ Put things right when you are calm 	<ul style="list-style-type: none"> ✓ Move around school calmly and quietly, following staff instructions ✓ Be in the right place at the right time ✓ Keep comments, hands and feet to yourself ✓ Ask for support from adults if you are not feeling safe

Our parents and carers are expected to:

- recognise that children are best supported through strong staff and parent relationships
- actively promote positive and respectful relationships of their children with school staff
- support their children to be ready, respectful and safe when they attend our school
- support their children to attend engage positively and fully with school life
- be contactable if the behaviour of their child falls short of expectations; is disrespectful to staff and other children; and is a danger to themselves or other pupils
- be supportive, honest and open with us about their child's needs, so that we are able to do our best to support them





What does 'Ready for Learning' mean?

Arrive on Time

When students arrive after a lesson has started (or leave before it has finished) it is a distraction for everyone. You are ready for learning when you arrive to school on time and you start each lesson on time.

Mobile Phones & Personal Devices

Mobile phones and other personal devices, including smart watches can be a distraction to learning and are not permitted during learning time. Pupils in Years 5 and 6 who make their own way to or from school can bring mobile phones in to school, but must hand them in. Parents/carers of younger pupils wanting their child to bring a mobile school to school must speak to the Headteacher, to set out their reasons.

Promoting Positive Behaviour

We promote positive behaviour by:

- ✓ knowing our students well and understanding how their past experiences affect their current presentation.
- ✓ reading and contributing to pupil profiles regularly to ensure we are up to date with their needs
- ✓ staff starting with consistent, calm adult behaviour that focuses on *prevention* rather than *reaction*
- ✓ recognising when student behaviour needs intervention with an approach to prevent escalation
- ✓ involving pupils if they are willing and able to contribute positively
- ✓ allowing for additional provision e.g. sensory snacks and movement breaks to encourage regulation
- ✓ using strategies and resources to support executive function, e.g. visual timetables; visual timers
- ✓ having visual reminders of expected behaviours and promoting Zones of Regulation across school
- ✓ trying to work closely with parents/carers, communicating with them regularly to support their children's learning and wellbeing
- ✓ acknowledging positive behaviours and emotional control, particularly small successes with particularly vulnerable students
- ✓ using "check-ins" and "check-outs" to gauge the emotional temperature of pupils and to support them early with any issues they are having
- ✓ we implement relevant and frequent teaching of SEAL & PSE skills to build resilience and emotional literacy
- ✓ we target particular needs with one-to-one or group interventions
- ✓ we refer for external help from specialists and experts, depending on need, as and when appropriate

When children are escalating on the crisis continuum, some examples of our approach include:

- ✓ speaking quietly and using our body language to encourage students to regulate their emotions.
- ✓ picking up on the positives, e.g. a time when they have successfully changed a response, or we remind them of their strengths or personalised targets
- ✓ we offer alternative strategies such as reflection time and/or relocation
- ✓ we repeat that we are there to support them and communicate care
- ✓ we never shout and we ensure our body language is positive
- ✓ we ensure our students have personal space and we are in the supportive stance
- ✓ we use diversion/distraction, e.g. change the activity or topic of conversation to remove pressure
- ✓ we use a change of face – swap places with a colleague if we feel the child might be better helped by someone else in this moment
- ✓ we remind them of the school's expectations and that their actions have consequences



Motivators

Rewarding positive behaviour is effective only when students understand when and why they are being given it and that all staff apply this consistently. Motivators should be relational in nature and three-dimensional if possible. In our school the children are placed in Houses and can earn 'smilies' (via the Class Dojo system) for themselves and their House.

We do different things to motivate our children, including sharing the following rewards:

- Citizen of the Week (whole school, weekly)
- Star of the Day (class teacher, daily)
- Golden Child (each class, weekly)
- Writing Champion (each class, weekly)
- Maths Champion (each class, weekly)
- smiley award mentions when thresholds are passed (e.g. 100 smilies)
- attendance awards
- sports awards

News of the awards are shared and celebrated at the weekly Celebration Assembly, to which parents/carers are invited, and the weekly newsletter. Photos and mentions are also included by teachers in the class pages of the website. Reasons are always specified.

Adaptations

Appropriate adaptations are made for any children who find overt praise, or praise shared in an open forum, more difficult to accept or cope with. In these cases, every effort will be made to tailor it so the child is comfortable and parents/carers can be involved.

Responses & Natural Outcomes

- Although actions do have consequences, students are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice'.
- A 'Connection before Correction' approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if students are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.
- Outcomes should only be applied when pupils are regulated and able to reflect upon their behaviour.
- Staff avoid any actions which lead to shaming or humiliation of a student.
- Only the adult who is involved in the event should comment.
- The developmental age and specific needs of the student will be considered when deciding appropriate outcomes, as will the student's physical and emotional state at the time. A 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.
- A restorative conversation takes place as soon as possible, focusing first on the student's own feelings (physical and emotional) and how the other student/person may have felt (see Appendix 2)
- Outcomes of behaviour are responsive to the needs of the student rather than punishing or isolating.
- Natural outcomes include making up time for lost learning and reflection time, where the lens is upon the student's own bodily and emotional state and reparation time, where the person that has been affected by the student's action is the focus, and actions are taken to repair the relationship. Students are never forced to say sorry.



- If the context is repeatedly problematic, e.g. assembly, student works with adult to ensure subsequent participation can be successful, e.g. having reduced time/supervision/or not taking part in the activity. As above, the student is given alternative activity, supported by adult.

Serious or Ongoing Incidents

The steps in [appendix 1](#) should be followed by staff to manage issues of inappropriate behaviour that occur. Serious or ongoing incidents will be discussed with the referring school or agency. The Principal may decide to issue notification of a fixed term exclusion in response to a serious or ongoing incident or, as a very last resort to protect the safety and progress of all students, issue a notification of permanent exclusion. Open Box Education Centre recognises that it works with challenging and vulnerable students and will do everything in its power to avoid imposing fixed term and permanent exclusions. Records of fixed term and permanent exclusions will be maintained by the school.

1. TAKE OF YOURSELF

- | | |
|---------------|--|
| NEVER | <ul style="list-style-type: none"> • Do anything silly or dangerous where you might be hurt • Stay in school at break times unless you have been given permission by a teacher • Leave school without permission • Talk to strangers in school unless they have a school badge |
| ALWAYS | <ul style="list-style-type: none"> • Tell someone if you are unhappy, being picked on or bullied |

2. TAKE CARE OF OTHERS

- | | |
|---------------|---|
| NEVER | <ul style="list-style-type: none"> • Do anything to hurt others (such as hitting/name calling). • Distract others from working • Be cheeky or rude to adults |
| ALWAYS | <ul style="list-style-type: none"> • Be friendly to visitors, newcomers and other children |

3. TAKE CARE OF YOUR SCHOOL

- | | |
|---------------|--|
| NEVER | <ul style="list-style-type: none"> • Steal or deliberately damage school equipment • Drop litter or deface the school building • Give the school a bad name |
| ALWAYS | <ul style="list-style-type: none"> • Be proud of your school |





SPECIFIC RULES

FOOD AND DRINK

Children may bring fruit from home to eat at morning play. FS2 and KS1 children will have access to free fruit in the mornings and milk until they are turn 5 years old under a national scheme. Children have unlimited access to water and parents/carers are encouraged to send their children to school with a water bottle each day and fruit to eat for morning snack, if they choose.

JEWELLERY

Watches are the only items of jewellery allowed in school and these must be removed during PE and swimming lessons. Children are encouraged to wear Teachers cannot assist children with the removal of any jewellery, including earrings. Exemptions exist for items of religious and cultural significance and requests for these to be applied should be made by parents/carers to the Headteacher directly.

SJF SCHOOL UNIFORM

Our PE uniform must be worn by all pupils on designated PE days. It is available from both official suppliers:



- School Trends (click [here](#))
- Logo Leisurewear (click [here](#))

Parents and carers can, of course, purchase uniform items without a logo from other sources, as long as they are completely plain, in the correct school colours and are not embellished in any way.

No designer labels. e.g. Adidas or Nike.





PE Uniform

Please note that children are expected to come to school wearing their PE uniform on PE days. The official items can be purchased, with logos, from either supplier. If parents/carers opt to source items from elsewhere they must be absolutely plain with no logos, slogans or other embellishments. **No designer labels e.g. Nike, Puma or Adidas etc.** The sweatshirt must be plain maroon/burgundy and the bottoms must be **plain light** grey joggers. **No leggings.**

PE Days 2022-2023 (from 06-09-22)

- **Mondays** FS2
- **Tuesdays** Years 1 and 2
- **Wednesdays** Years 3 and 4
- **Thursdays** Years 5 and 6



Earrings and Jewellery

A reminder that children are **not** permitted to wear earrings/studs or any kind of jewellery at school. We ask parents/carers to arrange for their children's ears to be pierced at the beginning of the summer holiday, if this is what they want, so that the holes are healed in time for September. The wearing of sensible analogue watches is encouraged. Smart watches, with connectivity to 4G/social media etc. are not permitted.

School Shoes

Whilst trainers/high boots **can** be worn to/from school e.g. in bad weather or to play football **at break-times**, pupils are expected to wear proper school shoes in school i.e. **NO** high boots or trainers (even all black ones).



Reminders

- no leggings at any time
- no open necked shirts/blouses
- no blue polo shirts – plain/logo'd light blue t-shirts ONLY
- mid-length shorts
- black school shoes not trainers (trainers can be worn on PE days or at break-times to save shoes)
- white socks with summer dresses (Terms 1, 5 and 6)

PERSONAL PROPERTY

The Governors do not accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought in (except by arrangement). Any money brought into school should be handed in and never left in trays, bags or coats.

MOBILE PHONES

Mobile phones can be brought to school by children in Years 5 and 6, as a number of children travel to school all or part of the way, on their own. and by younger children **if** permission is sought first by parents/carers because there is a compelling reason.



ESCALATION

PRE-STEPS (class teacher)

Use normal strategies:

1. polite, clear and firm requests (trauma-informed)
2. consider repositioning, separating etc.
3. warnings (no more than three)

STEP 1 (class teacher)

Give a final warning:

1. use the agreed phrase 'This is your final warning. Do you understand?'
2. children will learn what this means and the consequences of continuing the behaviour

END OF WARNINGS

STEP 2: TIME OUT A (class teacher)

Give a final warning before escalation:

1. child directed to a designated chair/area in/close to the classroom (monitored)
2. 5-10 minutes sitting alone to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson, if not or if the child refuses, move to STEP 3

If behaviours persists:

- record on CPOMS - who, when, why
- time to talk with an emotionally available adult and/or LM
- discussion with member of LMT/LM - proportionate and trauma-informed responses and interventions
- speak to parents/carers about a proportionate and trauma-informed response
- careful consideration before privileges and play times are limited/removed temporarily
- consider positive and restorative activities - where appropriate - so that pupil is engaged positively

STEP 3: TIME OUT B (class teacher with colleague or LM)

1. child escorted to (or collected by) a designated colleague or the LM to regulate or reflect
2. up to an hour working purposefully on an appropriate/accessible activity linked to classwork or not
3. work on own or with an emotionally available adult
4. opportunities for the child to talk or be silent
5. 5-10 minutes sitting alone to reflect, calm down etc without causing disturbance
6. parents/carers informed
7. CPOMS updated

If behaviour improves return to lesson, if not or if the child refuses, move to STEP 4

If behaviours persists:

- discussion with LMT and/or LM – behaviour linked to possible SEND issue?
- continue monitoring to identify specific triggers, areas of concern and appropriate behaviour targets
- parents/carers made fully aware that behaviour is (or is becoming) a cause for concern
- parents/carers discuss concerns and targets/support agreed with school
- consider alternative strategies and engage appropriate services
- access to extra-curricular/enrichment activity linked to improvement





STEP 4: TIME OUT C (Deputy Headteacher, Learning Mentor, SENDCo or other appropriate adult)

1. child escorted to (or collected by) the Deputy Headteacher
2. up to an hour working purposefully on an appropriate/accessible activity linked to classwork or not
3. work on own or with the Deputy Headteacher
4. opportunities for the child to talk about triggers and consequences of actions - or to be silent
5. 1x session to half a day calmly to reflect, calm down etc without causing disturbance
6. parents/carers informed
7. CPOMS updated

If behaviour improves return to lesson, if not or if the child refuses, move to STEP 4

If behaviours persists:

- engagement activities with LM in place
- Head/Deputy/SENDCo/LM to consider next steps, e.g. SEND register, multi-agency involvement etc.
- initiate even closer monitoring i.e. frequency monitoring, time sampling, conversations etc.
- meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- parents/Trust/LA and multi-agency partners informed that a child's behaviour is causing serious concern
- referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- careful consideration to limit certain extra-curricular/enrichment activities – all dependant on progress

STEP 5: BEHAVIOUR SUPPORT PLAN (Headteacher/Deputy Headteacher/SENDCo or LM)

1. Teacher completes a Behaviour Support Plan
2. A BSP Advocate will be identified (which might be the class teacher or support staff)
3. Involvement of multi-agency partners as appropriate
4. Consideration of a CAF/TAF as appropriate
5. BSP Advocate provides daily feedback to the child and weekly feedback to parents/carers

If targets are achieved, end the BSP, if not or if the child refuses, move to STEP 6

STEP 6: BEHAVIOUR CONTRACT (Headteacher)

1. Clear expectation specified - to enable the child and other to feel safe and prevent escalation
2. Carefully considered rewards and inducements for compliance with the contract specified
3. Additional proportionate sanctions/consequences can be considered for breaking the contract terms.
4. Reviewed weekly
5. Parents, Chair of Pupil Discipline Committee, the LA and multi-agency partners informed
6. Complete a CAF/TAF

If targets are achieved, return to the BSP, if not or if the child refuses, move to STEP 7

STEP 7: INTERNAL EXCLUSION (Headteacher)

1. Careful consideration of how this will be, taking account of child's context/needs
2. Carefully considered changes to child usual day e.g. restricted contact with classmates, playground etc
3. Parents/carers informed by letter
4. Multi-agency partners engaged
5. Child informed and prepared for the change, with reasons explained clearly

If behaviour improves return to class on a Behaviour Contract or BSP, if not, move to STEP 8





STEP 8: FIXED TERM SHORT EXCLUSION (Up to 5 days per term)

1. Parents/carers informed by letter as per LA process
2. Governors, LA and appropriate multi-agency partners Officer informed
3. Parents may make representations to Governors in line with citywide process
4. Governor Pupil Discipline Committee can meet but not reinstate
5. Upon return to school, reintegration meeting with child and parents/carers
6. Child return to Behaviour Contract or PSP for a minimum of four weeks.

If behaviour improves remove from PSP, if not, move to STEP 9

STEP 9: FIXED TERM LONG EXCLUSION (Up to 45 days per year)

- Parents/carers, appropriate Governors, LA and appropriate multi-agency partners informed
- Governors meet (and advocate for parents/carers and child may attend/make representations
- LA must be invited to attend but cannot reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves remove from PSP and if not move to STEP 10

STEP 10: PERMANENT EXCLUSION (Pupil Discipline Committee)

- Parents, Chair and Clerk of Discipline Committee, LA informed
- Governor Committee considers all representations and reports (parents/carers and child may attend)
- Governor Committee resolve to either reinstate or uphold exclusion
- Parents/carers notified of outcome (and if upheld, their right to appeal)
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered immediately for a first or 'one off' offence. These may include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon; and
- serious deliberate damage to school property





APPENDIX 1

Steps for positive behaviour management in most circumstances:

Step 1 is adequate and effective in encouraging positive behaviour. Where this is not the case, the teacher should move to **(B)** to encourage positive behaviour.

- (A)** Teacher Verbal reminders to the student to make the right choice
- (B)** LM/SENDCo/Deputy Headteacher/Headteacher engages in focused and constructive discussion with the child, exploring strategies to encourage positive behaviour and avoid the unwanted behaviour.
- (C)** Parental involvement if the student shows no improvement from stage **(B)**, parents/carers will be contacted by telephone and, if necessary, called in for a meeting to discuss the situation and partner with the school to encourage positive behaviour and restorative action.
- (D)** Formal meeting If there is still no improvement in behaviour the child may be issued with a fixed term exclusion until a formal meeting can be arranged with a representative from school or (for students on dual roll), Headteacher, pupil and parent/carer. Conditions will be agreed for returning to education through a restorative meeting and a restorative agreement will be drawn up with the student and parent/carers. The student's behaviour will be monitored and reviewed.

Please note that in certain situations, for example, where a student poses a serious physical or emotional risk to others or an incident is serious enough, it may be necessary to escalate the level of response more quickly. This could be for one-off incidents including those relating to verbal or physical bullying for any reason, including that which is racial, homophobic, religious and sexual in nature.

All serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances a temporary or permanent exclusion may be considered immediately for a first or 'one off' offence. These may include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon; and
- serious deliberate damage to school property





APPENDIX 2

STEP 1	<ul style="list-style-type: none"> trauma-informed in-class response 				
STEP 2	<table border="0"> <tr> <td data-bbox="355 528 467 562">In Class</td> <td data-bbox="483 528 1460 663"> <ul style="list-style-type: none"> 5-10 minutes in own classroom discussion with teacher discussion with an emotionally-available adult (EAA)/Learning Mentor (LM)* only inform parents/carers or record on CPOMS if there is a pattern or broader concern </td> </tr> <tr> <td data-bbox="355 685 467 719">Time Out</td> <td></td> </tr> </table>	In Class	<ul style="list-style-type: none"> 5-10 minutes in own classroom discussion with teacher discussion with an emotionally-available adult (EAA)/Learning Mentor (LM)* only inform parents/carers or record on CPOMS if there is a pattern or broader concern 	Time Out	
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Time Out					
STEP 3	<table border="0"> <tr> <td data-bbox="459 730 611 763">Other Class</td> <td data-bbox="635 730 1460 920"> <ul style="list-style-type: none"> period of time (up to an hour) in class above or a suitable class pupils may go to Deputy/SENDCo/Headteacher class teacher to discuss/address behaviour on return to class record circumstances and perspective on CPOMS discussion with an EEA/LM* parents/carers informed </td> </tr> <tr> <td data-bbox="491 887 611 920">Time Out</td> <td></td> </tr> </table>	Other Class	<ul style="list-style-type: none"> period of time (up to an hour) in class above or a suitable class pupils may go to Deputy/SENDCo/Headteacher class teacher to discuss/address behaviour on return to class record circumstances and perspective on CPOMS discussion with an EEA/LM* parents/carers informed 	Time Out	
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STEP 4	<table border="0"> <tr> <td data-bbox="523 931 802 965">Deputy Headteacher</td> <td data-bbox="826 931 1460 1099"> <ul style="list-style-type: none"> up to half a day with Deputy Headteacher record circumstances and perspective on CPOMS discussion with an EEA/LM* parents/carers informed Complete a TIS 'Escalation Prevention Plan' </td> </tr> <tr> <td data-bbox="683 1099 802 1133">Time Out</td> <td></td> </tr> </table>	Deputy Headteacher	<ul style="list-style-type: none"> up to half a day with Deputy Headteacher record circumstances and perspective on CPOMS discussion with an EEA/LM* parents/carers informed Complete a TIS 'Escalation Prevention Plan' 	Time Out	
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Time Out					
STEP 5	<table border="0"> <tr> <td data-bbox="363 1133 994 1167">Headteacher/Deputy/SENDCO/Learning Mentor</td> <td data-bbox="1018 1133 1460 1301"> <ul style="list-style-type: none"> 2-16 weeks on a pastoral support plan reviewed fortnightly Agree SMART behaviour targets report daily to child report weekly to parents </td> </tr> <tr> <td data-bbox="858 1301 994 1335">On Report</td> <td></td> </tr> </table>	Headteacher/Deputy/SENDCO/Learning Mentor	<ul style="list-style-type: none"> 2-16 weeks on a pastoral support plan reviewed fortnightly Agree SMART behaviour targets report daily to child report weekly to parents 	On Report	
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On Report					

* if appropriate





APPENDIX 3

ESCALATION PREVENTION PLAN	
NAME:	
BASELINE: Friendly and conversational. Makes appropriate use of eye-contact, body language and facial expressions.	
KNOWN TRIGGERS: <ul style="list-style-type: none"> • Unexpected changes to his timetable or being wrong about what he thinks his timetable is for the day • Not being allowed to self-regulate by moving around • On a scaling, moves from 2-5 very quickly 	
SUPPORTIVE CLASSROOM STRATEGIES: <ul style="list-style-type: none"> • All teachers to agree strategies with him that he can use in each lesson and around the school to regulate himself • Use emotion coaching to help him self-manage his behaviour positively • Avoid confrontation • A regular reminder of the teacher's understanding and respect for the student • Opportunities for him to demonstrate the skills he does well • When the schedule changes or a different activity has been scheduled, prepare with him individually • Praise positive behaviour 	
BEHAVIOUR LEVEL	STAFF APPROACH
ANXIETY Sometimes engages in compulsive behaviours as protection	SUPPORTIVE Name it and rationalise with him/her
DEFENSIVE Swearing and shouting	DIRECTIVE Have a plan to de-escalate himself
RISK BEHAVIOUR Punching walls when angry Throwing furniture	EMERGENCY PLAN Call for support Manage the environment Encourage movement towards an exit
TENSION REDUCTION Give space and time to calm Allow to call home if requested	THERAPUTIC RAPPORT Supportive of need to speak with family Offer hot drink and a walk

