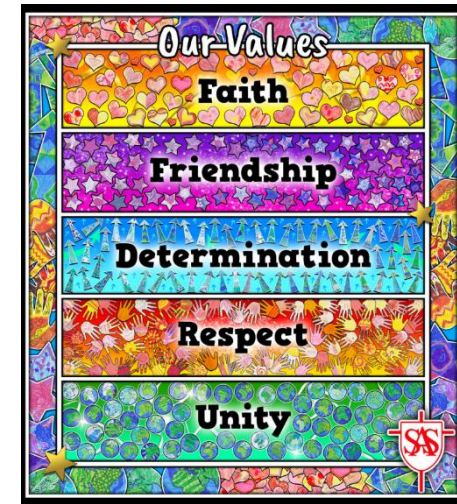
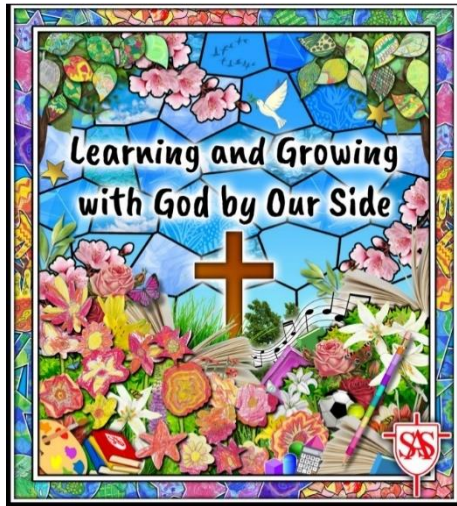




St Alban & St Stephen Catholic Primary School & Nursery



Learning and growing with God by our side.



Our Approach to Behaviour

- We expect every member of the school community to try their best to follow our golden rules and to demonstrate our core values. This applies to all areas of school life, not just during lessons.
- We continually teach, model and reinforce the valued positive behaviour outlined in our core values and golden rules.
- We believe that everyone has the right to learn and to feel safe and happy in school. This comes with a personal responsibility to make sure that everyone else has these same rights.
- We expect every member of the school community to show respect to themselves, others and to the world around them.
- We have high expectations of behaviour and apply these consistently across the school following the behaviour policy.
- We recognise that every child is unique. Our behaviour approach is based on equity rather than equality. We provide all children with the support and opportunities they need to reach our behaviour standards.
- We understand that all behaviour is communication, and we seek to understand the underlying message in children's behaviour.
- We teach children that all our actions have a positive or negative consequence. The consequence for a negative behaviour choice will always be relevant.
- When children do not meet our behaviour expectations, we are compassionate and kind, demonstrating that it is the behaviour that is unacceptable, not the child.
- We teach children strategies for self-regulation, encourage them to reflect on their actions, and expect them to make amends.
- We show children that a fresh start is always possible and that, once they have made amends for their actions, they will always be forgiven.

Our Golden Rules

Golden Rule	What does this Golden Rule mean?	Examples	Routines
We are gentle	This rule means treating others, oneself, and the environment with care, kindness, and respect . It involves using soft words, kind actions, and a calm approach when interacting with others. When you are gentle, you have your strength under control and you are careful with those around you.	<ul style="list-style-type: none"> ✓ Speaking softly and kindly, even when we feel frustrated or upset. ✓ Handling belongings, classroom materials, and the environment carefully. ✓ Keeping hands, feet, and objects to ourselves, respecting everyone's personal space. ✓ Taking turns and sharing with others, showing patience. ✓ Letting others go first and respecting when others are chosen before you. ✓ Responding calmly and respectfully in challenging situations. ✓ Smiling and being welcoming. 	<p>Playground behaviour</p> <p>Wonderful walking</p> <p>Lining up</p>
We are kind	This rule means treating everyone with respect, friendship , compassion, and consideration. Being kind goes beyond words. It means showing love and empathy in our actions, thinking about how others feel, and choosing to make a positive impact on the people around us.	<ul style="list-style-type: none"> ✓ Speaking politely and using respectful words that make others feel valued and supported, without name-calling, negative comments or language which discriminates against people for who they are. ✓ Showing good manners by saying, 'Good morning,' 'Please,' 'Thank you,' 'How are you?' and holding doors open for others. ✓ Offering help when someone is upset, struggling or needs assistance. ✓ Including others in games and activities, especially those who may feel left out. ✓ Showing appreciation and gratitude for others' efforts and contributions. ✓ Forgiving others and resolving arguments peacefully. ✓ Showing good sportsmanship and celebrating other people's success. 	Using good manners
We listen	This rule means paying close attention to others when they are speaking and showing respect for their thoughts, ideas, and feelings. Listening actively is essential for understanding one another and building positive relationships, as it allows everyone to feel heard and valued. Listening carefully to adults also helps us to learn.	<ul style="list-style-type: none"> ✓ Giving full attention to the person speaking without interrupting. ✓ Looking at the speaker and tracking them to show we are focused and engaged. ✓ Waiting your turn to speak with your hand up. ✓ Showing patience and allowing others to finish their thoughts. ✓ Listening carefully without distracting those around us. ✓ Remembering and respecting what others share with us. ✓ Following instructions and directions quickly and carefully. ✓ Considering other people's point of view. 	<p>Star Sitting and listening</p> <p>Stopping on a signal</p>
We are honest	This rule means telling the truth, taking responsibility for our actions, and being trustworthy in all that we do. Honesty is about speaking openly, but respectfully to others, even when it may be difficult. Being honest helps to build trust and unity in our school community.	<ul style="list-style-type: none"> ✓ Telling the truth in all situations, even if we are afraid of the consequences. ✓ Admitting when we have made a mistake and trying to make it right. ✓ Taking responsibility for our actions, rather than blaming others. ✓ Being fair and truthful in games, work, and play. ✓ Keeping promises and following through on what you have told other people that you will do. 	

		<ul style="list-style-type: none"> ✓ Telling a trusted adult or a friend if you have a worry about yourself or others or if an incident has happened. 	
We work hard	This rule means putting our best effort into everything we do, staying focused on our tasks, and showing determination , even when things are challenging. Working hard is about being committed to doing our best, setting goals, and taking pride in our learning and achievements.	<ul style="list-style-type: none"> ✓ Giving full attention to tasks and activities, staying on task, and avoiding distractions. ✓ Completing work to the best of our ability and taking time to produce high-quality work. ✓ Trying our best, even when something is difficult, and not giving up easily. ✓ Taking on challenges with a positive attitude and learning from mistakes. ✓ Supporting and encouraging others to work hard, creating a positive learning environment for everyone. 	<p>Presentation in books</p> <p>Coming into the classroom at the start of a lesson.</p> <p>Making a mistake.</p> <p>The 3Bs</p>
We look after property and the environment.	This rule means treating all belongings, school resources, and the natural world with respect and care. This rule reminds us that we are responsible for making sure that our school is a safe, clean, and welcoming space for everyone, and it encourages us to act as stewards of our environment.	<ul style="list-style-type: none"> ✓ Using school resources like books, equipment, toys, games and furniture carefully so that they remain in good condition for everyone to use. ✓ Keeping our classrooms, halls, dining rooms and playgrounds tidy by picking up after ourselves and organizing materials properly. ✓ Reducing waste by recycling and reusing whenever possible, and being careful not to use more than we need. ✓ Respecting nature, such as plants, trees, and animals, by not causing harm and being considerate of our outdoor spaces. ✓ Taking action to clean up and care for the environment around us, even if we didn't make the mess. 	<p>Lunchtime behaviour</p> <p>Playground behaviour.</p> <p>Lining up at the end of playtime/ lunchtime.</p>

Teaching the Behaviour Curriculum

Half Termly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Week 1: Explicit teaching of the full behaviour curriculum content Teaching and Embedding Routines</p> <p>Catholic Social Teaching: Rights and Responsibilities</p> <p>Golden Rule focus: We work hard.</p> <p style="text-align: center;">Whole Key Stage Assemblies</p>	<p>Ongoing revision of content</p> <p>Catholic Social Teaching: Option for the Poor and Vulnerable</p> <p>Golden Rule focus: We are kind.</p>	<p>Week 1: Longer recap of the behaviour curriculum- reteaching and reinforcing routines</p> <p>Catholic Social Teaching: Solidarity and Peace</p> <p>Golden Rule focus: We are honest.</p> <p style="text-align: center;">Whole Key Stage Assemblies</p>	<p>Ongoing revision of content</p> <p>Whole Key Stage Assemblies</p> <p>Golden Rule focus: We listen.</p>	<p>Recap of the behaviour curriculum</p> <p>Whole Key Stage Assemblies</p> <p>Golden Rule focus: We are gentle.</p> <p style="text-align: center;">Whole Key Stage Assemblies</p>	<p>Ongoing revision of content</p> <p>Catholic Social Teaching: Stewardship of Creation</p> <p>Golden Rule focus: We look after property and the environment</p>
Ongoing	<ul style="list-style-type: none"> • Daily Classroom Routines: Teachers model the Golden Rules in their interactions with children and integrate them into daily routines, allowing students to see these values in practice. • Whole-School and class Assemblies: Regular focus on a Golden Rule, using stories from Scripture, real-life examples, and role-play to illustrate its meaning. Assemblies provide a chance for all students to understand, reflect on, and share their own experiences with each rule. • Circle Time and Class Discussions: Teachers lead regular discussions and activities based on the Golden Rules, helping children practice social skills and explore the importance of kindness, gentleness, honesty, and respect. • Reflection and Prayer Time: Guided reflections help children think about their actions and the ways they can grow in alignment with the Golden Rules. These moments are tied to Gospel values and help children to understand the importance of seeking forgiveness and making positive changes. • Zones of Regulation: These are on display in each class showing four colour-coded categories, each representing a different level of emotional state and energy.. Teachers encourage children to identify feelings, recognise how their emotions affect their behaviour, and encourage them to use taught strategies for self-regulation. 					

Age-related Expectations of the Behaviour Curriculum

	End of EYFS (age 4-5)	End of KS1 (age 6-7)	End of Lower KS2 (age 8-9)	End of Upper KS2 (age 10-11)	What parents can do to help at home.
We are gentle.	Children are beginning to understand gentle touch and play, learning to keep hands to themselves and use kind, soft actions (e.g., gentle hands when petting animals or sharing toys).	Children can apply gentleness by playing carefully with others, using soft voices indoors, and respecting personal space. They are more aware of how their actions (like shouting or rough play) affect others. They can start to use some simple self-calming strategies.	Children demonstrate gentleness consistently, using calm words and actions even when frustrated. They show an ability to monitor their behaviour, controlling impulses to push, shove, or yell.	Children can practise gentleness in a variety of situations, showing restraint in difficult interactions and treating all people and belongings with care. They are able to help younger students understand and practise gentle behaviour. They are often able to handle conflict and negotiate solutions with friends independently.	Teach positive physical interactions: Remind your child to use “gentle hands” when playing with others, pets, or fragile items. Practise gentle language: Encourage a soft, calm tone when speaking, even during conflicts, modelling patience and calm reactions. Role-play scenarios: Practise gentle responses to challenging situations through role-play, such as how to react calmly if someone takes a toy or if they feel frustrated. Create a calming corner: Set up a cosy space with books or quiet toys where your child can go to calm down if they’re feeling upset or need a break.
We are kind.	Children begin to show empathy and an awareness of other people’s feelings by helping others, sharing toys, and using simple kind words like “please” and “thank you.” They are learning to recognize others’ feelings and respond with simple comforting actions (e.g.,	Children can demonstrate kindness consistently by including others in games and activities, using polite language, and recognizing when someone needs help. They begin to understand the impact of their words and actions on others.	At this stage, children can practise kindness even in challenging situations, such as when someone has made a mistake or is upset. They are beginning to use more thoughtful words and show understanding by listening to others’ needs.	Children are able to show kindness proactively, noticing when others are feeling left out or upset and taking steps to include and support them. They demonstrate kindness by showing empathy, offering help, and using constructive feedback.	Model kindness: Show kindness through everyday interactions, using polite language, and practising empathy. Discuss examples of kindness from your day. Praise kind actions: Acknowledge when your child shows kindness to family members or friends. Saying, “That was kind of you to help your sibling with their homework,” reinforces the value. Encourage volunteering: Involve your child in small acts of service, like making cards for grandparents or neighbours, or donating toys they no longer need. Read stories about kindness: Choose books or watch shows that emphasise kindness and discuss the characters’ actions with your child.

	offering a toy or a hug).				
We listen.	Children are beginning to understand listening as staying quiet when someone else is talking and focusing on what is being said. They respond well to visual or verbal cues to listen. They can listen to and focus on an adult-directed task for at least 8-12 minutes.	Children can listen respectfully, showing attention by looking at the speaker and waiting their turn to talk. They can follow multi-step directions with prompts and are starting to respond appropriately in conversations. They can listen to and focus on an adult-directed task for at least 15-18 minutes.	Children are able to listen attentively to others without frequent reminders and show respect by not interrupting. They can respond thoughtfully and follow longer, more complex instructions. When they want their own way, they can listen to reason. They can consistently recognise the views of other people. They can listen to and focus on an adult-directed task for at least 20-25 minutes.	Children consistently show active listening skills, showing patience and empathy by acknowledging others' ideas and responding appropriately. They model good listening by making eye contact, not interrupting, and respecting others' contributions. They can listen and concentrate for an extended period of time on an activity in which they are engaged.	Model active listening: Show your child what active listening looks like by giving them your full attention during conversations. Make eye contact, nod, and respond thoughtfully. Practise taking turns in conversation: Encourage family conversations where everyone takes turns speaking and listening, showing respect for each person's thoughts. Sit down together round the table as a family to eat and chat, with a rule of no phones or screens at the table. Acknowledge good listening: When your child listens well, let them know. Saying, "Thank you for listening carefully," helps reinforce their behaviour. Teach reflective listening: Help your child practise repeating back what others say eg instructions you have given to ensure they understand, which strengthens listening skills and comprehension.
We are honest.	Children start to recognize the importance of telling the truth and may admit to small mistakes with adult guidance. They are learning the concept of honesty through simple, positive reinforcement. They can say sorry with adult prompting.	Children can tell the truth about their actions, even when it might result in a minor consequence. They understand honesty as a value and begin to practice taking responsibility for small mistakes. They can say sorry and give a reason.	Children can take ownership of their actions consistently, recognising their behaviour, admitting when they have made mistakes and understanding the value of being truthful with others. They are beginning to demonstrate honesty and will apologise without prompts from adults.	Children understand honesty as a foundational value, showing integrity in their actions and words. They model honesty by admitting mistakes independently and encouraging others to be truthful as well.	Encourage truthfulness: Praise honesty, especially when it might be difficult for them to tell the truth. Saying, "Thank you for telling me the truth, even if it was hard," helps them see honesty as a positive trait. Model accountability: Show that everyone makes mistakes by admitting your own and taking responsibility, which encourages your child to do the same. Discuss scenarios: Talk about situations where honesty is important and discuss the consequences of dishonesty in an age-appropriate way.

					Positive reinforcement: When your child tells the truth or owns up to a mistake, acknowledge it positively to build confidence in being honest.
We work hard.	Children are developing the ability to focus on short, engaging tasks and are learning the basics of effort by trying to complete activities independently. They start to show an interest in goal-setting for themselves. They respond well to praise for effort.	Children can demonstrate perseverance by staying on task with gentle reminders. They begin to understand that working hard means putting in their best effort and taking pride in completing work.	Children are able to tackle more challenging tasks and recognize the satisfaction of doing their best. They are developing a “growth mindset,” understanding that practice and persistence lead to improvement. They can work co-operatively towards shared goals.	Children show consistent effort across all tasks, independently completing assignments to the best of their ability. They understand that hard work is important for personal growth and are motivated to take on challenges with confidence.	Create a routine for homework and chores such as tidying up their bedroom: Set a specific time for focused activities like homework or chores, reinforcing the idea of effort and responsibility. Celebrate effort, not just success: Acknowledge your child’s hard work, even if the result wasn’t perfect to reinforce a growth mindset eg “I’m proud of how hard you worked on that project.”. Set small goals: Help your child set achievable goals for their tasks, which can make hard work feel rewarding and build a sense of accomplishment. Share examples of perseverance: Talk about times when you or someone they admire worked hard to achieve something, teaching them that effort pays off over time.
We look after property and the environment.	Children begin learning to care for classroom items by putting things away after use and treating toys and materials with respect. They understand that belongings need to be shared and handled carefully. They can follow routines for using and tidying equipment with frequent adult prompts.	Children can take responsibility for tidying up their own areas and start to recognize their role in keeping shared spaces clean. They are developing awareness of caring for resources, using items like paper and markers responsibly. They can follow routines for using and tidying equipment with occasional adult prompts.	Children show respect for both personal and communal property, taking care of their belongings and helping with classroom upkeep. They demonstrate a growing sense of environmental awareness, such as recycling paper and turning off lights when not in use. They can follow routines for using and tidying equipment independently.	Children understand the importance of looking after property and the environment, acting as role models by maintaining tidy areas, respecting all school property, and promoting sustainable practices (e.g., reducing waste, participating in recycling initiatives). Children can use and create routines to tidy and care for resources.	Teach respect for belongings: Show your child how to handle their belongings carefully and clean up after themselves, reinforcing the idea of respecting property. Involve them in cleaning and tidying: Create routines where your child helps with tidying shared spaces and organizing toys, teaching responsibility for shared environments. Have clearly designated areas, cupboards or storage boxes where toys and games belong. Encourage recycling and conservation: Set up a recycling station or involve your child in tasks like watering plants and turning off lights to promote care for the environment. Discuss environmental responsibility: Talk about ways to help the environment, like picking up litter or conserving water, and set small goals to practise these at home.

Rewards for demonstrating valued behaviour	Consequences
<p>Individual</p> <p>Praise: Immediate and specific praise to reinforce positive behaviour.</p> <p>Star of the Week Certificate: Weekly awards in assemblies celebrate individual in following the Golden Rules or demonstrating a School value. Every child will receive this at least once a year.</p> <p>Always Golden Storytime: Children in Year 2 who have always followed the Golden Rules that week will have a special story time with a member of SLT.</p> <p>Award sticker: Visit to another adult to share an achievement and receive an award sticker.</p> <p>Secret Star of the Day: A child's name on a certificate is placed inside an envelope at the start of the day. If the child demonstrates 'always golden' behaviour all day, the child's name is revealed at the end of the day, they receive the certificate, and the adult speaks to their parent/carer or calls home.</p> <p>100 Dojos certificate: If a child reaches a total of 100 Dojos, they will receive a certificate to take home. During each Monday celebration assembly, any child who has reached 100 Dojos during the previous week will be asked to stand up for applause if they would like to. Dojos are cumulative, so children may reach this total at different times.</p> <p>Group</p> <p>Class Mascot: The class mascot will sit on the table of the group demonstrating the valued behaviours for the lesson, session or day.</p> <p>House Points- Class Dojo: Points awarded and recorded on Class Dojo for following the Golden Rules, which contribute to a collective house score, encouraging teamwork and shared responsibility. The winning House is</p>	<p>Consequences should always be relevant to the behaviour, and this should be apparent to the child</p> <ul style="list-style-type: none"> • Does the consequence match up to the behaviour and take motive into account? • Can the consequence teach the child what the behavioural mistake was? Does it help them to understand what to do next time? Does the consequence teach the child how their action has affected others and motivate them to behave differently in the future? (Educational) OR • Does the consequence manage or prevent harm and keep the child or other children safe? (Protective) <p>Protective Consequences may include:</p> <p>Temporary Removal from Group/Activity/Class: Moving the child away from a group, activity or class to another space to maintain a calm environment for other pupils and to enable the pupil to self-regulate. This may be a time out space within the class, a time out space outside the class in the shared area or other space, a time out in a 'buddy class'. The temporary removal may last for a short timed period, the rest of the lesson, day or the whole day. The child will always be supervised by an adult.</p> <p>Time-In with an Adult: Spending time in with a teacher or assistant to calm down and reflect on the behaviour.</p> <p>Increased Supervision: Requiring additional supervision for the student during specific activities or transitions.</p> <p>Alternative Play Arrangements: Limiting access to certain areas, activities, or peers to prevent escalation or ensure safety.</p> <p>Parent Notification: Contacting parents to discuss behaviour concerns and set consistent expectations and boundaries.</p>

announced in assembly each week and at the end of the half term, the winning House receives an extra playtime of 20 minutes.

Bead String: A bead is awarded when the whole class carries out a task well and demonstrates a school value or Golden Rule. Once 10 beads have been awarded, the whole class receives an extra 15-minute treat decided on by the class, such as an extra breaktime (aim to award this once or twice during a half-term).

NB Rewards should never involve food or physical items other than stickers or certificates. Dojos cannot be removed.

Suspension: In some circumstances, suspension from school may be necessary to ensure the safety and wellbeing of the child or of other children or staff.

Educational Consequences may include:

Restorative Conversations: Engaging in a structured conversation with the child to understand their actions, discuss their impact on others, and agree on how to make amends.

Apology/Amends: Encouraging the child to make a meaningful apology or perform an act of kindness to restore relationships (e.g., writing an apology note or helping tidy a shared area).

Reflective Time: Time allocated for students to reflect on their actions using a reflection sheet.

Educational Conversation: Learning more about why their behaviour is not acceptable eg from community police support officer.

Rehearsal of Expected Behaviour: Practising appropriate responses or actions in a calm, supportive environment to build positive habits.

Learning about Emotions: Activities that focus on recognizing and managing emotions, such as identifying feelings, understanding triggers, and learning coping strategies.

Problem-Solving Session: Helping the child identify alternative actions or solutions for the next time they encounter a similar situation.

Involvement in Classroom Repairs: Taking responsibility for repairing or tidying any physical or emotional disruption caused (e.g. cleaning up, repairing or reorganizing materials).

Behaviour Chart or Goal Setting: Creating a behaviour chart with specific, achievable goals and regular check-ins to recognize improvement and discuss areas for further growth.

Classroom or School Service: Involvement in helpful tasks or classroom jobs to develop a sense of responsibility.

Mentorship with Older Students or Adults: Pairing the child with a trusted peer or adult mentor to build positive relationships, model constructive behaviour, and provide guidance.

Completing work at home which was missed in class due to detrimental behaviour: Children are asked to complete work at home which was missed due to behaviour. This must be agreed with parents/ carers in advance.

Support and Scaffolds (A Graduated Approach)

Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
Universal Plus Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
Targeted Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
Specialist Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

Universal Plus

- Adjusted work at the child's level.
- Physical supports eg wobble cushions, tension band, small fidget toy
- Initial meeting with parent/ carer to discuss behaviour concerns.
- Seating plan.
- Timed movement breaks- scheduled in with a set choice of activities.
- Now and next charts.
- Expectations / timetable/ activities discussed in advance.
- Help card to show the adult that the child needs some support or a break.
- Visual reminder cards for behaviour.
- Giving responsibility.

Targeted (Early Prognosis): Assess / Plan / Do / Review

- **Behaviour Plan:** A behaviour plan is discussed and agreed with the child or parent in a behaviour plan meeting. The behaviour plan identifies detrimental behaviours, valued behaviours which need to be shown and the support and strategies which home and school will put in place. OR
- **Individual Learning plan:** The ILP will be used for children with additional needs and will be discussed and agreed with the parent, child, class teacher and SENDCo in an ILP meeting and reviewed each term.
- **Complete Perception Tracker.**
- External advisers.
- 1:1 regular check-ins or planned 1:1 adult support at certain times of the day.
- Use of social stories.
- Reward Chart Goals: Individual reward charts with personalised goals-achieving a set number of positive and /or stickers is shared with the parent/carers each day or results in a short time to do a chosen activity from a selection.
- Communication book: Home/school communication book possible with reward chart informs parents of behaviour.
- Activity / calming box for timed breaks.

Targeted Plus:

- **Risk calculator** completed.
- **Anxiety Analysis** completed.
- **Predict, Prevent & Progress / Risk Reduction plan** completed.

Specialist:

- **Therapeutic Plan.**

Sequence of Managing Behaviour

EARLY PREDICTION AND PREVENTION:

- Moving over to the child and standing nearby or offering help.
- Non-verbal re-direction.
- Movement break or asking the child to do a job or moving to the book corner for a short, timed period.
- Social norms behaviour scripts- Praising a child or group nearby for showing the valued behaviour: 'Well done, Jess. I can see you are sharing the equipment on your table with your partner and taking it in turns. That shows me you are great at being kind and gentle. I can see that the middle table are all sharing their paints and water pots. That kind behaviour is a great example of good teamwork. <https://www.teachwire.net/news/behaviour-management-strategies-for-primary-school/>

1 REMINDER The adult reminds the child of the rule eg 'In our school, we always listen. This means that we wait for our turn to speak.'

2 TELL The adult tells them what they expect to see with the child's name eg . 'Stephen, I am expecting you to put your hand up and wait your turn to speak. Thank you.'

3 WARNING The adult will give them a final reminder of the rules. 'Stephen, you are choosing to shout out and interrupt the class instead of listening. If you choose to carry on, you will have to... so that...(set the consequence).

4 TIME OUT IN CLASS They sit in a quiet part of the classroom on their own.

5 TIME OUT- BUDDY CLASS They go to their buddy class for the rest of the lesson. The child may need to be accompanied by the support staff member from their class.

6 SENT TO SENIOR STAFF They are sent to the Phase Leader or to a member of the Senior Leadership Team to discuss what has happened.

- Children who make choices affecting the safety of themselves or others, including serious unacceptable behaviours may move straight to Step 6.
- At each step, the adult will attempt to de-escalate the situation and give the child the opportunity to make better choices.
- If a child reaches Step 6, parents will be telephoned or spoken to in person by the teacher or member of the leadership team as soon as reasonably possible.
- If a child repeatedly reaches stages 4 or 5, the class teacher should speak to the parents/carers their child's choices and plan for improvement. Parents/ carers should always be made aware of dangerous behaviour or continuing difficult behaviour.