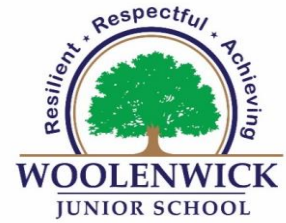


# Behaviour policy



## Woolenwick Junior School

Responsibility of	Governing Body
Reviewed by	SLT
This Review Date	January 2022
Next Review Due	January 2024
Ratified by Governing Body on	February 2022

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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

# 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

# 3. Definitions

## **Our Philosophy**

At Woolenwick we believe that all behavior is a communication. All individuals should be respected and feel valued. We believe this is best achieved in a positive atmosphere that promotes good behavior.

We believe that a child has the right to feel safe in school. A child also has the responsibility to act in a way that keeps others safe. Our definition of safety includes physical safety and emotional safety. A child should not act in a way that might result in another being physically hurt. This includes playing in a way that might endanger others as well as using violence or bullying. A child may be hurt emotionally through name calling or having nasty things said about them.

The key to this is for children to accept responsibility for their behavior within a structure of high, yet realistic expectations. We will do this by promoting, recognizing, valuing, expecting and rewarding positive behavior in a way that empowers children.

Positive experiences create positive feelings; positive feelings create positive behavior. Negative experiences create negative feelings. Negative feelings create

negative behavior. At Woolenwick we give children the opportunity and support them to put mistakes right.

## **Responsibilities**

Section 89 of the Education Inspections Act (2006) requires a governing body to ensure that its school pursues policies designed to promote positive behavior. The governors have to provide and review a written statement of principles to guide the head teacher which can be viewed below and here on the website; [www.woolenwickjm.herts.sch.uk](http://www.woolenwickjm.herts.sch.uk)

***Woolenwick Junior School is a friendly, happy place where everyone is valued and recognised as an individual. We believe that every child has the ability to shine given the right care and support and that our similarities and differences are things we celebrate with pride.***

***The life of our school is driven by our core values of Respect, Resilience and Achievement. We aim to make learning exciting, stimulating and fun, giving our children a thirst for knowledge, a belief that anything is possible and strong foundations from which they can build their future lives upon.***

The head teacher has a specific role in framing the policy that establishes an environment that encourages positive behavior, regular attendance, promotes equality and discourages bullying.

The head teacher will ensure this policy is consistently applied over the whole school community.

The head teacher must determine measures designed to secure as acceptable standard of behavior and to promote self-discipline, proper regard for others and proper respect for others.

The head teacher must publicise this policy and make it known to all staff, pupils and parents at least once per year.

It is the responsibility of all staff to follow the guidance contained in the policy to ensure safety and promote positive behavior, and act as role models displaying impeccable behavior themselves (please see the Staff Code of Conduct Policy).

When discussing behavior incidents staff should listen to the children to build up a picture of what has happened and the reasons for the decisions that have been made. Children should be given the opportunity to reflect their behavior and where necessary coached into better decision making before an appropriate educational consequence is applied.

It is the responsibility of everybody to follow the school rules and ensure the safety of both themselves and others.

It is the responsibility of parents to understand the schools approach to promoting behavior and discuss any issues that arise with the school.

**Anti-social behaviour** is defined as:

- Disruption in lessons,
- Disruption at break and lunchtimes
- Refusal to complete classwork
- Non engagement of homework
- Poor attitude
- Willingly disregarding uniform policy
- Dis-respect to a person or property

**Serious anti-social behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Such as:
  - Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers/cigarettes/Vape, fireworks, pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (STOP- several times on purpose)
- Difficult to defend against.

At Woolenwick, we use STOP (Several Times On Purpose). We educate children on this and give them strategies to use should bullying-type behaviour arise. We use a proactive approach to bullying and racism, reacting to and fully investigating any incident which arises. We also ensure that support is put in place for both the victim (s) and the perpetrator(s).

***Bullying can include:***

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Bullying and Racism**

- Please see Anti-Bullying Policy and Policy for Promoting Racial Equality
- We take a proactive approach to bullying as well as reacting when an incident happens. As part of our approach we regularly provide opportunities through circle time, Assemblies or other times to reflect on what constitutes bullying and appropriate reactions to it. It is integrated into our PHSE Curriculum (Jigsaw) and incorporated into our value of Respect.

Children who are the victims of bullying are encouraged to:

- Share with their trusted adult on their 'support network'
- Know that it is okay to tell someone
- All members of staff are offered training to help them to be aware of the signs of bullying and will act immediately to prevent it.
- If an incident of bullying is suspected, we talk to all the children involved. All incidents of bullying behaviour are recorded on CPOMS.
- Situations are discussed with parents in order that we can work together to a successful outcome.
- A child identified as having bullied another will be given an appropriate sanction, inline with our policy.
- Harassment (which is defined as name-calling, racial abuse, sexual harassment or persistent teasing, including racial harassment and name calling, will not be tolerated.
- Any incidents of racial and sexual harassment are taken seriously and dealt with immediately. They are recorded through CPOMS.
- All staff are regularly encouraged to incorporate learning materials that educate pupils on what bullying and/or racism means and what steps to take should they feel they are a victim or if they have witnessed any incidents.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with any behaviour issue which may arise, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.
- Discuss any behavioural concerns with parents promptly

## **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil school rules:**

We:

- always follow reasonable instructions given by an adult
- show respect to members of staff, each other and our school
- are always polite and use kind words and actions
- always participate and try our best
- always have permission from an adult to leave the classroom or the playground

## **7. Rewards and Consequences**

### **7.1 List of rewards and consequences**

Positive behaviour will be rewarded with:

- Praise
- House Points (see details below)
- Stickers
- Certificates: Gem of the Week (see details below)
- Showing work to another adult.
- Letters, phone calls or Dojo messages home to parents
- Special responsibilities/privileges

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Non-verbal reminder.
- A verbal reminder
- Pupil to go to the Thinking Table in the class.
- Educational break - sending the pupil to the another class to complete their learning.
- Requesting that work be completed in their own time.
- Reflection time at lunchtime, to discuss and support where things may have gone wrong.
- Referring the pupil to a senior member of staff
- Phone calls or meeting with parents
- Agreeing a behaviour plan
- Internal exclusion

- Part time timetable
- Fixed term suspensions
- Permanent suspensions

**A flow chart should be followed in lessons and break times. See appendix 1.**

## **Rewards:**

### Lunchtimes

MSA's are encouraged to use protective behaviour approaches with all pupils and also to identify on a weekly basis the class who has demonstrated the best behaviour over the lunch time. This class are recognised in the celebration assembly and awarded the 'Lunchie' trophy. The class who receives 'Lunchie' are allowed to go into lunch first on a Monday.

Each MSA carries a notebook to record the incident and this is logged onto CPOMs by them.

### **The following are celebrated in the weekly Celebration Assembly:**

#### House Points:

- All children are in one of four houses – Lions (red), Cheetahs (yellow), Panthers (blue) and Tigers (green). Siblings are placed in the same house.
- Teachers and teaching assistants are also allocated houses.
- House points are awarded to children through an online app called class Dojo and a running total is kept. The teacher records these onto the online Excel log and they are counted up weekly and totals celebrated in achievement assemblies to see who is in the lead!
- Individual awards for House-points given out during achievement assemblies involve receiving:
  - 25 points – Certificate
  - 50 points Bronze credit card
  - 75 points – Certificate
  - 100 points – Silver credit card
  - 125 points – Gold credit card
  - 150 points – Platinum credit card (this is what all pupils aim for)

House Point Display - After the house points have been totaled each week the houses will be awarded ping pong balls to put into the house point display machine. The amount they will be awarded is as follows:

1<sup>st</sup> – 20 balls, 2<sup>nd</sup> – 15 balls, 3<sup>rd</sup> – 10 balls and 4<sup>th</sup> – 5 balls.

At the end of each term the house with the most ping pong balls in their tube will win a house treat. The tubes will be reset at the end of each term, so each term every house starts level.

#### Gem of the week:

Each week a child is selected by the teacher/class for a certificate to celebrate progress or achievement made that week. This is celebrated by the child receiving a certificate for being the 'Gem of the week' and a gem is added with their name to the main hall achievement wall.

#### Attendance

Class attendance is also celebrated and a Lower Phase and Upper Phase trophy is gifted over to the class with the best attendance for the week. This trophy is returned to the Headteacher every Monday and re-distributed. All children with 100% attendance for a term are to receive a certificate.

## **7.2 Off-site behaviour**

The behaviour policy will be adhered to and sanctions may be applied, where a pupil has misbehaved off-site. Particularly when representing the school, such as on a school trip on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, relevant consequences will be put in place.

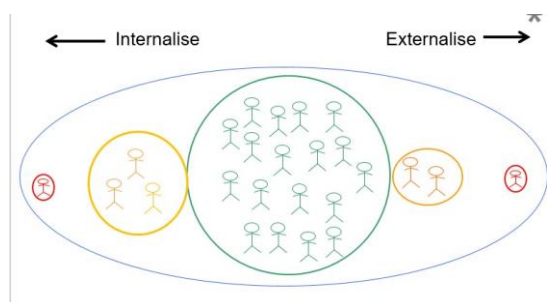
Please refer to section 11 of our Child Protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### LEVELS OF DIFFERENTIATED NEED

Young people may be within any of the circles



The green circle represents an average class of young people. Although all students may at times behave contrary to the will of the adults, the majority (the green circle) represents students who present very little risk of harm to themselves others or property. This group are often called the **SAFE LEARNERS**. Most students within the green will never need to be subject to any consequences for anti-social behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from our planning as their behaviours do not trouble us. However, this group represents the students who are internalising their behaviour, they may have mental health issues and may be self-harming in some way. Some children's internalising behaviour is masked by high academic output.

The one or two young people in the orange circle on the right are much more noticeable these students display behaviours that harm other people they externalise their behaviour and can become a risk of harm to themselves, others and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the classroom. Externalises are often kinetic learners who become bored with the classroom environment.

With a small amount of differentiation these students can often have their needs met in a similar way to the students within the green circle.

Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included. The behaviour of this student may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules in the classroom



- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Using STEPS approaches and positive behavioural approaches- see below:

<b>Pro-social behaviour stage</b>
<ul style="list-style-type: none"> <li>• Verbal recognition, positive praise, facial expressions, thumbs up, stickers, house points, certificates, post card home, see HT, DHT</li> </ul>
<b>Prevent escalation</b>
<p><b>Positive phrasing:</b></p> <ul style="list-style-type: none"> <li>• Stand next to me – Thank you</li> <li>• Put the pen on the table – Thank you</li> <li>• Walk in the corridor – Thank you</li> <li>• Switch the computer screen off – Thank you</li> <li>• Walk with me to the library – Thank you</li> <li>• Stay seated in your chair – Thank you</li> <li>• Use the railings safely - – Thank you</li> <li>• Remember we walk from assembly silently – Thank you</li> </ul> <p><b>Using limited choices:</b></p> <ul style="list-style-type: none"> <li>• Where shall we talk, here or in the library?</li> <li>• Put the pen in the box or on the table.</li> <li>• I am making a drink for us, orange or lemon?</li> <li>• Are you going to sit on your own or with the group?</li> <li>• Are you starting your work with the words or a picture?</li> </ul> <p><b>Dis-empower the behaviour</b></p> <ul style="list-style-type: none"> <li>• You can listen from there</li> <li>• Come and find me when you come back</li> <li>• Come back into the room when you are ready</li> <li>• We will carry on when you are ready</li> <li>• Distraction until calm using drinks to cool down, walking to other places, job, walking to the animals</li> </ul>
<b>Harm/crisis point</b>
<p><b>De-escalation script</b></p> <ul style="list-style-type: none"> <li>• (Name)</li> <li>• I can see something is wrong</li> <li>• I am here to help</li> <li>• Talk and I will listen</li> <li>• Come with me and...</li> </ul>
<b>Emotional recovery</b>
<ul style="list-style-type: none"> <li>• Different children will need varying lengths of 'cool down' time</li> <li>• Cool down time can be offered in a variety of locations within the school &amp; will be personalised depending on the need</li> </ul>
<b>Reflect, repair, restore</b>

- After a behaviour incident, once the child is calm, relaxed and ready to reflect the pupil will be supported to re-visit the incident, to explain their account of what happened and why
- What happened?
- How were you / others thinking / feeling?
- Who has been affected and how?
- How can we repair relationships?
- What have we learnt and how can we respond differently next time?
- What protective and educational consequences need to be put in place?

## **Individual Risk Management / behaviour plans**

- Teachers will identify behaviour concerns to SLT / behaviour team
- Behaviour analysis will be completed
- Roots & shoots & anxiety mapping analysis will be completed
- Individual risk management behaviour form completed
- Personalised behaviour strategies put in place and identified on the plan
- These children will be identified to other staff via the behaviour communication board and on CPOMS
- Plans will be shared with parents
- Plans are reviewed on a half termly basis or more often if required
- Boxhall profiles / SDQs are completed when needed to help inform behaviour plans
- See appendix 9 for behaviour plan template

## **8.2 Restrictive Physical Intervention**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property- does not entail using physical restraint but using the STEPs approach the child is to be guided away. Where necessary call the police.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Staff will use restrictive physical intervention if it is considered, reasonable, proportionate and necessary to keep someone safe from serious harm.
- Staff will use the Step on Approach.
- 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 on CPOMS and reported to parents (see appendix 3 for a behaviour log)

## **8.3 Confiscation**

**Any prohibited items (listed in section 3) or unsafe items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to difficult behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will work with the Family Liaison Worker to 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 to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, the Inclusion Team will hold provision mapping meetings with both existing and prospective class teachers together so information is shared and to ensure behaviour is continually monitored and the right support is in place. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Woolenwick uses the Hertfordshire Steps Approach. All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour and to have an understanding of what a behaviour might be communicating. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

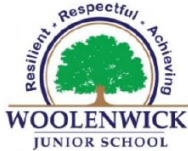
This behaviour policy will be reviewed by the Headteacher and Governing Body every two years. At each review, the policy will be approved by the Headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following documents:

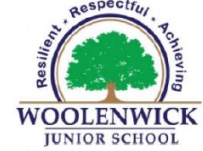
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Exclusions - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)
- Exclusions policy
- Safeguarding policy
- Restraint policy
- Staff Code of Conduct
- Equality and diversity policy
- Child protection policy
- Anti-bullying policy

## Appendix 1- Behaviour flow chart



# Behaviour at Woolenwick Junior School

## Behaviour flow chart:



**Reminder of behaviour expectations**



**Verbal reminder for behaviour**



**Learning break (time out) within class**



**Learning break (time out) in another class**



**Reflection time at break with teacher or lunch  
with Senior Leadership Team**

**2 reflections in the space of a week will result in  
a phone call home from teacher.**



**5 reflections over a two week period will result in  
an internal exclusion.**

**3 internal exclusions (from reflections) over a  
half term will result in a fixed term suspension.**

## Appendix 2: Reflection Sheet

### Reflection Sheet

Name:	
Class:	
Date:	
SLT Member	

<p>I Did:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Why I did it:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How did I feel?</p> <p> <span style="float: right;"></span></p> <p>0 _____ 10</p>

<p>What would I do differently next time?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Appendix 3: subconscious and conscious behaviours

### Subconscious Behaviours – behaviours that choose us

Behaviours that are evident without any thought or planning.

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

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.)

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

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

### **Subconscious behaviour analysis checklist**

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)		Anxiety Mapping. How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)		How do we <b>support</b> them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)		How do we <b>support</b> them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)		How do we <b>provide support/structure</b> so they feel less confused?

What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)		How do we <b>support them</b> to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we <b>manage this stimulus?</b> (topic, adult, time, activity, peers, transition, noise etc. Anxiety mapping)

**Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that are the result of thought or planning**

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

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

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

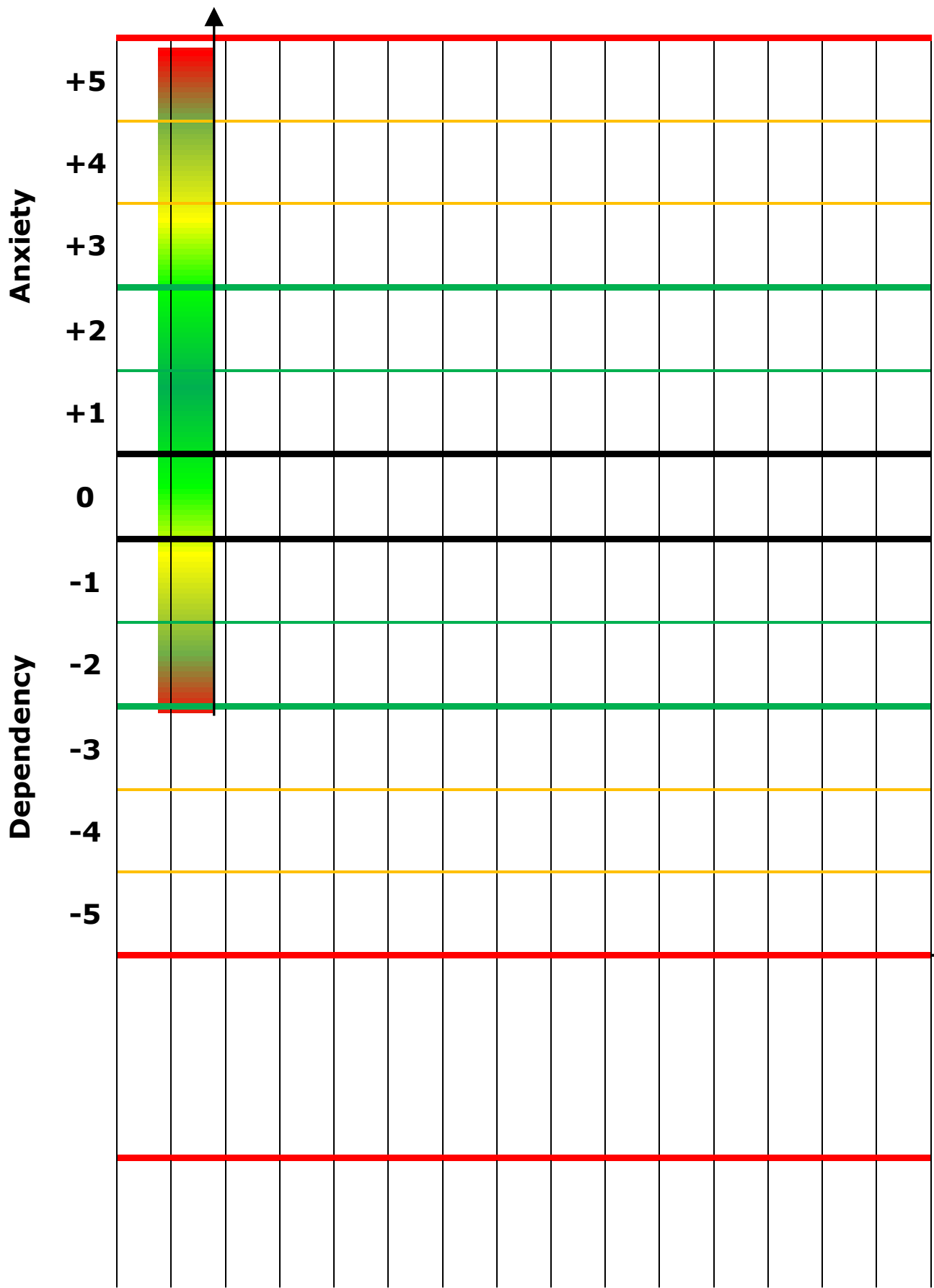
**Conscious behaviour checklist**

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc.?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to

		the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?



# Appendix 4: Anxiety Mapping



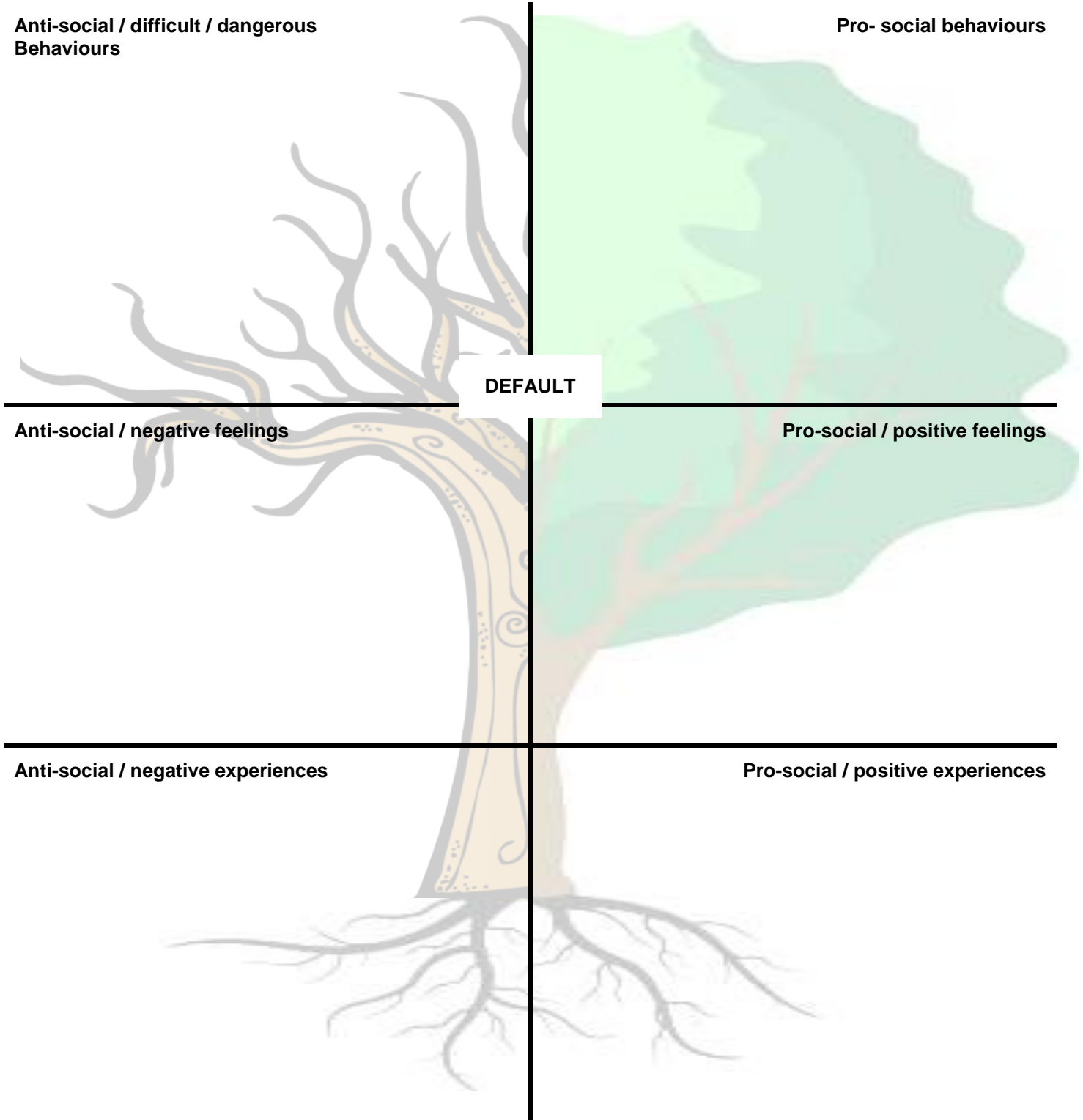
Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc.

## Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <b><u>Predict it</u></b>	Evidence of action <b><u>Prevent it</u></b>
<b>Raised Anxiety</b>	<b>+2</b> - <b>+5</b>	<b>These items overwhelm the pupil</b> 1. 2. 3. 4. 5.	<b>Planned Differentiation required to reduce anxiety</b> 1. 2. 3. 4. 5.
	<b>+2</b>	<b>These items run the risk of overwhelming the pupil</b> 6. 7. 8.	<b>Monitoring needed</b> 6. 7. 8.
	<b>0</b>		
<b>Increased dependency</b>	<b>-2</b>	<b>These areas run the risk of developing an over reliant</b> 9. 10. 11.	<b>Monitoring needed</b> 9. 10. 11.
	<b>-2</b> - <b>-5</b>	<b>These areas have developed an over reliance</b> 12. 13. 14.	<b>Differentiation needed to reduce this over reliance</b> 12. 13. 14.

# Appendix 5: Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



## Appendix 6: Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behavior	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalization, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behavior has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again

# Appendix 7: Risk Reduction Plan (Doc 2)

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
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<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
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<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

## Appendix 8: PSP Template

### Woolenwick Junior School Pastoral Support Programme

**Pupil:** -

**DOB:**

**Parent/Carer:** -

**Year Group:**

-

**Date of PSP:** -

**Strengths –**

Actions	Responsibility
<u>School</u>	All staff
<u>Pupil</u> <ul style="list-style-type: none"><li>•</li></ul>	
<u>Parent/Carer</u> <ul style="list-style-type: none"><li>•</li></ul>	
<u>Support services/other agencies</u> <ul style="list-style-type: none"><li>•</li></ul>	

Possible Outcomes: -

Rewards and Sanctions-

Signatures:

Headteacher.....

Class Teacher.....

Pupil.....

Parent/Carer.....

Family Liaison Worker.....

To be reviewed on.....

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PSP Review

Date of review.....

Present at review.....

Review notes: -



## **Appendix 9: Written Statement of Behaviour Principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.