Studlands Rise First School Behaviour Policy 2026 - 2027

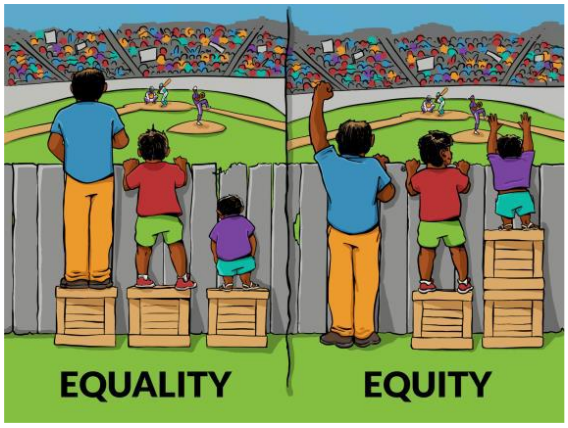
Agreed – September 2026
Reviewed – September 2027

Philosophy

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of pro-social (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. The steps approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration



Ethos of Studlands Rise First School

The governing principle of this policy endorsed by all staff at Studlands Rise First School is to enable children to develop a sense of belonging and a sense of worth. This in turn will support them in developing strategies they need to help them make them make decisions about how they will behave and then deal with the consequences of the choices they make. The staff work as a team to create a positive climate within the school between members of staff and children. Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

Aims and Values

- Studlands Rise is a caring community which values the self-esteem of both children and staff
- Children have the right to learn in a safe environment conducive to learning; we recognise the rights of teachers to teach and children to learn.
- Relationships are based upon trust, honesty and mutual respect between all members of the school
- All the children's achievements are valued and celebrated by the school
- Self-discipline is an important part of teaching and learning
- Every child is encouraged to fulfil his/her potential through being given access to every educational opportunity
- Whatever each person whether child, teacher or other adult, brings to the school should be respected regardless of learning ability, social, religious or ethnic background
- Good classroom management is the key to effective learning

Promoting Pro-Social Behaviour
Studlands Rise First School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with, the community, their continuing development and the quality of their lives. All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Everyone who comes into the school: learners, parents, staff and visitors are responsible for promoting and modelling pro-social behaviours and experiences by demonstrating clear values and principles through:

Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening.
- thinking time supported with visual support and timers
- social stories
- the loss of a break time or lunch time to make up work or to make up work missed.
- sharing incidents of negative behaviour with significant adults
- removal from the scene of the incident until ready to return to planned activities
- working inside/outside the classroom
- time away
- alternative play spaces or times
- early pick up for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
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Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.

Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
(Roots and Fruits diagram - Appendices)

Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded. (Catch them being good!)
Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

The important principle is that we **ANALYSE** children's behaviour and not **MORALISE** about it.

All staff at Studlands Rise First School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This

aims to reduce and manage conflict and support a positive school ethos. There are two certified Hertfordshire Steps Tutors within Studlands Rise First School - Mrs Sharon Maguire and Mrs Nicky Pearman

Rewards

We believe that specific positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children to try to show expected behaviours and be co-operative and we will thank them for doing so.

Many behaviour problems can be overcome or their effects reduced by use of positive reinforcement/affirmation for good behaviour. The following are examples:-

- Using positive language and visual representations to recognise and prompt good behaviours (this will be done sensitively taking into account the needs of each pupil)
- Notifying parents of good / improved behaviours
- Noticing and affirming appropriate behaviours
- Praise from staff and their peers
- Being given responsibility
- Showing good learning to the Headteacher or other member of staff
- Showing good learning and sharing achievements in Celebration assembly
- Choosing motivational activities at appropriate times during the day or week
- Spending time with a positive role model as a reward
- Stars, rubber stamps, Headteacher stickers, gems

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation. Nonverbal signals will be used across the school e.g. clapping in the dining hall or assembly to get everyone's attention.

Staff at Studlands Rise First School are aware that good classroom management and promoting a positive atmosphere are the key to effective learning. Consistency of expectations and application of behaviour management strategies (effective communication) are essential. Staff have agreed that the following principles which are currently in operation at the school provide a sound foundation on which to build effective classroom management.

All staff undertake:-

- to share the learning objective with the children
- to help them to develop success criteria so that they know how to succeed
- to communicate with children with clarity and sensitivity
- to be punctual and to conduct lessons in ways that are conducive to effective and appropriate child engagement and to set high expectations for behaviour at all times,
- to plan and prepare lessons taking into account environmental factors such as time of day, disposition of class, physical and other factors which might impinge on the learning situation.
- to prepare lesson content taking into account the requirements of the National Curriculum and the individual learning characteristics of children

- to maintain a pace in lessons that is appropriate to the social, emotional and behavioural characteristics of all students and the requirements of the task
- to review the activity being undertaken – is it meaningful, relevant and matched to the child's ability?
- to ensure that help is readily available for children who need it
- to present tasks clearly, stating task structure and task requirements, ensuring they are clear about the ground rules and organization
- to evaluate their own performance as classroom managers through their own perceptions and in collaboration with colleagues and children
- to create a positive classroom climate that rewards and thus reinforces positive social behaviour and appropriate engagement in the learning process by suggesting desired behaviour rather than commenting on negative behaviour
- where appropriate to involve the child in the process of managing their own behaviour and creating behaviour management strategies
- to ensure closure to all issues and demonstrate and communicate this to make sure that the child understands that this is the case

Our Rules

To keep everyone safe at Studlands Rise has the following key rules:

To stay safe in school, we:

- **Use kind hands, feet and words**
- **Look after our school and belongings**
- **Try our best**

Curriculum & Learning

We recognise that to be ready to learn, pupils need to be emotionally ready too. Our curriculum helps them develop understanding about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include explicit teaching of strategies for emotional self-regulation, such as the Zones of Regulation approach, Protective Behaviours, Anti-Bullying and Online Safety weeks.

The whole school delivers the PSHE and RSHE curriculum using the Jigsaw Scheme through the learning portal, which aims to develop positive behaviours and teaches pupil's how to work together collaboratively and avoid confrontation. Through developing a sense of working together and accepting each other as individuals, this scheme also helps us to promote valued behaviour across the school.

The De-Escalation Process

Studlands Rise First School staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stropping' or 'playing up'. Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and……

Crisis Management
Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

The school agrees that:
• Members of the Leadership Team are available to help in a crisis.
- All children with a risk reduction plan should have a walkie talkie allocated to their designated adult

If a child leaves the school site without permission, the Head teacher or Deputy Head teacher is informed immediately. Where possible, one member of staff will follow and keep the child within sight. The other member of staff should follow and support, ensuring safety of both staff, and that they have the means to contact school e.g. walkie talkie/mobile phone.
Where possible, staff will get the child back into school grounds, using physical restraint if necessary. If this is not possible, staff will attempt to contain/limit the movement and contact parents to collect. The police and parents will be called if the child cannot be located at any point.

If child leaves school building, but is safe, a designated adult is to stay a safe distance to monitor and wait for child to regulate. Encourage use of forest school area to self-regulate.

In extreme circumstances if a child acts violently in a lesson, endangering others, and cannot be controlled/calmed, the teacher should ensure the safety of the other children and themselves. This may involve:
- Calling for another member of staff for help,or sending a child to fetch help using the emergency card.
- Using the walkie talkies to notify SLT
- Issuing instructions for the child to stop, clearly using their name.
- Removing the child from the area if safe to do so from where they are causing disruption using Steps techniques.
- If necessary, taking the class out of the room leaving the child with an adult if possible.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. In very extreme circumstances', when all other options have failed and when the child's actions represent a serious safety concern, reasonable force may be used. Parents/carers will receive an accurate report of any incident including concerns raised.

Assessment and Planning
At Studlands Rise First School, we undertake a range of behaviour analysis to enable us to effectively support learners in crisis.
These include (but are not limited to):

- Early Prognosis Tool
- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Predict and Prevent (mini plan) Appendix C
- Roots and Fruits Appendix B
- Risk Reduction Management Plan

Risk Management Plan
The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.
A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour" (Hertfordshire's Behaviour and Attendance Strategy, 2014).
- Different for Different, meaning all children will be supported on an individual basis.

Consequences (After a Crisis)
Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing children to reflect on their choices and take steps to make positive behaviour choices.
For the vast majority of our learners, the following strategies support a quick transition back to pro-social behaviours:

- use of a non-verbal cue such as 'a look'.
- a positive reminder of the rule that requires reinforcement
- when appropriate, child verbally reminded of pro-social behaviour expectations.

Feedback once a return to pro-social behaviour is consistently seen.

- an opportunity for 'time away' (from the group or indeed the classroom environment)
- educational or protective consequences put in place (bespoke)
- risk management plan

Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation. Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious).

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour. The Hertfordshire Steps 'Roots and Fruits' and 'Anxiety Mapping' tools support staff in considering the underlying influences on behaviour.

Protective and Educational Consequences
Some behaviours exhibited can be identified as difficult and dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Difficult behaviour = antisocial behaviour that is not dangerous

All adults are clear on what is difficult and what is dangerous. This leads to consistency when recording and reporting behaviour.

Our response to dangerous behaviours is set in the context of Hertfordshire Steps therapeutic approach to behaviour. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Natural consequentiality
- Educational consequences

Some examples of difficult and dangerous behaviours are:

Difficult	Dangerous
Frequent Shouting/ Calling out	Causing injury to others by hitting, pushing, kicking. (Violence towards others)
Refusing to following expectations or instructions	Leaving or attempting to leave the school site.
Use of negative or inappropriate language.	Violently throwing objects, class room furniture at peers or adults.
Refusing to complete work or tasks.	Significant damage to school property

Please see linked document 'Procedure for responding to difficult and dangerous behaviours'

In the playground
Play leaders, MSAs and other adults provide positive role models and support children to participate in play activities.
Other strategies that may be useful are:

- play time books – monitoring
- alternative play spaces or times
- early pick up/coming in time for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
- time out – child is made to sit on seat or go to another area of the playground for a set period of time
- made to play in another area of the playground (i.e. not allowed on apparatus)
- taken inside for a cooling off period.

Consequences need to be put in place as close as possible to the incident and should be regarded as finished at the end of each day. They should not be carried over to another day, or be of a longer duration without discussion with parents and /or SLT. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child.

Exclusions
At Studlands Rise First School exclusions are only ever used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents the time necessary to collaboratively plan, write and resource a Risk management plan as these plans are used as a tool to prevent exclusion.
Permanent exclusion may be a consequence for dangerous behaviours, which are at the highest levels of severity and where all other strategies have been exhausted e.g. severe violence towards a member of the school community resulting in hospitalisation or injury

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

(Refer to Exclusion Policy for further details of exclusion process)

Learners with Special Educational Needs
We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See Inclusion Policy for further details.

Whilst we will make reasonable adjustments, dangerous behaviour will not be tolerated and suspensions and/or exclusions will apply.

Recording - CPOMS
To create accurate behaviour plans for pupils, staff need to start by accurately describing the behaviour and providing a context of the behaviour. Staff members use CPOMS to log a range of behaviours using clear categories to define the behaviours seen. These categories range from low level behaviours to high-risk behaviours. When describing behaviour, staff members need to ensure they are using unemotional, non-judgemental, and factual language to communicate the behaviour. CPOMS helps staff to build a full picture of the context of each pupil.

Communication with Parents/Carers
Staff will communicate Difficult, Detrimental and Dangerous Behaviours on the same day that the behaviour occurred in person or over the phone. When describing behaviour, staff members need to ensure they are using unemotional, non-judgemental, and factual language to communicate the behaviour. Staff should speak to parents/carers to acquire possible context that could contribute to the Difficult, Detrimental and Dangerous Behaviours occurring. Staff will also communicate other presenting behaviours as appropriate to support the child and to help with provision and planning. This develops the partnership approach that underpins the policy and enables school and home to work together effectively. Similarly, parents are encouraged to share their own concerns with school. Any parental contact is recorded on CPOMS to provide context, information and a clear timeline.

Monitoring
Behaviour monitoring is undertaken on a termly basis by the SLT. This ensures that there is a consistent approach across the school. Monitoring outcomes are reported.

A termly report is made to the Governors by the Headteacher which includes statistics about the number of high level incidents reported, the number and year group of learners involved and any exclusions. Exclusion data is also included in the Head Teacher's termly report to the Governors.

Parent/ Carers
Families have a vital role to play in promoting good behaviour in school and effective home/school liaison is important.

The school has an expectation that families will give their support in dealing with behaviour problems and to keep us informed of any difficulties they may be experiencing at home. Studlands Rise First School also expects that parents and carers will work with the school to implement agreed strategies to support the plan. They will also be expected to keep the school informed of any changes at home that could have an effect on the child in school.
The school will endeavour to achieve positive home school liaison by: -

- promoting a welcoming environment within the school
- giving parents and carers regular and positive feedback on their child's work and behaviour
- keeping parents informed by letters, newsletter etc.
- holding consultation evenings each term
- being ready to respond to parents' worries and problems by letter or telephone, or by home visit if necessary
- encouraging parents to participate in locally run parent training and support groups
- encouraging families to participate in school activities
- involving parents in the creation and implementation of Behaviour Plans.

Communication with Parents/Carers
Staff will communicate Difficult, Detrimental and Dangerous Behaviours on the same day that the behaviour occurred in person or over the phone. When describing behaviour, staff members need to ensure they are using unemotional, non-judgemental, and factual language to communicate the behaviour. Staff should speak to parents/carers to acquire possible context that could contribute to the Difficult, Detrimental and Dangerous Behaviours occurring. Staff will also communicate other presenting behaviours as appropriate to support the child and to help with provision and planning. This develops the partnership approach that underpins the policy and enables school and home to work together effectively. Similarly, parents are encouraged to share their own concerns with school. Any parental contact is recorded on CPOMS to provide context, information and a clear timeline.

Suspensions and Exclusions
Studlands Rise rightly sees suspension and exclusion as being a tool of last resort. We do not wish to exclude any pupil from school. All pupils have a right to access education and school in a supportive and protective environment. We value each child as an individual and aim to support them making positive behaviour choices. But on rare occasion it may be necessary to use tools of last resort, such as suspension or exclusion, to ensure the safety of the pupil and others (pupils or staff). A separate Exclusions Policy is in place and should be referred to for clarity and specific detail about the processes involved.
Behaviour which could lead to suspension or exclusion from school would include:
• Behaviour which is life threatening.
• Intentional physical violence towards a member of staff.

• Unprovoked and/or sustained violence towards another child
• Deliberate use of extreme, abusive language towards anyone in the school community
• Repeated and deliberate abusive, racist, religious and homophobic and gender language
• Sexual misconduct
• Defiant behaviour, i.e. repeated and deliberate refusing to co-operate, or behaving in an unreasonable and persistently disruptive way
• Drug and/or alcohol related incidents
• Cyber bullying
• Deliberate damage to school property or that of other persons
• Theft
• Malicious allegations (against staff or other pupils)

Bullying
Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.

At Studlands Rise, no form of bullying will be tolerated and all incidents will be taken seriously. Bullying can be based on any of the following things:
• Race (racist bullying)
• Religion or belief
• Culture or class
• Gender (sexist bullying)
• Sexual orientation (homophobic or biphobic bullying)
• Gender identity (transphobic bullying)
• Special Educational Needs (SEN) or disability
• Appearance or health conditions
• Related to home or another personal situation
• Related to another vulnerable group of people such as young carers

What to do if Bullying is reported
STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, site manager, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.
SENIOR STAFF: The Senior Leadership Team have overall responsibility for ensuring that the behaviour policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, pretending to be ill or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff at admin@studlandsrise.herts.sch.uk
PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult. They can also tell a trusted adult if they see anyone being bullied or bullying.

All bullying incidents are recorded on CPOMS and fully investigated. Staff will offer appropriate support. Individual meetings will be held with all parties involved in the incident and a plan of action will be written using the Behaviour Policy guidelines
The child(ren) who has shown bullying behaviour will work with adults to understand the consequences of their actions as part of the restoration process. The actions taken will be dependent on the nature of the bullying incident.

The Governors will be informed of all bullying incidents, and the school will assess whether any other authorities (such as police or the local authority) need to be involved.

The Role of Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Related Policies:

- Physical Intervention
- Safeguarding
- Exclusion
- Teaching and Learning
- Equality
- Home School Agreement
- SEND
- Child Protection
- Internet & E-Safety

Appendices

De-escalation Strategies for Promoting Positive Behaviour

Redirecting

When a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat…'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something….

Accepting

When a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this, I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Tim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

CHILD: About 2

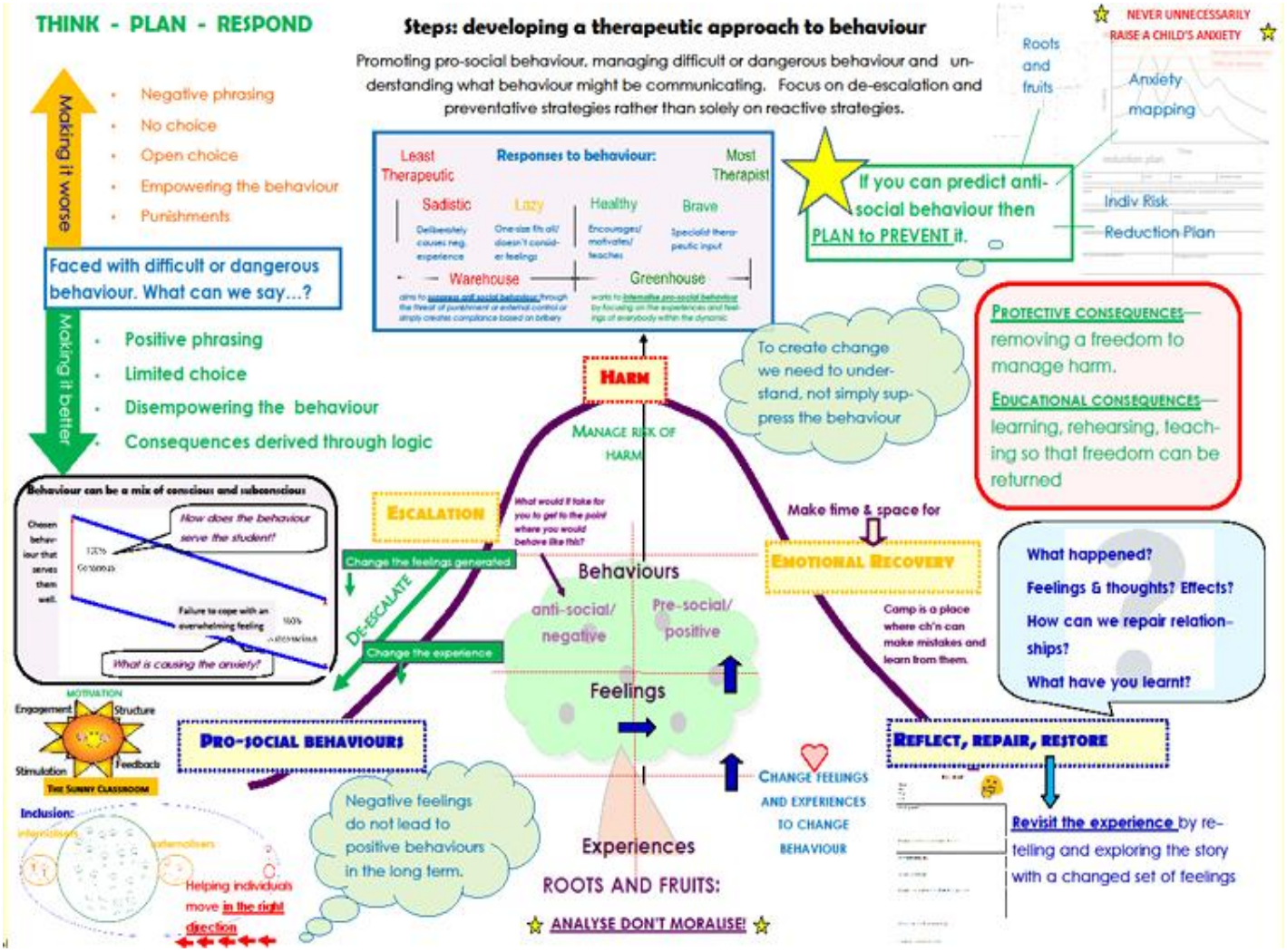
ADULT: Okay, what is it that you think you are doing right to put your mark at 2? TIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

CHILD: Well, I would be putting my hand up when I got stuck and needed help.

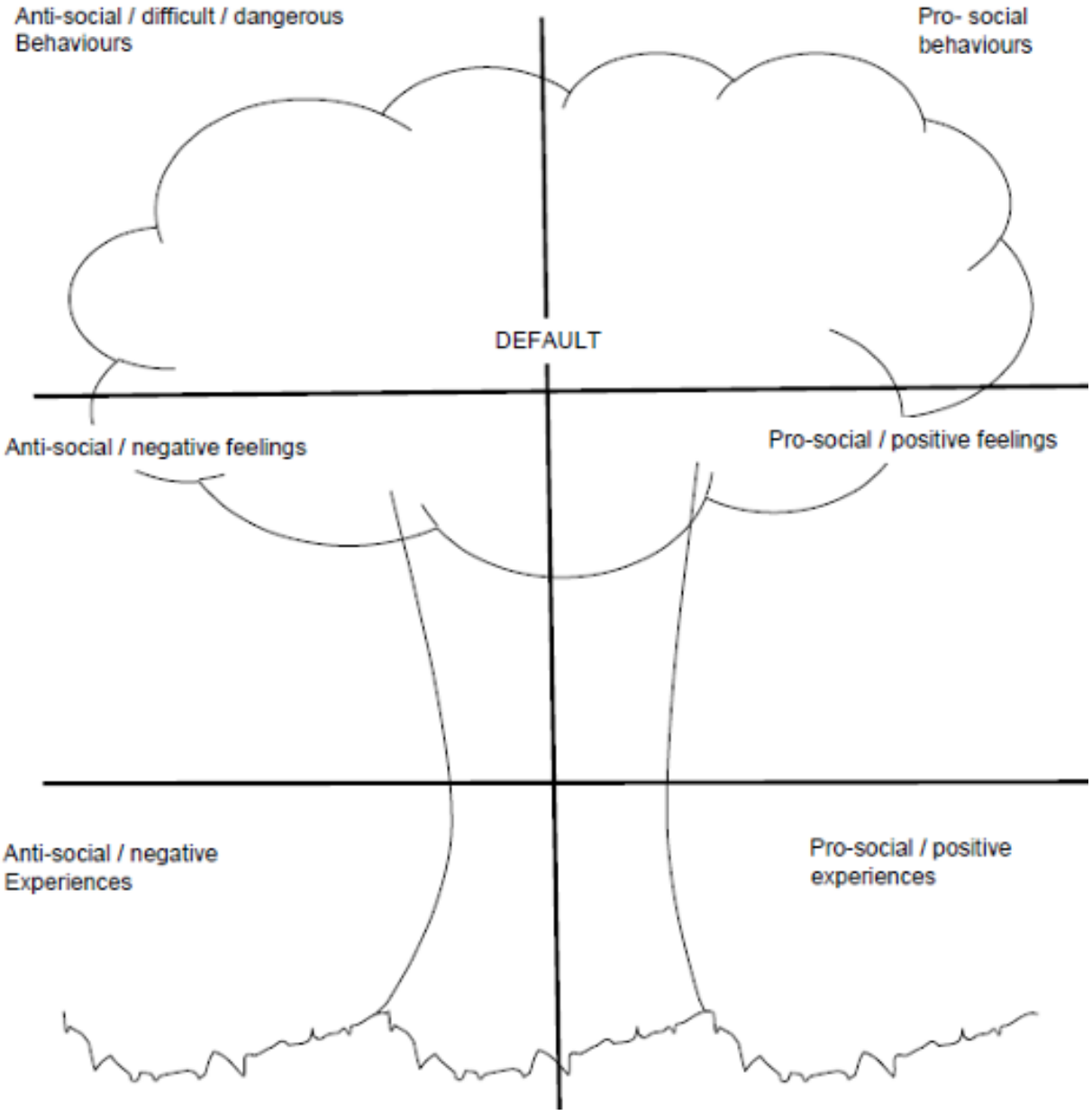
ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used his energy to find and understand those times when the problem was less severe.

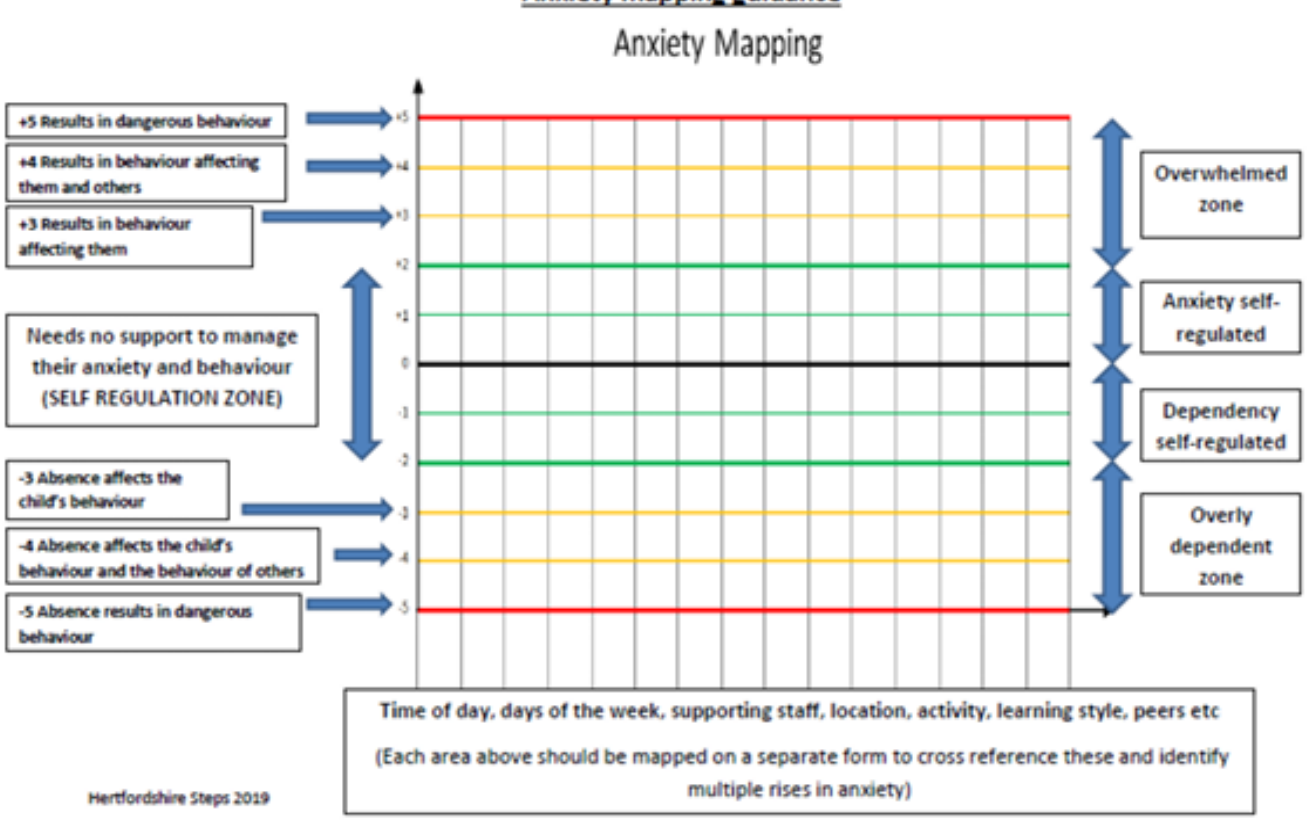

THINK - PLAN - RESPOND
Steps: developing a therapeutic approach to behaviour
Promoting pro-social behaviour, managing difficult or dangerous behaviour and understanding what behaviour might be communicating. Focus on de-escalation and preventative strategies rather than solely on reactive strategies.
Making it worse
Negative phrasing
No choice
Open choice
Empowering the behaviour
Punishments
Faced with difficult or dangerous behaviour. What can we say...?
Making it better
Positive phrasing
Limited choice
Disempowering the behaviour
Consequences derived through logic
Responses to behaviour:
Least Therapeutic
Most Therapist
Sadistic
Lazy
Healthy
Brave
Warehouse
Greenhouse
NEVER UNNECESSARILY RAISE A CHILD'S ANXIETY
Roots and fruits
Anxiety mapping
Indiv Risk Reduction Plan
If you can predict anti-social behaviour then PLAN to PREVENT it.
PROTECTIVE CONSEQUENCES— removing a freedom to manage harm.
EDUCATIONAL CONSEQUENCES— learning, rehearsing, teaching so that freedom can be returned
To create change we need to understand, not simply suppress the behaviour
HARM
MANAGE RISK OF HARM
Behaviour can be a mix of conscious and subconscious
How does the behaviour serve the student?
What is causing the anxiety?
ESCALATION
What would it take for you to get to the point where you would behave like this?
Change the feelings generated
DE-ESCALATE
Change the experience
Behaviours
anti-social/ negative
Pre-social/ positive
Feelings
Make time & space for
EMOTIONAL RECOVERY
Camp is a place where ch'n can make mistakes and learn from them.
What happened?
Feelings & thoughts? Effects?
How can we repair relationships?
What have you learnt?
MOTIVATION
Engagement
Structure
Stimulation
Feedback
THE SUNNY CLASSROOM
PRO-SOCIAL BEHAVIOURS
REFLECT, REPAIR, RESTORE
Inclusion:
Helping individuals move in the right direction
Negative feelings do not lead to positive behaviours in the long term.
Experiences
ROOTS AND FRUITS:
ANALYSE DON'T MORALISE!
CHANGE FEELINGS AND EXPERIENCES TO CHANGE BEHAVIOUR
Revisit the experience by re-telling and exploring the story with a changed set of feelings

Appendix 1: Roots and Fruits Analysis

Name	
Supporting Staff	
Date	
Review Date	



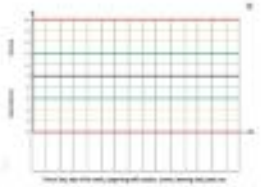
Anxiety mapping guidance



Hertfordshire Steps 2019

Risk Reduction plan - Guidance

Name	DOB	Date	Review Date



Risk reduction measures and differentiated measures (to respond to triggers)

What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours

Once it is written into the risk reduction plan, the information becomes the agreed actions which must be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following nay other policy or job description. (A risk reduction plan states strategies that either differentiate from or add to the practice stated in policy.)

Conscious and Subconscious – this analysis needs to be completed before writing a risk reduction plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.

Roots and fruits – this needs to be completed before trying to write a risk reduction plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.

What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.

Anxiety maps – Staff should aim to complete a number of anxiety maps on key areas for the child. We recommend completing anxiety maps for activity, staff, peers and time. These can then be analyses to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.

If the anxiety map shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? **Identified opportunities to lower anxiety should form part of the provision here.**

All of the above should be written as the job description for managing these experiences consistently by all.