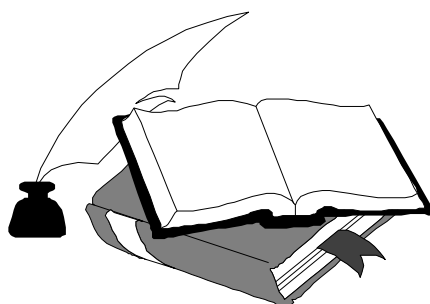


Alderman Payne Primary School



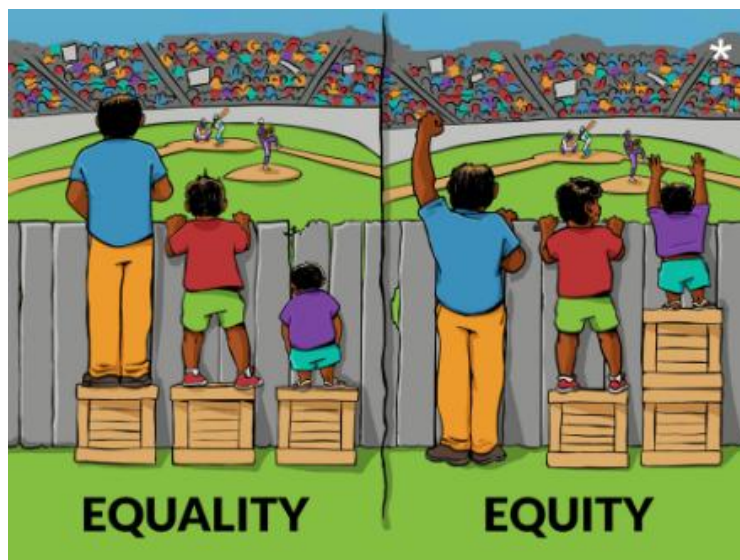
Behaviour and Relationships Policy 2025 - 27

Date reviewed: **October 2025 – updated March 2026**

Date of next review: **October 2027**

***‘You can’t teach children to behave better by making them feel worse.
When children feel better, they behave better.’ Pam Leo***

The aim of our school is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school takes a therapeutic approach to behaviour and this policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.



1. Definition of terms

Behaviour:	The way in which one acts or conducts oneself, or responds to a particular situation or stimulus, especially towards others
Valued:	Feelings and behaviours that are positive, helpful and of benefit to the individual and to other people and society
Detrimental:	Feelings and behaviours that are to the detriment of the individual, the community or to the environment
Unsocial:	Not making an effort to behave sociably, or even in line with instructions, but not to the detriment of others
Resilience:	Having enough valued feelings to counter those detrimental ones, to allow an individual to cope and thrive
Therapeutic:	Promoting and supporting valued experiences and feelings
Dynamic:	The interactions of everyone grouped together and affected by a particular individual, institution or situation
Discipline:	To train oneself to do something in a controlled and habitual way. Discipline can be external (controlled through rules and structures) or internal (self-regulation)

2. Our Approach

At Alderman Payne, we want all of our children to develop the ability to self-regulate their feelings and thus behaviours. As children mature, they may require the scaffolding and modelling of successful regulatory behaviours from those around them. Within this approach, children are to be listened to, treated with respect and with consideration for their social, emotional and mental health needs.

The vast majority of children (termed ‘safe learners’) will be supported by this inclusive policy; however, some children will need individualised plans. Children who have encountered Adverse Childhood Experiences (ACEs), may require more protective and educational approaches to bring equity and to further their resilience in the face of challenges.

Our policy relates to all aspects of our provision both during the school day and wrap-around care. We make every effort to ensure that all provision is inclusive and where there are additional challenges, we work with families appropriately.

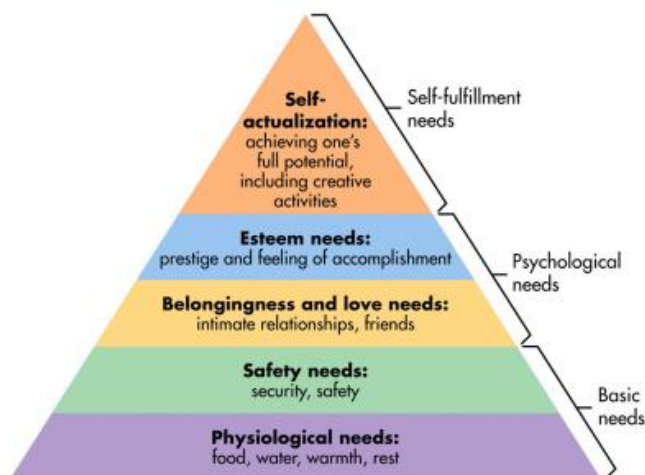
See Appendix 1: Risk Factors and Protective Factors.

3. Feelings and Behaviours - Analyse, don’t moralise.

Feelings can be internalised or externalised, and expressed through the language of behaviour. We must take time to understand this form of communication.

Valued feelings come through needs being met:

Maslow's Hierarchy of Need



In order to understand the interdependence of experiences, feelings and behaviours, we use the **Roots and Fruits Model (see Appendix 2)**.

Through the development of positive relationships, within a secure school environment, valued feelings can be fostered and behaviours taught. These feelings, such as safety, warmth and being valued, can be consolidated through planned experiences and interactions. Similarly, detrimental feelings, such as anxiety and fear, can be allayed (See section 7B).

Most children are fortunate and their life experiences will have brought enough valued feelings to be resilient in the face of change or challenge. Some may have these positive feelings in abundance. Others are less fortunate and may be experiencing many detrimental feelings, perhaps from ACEs; this can prevent them from accessing valued feelings with any reliability, or at all. The former (the majority) will not need overburdensome rules and protocols; the latter may need personalised support, to encourage valued and to diminish detrimental feelings. Though it should be noted that, in certain circumstances, we may only be able to prevent these detrimental feelings from worsening.

Supporting a child who has experienced ACEs or is overwhelmed by detrimental feelings is not easy and takes time and trust. The child may feel ironically and wrongly secure in such a negative but familiar place. Indeed, stressful situations and setbacks may lead to a child reverting to their default position of detrimental feelings and behaviours, even though they are, in fact, moving slowly in a more positive direction. Improvements, however small, must be quickly and positively acknowledged (see section 7B).

Unsocial feelings and behaviours tend not to bring harm or disruption to others, but can lead to disengagement and detrimental feelings within the child. Sensitive observation and personalised learning approaches can help this child to build up valued behaviours. This should be done with empathy, not judgement and social learning situations should not be forced.

4. Types of Behaviour

A. Behaviours driven by dysregulation or by values and beliefs

- **Behaviour driven by values and beliefs** is when we choose behaviours because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning. The behaviour serves the pupil well enough for them to be used despite potential or certain consequences. Conscious decisions are influenced by perceived outcome
- **Behaviour driven by dysregulation** is when a child cannot moderate or self-regulate (for example, with sensory overload). This behaviour is a sign of a failure to cope with an overwhelming feeling, such as frustration, anxiety or excitement. Valued subconscious behaviour can be eased with a smile or emotional feedback, bring them back to the conscious. Detrimental subconscious behaviour requires understanding, careful observation of the circumstances and support, so they can develop coping strategies and manage triggers, such as noise or changes or routine. This might be through resource provision, agreed recovery time and adult / family support etc

Of course, behaviour can stem from both conscious and subconscious elements. For example, bullying may be consciously planned, but underpinned by low self-esteem and feelings generated by ACEs.

Conscious and Subconscious Behaviour Analysis Checklists (see Appendix 3) should be completed when unpicking detrimental behaviours.

B. Dangerous vs Difficult Behaviours

- **Dangerous:** detrimental behaviour that will imminently result in injury to self or others; damage to property or behaviour that would be considered criminal if that person was of an age of criminal responsibility, such as racist abuse. Such behaviour, if tolerated on a regular basis, can lead to harassment, alarm and distress in others.
- **Difficult:** detrimental behaviour, but not dangerous

By far, the majority of detrimental behaviour is difficult rather than dangerous.

To consider whether a behaviour is dangerous, and for planning strategies to support this, a **Risk Assessment and Plan** should be completed (see Appendix 4). This will be for a very small minority of children.

5. Consequences

To create change, we need to understand, not simply suppress, behaviours. Detrimental behaviours may not be excusable, but can often be explained. There must be no sense of hopelessness and inevitable failure.

Consequences, rather than sanctions, must directly relate to the detrimental behaviour. For example, if the child disrupts learning in his or her maths lesson, then there is a loss of free time to make up the maths learning lost; detrimental behaviour playing football results in loss of freedom to play football until that freedom can be confidently returned.

With difficult behaviour, freedoms may be removed temporarily, while a child is given support to learn and rehearse how to regain the freedoms.

Plans to assist with the development of valued feelings and behaviours within the child may need to be adapted and revised depending on the individual's successes and set backs- this is part of the process. For the plan to be successful, there needs to be certainty that the loss of freedoms will happen as a consequence, but that there can be an 'education stage', which leads to their return. **Educational consequences** may include: completing the task; rehearsing a scenario; assisting with repairs; steps to support the learning missed; research.

Dangerous behaviour needs a different approach. It cannot be tolerated; the safety of the child and other children and adults is paramount. **Protective consequences** of the removal of freedoms must be put in place to manage harm proactively and/or preventatively. During this time, a plan must be drawn up to limit the risk, for example, through changing staffing or staffing ratios; limiting access to outside, triggering or freer spaces; escorted movement or differentiated teaching spaces. Alongside this, learning must happen, to allow the child to work towards their freedoms being returned.

6. A Relational and Restorative Approach

At Alderman Payne, we understand and value the role that positive relationships play in the promotion of valued behaviours. As such, we endeavour to know our children well so that we can understand them and offer appropriate support. In order to be successful at school, pupils need a relational approach to behaviour. This includes developing relationships, responding to and regulating behaviour and restoring and repairing following incidents. A relational approach has been integrated into this policy, ensuring it underpins everything we do to support pupil behaviour. In many cases, the response of an adult impacts directly on how the behaviour progresses.

The PACE approach is a trauma approach to behaviour developed by Dr Dan Hughes. The principles help to promote the experience of safety for young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. PACE stands for: Playfulness, Acceptance, Curiosity and Empathy. We know that for some children who have experienced trauma, using a PACE approach to develop relationships and to respond to behaviour is often the best initial response, in order to support the child to feel emotionally safe. Once the connection has been made, we can introduce reflecting on the behaviour to move forward.

Emotion Coaching

As part of our use of The Zones of Regulation curriculum, we can support children using emotion coaching techniques to understand their emotions, why they happen and how they can use strategies to regulate them.

Emotion coaching develops the following skills:

- Self-awareness
- Self-regulation
- Internal motivation
- Empathy
- Relationship building and social connections

When we emotion coach, we support children to:

1. Identify their emotions
2. Understand all emotions are OK, by validating and empathising with them
3. Setting limits on behaviour if needed, this can include scripts e.g. "it is OK to feel angry, but it is not OK to ____"
4. Problem solving to recognise strategies to support regulation next time

CALM scripts can support us to emotion coach:

Connect and acknowledge: "***child's name*** I can see you might be frustrated"

Limit and boundary set: "It is OK to feel frustrated, it is not OK to throw your book"

Move things forward: "Why don't we try the first sentence together?"

We understand that behaviour is a form of communication, and can be an emotional response to a specific need. These actions are not exhaustive and are selected based on the profile of individual children

Conversations and exploration will help to bring positive change. This can be between the involved parties and facilitated by an adult. **Time should be allowed, if there is a conflict or incident, for the child to reflect, repair and restore, following these steps.**

Step	Questions
Focus on the harm that has been done.	• <i>What happened? Tell the story.</i> • <i>Who has been affected and how?</i>
Consider how the harm can be repaired	• <i>How can we make this better and put right the harm done? make this better for you / John?</i> • <i>What would you like to happen next?</i>
Look at the experiences, feelings and needs of those involved.	• <i>What were the people involved thinking and feeling at the time?</i>
Plan to ensure conflict is less likely to happen in the future.	• <i>What have we learnt so as to make a different choice next time?</i> • <i>What do you think needs to happen to make things feel alright again?</i> • <i>How can we make it okay for you to be in that situation again?</i>

Additional differentiated approaches such as social stories, role-play, circle times and emotion coaching may also be appropriate.

7. Therapeutic Behaviour Guide

All members of staff:

- **Must follow the policy consistently.**
- **Know how to promote valued behaviour and manage detrimental, difficult or dangerous behaviour**
- **Have an understanding of what the behaviours might be communicating.**
- **Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.**
- **Record behaviour incidents on “My Concern”, factually with clear descriptions, times, severity etc.**

A. Teaching Valued Feelings and Behaviours

This behaviour policy works alongside our Behaviour Curriculum which outlines how our school rules, values and expectations are taught to children. In addition, we consider how reasonable adjustments to expectations can ensure that this is inclusive.

We value the role of adults in setting and modelling expectations to children and are deliberate in our approach and responses.

What to do:		For Example:
Build relationships	Listen and show that you care about the child as a learner and as an individual	• Notice changes and remember points of discussion • Know the child so that you can prevent anti-social experiences through predicting, preempting and helping them to remedy.
Be a role model	Be present, reliable and engaged, showing yourself to be a learner	• Verbalise when you are questioning and learning • Embrace failures as learning opportunities
Plan for prosocial feelings and behaviours	Plan in experiences, discussions, routines and rituals that show safety, respect and value for all.	• Greet at the door • SMILE at the children • Use discrete and personalised praise and reminders • Circle times, certificates/ class discussions
Stay consistent, following routines and scripts	Follow the rules in the policy, so that the child knows what will happen.	• Make clear the rules and enforce them accordingly. • Remind whole class, when needed • Give personalised reminders (e.g. personalised nonverbal signals such as, a thumbs up)
Use positive and empowering phrasing	Avoid empowering the detrimental behaviour by using:	Negative phrasing: Calm down. Stop being silly. Be good. Stop running. Don't talk to me like that. Don't throw that pencil
		Confrontational demands: Get in here now! Get out! Give it to me now!
		No choice or open choice: What do you want to do? Would you like to go inside? Please.
		A raised voice
	Engage language to foster valued behaviours	Positive phrasing: Stand next to me. Walk in the corridor. Stay seated in your chair. Put that pencil on the table. Thank you. Limited choice: Where shall we talk, here or in the library? Put the pencil in the box or on the table. Would you like to learn in the construction or creative areas? Are you going to sit on your own or with the group? Are you starting your work with words or pictures?
	Disempower the detrimental behaviour	Take the heat out of it: You can listen from there. Come and find me when you come back. We will carry on and you can join us when you are ready.
Reward, feedback and recognise sympathetically and promptly	Valued feedback	• A smile or positive acknowledgement can be all that is needed for a child with a strong bank of valued feelings. • Give praise, reminders or feedback in a considerate way that are meaningfully close to the event • If celebrations are made for an individual, check with them first to see if they are happy to have attention brought upon them • Award stickers to individual children at any point in the day
	Public feedback	• A personal word can often be more effective than loud comment or public acknowledgement • Be considerate with public praise or admonishments – <i>what effect is it having on the individual and the dynamic?</i>
	Detrimental behaviour feedback	De-escalating scripts: NAME, I can see something has happened. I am here to help. NAME, I wonder if you are feeling a bit... Talk and I will listen. Come with me and... Ride the wave (see Appendix 5). Just at the point of de-escalation (e.g. when the child begins to comply), catch them getting one thing right and give positive feedback immediately
Offer comfort and forgiveness when things go wrong	Use body language that deescalates	• Keep a good distance – arm-width away at least • Stand to the side of the child • Don't stand directly in front, blocking their path • Manage height difference, don't appear overbearing

		• Ensure your hands are relaxed
	Comfort or guide an upset child	• Communicate intention with the child • Offer physical reassurance e.g. a rub of the back or arm around the shoulder • Only do if the child is accepting of the support
	Positive handling	• Avoid physical intervention • Don't hold children by the wrist • Never seclude in a closed space alone
Keep a positive mindset, expressing verbally and non-verbally, that things will improve	Once a situation has happened, learn from it and move on.	• Keep any reassurances you have made on actions you will take to support subsequently. For example, I will come back in 5 minutes and see how your building is going. • Feedback on the behaviours, not the child ('Well done for remembering the full stop' rather than 'Good girl'; 'Good choice of materials to build your rocket', rather than 'Clever boy'), so that success isn't understood to be innate, but something to keep working on.

B. Consequences for Detrimental Behaviours

Detrimental behaviours, beyond minor instances, must be logged by the adult involved or witnessing. Minor instances would be those requiring only a discrete warnings (see table below).

Rules and routines must be consistently upheld. Consequences for not doing so must be confidently applied, without loud fuss that can unintentionally exacerbate detrimental feelings and thus behaviours. That said, everyone is an individual: you can treat people equitably but not always in exactly the same way (see image on page 3). Detrimental behaviours need to be understood and refocussed. However, it is important to remember the crucial role of the adult and relationships. Support and encouragement from those in the room can be enough to help a child refocus.

Consequences should be relevant to the incident; they should reinforce valued behaviours and address detrimental behaviours. Where possible, the consequence should be timely and not delayed, unless there is a justifiable reason for delay – for example, a consequence is not effective if a child is dysregulated. If an incident occurs at the end of a session or is a deliberate avoidance strategy, then this would be considered. Timing of the consequence if delayed would depend on the incident, age and development of the child.

Ultimately, through understanding the signals, the best way to counter detrimental behaviours is to preempt them – if you can predict a poor outcome, why let it happen?

Some examples of behaviours and appropriate responses and consequences include:

The incidents listed in the table below are presumed to occur within one session (up to lunch, lunch, lunch to end of day). After each session, a fresh start should be made, unless the behaviour is dangerous or leads to seclusion. For each stage, adults should employ the positive approaches outlined in previous sections. Escalation will come if the same behaviours are repeated within a short time of the previous occurrence as per the behaviour pathway.

Severity	For example,	When this happens...	...this happens:	Further Action
Difficult low level behaviours	Calling out, chatting, not getting on with learning	First disruption Second disruption Third disruption Fourth disruption	Look but make no comment. Suggested adult intervention TA to prompt the child as discretely as possible. Get close to the child and whisper to them. Adult to speak to the child/ children and support them to reengage e.g. by setting a challenge Move the position of the child so that they are away from other children, but can still see/ engage with the learning Take the child to a learning area of activity and support them to get started, telling them you will check back in 5/10 minutes to see how they are getting on	In many cases, low level or occasional disruption can be addressed with a reminder. Step 1: Verbal reminder Step 2: Verbal reminder Step 3: Warning Step 4: Consequence (such as movement to another space, complete work at break/lunch time R – up to 5 minutes Y1/2 – up to 10 minutes Y3/4 up to 20 minutes Y5/6 up to 30 minutes No child will miss all of break and lunch, movement breaks are essential for children.
Difficult behaviours	Incident where another child is hurt (minor)	Risky behaviour	Child to sit with an adult for set amount of time (no longer than 15 mins) Discussion about the incident Apologise (when ready) before returning to learning.	

	Refusal to complete work		Check the child has appropriate aids e.g. their glasses, familiar phonics mat, appropriate manipulatives Repeat the request-give the child time to respond. PACE approach If the child still refuses, give choices "you can do it with Me or Mrs...." "You can do it here or over there." If the child still refuses, they must stay at lunchtime and complete a short piece of work, appropriate to their age.	
	Leaving the classroom		PACE approach to distract Check the child is safe If they will engage, ask the child why they left the room and resolve if possible, taking them back to the classroom If the child wants to be left alone and it is safe to do so, leave them checking back every few minutes (not engaging in conversation). Do not follow child. If outside the school building, watch from a distance to ensure safety.	Restorative discussion once child is regulated. Ensure child understands that adults are there when needed. If child has missed work, this may need to be completed at another time in the day. Other activities might be missed as a logical consequence.
	Shouting at an adult		Use emotion coaching script	Restorative discussion
	Racist or homophobic language		Talk to the child to establish their understanding Explain that the language is unacceptable and must not be repeated	Complete a Prejudice Related Incident Log on My Concern Inform the parent
	Spitting		Explain that spitting is not acceptable Support the child to clean up the spit	Log if this has happened more than twice in a week
Difficult serious	- Incident where another child is hurt (RA L1/2)	Disregarding rules	Child to sit with an adult for set amount of time. If outside, this may be inside. If this is persistent within a specific timeframe or is intentional and more serious, child will be segregated from others as a protective consequence. Discussion about the incident Apologise (when ready) before returning to learning.	Time removed will depend on the incident, severity, persistence and age/developmental level of the child. Log Inform parents
	Swearing		Explain that swearing is not acceptable. Initial warning and expectation outlined Child to sit with the teacher for 5 minutes (depends on severity)	Log if this has happened more than twice in a week Inform parent

			Apologise (when ready) if anyone has been offended or upset	
	Emptying/throwing/damaging resources		Use emotion coaching script Use distraction Remove other children within the year group areas (outside or inside depending on where the incident is taking place) if necessary When the child is calm and ready, support them to do some clearing up.	Log behaviour Inform parents
	Climbing on furniture		Explain that you are concerned for the child's safety and that they need to get down. Use emotion coaching strategies If the climbing is dangerous, lift the child down if possible and safe to do so	Log behaviour Inform parents
Dangerous behaviour	Causing significant injury to a child (RA level 3/4)	Putting others and self at risk of immediate or lasting harm, physically, emotionally or mentally.	Separate children if necessary and remove victim to safety, ensure an adult is available to offer first aid etc Request support from a member of SLT Use PACE/ emotion coaching, distraction etc to support the child to calm	Log behaviour Removal by SLT and seclusion / exclusion while analysis takes place and there is a plan to ensure safe return.
	Hurting an adult		Change of adult within the class team – support child and adult Request support from a member of SLT Use emotion coaching, distraction etc to support the child to calm before restorative actions	Parent discussion with SLT

D. What to do if these approaches appear not to be working for a child

Where detrimental behaviour is such that these guidelines are not building valued feelings and not decreasing detrimental behaviour, review the subconscious and conscious guidelines and questions (see Appendix 3).

If there is no improvement after this analysis and consistent application over a reasonable length of time (eg daily, for two weeks), then move on to review the Behaviour Flow Chart (see Appendix 6) and seek help from SLT. This may be for further suggested actions or to develop an individual plan for the child. N.B. This will be for a tiny minority of the school population.

Individual Plans

Individual analysis and plans will be completed by the class teacher, a member of SLT and class TAs.

Conscious detrimental behaviours will need a Roots and Fruits analysis (see Appendix 2), leading to a **Risk Assessment and Plan (see Appendix 4)** and/or an Assess Plan Do Review.

Alongside or instead of the above actions, subconscious detrimental behaviours will need observations through **Anxiety Mapping (see Appendix 7)** and analysis, leading to a **Predict and Prevent Plan (see Appendix 8)**.

Timetable Variation, Seclusion and Exclusion

In consultation with relevant staff members and parents / carers, the following actions may be taken by the Senior Leadership team:

- **Learning outside of the classroom** beyond the loss of a lunchtime, learning outside of the classroom will be used, if children need to make up learning lost through detrimental behaviour. Alternatively, children will be able to make use of other spaces around school to complete their work as a protective measure.
- **Seclusion** is a non-disciplinary intervention which can be used to ensure safety of children and staff where a child poses risk as a result of emotional or behavioural dysregulation. This could include confining a child to a space until they are calm and safe. For example, an area could be evacuated by other children and adults except the child posing a risk. In this time staff will consider triggers and try to mitigate these or de-escalate the situation or provide space and time for co/self regulation. The child will be supervised and permitted to leave once calm and safe. All incidents including seclusion are recorded and reported within school, to parents (verbally and in writing) and to the Local Authority. Where a child has a behaviour plan, scripts and strategies will be followed. If the child does not have a behaviour plan, one will be written in case of future instances. Reflection and reparation discussions will take place after any instance of seclusion.
- **Fixed term exclusions** may be necessary if the behaviour of a child is dangerous to themselves or others, to allow time to put systems in place to ensure that they can return to school safely.
- **Temporary timetable variations** (alternative lunch times to peers; reduced hours; alternative working arrangements) may be used to provide the child with support systems that encourage the development of valued feelings and behaviours to the point of safe return of freedoms and/or return to the classroom.
- **Alternative provision and permanent exclusions** remain an option when the detrimental behaviour needs of the child are such that they cannot be met by the school, given the resources and expertise available. We know that statistically exclusions can reduce life chances, so this is something that would be done as a last resort; in line with government and Local Authority guidance and in liaison with parents.

The use of restrictive intervention and reasonable force

Alderman Payne Primary School does not support the use of restraint or restrictive intervention when responding to behaviour unless a behaviour poses a significant safety risk. Restrictive interventions can be physical or non-physical. Reasonable force includes a physical restrictive intervention. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force means using no more force than necessary and for the least amount of time possible. Where physical intervention may be necessary, school can provide training and support for staff, but non restrictive measures such as de-escalation, ongoing partnership and relationships with the child and family are expected to be sufficient in the vast majority of situations.

Where a child's behaviour is dangerous, staff should risk assess in the moment and context and should consider the following before using restrictive interventions or reasonable force:

- Is it necessary?
 - What other strategies and options could manage the situation?
 - Consideration of triggers and needs, can these be mitigated to de-escalate
 - Will the restrictive intervention cause further escalation and risk of harm
- Is it proportionate?
 - The least amount of force for the least time only
 - If the situation is escalating, consider the effectiveness of the force
 - What is the cause of the behaviour including specific circumstances such as medical conditions, special educational needs or other vulnerabilities
- Has the welfare and the welfare of others been considered?
 - Consider the impact following restrictive intervention balanced against actions taken with specific consideration of the context of the child for example special educational needs, previous trauma, communication difficulties
 - Consideration of dignity and treating everyone respectfully. Who is around to witness?
 - Staff must remain calm and supportive, communicating with the child throughout
 - Withdraw restrictive intervention as soon as able to do so

Any instance of physical or restrictive intervention or reasonable force must be recorded on My Concern, within school and reported to parents verbally and in writing following guidance within 'Restrictive Interventions, including use of reasonable force in schools 2026'. Where there are safeguarding concerns, the DSL will consider the most appropriate person to inform. Parents will be offered a further meeting following the instance so that they can discuss concerns further and be part of ongoing planning for the child. Behaviour plans must be reviewed (or written) following any use of force or restriction. Reparation and reflection opportunities must be maximised following any incident to support all those involved, including staff. Alderman Payne is committed to open and transparent practice and will share any instances with the Local Authority as required.

In many cases, adult responses to behaviour are effective in the first instance. When further enhanced by a positive relationship with families, outcomes for children can be enhanced. In some instances, there will be children who repeatedly exhibit detrimental behaviours. The persistence or seriousness, can result in a more comprehensive approach being necessary. The behaviour pathway, demonstrates how behaviours can be 'staged' according to severity and persistence and the possible actions of school staff at different stages, including seeking specialist advice and support. The stages are in line with a Graduated approach.

Therapeutic Thinking Graduated Approach



Behaviour Pathway

Our behaviour pathway offers guidance about how both valued and detrimental behaviours are supported over time. The behaviour modification pathway gives suggestions about actions and advice for behaviours at different stages. Stage is determined by the severity and seriousness of the behaviour or the repetition and persistence. It also includes reference to partnerships with families which impacts on learning and behaviour in school. Movement to the next stage of the pathway is dependent a range of factors, including the implementation of a range of strategies by school, advice from external partnerships, demonstrable progress for example a reduction in seriousness or frequency of incidents, demonstrable effort by the pupil in managing their own behaviours (with support) or the interventions in place, effective partnership with families resulting in progress.

Whilst providing guidance, the actions are not definitive and some actions may not be appropriate before moving a child on to the next stage. Furthermore, actions from a previous stage might be ongoing or put in place as appropriate. At Alderman Payne, we understand that supporting a child to alter their behaviours can be a long process and can be impacted by a range of factors. The aim of the pathway is to guide staff in providing and accessing the necessary support for the individual child whilst maintaining a duty of care to all children in school. Where children have a social worker, adverse childhood experiences and SEND needs, these will be considered as part of the pathway and the plans that are implemented.

Alderman Payne Behaviour Pathway – Positive Pathway for

Positive Behaviour Path	Stage 1	Stage 2	Stage 3	Stage 4
	● I take responsibility for my own learning using our learning powers ● Demonstrates school values in real and virtual worlds ● Aware of different forms of bullying including cyber bullying ● Can keep themselves and others safe including e safety ● Honesty ● Courtesy ● Home school partnership enhances learning ● Full attendance for educational visits ● PSHE curriculum evidences age appropriate maturation ● Home learning completed each week ● Min of 3 gold stars a week on the Record of Learning ● Ability to listen and empathise with others ● Focus on learning ● Shows respect and tolerance for others	● Levels of attainment raised ● Produce work of a higher standard ● My behaviours for learning support learning of my friends ● Work/behaviour used as a model ● Actively prevents bullying from occurring ● Shows respect and tolerance for others when things go wrong ● Partnership from home enhances outcomes. ● Full attendance for educational visits ● Role model in many areas of school life ● PSHE curriculum evidences age appropriate maturation ● Home learning completed each week / additional study sometimes undertaken ● Supports the learning of others ● Learning behaviour is the only behaviour ● Learning and play enhances relationships	● Assessment scores improve-making progress ● Confidence and self-esteem increased enhances school life ● Takes risks and tries new learning ● Consistently makes good choices which support improved relationships and academic progress ● Home school partnership enhances class life ● Relationship with peers enhances class learning culture ● Contribution to wider school life ● Role model for others in a majority of areas ● Behaviours for learning support learning of everyone ● PSHE curriculum evidences above age appropriate maturation ● Home learning completed each week / additional study frequently undertaken ● Happy to learn through making mistakes ● Can listen and empathise with others ● Consistently makes good choices and supports positive relationships	● Confident in taking new challenges ● Learning behaviour and our learning powers are the only behaviour ● Learning and play is enhanced by relationships ● Able to mentor others ● Outstanding home and school partnership enhance pupil outcomes and the wider aspects of school life ● Pupil engagement with school and community enhances learning and school reputation ● Role model for others in all areas of school life ● Positive support for learning from home including outstanding overall attendance ● PSHE curriculum demonstrates highest levels of maturity ● Home learning completed each week / additional study often undertaken ● Nominated by staff for demonstrating outstanding behaviours on school excursions ● Enhances the reputation of the school/ambassador Able to take part in pupil leadership/groups
Action	● Praise ● Whole class rewards/marble jar ● Feedback to parents at meetings ● PSHE curriculum ● Work shown to other teachers/SLT ● Work shared in assembly ● Special mention / Golden award ● Positive letters, dojo, phone calls home	All as Stage 1 plus: ● Positive letters, dojo, phone calls home ● School council ● Class Ambassador	All as Stage 1/2 plus: ● Nomination for additional roles and responsibilities ● Act as a buddy or peer mentor ● Excellent progress in school	All as Stage 1/2/3 plus: ● School Ambassador ● Represent school at events

Alderman Payne Behaviour Pathway – Support Pathway

Behaviour Modification Path	Stage 1	Stage 2	Stage 3	Stage 4
	● Immature behaviour ● Failure to follow instructions ● Talking ● Lack of attention ● Lack of work ● Disinterest ● Name calling ● Lack of productivity in lessons ● Poor attendance ● Poor punctuality ● Disruption of learning ● Poor learning behaviours ● Non-attendance at Educational Visits ● Unkindness ● Inappropriate touching of others ● Emotional wellbeing	● Persistent disruption of teaching and learning ● Persistent lateness ● Shouting/arguing with teacher ● Disturbing others ● Inciting others to hurt children/break rules ● Hurting others physically or emotionally ● Ongoing Disrespect for adults ● Refusal to work ● Poor home support for learning and behaviour ● Poor attendance and punctuality ● Persistent unkindness ● Repeated inappropriate touching of others ● Pupil leaves the classroom ● EBSA behaviours and school/work refusal ● 1, 2, 3 significant incidents – a sequence of incidents may act as once occurrence depending on the situation	● Fighting ● Persistent breaches of behaviour policy ● Damage to property ● Ongoing and disruptive behaviour that impacts negatively on the learning and wellbeing of other pupils ● Racist comments ● Repeatedly hurting others ● Unsatisfactory attendance and punctuality is affecting learning ● Home school partnership is not positive and is detrimental to pupil progress and wellbeing ● Persistent inappropriate touching of others ● Serious persistent disruption ● Serious persistent unkindness / bullying /Cyberbullying ● Serious and persistent refusal to follow instructions. ● Refusal to comply with requests ● Repeatedly leaves classroom ● Swearing ● Persistent EBSA behaviours and school/work refusal	● Persistent and serious behaviour ● Violence, assault, threatening behaviour ● Homophobic, racist, sexist or other hate comments ● Sustained abuse/bullying including cyber bullying/abuse ● Selling or using drugs/substances ● Illegal behaviour ● Breakdown in relationships with parents/families and school impacts negatively on learning and wellbeing of child ● Persistent and serious inappropriate touching of others ● Serious/persistent breaches of school behaviour policy ● Serious disruption of learning ● Serious and persistent affecting of emotional/wellbeing of others In addition, parental partnership implications ● Attendance below 85% ● Nonattendance of parent/guardian at key meetings ● School refusal (child or parent) ● Breach of Parental Code of Conduct / Home School Agreement
Action	Universal/Universal Plus - Behaviour Curriculum and Policy ● Reprimand and reminder of expectations (reminder1/2/3) ● Class conscious modelling of expectations ● Behaviour Curriculum intervention ● Protective / Educational consequence ● Wellbeing check in ● Restorative communication ● Lesson planning-varying learning activities ● Seating plans ● Inform SENDCO/SLT ● ABC RECORD	Universal Plus / Targeted ● PACE approach to de-escalate ● Behaviour Curriculum intervention ● Educational and protective consequences ● Refer to Pastoral Team / PSP considered ● Pastoral support – ELSA/Drawing and Talking/ Nurture group ● Conflict resolution meetings ● PSHE curriculum differentiated shared with parents and pupil ● Individual risk assessment and/or behaviour plan ● Removal from classroom if behaviour is dangerous	Targeted / Targeted Plus support/ Specialist ● PACE approach to de-escalate ● 4, 5, 6 significant incident – letter home 1,2,3 ● Parent partnership meeting – recorded ● Pastoral Support Plan – regular meetings and target setting for 1 term ● School based STRAT meeting ● Break/Lunchtime internal seclusion ● Internal exclusion lesson time – 1/2 day ● Specialist advice/referral – Fenland SEND/OT/EP/MHST/Early Help ● Parent training – parenting course ● Refer to Education Welfare officer / localities team	Specialist ● 4 significant incident letters, 1 day fixed term ● 5 significant incident letter, 2 days fixed term ● 6 significant incident letter, 3 days fixed term ● 7 significant incident letter, 4 days fixed term ● 8 significant incident letter, Permanent /ERB considered ● Managed Move ● Alternative provision / ERB ● On-going parent partnership

	● Behaviour log ● Weekly Monitoring of behaviour ● Time out of class ● Reduction in play time (children will not stay in for a full break time, all children need movement and brain breaks) ● Adaptive teaching and reasonable adjustments ● Differentiated class consequences ● Parent meetings ● PSHE curriculum differentiated	● Internal exclusion ½ day ● Differentiated timetable with planned 'learning' for behaviour and expectations ● Boxall profile ● Therapeutic Early Prognosis completion ● Specialist advice – SLT/SENCO/Fenland SEND ● Training needs for staff considered ● Parents meeting - evidenced	● Training needs for staff considered/reviewed ● Behaviour Plan review ● For those with EHCP – may need EHCP review ● Bespoke timetable	● Fixed term exclusion for Governors' review ● External support agencies: Specialist provision / ERB / respite / support ● Reduction of school day
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5. Guidance and Related Policies

Also refer to:

SEND Policy

Anti-bullying Policy

Safeguarding and Child Protection Policy

Intimate Care Policy

Government exclusion guidance

Appendix 1 - Risk and protective factors that are believed to be associated with mental health outcomes

(Mental Health and Behaviour in Schools, 2018)

In the...	Risk Factors	Protective Factors
Child	• Genetic influences • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
Family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
School	• Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships	• Clear policies on behaviour and bullying • Staff code of conduct • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective Early Help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 – Therapeutic Tree

Name		
Supporting Staff		
Date		
Review Date		

Detrimental / difficult / dangerous

- Intimidating peers
- Refusal to work/follow instructions
- Wandering around classroom
- Hitting adults
- Throwing objects at adults
- Climbing on furniture
- Leaving the classroom
- Refusing to come back to class after play/P.E. on playground

Valued behaviours

- Stays in the classroom for 10 minutes
- Completes a learning task during the school day
- Works with his peers in a small group
- Expresses how he is feeling to an adult using his words or a communication card

DEFAULT

Detrimental / negative feelings

anxious, disliked, judged, angry, annoyed, suspicious, fearful, embarrassed, humiliated

Valued / positive feelings

Safe, listened to, successful, capable, friendly

Detrimental / negative experiences

- Family breakdown
- Domestic violence
- No contact with father - court order
- Academic struggle/failure
- Attended 3 different schools in 18 months - moved 'due to behaviour'
- Exclusion

Valued / positive experiences

- Individual work station
- Individual safe space in classroom
- Differentiated curriculum - learning through practical activities
- Opportunities to express feelings
- Individual praise
- Football - small group supervised
- Opportunities to develop social skills/teaching of specific social skills to interact positively with peers

Appendix 3 - Conscious and Subconscious Behaviour Analysis Checklists (exemplified)

Values and beliefs behaviour checklist

Question	Response <i>For example: A child continually disrupts by shouting out in maths.</i>
What is their desired outcome from their behaviour? How does the behaviour serve the child?	<i>They can avoid a difficult task or get one-to-one attention and support, taking it from another child if need be.</i>
What is their motivation to behave detrimentally?	<i>They are making a quick and easy behaviour choice, in the face of feeling challenged, uncomfortable, embarrassed and / or lonely.</i>
What is the motivation to behave valuedly?	<i>Little, as they don't believe they will succeed in the task. They will feel uncomfortable and under pressure, while others appear to be happily getting on.</i>
What are the expected consequences or limits to the freedoms given?	<i>They will ideally get sent out. They then can sit idle elsewhere or, at worst, lose a break time.</i>
How can I impact the child's beliefs or values?	<i>By ensuring the task is manageable, so they can succeed. Making clear that the task will not be avoided and support will be given in a way that is equitable.</i>
What does the child need to learn?	<i>Small steps to make the task manageable. Success and confidence that they can achieve.</i>
What can I do to teach them?	<i>Immediate positive feedback for identifiable valued actions, which comply with a clear request. To draw on resources that might support them, using what they have around them or asking quietly for help.</i>

Dysregulated behaviour analysis checklist

Question	Response <i>For example: A child is becoming distressed when transitioning from and to mum.</i>
Is the behaviour medical?	<i>No</i>
Is the behaviour habitual?	<i>Yes – every start of the day and end of the day</i>
Are they feeling over-stimulated or overwhelmed?	<i>Yes – overwhelmed by the transition from mum to and from school</i>
Is there anxiety, fear, confusion, anger or embarrassment?	<i>Initial anxiety about the changes between different parts of their life and fear about the challenges this can bring. Once detrimental behaviour begins, embarrassment can then cut in, exacerbating the situation</i>
What might be causing these emotions? (topic, adult, time, activity, peers, transition, noise etc)	<i>Need for reassurance and the stimulation of a crowded space of drop off and collection. Tiredness?</i>
How can we protect the child from these experiences or feelings?	<i>Consider:</i> <i>a breakfast club space</i> <i>a different start time</i> <i>a member of staff to greet and see them out</i>

Appendix 4 – Risk Assessment and Plan

Risk Calculator

Name					
DOB					
Date of Assessment					
Harm / Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					

Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

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

Risks which score 6 or more (probability x seriousness) should move to a plan with strategies:

Individual Risk Management Plan

Name:	DOB:	Date:	Review Date
Risk reduction measures and differentiated measures (to respond to triggers)			
Consequence			
What are the protective consequences?			
The harm is removed by:			
What are the educational consequences?			
Pro social / positive behaviour	Strategies to respond		
Anxiety / DIFFICULT behaviours	Strategies to respond		
Crisis / DANGEROUS behaviours	Strategies to respond		
Post incident recovery and debrief measures			
Ask restorative questions such as:			
Use activities such as:			

Appendix 5 – Ride the Wave

Disempowerment is like managing the oxygen in the situation.

When disempowerment is used the student will attempt to reclaim the familiar comfortable response they gain from staff. When this is ineffective they will escalate the difficult behaviour to try and reclaim the comfortable familiar response.

If we know the student's internalised limit we can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult, we can allow the student to ride the wave until they change direction to gain a familiar comfortable response for their pro-social behaviour.

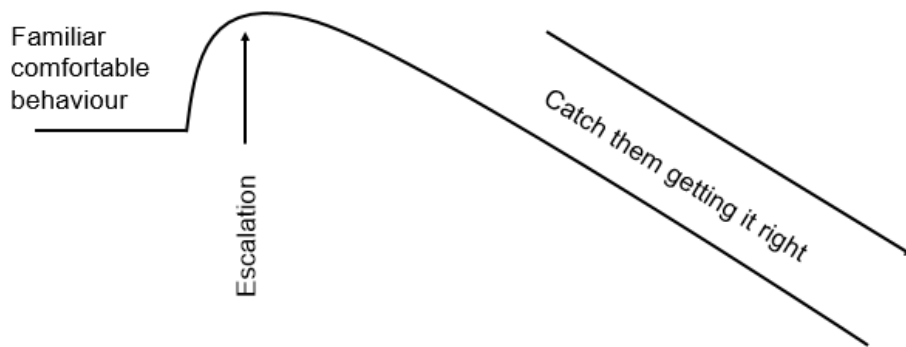
At this point we can catch them getting it right and turn up the oxygen.

If the students internalised limit is dangerous behaviour, we must get ahead of the behaviour and use protective consequences to prevent the familiar behaviour, where disempowerment is not an option, as it would escalate to dangerous behaviour with harmful outcomes.

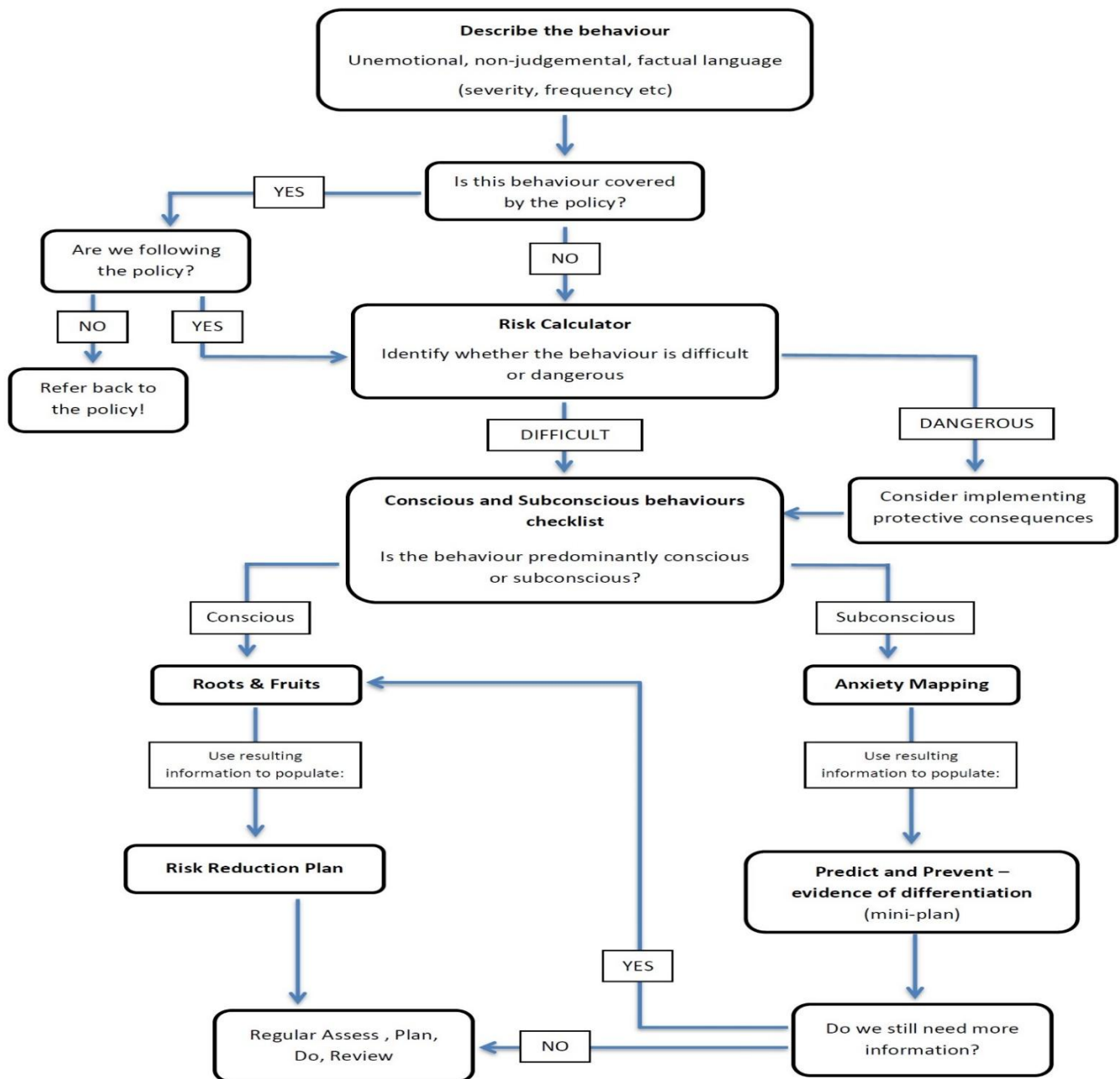
When we turn down the oxygen for disempowering, we must turn up the oxygen for others who are role modelling valued behaviour.

Riding the wave

Maximum internalised limit

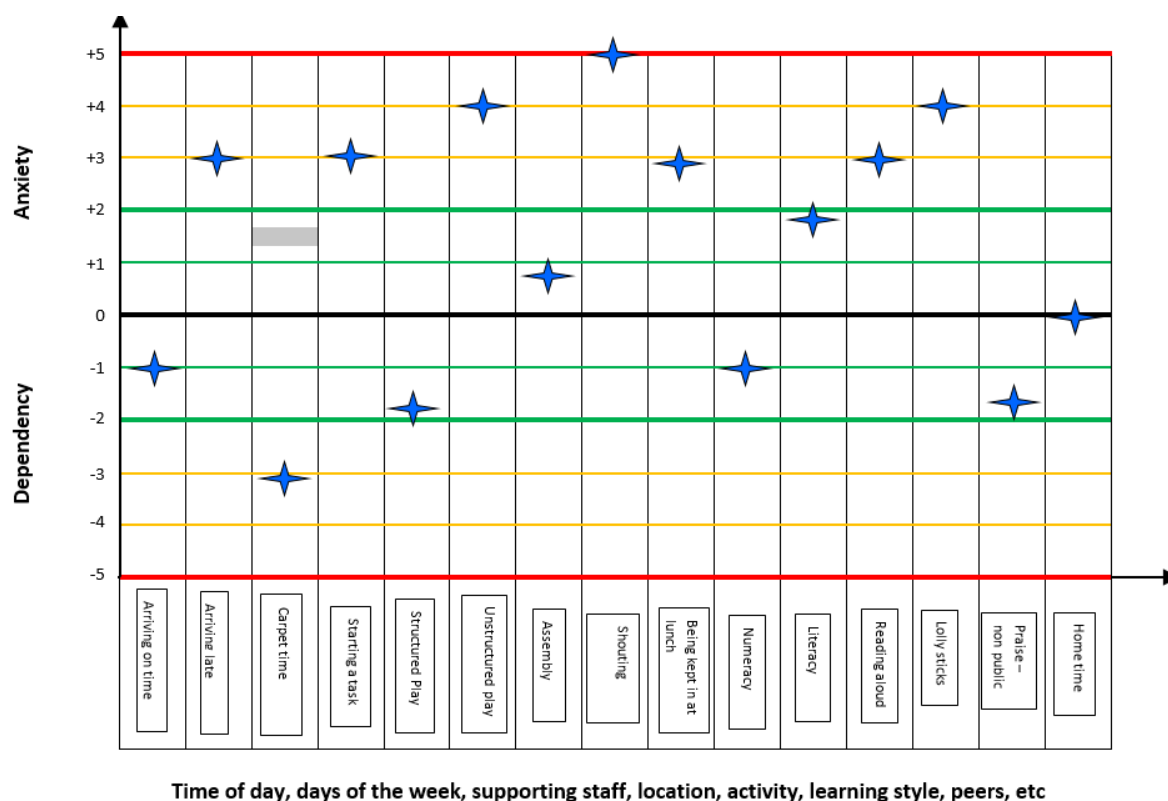


Appendix 6 – Behaviour Flow-Chart



Hertfordshire Steps 2019

Appendix 7 – Anxiety Mapping Example



Appendix 8 - Predict and Prevent Chart (a worked example)

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus)	Planned Differentiation required to reduce anxiety 1. Meet and greet at Reception (10-minute settling activity before entering class with a named adult e.g Connect 4, top trumps) 2. Sentence stems, word bank and chunked tasks needed for all topics 3. Continue with access to the outdoors at break; this should be differentiated as a consequence but never removed. Support needed at play times 4. This may be sensory, be aware of noises which may cause crisis, support if unplanned or unpredictable, offer re-assurance not criticise 5. Remove their lolly stick from the pot; never ask them to read aloud. Give them pre-prepared questions to answer and if willing they can contribute
	+2	These items run the risk of overwhelming the pupil 1. Literacy	Monitoring needed 1. More support needed to start task and regular check ins. Celebrate small achievement's e.g. Capital letters, underlining headings, completing minimum work to celebrate success. Allow take up time if off task
	0		
Increased Dependence	-2	These areas run the risk of developing an over reliant 1. Structured play 2. Praise, non-public	Monitoring needed 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then reengage and give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel

-2 - -5	These areas have developed an over reliance 1. Carpet time	Differentiation needed to reduce this over reliance 1. Relies on having carpet time and uses this time to help him self-regulate. Should never be removed from the carpet as a punishment. Should have his carpet spot moved at times to ensure he does not get dependent on a fixed location
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Appendix 8 – Emotion Coaching

Emotion Coaching Scripts – What would you do?

Using the Zones of Regulation, staff will support children to talk about their emotions, regulation strategies and restorative opportunities

Step 1: Recognise your own and the other person's feelings and empathise with them

What are the feeling(s) you might experience in this (or a similar) situation?

What are the feelings the other person is experiencing?

Emotion Vocabulary				
ANGER	SADNESS	FEAR	DISGUST	SURPRISE
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe a calm state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Step 2: Label the feelings and validate them

Labelling: - Use words to reflect back the person's emotions Validating with Empathy: - Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person - Look for physical as well as verbal signs of the emotion being felt - Affirm - Allow time to calm down. Watch for physical signs of calming	Possible sentence starters - I wonder if you feel..... - It seems that you are..... - That sounds as though it was - That must have been scary..... - I wonder if you are feeling nervous.... - I'm sorry that happened to you, that must feel - How hurtful, for you - That sounds (or feels) like it is a big feeling. - I would feel if that happened to me. - It's normal to feel about - It's OK to feel angry about when ... happens to you - No wonder you were....., I imagine you were looking forward to... - I can see you feel ...when that happens/when I do(say)....
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Once the child or young person is calm

Step 3: Limit Setting (if needed)

Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

Examples of types of positive limit setting: - I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands. - Remember we try to use words to tell people when something is not right for us - When you told e.g. "Amber" to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group. - In school, we have guidelines to follow that keep us all safe. - When it is raining we need to wear our jackets to play outside

Step 4. Problem Solving with the child or young person

Help the C/YP to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, Sharing Ideas, Agreeing Solutions

A. Exploring - You might talk with the C/YP's about the feelings and needs that gave rise to the problem/ behaviour/situation – be specific. - C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start? "What were you wanting to happen?" "How were you feeling when that happened?" or "What did it make you feel like?" "Have you felt that way before?"
B. Sharing Ideas - Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding - Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future. "Let's think of what you could have done instead"

"Can you think of a different way to deal with your feelings at this time?"

"What about if you....."

"Let's put some ideas on paper of what you could do if you felt in the future"

C. Agreeing Solutions

"Let's look at the list and see what we think together?"

"What ideas and suggestions do you like?"

"You could or, which one sounds good to you?"

"What ideas don't you like?"

"Let's decide what you will do next time you feel like this"

"How do you think doing..... would be more helpful for you and others?"

"What will help you to remember to do this?"

"How can you practice to ?"