



CURIOUS CHILDREN  
GROWING MASSIVE MINDS

## MAIDENBOWER JUNIOR SCHOOL POSITIVE BEHAVIOUR POLICY

<b>Approved by:</b>	Head teacher, SLT and Full Governing Body	<b>Date:</b> May 2021
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## MAIDENBOWER JUNIOR SCHOOL POSITIVE BEHAVIOUR POLICY

Every student has the right to feel safe at school and to learn. Our vision and belief emphasises a partnership based on trust and respect between all members of the school community.

The purpose of this policy is to continue to ensure that our school is a place where all pupils are able to achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by incorporating therapeutic approaches to dealing with behaviour into the school's procedures for promoting good behaviour amongst its pupils.

Our behaviour policy is based on our school values of respect, responsibility, resilience, tolerance, curiosity and growth. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of the school's behaviour policy.

This policy follows professional training of leaders in Therapeutic Thinking, as well as detailed pupil voice feedback that involved pupils sharing their thoughts on current behaviour systems and procedures. The main findings were:

- Behaviour systems are not consistent from classroom to classroom,
- Children find it demotivating,
- Children view the warning step as an opportunity to misbehave.

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

**All members of the school community are responsible for encouraging positive behaviour by:**

- Being positive role models for members of the school community to follow
- Adopting therapeutic approaches when interacting with other members of the school community
- Creating positive experiences inside and outside the classroom for all members of the school community, so that students enjoy their learning and make rapid progress
- Building respectful relationships with other members of the school community
- Recognising the difference between equality (treating everyone the same regardless of their individual needs) and equity (providing individuals with

additional needs with the support they require to receive positive outcomes), and acting in a way that promotes equity

- Following the school's system for praise and use consequences that help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way (developmental consequences); and using consequences to keep people safe (protective consequences)
- Using appropriate channels of communication to share concerns or serious incidents with SLT (see appendix)
- Ensuring teaching and learning opportunities are engaging for all pupils, where opportunities to demonstrate pro-social behaviour are maximised
- Creating a calm, safe and well-ordered environment in which all members of the school community are treated as individuals whose rights, values, beliefs and cultures are respected
- Recognising all kinds of bullying and unkindness when they occur and taking the necessary steps to deal with these behaviours so that all members of the school community feel safe (see Anti-Bullying Policy)
- Liaising with parents about matters which affect their child's wellbeing and progress

**To ensure the success of the behaviour policy, the Headteacher, Senior Leadership Team, Extending Leadership Team and Governors should:**

- Act visually as positive role models for staff and pupils through demonstrating an ability to implement effective therapeutic behaviour management strategies
- Establish a positive and therapeutically-driven school ethos by creating a safe, secure and well-maintained school environment, where all members of the school community have positive experiences that support pupils to enjoy their learning and make progress
- Establish a positive system of praise and consequences (educational or protective) which promote good behaviour, ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all
- Provide regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur
- Ensure there is an effective programme of staff training, including induction for new staff that addresses both individual and whole-school training needs

**To ensure the success of the behaviour policy, all pupils should work towards the school's aims by:**

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- Trying their best
- Taking active responsibility for the school environment and for their own learning and behaviour
- Taking personal responsibility for their own actions, the impact they have on others and understanding the consequences of them
- Understand that each individual has rights but also responsibilities and work hard to demonstrate our school values and follow school rules.
- Behaving in a pro-social way that has a positive impact on other members of the school community and also the wider community outside school

**To ensure the success of the behaviour policy, parents should work towards the school's aims by:**

- Accepting and supporting the school's behaviour policy and its related documents
- Accepting responsibility for the conduct of their children and offering praise and consequences when appropriate
- Agreeing to the Home School Agreement when their child is admitted to the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

### **Shared language and definitions**

Pro-social behaviour - behaviour which is positive, helpful, and intended to promote social acceptance. It will benefit other people or society.

Anti-social behaviour - behaviour that causes harm to an individual, the community or to the environment. It is likely to cause injury, harassment, alarm or distress.

Unsocial behaviour - not seeking or giving to association with others. Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others.

Unforeseeable behaviour

### **Rewarding pro-social behaviour**

Staff should use reward systems that make children feel proud, but are not the reason for displaying their pro-social behaviour. Rewards should encourage intrinsic motivation and not be used at the detriment of other pupils or be visual for others to see that could result in negative feelings, e.g. cloud/rainbow system. Rewards can include:

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- Verbal praise
- Communication with a parent
- Written note home
- Merit points and house points
- Dojo points that are private and not shared in front of other children
- Visiting members of SLT to show work
- Having learning showcased on the school website
- Receiving a weekly certificate as part of an assembly
- Earning golden time when a whole class demonstrates positive and pro-social behaviours. This must not be guaranteed 'extra playtime', but a reward where all children are clear of the behaviours and actions that earned it.

### **Reducing/Eliminating low level behaviour**

During the school day, it is likely that some children will present frequent 'low level' disruption which affects the dynamics of a group or a lesson. This has previously been referred to as low level behaviour. When addressing these behaviours, staff should remind the child of the importance of our school values and alternative choices that could have been made. Praising other children who are demonstrating more positive behaviours can also support this. If this behaviour continues, the child will need an educational consequence (see below) to fully understand and discuss the impact their behaviour is having on others.

### **Supporting pupils with anxiety, dependence and anti-social behaviour**

Although the above positive strategies will be sufficient for most pupils, there will be some children with heightened anxiety who require additional support. Children display anxiety in a number of forms. Some externalise their behaviour, others internalise. Staff will support pupils to self-regulate their anxiety and emotion by developing children's emotional literacy. Where there are regular occasions where children are at heightened anxiety, staff will carry out an anxiety analysis to pinpoint the triggers and a positive behaviour plan will be set up to support the child.

### **Types of consequences - protective and educational**

When antisocial behaviour does take place, a consequence is needed. This can take place in two forms:

Educational - where time is spent talking to the child, about the impact their behaviour has had on others and what could be done differently next time. This needs to be a calm, honest discussion away from any heightened anxiety or emotions. Staff may decide to use activities such as lego in an environment where the child is calm and happy to talk.

Protective - where a child is removed from a situation to protect themselves and/or others from harm or high anxiety. This may be through a timeout environment and/or a go to person where they feel safe. It may be a removal from the playground and replaced with time inside away from identified dangers/conflict. It is not a punishment, but alternative provision where a child feels safe and reduces any high anxiety levels. This type of consequence will allow time for staff to re-visit plans and/or arrangements necessary to keep everyone safe.

There will be no punishments or punitive measures.

No visual reward/warning systems are to be used publicly in the classroom i.e. cloud/sun/storm cloud system. Methods such as 'dojo' points can be used but not displayed for all children to see.

Certificates are a valid use of reward but should only be used when a significant achievement has taken place.

### **Displays**

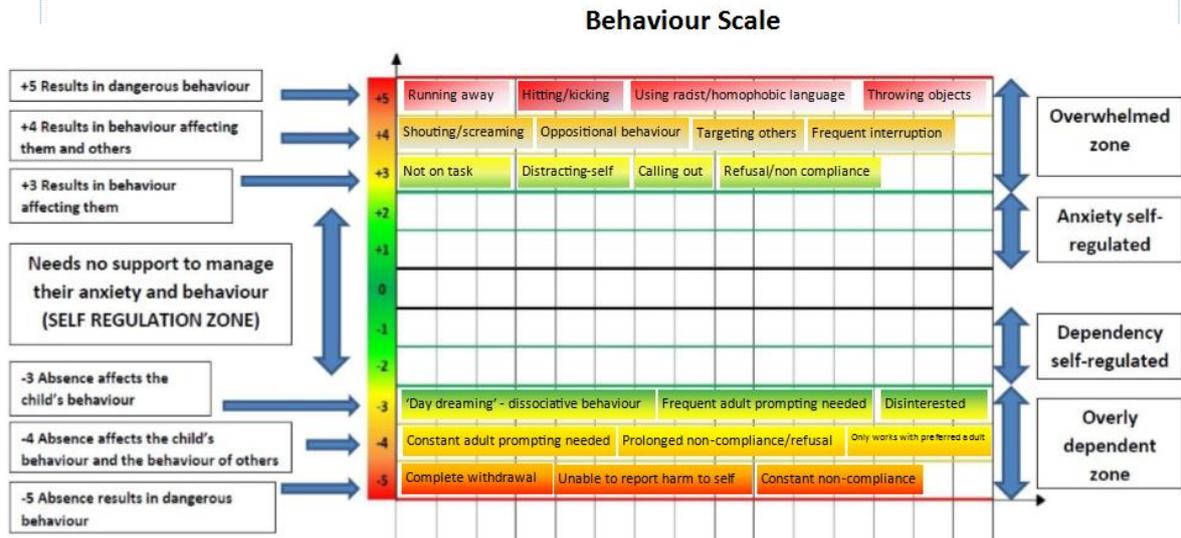
Displays can be used to celebrate/recognise significant achievements and exceptional work.

Individual league tables and points scored should not be publically displayed in accordance with the extrinsic/intrinsic principles outlined in the therapeutic approaches to behaviour training.

### **Procedure**

The chart below provides examples of behaviours placed on the anxiety analysis scale.

Please note that this is not an exhaustive list of behaviours (behavioural phenotypes). It is intended to provide examples of behaviours that would need to be addressed using the school's Therapeutic Approach Behaviour Policy.

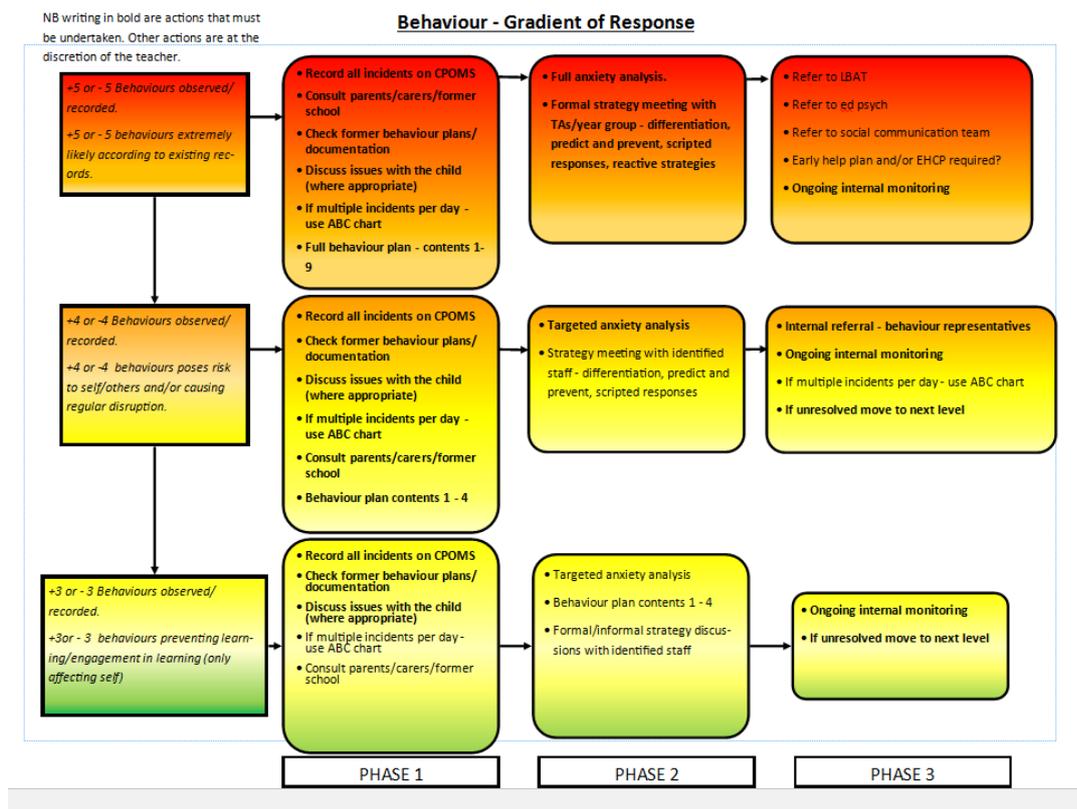


This is not an exhaustive list of behaviours (behavioural phenotypes). It is intended to provide examples of behaviours requiring a Therapeutic Approach.

The flow chart in the appendix provides a guide for a gradient of response aligned with the scale (see above) used for identifying and analysing behaviours of concern. When planning or responding to observed/recorded behaviours, staff will follow the procedures below.

This flowchart is intended to provide a framework when approaching the analysis of behaviour and coordination of staff team to inform the strategies to be used. Please see the list of potential educational and protective consequences that could be used strategically to reduce difficult behaviour. It is important to note that teachers and TAs working directly with the children have the most detailed knowledge of what works and what doesn't for each individual child. Consequently the decision to implement protective or educational consequences, and what these need to look like, is at the discretion of the staff team, based on analysis and therapeutic thinking.

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Teachers and TAs need to follow the procedures outlined in the gradient of response flowchart starting on the bottom row for behaviours scaled at +3 or -3, the middle row for +4 or -4 behaviours and the top row for +5 or -5 behaviours - starting at phase 1. Actions in bold must be undertaken before moving on to the next phase.

### Therapeutic Behaviour Plans

Where it is stated 'Behaviour plan contents 1 -4' - this is referring to the sections of the Therapeutic Thinking Toolkit sections including;

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## Risk Calculator

**Risk Calculator**

Name: \_\_\_\_\_

Date of birth: 0000111500

Date of assessment: \_\_\_\_\_

Harm / Behaviour	Opinion or Evidenced O / E	Conscious or Subconscious 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					

*Risks which score 6+ or more (probability x seriousness) should have strategies listed on the therapeutic plan*

Seriousness	
1	Forseeable outcome is upset or disruption
2	Forseeable outcome is harm requiring first aid, distress, or minor damage
3	Forseeable outcome is hospitalisation, significant distress, or extensive damage
4	Forseeable 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

## Subconscious Behaviour Checklist

**Subconscious behaviours checklist**

Student / Child Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Question / Response	Solution or Differentiation through anxiety analysis Predict and prevent escalation
Is the behaviour medical or habitual?	Have we considered diagnosed or undiagnosed health or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	Anxiety Mapping: How do we lower that anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	How do we support them to feel less angry/frustrated, their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	How do we support them to feel less embarrassed/manage their feelings?
What is stimulating/overwhelming them?	How do we manage this stimulus? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

## Conscious Behaviour Checklist

**Conscious behaviours checklist**

Student / Child Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Question / Response	Solution or Differentiation
What is the desired outcome of their behaviour?	Is there any other way they could get their desired outcome using prosocial behaviours, such as asking, negotiating etc?
What is the motivation to behave antisocially?	What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave prosocially?	Is there any practical or emotional benefit or incentive to behaving prosocially?
What are the expected consequences?	Is there anything established through previous consequences? Are there social without time limitations? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?	What prosocial experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in prosocial conscious behaviour?

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## Anxiety Analysis (includes anxiety analysis factors + corresponding predict and prevent section)



Name: \_\_\_\_\_ Year group: \_\_\_\_\_

Score	Staff/Location/Activity/Peer/Time <b>Predict it</b>	Evidence of action <b>Prevent it</b>
+5 ↑	These items overwhelm the pupil:	Planned differentiation to reduce anxiety:
+3		
+2	These items run the risk of overwhelming the pupil:	Monitoring needed:

Phase 2 of the flowchart (referring to +3 or -3 behaviours) contains the option to Completing sections 1 - 4 of the Therapeutic Thinking Toolkit will generate a Therapeutic Behaviour Plan (TBP). All staff working with a child with a TBP must be aware of the contents and must follow the plan. Teachers must ensure plans are shared with the appropriate staff members and are updated.

Full examples of TBPs with all sections completed can be found in the policy folder.

### ABC Charts

If there are recurring + 3 or - 3 behaviours, recording and using ABC information can provide some valuable insights on its own. It can be used informally by you to identify patterns of behaviour and subsequently develop effective management strategies. A-B-C or ABC recording is a way of collecting information to help determine the function of

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a child's behaviour. It does this by breaking down your observations into three elements:

- **Antecedents (A):** what happened *directly before* the behaviour occurred?
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred?

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

When presented with recurring + 4 or - 4 behaviours, ABC charts must be used to track and analyse behaviours (see gradient of response flowchart).

Date/Time	Activity	Antecedent	Behavior	Consequence
8/3/21 9.00	Lesson input	Teacher asked a question	Shouting / screaming	Gain staff attention / delay work.
8/3/21 11:30	Group game	Working in small group	Shouting / screaming	Avoid team work / gain attention
8/3/21	Group activity	Responding to question aimed at group	Shouting / screaming	Gain attention.
9/3/21	Maths	Starting work	Shouting / screaming	Delay / avoid
9/3/21	break time	Lost water bottle	shouting / screaming	Gain attention.
9/3/21	ELSA	Asked how she was helpful/kind.	Shouting / screaming	Avoidance
9/3/21	Time left on activity	was told only 2 mins left on task (whole class)	Crying / shouting	Attention from adults
9/3/21	Time writing	Board changed after 5 mins	Shouting / screaming face up	wanted longer on task.
11/3/21	Drawing a pattern.	Was asked to draw a picture	Shouting / scribbling Crying / stomping feet	Attention / Avoidance
12/3/21	Maths assessment	Struggling to answer a question	pulling own hair.	Gain attention.
15/3/21	Written maths	Reading a maths question	Crying, screaming, shouting.	Gain attention / avoid task.

## Training of staff

All staff will receive initial training on Therapeutic Thinking from two leaders who received the full three-day training. Thereafter, refresher training will be provided on an annual basis to all staff.

## Reporting of incidents

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Members of staff are expected to investigate incidents thoroughly and ensure that the viewpoint of pupils has been taken. Staff will log incidents on CPOMs and teachers and leaders will monitor frequency and seriousness of such incidents.

**Linked policies**

- Anti-bullying policy
- Touch policy
- Exclusion policy

Headteacher



Chair of Governors



Date: .....23/06/2021.....