

St. Cuthbert Mayne Catholic Junior School



Behaviour Policy

December 2023

Review date: September 2025

This Policy should be read in conjunction with our:

- Child Protection Policy
- Restraint and Restrictive Practices Policy
- Anti-Bullying Policy
- Equalities Scheme
- Online Safety Policy

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“A new command I give you: Love one another. As I have loved you, so you must love one another. ³⁵ By this everyone will know that you are my disciples, if you love one another.” **John 13: 34-35**

Our Mission Statement is:

“ Growing together in love and learning as followers of Jesus.”

This policy outlines ways in which we achieve this so that every member of our school community should feel valued and respected, and each person should be treated fairly and well.

We are a caring community, whose values are rooted in the Gospels and in the teachings of Jesus; building relationships on mutual trust, respect for all, love and reconciliation.

Our school’s behaviour policy is therefore designed to support the way in which all members of our school can live, work and learn together in a therapeutic, supportive way; where all school members are treated with respect and positivity. The way we treat each other is firmly rooted in our Catholic faith.

“Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and kind, forgiving each other as readily as God forgave you in Christ.”
Ephesians 4:31-32

Aims

At St Cuthbert Mayne, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school.

We aim:

- To follow a moral framework, based on Catholic teaching
- To be welcoming and inclusive
- To encourage consistency of response to both positive and negative behaviours
- To maintain, encourage and promote positive behaviour, self-discipline and respect
- To encourage independence and personal confidence
- To uphold the Gospel values as a school which respects the rights of all individuals, knowing right from wrong
- To encourage consideration for others in the community by promoting respect, courtesy, acceptance, compassion, forgiveness, reconciliation, teamwork, trust, honesty and love

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- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour
- To encourage the close liaison of home and school to support positive behaviour
- To nurture a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Roles in promoting positive behaviour

Expectations of parents:

- To support the school in understanding their child's behaviour.
- To help celebrate all that is positive and good in school and to promote good behaviour at home.
- To set a good example for their children.
- To contact school with any concerns or worries they have regarding their child at home or in school
- To play an active role in discussions and to work with the school to find solutions to any difficulties.
- To contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

Expectations of staff:

- To give opportunities to develop interpersonal and social skills.
- To create and teach a curriculum that enables pupils to engage.
- To ensure that pupils listen, are listened to and value others.
- To help pupils to gain the ability to make choices about their behaviour.
- To agree a class code of conduct considering rewards and consequences with their class.
- To help pupils to be confident about their learning, enjoy it and show enthusiasm.
- To help pupils understand their rights and responsibilities as members of a Catholic school community.
- To be a positive role model demonstrating positive behaviour towards each other and towards children.
- To reward and praise positive behaviour.
- To inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where necessary, work alongside parents.
- To be aware of and understand their rights and responsibilities as teachers/staff in a Catholic school.
- To promote restorative approaches.
- To develop children's emotional literacy so they are able to understand and express accurately how they feel.

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Expectations of the governing body:

- To offer support and challenge to the school.
- To support the school in understanding the children's behaviour.
- To promote the school in the wider community.
- To give support, when necessary, to the headteacher about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues.
- To review the effectiveness of the policy.

Expectations of every child:

- To develop skills, knowledge and attitudes that will prepare them well for life beyond school.
- To develop lively enquiring minds and a love of learning.
- To work and play independently and co-operatively.
- To value and care for themselves, others and the physical environment.
- To resolve disputes positively developing a sense of fairness.
- To be aware of and understand their rights and responsibilities as members of the Catholic school community.
- To be aware of their own emotions and actions and take responsibility for these.
- To be positive contributors to the school, parish, local and international community. To have respect for all regardless of difference, culture, religion, race or gender.
- To develop an appropriate reaction to any incidents of bullying or abuse
- To support and forgive each other when things go wrong.
- To be open to the idea of reconciliation.
- To report behaviour that concerns, hurts or worries them to an adult.
- To accept the times when things go wrong or they make mistakes and be able to move on.

Approach to Positive Behaviour

At St Cuthbert Mayne, all staff working with our children receive training in behaviour support supported by 'Therapeutic Thinking Hertfordshire Steps'.

Therapeutic Thinking Hertfordshire Steps is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. In June 2020 and in April 2022 all staff were trained in this approach and will take part in a refresher session annually. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques that together create a therapeutic approach to dealing with a child's behaviour. The training also enables participants to gain an understanding of factors that may affect a child's ability to behave positively e.g. ACEs (adverse childhood experiences) or attachment difficulties.

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Principles:

- We will always talk to children respectfully and calmly - reducing conflict and leading by example
- We will help children and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the child time to calm down after an incident, after which there will be a debrief
- We will support children to reflect on their own behaviour using our reflection form (See appendix)
- We will share with children strategies to self-regulate their behaviour
- We will always seek to understand the reasons for a child's behaviour and then seek to support them to behave more pro-socially in the future
- A risk management plan will be completed for any child for who there is a foreseeable risk that they may behave in a way which will cause harm to themselves, others or property
- We understand the impact of children's early life experiences and how they can affect a child's ability to behave in a pro-social way.

Rewards and Consequences

Rewards	Example
<ul style="list-style-type: none"> House points Verbal praise Inform class teacher A nod, smile or thumbs up A positive word A sticker 	Displaying good manners Lining up sensibly Tidying up Listening carefully Working hard Being ready to work Being kind
<ul style="list-style-type: none"> Visit another teacher to celebrate work Whole class reward Parents informed Opportunity to share work with other children or adults 	Kind acts Assisting others Seeking out challenge Demonstrating resilience and determination Producing high quality work
<ul style="list-style-type: none"> Visit Headteacher or Deputy Headteacher for recognition or to receive a sticker. Working well with others / good learning partner 	Outstanding effort in a piece of work Outstanding behaviour Demonstrating trustworthiness or mature and responsible behaviour
<ul style="list-style-type: none"> Highlighting good behaviour to parents. Excellence board / shared in newsletter Citizenship Star 	Supporting others in our wider community Exceptional effort Going over and above Going significantly above and beyond expectations in effort or behaviour

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Behaviour Ladder Levels and Protective Educational Response

<p style="text-align: center;">St Cuthbert Mayne's Behaviour Ladder Growing together in love and learning as followers of Jesus</p>		
Level:	Behaviour	Protective Educational Response/Consequence
	<p>Poor behaviour, whether to others or learning behaviour, can be the result of a difficulty a child is experiencing. (We understand that all behaviour is communication)</p> <p>In the first instance, when possible, the pupil should have an opportunity to discuss / reflect on their behaviour.</p> <p>In the class and playground setting, an initial verbal warning / discussion will always be the first stage. This will not negate consequences for actions.</p>	<ul style="list-style-type: none"> ➤ Discussion with child to find out: <ul style="list-style-type: none"> - Is everything ok? - Do you understand the task? - What should be you be doing? - What should you have done? - Can you think of a different way to deal with the problem? - Thoughtful and meaningful apology sought and given ➤ Pupil to be clear on consequences of actions
Level 1	<ul style="list-style-type: none"> ➤ Affecting other children's learning ➤ Answering back/persistent talking/not listening/shouting and calling out ➤ Ignoring instructions (but have not put themselves or others at risk) ➤ Pushing in the line/not lining up properly ➤ Throwing or flicking of objects ➤ Break/Lunchtime behaviour – cheeky/rude; taunting/teasing/winding others up/rough play. 	<p>Consequence</p> <ul style="list-style-type: none"> ➤ Reminder of expected behavior given and opportunity given to rectify their behaviour e.g. "Working silently thank you", "Safe hands thank you" ➤ When appropriate, (immediately or after lesson, if during lesson time) discussion with child. (See questions above) ➤ If child responds in a positive manner, no further consequences. No official recording (other than teacher record). ➤ Fresh start the next day/session. <p>If behaviour persists one or more of the following may be used:</p> <ul style="list-style-type: none"> ➤ Moved to other area of classroom for 5 minutes / rest of session. ➤ Further discussion with adult (when appropriate) and use of de-escalation script ➤ Missed work to be caught up on during break / lunch / home ➤ Discussion to be held with parent to explore concerns and to explore ways to support pro-social behaviour <p>Monitoring and Recording:</p> <ul style="list-style-type: none"> ➤ Teacher to be informed verbally if dealt with by another adult ➤ Class teacher to monitor frequency of behaviour

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Level 2	<ul style="list-style-type: none"> ➤ Persistent Level 1 behaviour (See above) 	<p>For each instance follow as above but if behaviours are being repeated regularly begin flowchart to begin analysing behaviour and explore possible additional support needed for the child e.g. reasonable adjustments/educational consequences such as a social story.</p>
Level 3	<ul style="list-style-type: none"> ➤ Deliberate harming of someone ➤ Damage to/vandalism of property ➤ Verbal abuse/threats to children and staff ➤ Use of inappropriate language ➤ Rough or inappropriate play causing harm ➤ Dishonesty ➤ Bullying ➤ Racism 	<p>Consequence</p> <ul style="list-style-type: none"> ➤ When child is calm they should complete a reflection form (see appendix) this should then be used to support a conversation about the incident. (Restorative questions to be used see p17 for examples of questions) <p>Class teacher to then put in place necessary educational or protective consequences such as:*</p> <ul style="list-style-type: none"> ➤ Time out in another class for remainder of session / next session ➤ Teacher to contact parent/s to notify them of the behavior and discuss any necessary support. ➤ Thoughtful and meaningful apology sought and given ➤ Miss part of break or lunch time to complete any incomplete work (some break/outdoor time given at different time) ➤ Miss part of break or lunch time to complete a piece of restorative work e.g. explore anger management strategies, create new zones of regulation toolkit, write an apology letter to those that have been hurt by their actions, helping to fix broken or vandalized equipment. <p>Monitoring and Recording:</p> <ul style="list-style-type: none"> ➤ Class teacher to inform parents/carers by email/phone call/face to face on the playground at the end of the day ➤ Teacher / SLT to monitor frequency of behaviour ➤ CPOMS record to be completed and monitored by SLT ➤ If behaviours are being repeated begin flowchart to begin analysing behaviour and explore possible additional support for the child. <p>*If bullying or racism concerns are raised, SLT will be informed and our anti-bullying policy will be consulted and relevant actions taken</p>
Level 4	<p>Persistent Levels 1-3 points and including:</p> <ul style="list-style-type: none"> • Complete non-compliance after all of above measures employed 	<ul style="list-style-type: none"> ➤ Head or Deputy made aware – Level 4 not confirmed until SLT reviewed.

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	<ul style="list-style-type: none"> Physical aggression (Fighting, biting, spitting etc) causing deliberate harm to others Swearing Racist/homophobic name calling Theft Intimidation Sexualised behaviour/language (additional safe guarding procedures to be completed) 	<ul style="list-style-type: none"> All children involved to complete reflections forms these will then be used by a member of SLT to hold a restorative conversation about the incident with the child/children involved and agree educational and protective consequences. <p>Consequence</p> <ul style="list-style-type: none"> Child listened to and behaviour discussed (de-escalation script) Child to reflect on any effected relationships and be supported to complete actions to help restore those that have been negatively affected e.g. write a letter of apology Parent/carer contacted and invited to meeting in school (same day) Child to loose proportionate amount of time from their break/lunchtime to complete missed work and to complete restorative work as appropriate e.g. emotional regulation work, anger management work, social skills role-play (decided by SLT with support/input from the class teacher) Serious incidents may result in short term, internal exclusion (another class for an agreed amount of day as decided by SLT/alternative lunchtime provision) as a protective consequence <p>Monitoring and Recording:</p> <ul style="list-style-type: none"> Head/Deputy informed if dealt with by another member of SLT Record incident on CPOMS and resulting actions. SLT to monitor frequency of behaviour and involve external agencies where appropriate Follow up action to be agreed and monitored by SLT and Class teachers If behaviour analysis and support plans are not already in place if appropriate begin flowchart to begin analysing behaviour and explore possible additional support for the child If behaviour support is already in place – review and update plan with parents/child/class teacher.
Level 5	Persistent Levels 1-4 points and including: <ul style="list-style-type: none"> Threatening or physical abuse to staff/children Malicious physical assault to another pupil 	<ul style="list-style-type: none"> Head must be involved (or deputy head in their absence) De-escalation to take place to avoid any further harm to the pupil, other pupils or staff.

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	<ul style="list-style-type: none"> • Leaving school premises without permission • Behaviour that puts the pupil or other pupils in danger (including repeated refusal to comply with school rules/instructions) • Seriously harming the education or welfare of the pupil or other pupils in the school. 	<ul style="list-style-type: none"> ➤ Immediate investigation into behaviour launched to enable swift protective consequences to be put in place to protect the pupil, other pupils and staff. ➤ Reflection form to be completed by pupil once calm. <p>Consequences</p> <ul style="list-style-type: none"> ➤ As level 4 above ➤ Parents / carers required to attend meeting on same day. ➤ Serious incidents may result in suspension to allow time to adapt environment or provision to support the child. <p>Monitoring and Recording:</p> <ul style="list-style-type: none"> ➤ Head/Deputy involvement ➤ Record on CPOMS to record incident and actions ➤ SLT to monitor frequency of behaviour and involve external agencies where appropriate ➤ Follow up action to be agreed and monitored by SLT and Class teachers ➤ If behaviour analysis and support plans are not already in place if appropriate begin flowchart to begin analysing behaviour and explore possible additional support for the child ➤ If behaviour support is already in place – review and update plan with parents/child/class teacher. Continue to next steps if appropriate e.g. involve outside agencies.
Level 6	<p>Persistent Level 5 behaviours or A serious one-off breach of the school's behaviour policy (and allowing the pupil to remain in school would seriously harm the education or welfare of others).</p>	<ul style="list-style-type: none"> ➤ Governor disciplinary sub-committee convened. Permanent exclusion from school.

The Curriculum and Learning

We teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities, PSHE lessons and Collective Worship. A calm, engaging, well ordered learning environment, encourages positive behaviour as well as good learning. All children are treated sensitively; criticism focusses on the behaviour rather than the individual child.

Learners should develop the understanding that their positive behaviour can be rewarding in itself and also bring about positive experiences and feelings in others.

SEND

A distinction is made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules and therefore individual strategies may need to be implemented to support them and the other children in their class. This may include the use of targets with specific rewards, alternative rewards, consequences or provision and referral to outside agencies for advice and support.

Lunchtime behaviour

TA's on duty at lunchtime should follow the procedure set out above. SLT to support with incidents that involve behaviours listed as Level 3 and above. (Member of SLT on duty each lunchtime to support in this role).

Adults dealing with incidents, as soon as possible, should complete a CPOMs entry detailing the behaviour observed and the therapeutic actions they have taken in response. Adults will also make the class teacher aware of the behavior and any consequences needed so they can support and contact parents. It may be necessary for the TA to handover to the class teacher or member of SLT to continue investigating an incident.

A Restorative Approach

At St Cuthbert Mayne, we recognise that negative experiences create negative feelings; in turn, negative feelings create negative behaviour. Whilst positive experiences create positive feelings and positive feelings create positive behaviour.

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. This works in harmony with our Catholic ethos

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where we understand that none of us is perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right.

In order to use restorative meetings effectively we will make a commitment to consider:

- Physical space - consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- Focus on the outcome - what does the child need to learn from this?
- Time- make sure you give enough time (10-15 minutes).
- Do not take too many notes- be present in the meeting.
- Language- do not be flippant, judgemental or sarcastic.
- Resist any external interruptions.
- Stick to the behaviour you are dealing with.
- End the meeting well.

Restorative questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What do you need to do to put things right?
- How can you things differently in the future?

Positive phrasing eg	Limited choice	De-escalation script
- 'Stand next to me' - 'Put the toy on the table' - 'Walk beside me' - 'Put the 4 legs of the chair on the floor'	- 'Put the pen on the table or in the box' - 'When we are inside, Lego or drawing?' - 'Talk to me here or in a quiet area / different room' Disempowering the Behaviour e.g - 'You can listen from there'	Say the person's name - Acknowledge their feelings 'I can see something has happened' - Tell them why you are there 'I am here to help' - Offer Help 'Talk to me and I will listen' - Offer a 'get-out' (positive phrasing) 'Come with me and.....'

SUSPENSIONS AND PERMANENT EXCLUSIONS

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

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

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It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. There will be times when an action warrants an immediate lunchtime, fixed term suspension or permanent exclusion.

For example:

- A serious case of bullying
- Persistent bullying - including on-line bullying
- Inappropriate on-line behaviour in school
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term suspension is necessary for health and safety reasons. After a fixed term suspension a child will attend a restorative meeting with parents to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

INTERNAL SUSPENSIONS

Internal suspension should be considered as an alternative to fixed-term suspensions. They will not be counted as a suspension from school because by their very nature they are contained within school.

They may only be sanctioned with the express permission of SLT. Internal suspensions differ from short-term, out of class de-escalation measures or timeouts. They take the form of the pupil undertaking school work outside of their home classroom for a period agreed by a member of SLT. This may range from one lesson to a number of days. Parents will be informed of internal suspensions.

During internal suspensions, there should be planned activities to allow the pupil the opportunity to reflect, repair and restore in order to aid their return to class.

PHYSICAL INTERVENTIONS

It may be necessary in a situation of clear urgency or extreme danger to use restrictive physical interventions. All staff will use the Therapeutic Thinking Hertfordshire Steps approaches to safe restrictive physical intervention. Physical intervention may also be used to comfort a child in distress, gently direct a person for activity purposes or to avert danger. Supportive, sideways hugs may be used to communicate comfort or reward. **See Restraint and Restrictive Intervention Policy.**

BULLYING

We work actively with all staff pupils and parents to create a school community where bullying is not tolerated. When a child says they are being bullied they will be listened to and the matter investigated. All incidents will be logged on CPOMS (tagged bullying) and the Headteacher informed. **See Anti Bullying Policy**

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RACISM

As a school we will not tolerate discrimination on the grounds of race, colour, religion, nationality, ethnic origin or gender identity. The children are taught to be open to the diversity of the wider world and that diversity is a positive, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures. Any racist incidents are investigated pro-actively; logged on CPOMS and reported to Governors. We work with children and their parents if such incidents occur.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/places/lessons that give the learner anxiety, triggers that could lead to difficult behaviours. Anxiety Mapping would be a useful tool here.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner

Recording

Behaviour that is of concern, especially where it involves another pupil, must be recorded on CPOMs, as soon after the event as possible, with careful attention to describe the events accurately and unemotionally. Any physical interventions should also be recorded along with the restorative actions taken to support the child. Record keeping is important so we can build an accurate picture of any particular triggers or problems a child might be experiencing and then put in place appropriate support.

Appendix 1: Learning Agreement

Learning Agreement

We will come to school ready to learn by:

- arriving on time for school and for lessons
- having the correct equipment with us and looking after it

We will be active learners by:

- showing others we are ready to learn
- asking questions
- listening to instructions and following them first time, every time
- trying a variety of strategies if we get stuck
- asking for help if we need it
- learning from others, listening to others
- talking about learning and making sure that any talk is about our learning
- being patient while other children contribute
- taking responsibility for our learning.

We will support learning in the classroom by:

- not disturbing learning for others
- staying on task and allowing others to stay on task
- being ready to help others.

We will be learners for life by:

- having a positive attitude to learning
- trying to be independent in our learning whenever possible
- always challenging ourselves to achieve the best possible results
- working hard at our targets
- always doing our best and not giving up
- remembering things we have learned and by finding ways of remembering them
- working hard with learning at home and outside of school
- learning from our mistakes
- remembering that learning will help us throughout our lives.

We will enjoy learning and make the most of learning opportunities.

Appendix 2 – Reflection form



Our reflection form ...

Child's name:.....

Date:.....

I am feeling:



What did I do?

What did other people do?

How was I feeling?



How were other people feeling?



What could I have done differently?

What should I do next?

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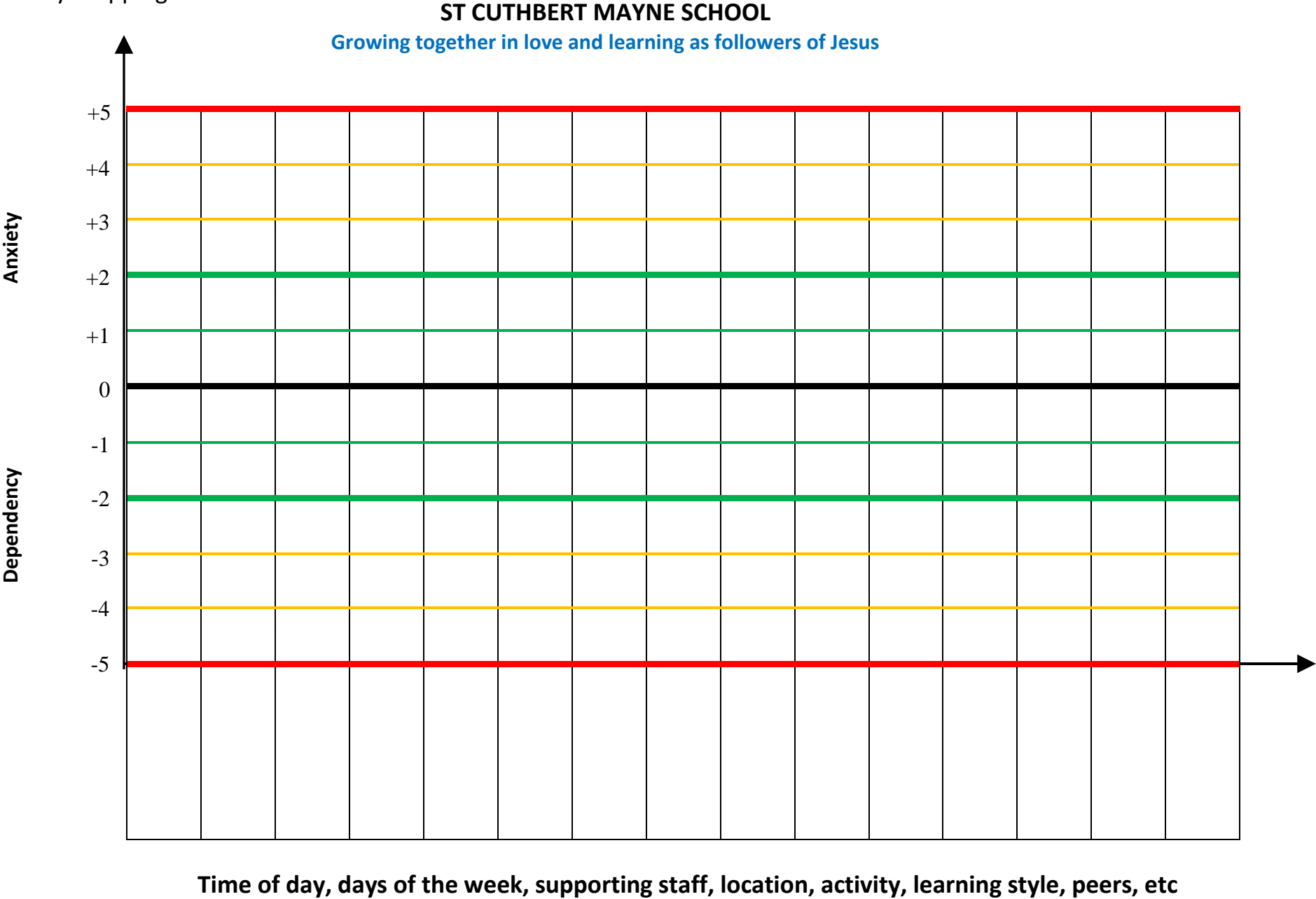
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Appendix 3 – Flowchart to support staff in following this behaviour policy.

[Updated Summary of St Cuthbert Mayne Behaviour Policy.pptx](#)

Appendix 4 – Educational consequence resources to support staff.

[Educational Consequences Resources](#)



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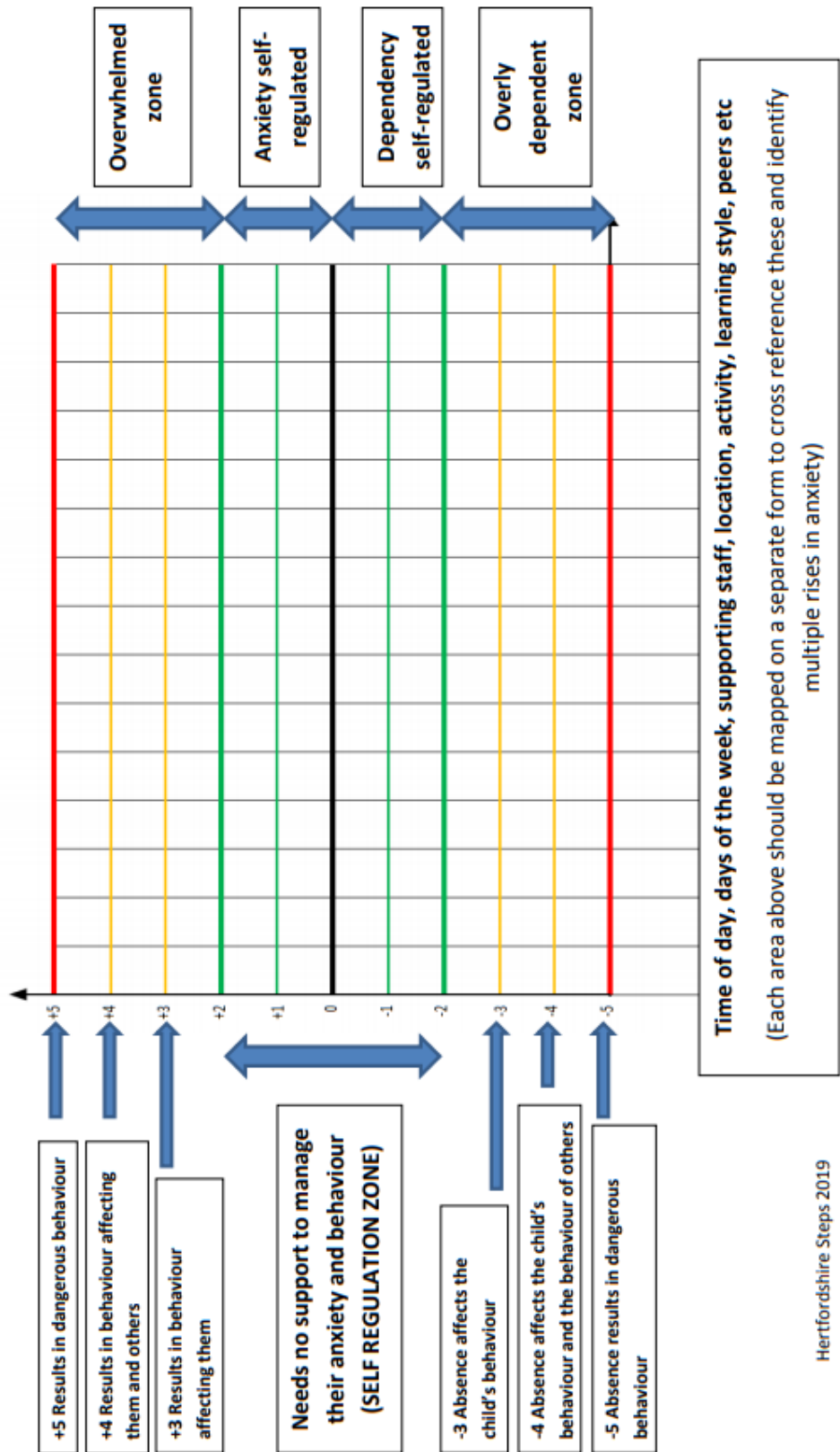
Anxiety Mapping Analysis and Evidence of Differentiation

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

Appendix 5- Model of the zones within the Anxiety map

Anxiety mapping guidance

Anxiety Mapping



Appendix 7 - Anxiety Mapping guidance

Anxiety mapping guidance

Anxiety Mapping Guidance

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the student's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

	Score	Description
Raised Anxiety	+2 to +5	Reflects raised anxiety where the individual would need differentiation or support to cope with the experience and feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.
	0 to +2	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	0	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	0 to -2	Would reflect factors that calm or soothe the individual where its absence could be managed without needing assistance or differentiation.
	-2 to -5	Reflects an overwhelming reliance on a factor which if removed or absent the child would need differentiation or support to cope with the experience or feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.

An experience or person or time that is -3 for one child may be -2 in another child.

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.

Appendix 8: De-escalation Script
and restorative questions

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen

Come with me and...

Restorative Questions:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make a different choice next time?
- What would you like to happen next?
- How can we make things better for *John / you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to school / bed etc?
- What do you think *John* might need?

Additional differentiated approaches:

- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions
- Complete a 'Roots and Fruits' tree

Appendix 9: Swearing

Swearing

For obvious reasons, we have not listed swear words in this document. However, as a guide to the unacceptability of swear words and foul language we have consulted Ofcom Guidance on Offensive Language.

Swear words and offensive or discriminatory language is classified by Ofcom into the following groups.

Mild swearing - general milder swear words and body parts

Medium words - potentially unacceptable pre-watershed

Strong words - generally unacceptable pre-watershed

Strongest words - highly unacceptable pre-watershed

Consequences

There are two consequences associated with anti-social or unsocial behaviours.

Protective consequences – used to manage potential harm or escalation. These may involve the removal of a freedom to manage the incident, for example, a time out. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term, it **SHOULD NOT** be a punishment.

‘Punishments hardens and numbs. It produces obstinacy; it sharpens the sense of alienation and strengthens the power of resistance.’

Friedrich Nietzsche (1844-1900)

Educational consequences – teaching the pupil a better way to react so the freedom can be restored. It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through a discussion.

Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn?
2. How am I going to teach them?

If the behaviour is conscious, the child/young person needs to be given the motivation not to do it again. If the behaviour is subconscious, the child/young person needs to be given the ability not to do it again.

Staff should consider what an anti-social or unsocial behaviour might be communicating. If staff have concerns, then they have a duty to speak with a safeguarding lead or member of the senior leadership team.


Appendix 11

Physical Intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps accredited trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a student in distress, appropriate to their age and understanding
- To support a child with their physical care (toileting, self-care, changing clothes)
- To gently direct a person
- For activity reasons (drama, physical games)
- To avert danger to the student, other persons or significant damage to property

Anti-social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro-social behaviour as soon as it is evident. The following listed communications are more likely to contribute to the positive feelings associated with prosocial behaviour.

<p>Examples of positive phrasing</p> <p>Stand next to me. Put the pen on the table. Walk in the corridor. Switch the computer screen off. Walk with me to the library. Stay seated in your chair.</p>	<p>Examples of limited choice</p> <p>Where shall we talk, here or in the library? Put the pen on the table or in the box. Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?</p>
<p>Disempowering the behaviour</p> <p>You can listen from there. Come and find me when you come back. Come back into the room when you are ready. We will carry on when you are ready.</p>	<p>De-escalating script</p> <p>Child's name. I can see something has happened. I am here to help. Talk and I will listen. Come with me and.....</p>
<p>De-escalating body language</p> <p>Outside of an outstretched arm Good distance Standing to the side Relaxed hands Managing height</p>	

Appendix 12: Inclusion Circles

Inclusion Circles

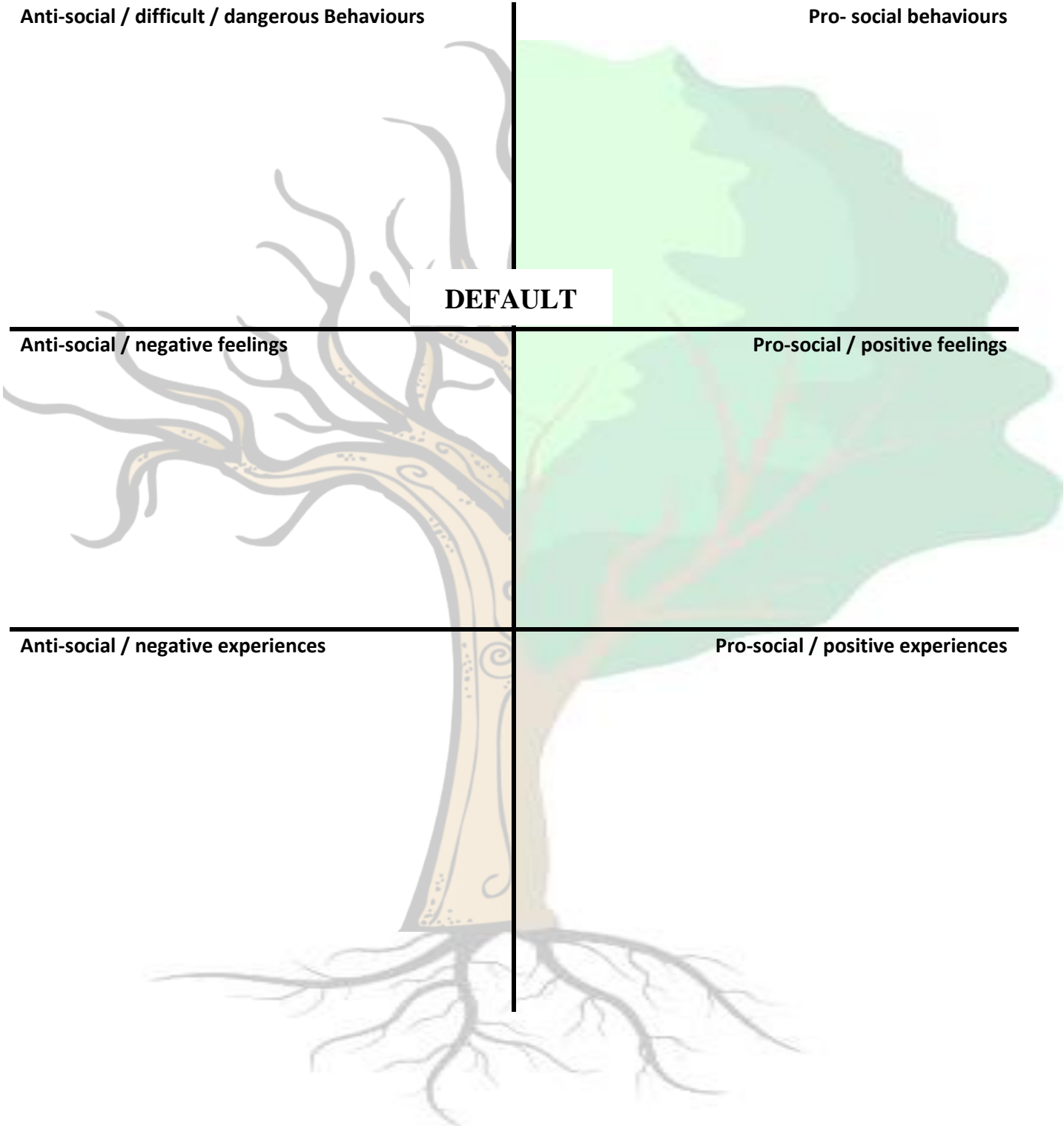


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Appendix 13: Roots and Fruits

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



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Appendix 14

Risk Assessment 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					

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 have strategies listed on next p

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 Risk Reduction Plan

Appendix 14

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

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

Signature of Parent / Carer..... Date

Signature of Young Person.....Date