

Behaviour Stages

Stage	Description	Action	Scripted language
1	Misunderstandings, minor infringements, reinforcing rules and expectations, low level disruption, attention seeking, one off incident	<ul style="list-style-type: none"> • Managed by any adult within school • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • Discussion with the child(ren) involved in order to establish the exact events followed by restorative conversation (child must be regulated and calm) • Natural or protective consequence (if necessary) • Preventative strategies employed e.g. additional supervision • Class Teacher informed (if not already involved) 	<p>Calm, neutral voice and body language. Aim of this stage is to encourage the child to reflect upon the incident and move forward to find a resolution.</p> <p style="text-align: center;"><u>It is an opportunity for the child to learn.</u></p> <p>Positive phrasing “Stand next to me.” “Walk with me to...” “Stay seated in your chair.”</p> <p>Limited choice “Where shall we talk; here or...?” “Are you going to sit on your own or with the group?”</p> <p>Disempower the behaviour “You can listen from there.” “Come back into the room when you are ready” “We will carry on when you are ready” “I like you to go and...” “You can stay there.” “You can complete your task where you are.”</p> <p>Indirect praise Positive comments to build trust and relationship- “I really like your...” “You’re great at...”</p> <p>Anticipate compliance- “Thank you for putting the pencil down- that’s really helpful.” “I know that you are a helpful person so you will...” “You’re so helpful, can you help me with...”</p>
2	Unsocial behaviours, such as refusal, persistent low level disruption, friendship issues, disputes and disagreements, rudeness, easily diffused reactions to anxiety, isolated incidents- not patterned or persistent	<ul style="list-style-type: none"> • Managed by Class Teacher/HLTA covering class • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • Discussion with the child(ren) involved in order to establish the exact events and identify reasons behind the behaviour (e.g. events at home, emotions at the time, previous factors, ACEs, relationships) • Natural or protective consequence put in place if considered necessary e.g. 	<p>Calm, neutral voice and body language. Aim of this stage is to encourage the child to reflect upon the incident and understand the impact their choice has made on others.</p> <p style="text-align: center;"><u>It is an opportunity for the child to learn.</u></p> <p>“Tell me how you were feeling when x happened.” “How are you feeling now? Are you ready to...” “Do you feel like this often?” “How do you think this choice made other people feel?” “What happened because of that?” “What could you do now to resolve this?” “What could you do differently next time if this happens?” “What can we do to help you with this?” “Who else has been affected by this and how?”</p>

		<p>discussed with parents, adaptation of routine to avoid further triggers</p> <ul style="list-style-type: none"> • Employ preventative measures • Restorative conversation (child must be regulated and calm) • De-escalation strategies employed • Incident recorded on CPOMs, if necessary <p>OR Timeline set up by Class teacher if incidents are persistent. Timeline added to CPOMs</p>	<p>“If you could start this over again, would you make a different choice?”</p>
3	<p>Persistent and/or repetitive, escalating, anti-social behaviour affecting other people but not reached dangerous levels</p>	<ul style="list-style-type: none"> • Managed by Class Teacher/HLTA covering class • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • Reported to SLT (Phase Leader) Class Teacher to manage incident with support from Phase Leader (if necessary) • Written report made by Class Teacher including all details related to incident and context • Incident recorded as Stage 3 incident on CPOMs • Class Teacher discuss with parents • De-escalation strategies (see Therapeutic Behaviour Policy) <p>If ongoing or patterned behaviours;</p> <ul style="list-style-type: none"> • Therapeutic plan created for child by Class Teacher in collaboration with TTT in school. • Anxiety mapping to better understand situations and circumstances that trigger responses. • Therapeutic plan shared by Class Teacher with all adults working in proximity with child (TAs, HLTAs, Phase Leaders, LTCs etc.) 	<p>Aim of this stage is to delve deeper into the reasons and triggers for these behaviours and whether there is any correlation or mitigating circumstances (Pastoral/SEN need) Examine whether behaviours are conscious or subconscious. Your role is to help regulate the child’s emotions, de-escalate the situation and find preventative measures.</p> <p>“I can see that you are feeling sad/worried/frightened/distressed...”</p> <p>“I’m sorry you are feeling this way, I would like to try to help you.”</p> <p>“Obviously, this this not OK/not safe because...”</p> <p>“Obviously you need some help when...”</p> <p>“Can you let me know when you’re ready to talk?” (refer to fizzy bottle analogy)</p> <p>“Is there anything else that you’d like to talk about that’s bothering you.”</p> <p>“In order to protect everyone, we will have to...” (child may be able to offer their own suggestions)</p>
4	<p>Dangerous, highly antisocial behaviours e.g. an incident where</p>	<ul style="list-style-type: none"> • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) 	<p>In this stage, behaviours have escalated to an “out of control” level. The child is not able to regulate their emotions and other children or adults are unsafe.</p>

<p>child(ren)/adults are not safe and situation has/is escalating (physical or verbal) A child who is displaying high levels of anxiety or distress</p> <p>Stage 4 incident triggers Reflection Behaviour Meeting and ongoing follow-up support</p>	<ul style="list-style-type: none"> • Escalated to SLT at the time • Class Teacher/HLTA covering class to act protectively whilst awaiting SLT response • Written report made by Class Teacher/HLTA covering class including all details related to incident and context • Incident recorded as Stage 4 incident on CPOMs (SLT) • Therapeutic plan reviewed and protective consequences put in place by Class Teacher with TTT e.g. small garden, limited freedoms • Therapeutic plan discussed and shared with parents by SLT/TTT/Pastoral Team • Potential exclusion 	<p>Regulation of emotions is a priority at this stage. Minimal eye contact and limited language (if any at all) will enable this. Calm, neutral body language, minimise the number of adults involved and ensure all other children and adults are safe such as classroom evacuation, doors closed and limited interaction.</p> <p>SLT to help assist with the scenario, either by engaging with the child or to enable the Class Teacher to do so. SLT will help support implementation of Therapeutic Thinking strategies and monitor their effectiveness over time.</p> <p>Reflection Behaviour Meeting requires ongoing monitoring of effectiveness of strategies and potential reintegration.</p>
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