Behaviour and Discipline

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The GROVE

January 2020

Our Vision:

"At The Grove, we seek to inspire, nurture and empower individuals to become curious, creative and confident life-long learners, with the skills, mind-set and independence to thrive in an ever-changing society."

The Purpose of the Behaviour and Discipline Policy:

It is our aim that every member of our school community feels valued and respected, and that everyone is treated well and fairly. We are committed to helping our children achieve the highest standards of learning and behaviour through developing socially acceptable attitudes and behaviour, a proper regard for authority, high personal expectations, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

Therefore, we have created this policy to enable us to:

- Develop positive relationships across the school based on mutual respect
- Create a positive, orderly atmosphere which supports outstanding teaching and learning opportunities
- Create a safe, secure environment for all members of the school community
- Maintain a consistent approach to managing behaviour across the school, with expectations, rights and responsibilities clearly set out.
- Ensure that all stakeholders have a shared understanding of our practices and procedures regarding behaviour thus maintaining a consistent approach to managing behaviour across the school
- Ensure that all staff consistently implement this policy so that fair treatment is received by all

Aims of the Behaviour and Discipline Policy:

The primary aim of the behaviour and discipline policy is to promote good positive relationships so that everyone can work together in an effective and considerate way. We believe that every pupil at our school has the right to learn and to make a significant and positive contribution to school life. Therefore we strive to create an environment that fosters high standards of behaviour where everyone will be:

- Kind and considerate to each other
- Courteous and polite
- Co-operative and willing to work together
- Hardworking and dedicated to doing their best work
- Honest, truthful and respectful of other people's property
- Trusting and helpful towards each other
- Responsible and sensible in what they do
- Sensitive and attentive to their own needs and the needs of others

We also believe that no child has the right to disrupt the learning of others or act in a way that negatively impacts on the well-being of others. Consequently, we will not tolerate:

- Any recurring behaviour that blocks a child's own learning, the learning of other children in the class, and prevents the teacher from teaching.
- Behaviour that hurts, threatens or offends any other person, child or adult in our school or wider community
- Behaviour that damages other people's property

Where behaviour falls below the standards accepted at The Grove, parents will be informed at the earliest possible opportunity and school will expect their support and involvement to improve their children's behaviour.

Roles and Responsibilities of Children:

Our desire is to develop well motivated and enthusiastic learners, who take pride in themselves and their school. We aim to achieve this through setting expectations which allow them to develop self-discipline and a respect for others.

Our expectations are that they:
- Co-operate with other children and staff, following instructions
- Take responsibility for their own actions
- Develop self-control
- Be polite and well-mannered
- Be honest
- Follow our school and class rules
- Respect the feelings of others, and learn to sort out difficulties without using physical and emotional violence
- Respect other children's and the school's property
- Listen when asked and wait their turn
- Work hard, not waste time and allow other children to do the same
- Attend school regularly and on time

Roles and Responsibilities of Parents:

For children to achieve their full potential it is essential that there is clear communication and links between home and school. Central to this is the understanding that staff, parents and carers all want their children to succeed and be safe and happy within school. This is set out in the Home School Charter but covers the following points.

Parents/carers can support their child to adhere to the expectations of the school community by:
- Conducting themselves in an appropriate manner at all times while on the school site
- Ensuring that children attend school regularly and punctually
- Ensuring that children attend school in good health, having had adequate amounts of sleep
- Supporting the school's behaviour policy
- Meeting with teachers to discuss their child's needs and progress
- Taking an active interest in their child's learning at school and recognise the importance of tasks sent home to be completed e.g. reading, spellings, tables, homework
- Accepting responsibility for the conduct of their child

Roles and Responsibilities of Staff:

At The Grove Primary School we believe that all staff share the responsibility for managing and promoting good behaviour. All adults provide role models for the children and we are mindful of the way we behave around the school at all times.

Our expectations for ensuring outstanding behaviour at The Grove are:
- Building positive relationships

- Taking the initiative in establishing relationships with pupils e.g. greet and be greeted, speak and be spoken to, smile
- Praise and encourage, good manners, thoughtful and sensible behaviour
- Be consistent, keep calm, be fair but firm, use humour when appropriate, listen, know the pupils as individuals, be positive, follow incidents through to their conclusion

- Modelling and teaching behaviours
  - Helping children become independent and active learners, so that they can think for themselves, develop their own opinions and organise their time and resources effectively
  - Revisiting expectations, in a calm and clear manner
  - Avoiding protracted discussion about incidents and referring back to their responsibilities for themselves and towards others
  - Being clear about reasons for actions and consequences of actions

- Ensuring consistency of expectations
  - Ensuring that all children move round the school quietly and sensibly at all times
  - Actively encouraging children to focus on learning and supporting them to avoid distractions
  - Ensuring that all sanctions are fair and appropriate for the action
  - Implementing systems and procedures outlined in this policy
  - Keeping records of incidents as appropriate and using agreed systems for safeguarding within the school

Class teachers and teaching assistants will:
- Create and sustain a positive, supportive and secure environment
- Provide a challenging and stimulating programme of study to enable all children to reach the highest standards of personal achievement
- Recognise and be constantly aware of the needs of each individual child
- Expect, praise and reward highest standards of effort and behaviour
- Take quick firm action to prevent any behaviour which disrupts the class in any way
- Establish clear expectations and routines for the classroom, ensuring that children understand these, and expect them to be followed
- Communicate effectively with parents

Midday Supervisors will:
- Be responsible for the children's health, safety and behaviour at lunch times
- Respond to any pupil's complaint fairly and consistently
- Use the same procedures for intervention as all school staff
- Ensure that all pupils are always well supervised inside and outside the building
- Be visible to, interact with and be accessible to pupils in their zones at all times

Senior Leaders (including the SENCO) will:
- Monitor and review behaviour throughout the school
- Monitor behaviour management
- Support teachers, teaching assistants and midday supervisors in dealing with behaviour issues
- Intervene with pupils who are exited from the classroom on more than two occasions
- Authorise staff to physically intervene with pupils
- Meet with parents
- Request involvement from outside agencies where it is deemed necessary
- Make decisions about excluding a pupil from school

Governors will
- Be responsible for the implementation of the behaviour and discipline policy.

Behaviour Management Systems:

At The Grove we aim to create a learning environment where children feel safe, secure and motivated to learn. We are determined to develop an inclusive culture and ethos where all children are encouraged to strive for continuous self-development and become life-long learners. In order to promote this, we have established robust behaviour management systems to ensure that all children, staff and parents are aware of our school expectations, that positive behaviour is rewarded and that incidents of poor behaviour are dealt efficiently and effectively, and that the quality of behaviour and discipline in our school is rigorously monitored and reviewed.

Details of these Behaviour Management Systems are found in Appendices 1, 2, 3 and 4.

Exclusions:

Fixed-term and permanent exclusions
We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DFE Statutory Guidance on School Exclusions 2012. (See 4.2 for brief outline)

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further fixed period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. (DfE Exclusions from Maintained Schools, Academies and Pupil Referral Units in England, Section 3.3)

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour and discipline policy.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following exclusion. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment.

If the head teacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion and their rights of appeal against the decision to the governing body.

The head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee, which is made up of between three and five members to consider any exclusion appeals.

Drug, alcohol and offensive weapon related incidents:

It is our policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent will notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee, and recorded appropriately.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings such substances into school for the purpose of misuse will be dealt with the above exclusion procedures. The parent of any child involved in such incidents must meet the head teacher before the child is readmitted to the school

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. Any child in possession of an offensive weapon may be permanently excluded.

Other areas of school covered by the Behaviour and Discipline Policy:

Attendance and Punctuality
Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents/carers will be reminded of their responsibilities for attendance and punctuality when necessary (See Attendance and Punctuality Policy).

Truancy
Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Head teacher. The Pupil Premium Champion and Education Welfare Officer, in liaison with the Head teacher will monitor and liaise with parents as appropriate. The school is required to publish its numbers of authorised and unauthorised absence.

Off-site Visits
This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

COVID-19
From March 2020, the global COVID-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. The amended definition of difficult and dangerous behaviour, as well as some changes to the sorts of behaviours that would have once been deemed difficult but are now classed as dangerous, can be found in Appendix 3.

We will work together with the child who has previously demonstrated behaviours that could now be classed as dangerous and their parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment under the current circumstances. In exceptional circumstances, the outcome of the risk assessment may mean that we are unable to offer a place in school at this time. If a child is unable to manage within the safety rules to minimise COVID-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidelines can be adhered to. In all cases, the child's risk assessment and plan will be regularly reviewed, and the school will work with the family to ensure support for the child is provided in other ways, through reasonable endeavours.

Monitoring and Review:

The success of the school's Behaviour and Discipline policy and provision is evaluated through the school's self-evaluation and monitoring processes and procedures. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Supporting Policies:

This policy links to our:
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy for Members of the School Community
- E-safety Policy
- Home School Charter
- Safeguarding and Child Protection Policy

Appendices

Appendix 1 – School Rules and Approach
Appendix 2 – Establishing and recognising pro-social behaviours
Appendix 3 – Pro-social approaches to discipline and scripting
Appendix 4 – Monitoring and Record Keeping
Appendix 5 – COVID-19

APPENDIX 1 – School Rules

At The Grove, we have three rules which encompass the school expectations for both children and adults. These rules are chosen to provide a balance between rules and values and promote pro-social experiences for all.

They are:

- To be respectful
- To be ready to learn
- To be safe

These rules are supported by five Pillars of Practice which underpin our approach to the managing of behaviour.

Pillar 1: Consistent, calm adult behaviour

Maintaining good behaviour across the school starts with the adults. We should not underestimate the impact of adults' behaviour on children and therefore, we should always be conscious of the impact our choices will have on the behaviour of the children. Even non-verbal cues such as tone of voice or body language can impact the message that we are giving to a child.

- Be positive yet assertive in all interactions
- Acknowledge other people's positive interactions
- Be ready to support others
- Monitor tone and volume of voice
- Use clear, concise language
- Treat all children fairly
- Maintain organised and calm spaces
- Be adaptable when responding to specific individual needs (SEND/SEMH)

Pillar 2: First attention for best conduct

Our attention, first and foremost should be on those children who are demonstrating pro-social behaviours. At the same time, we will need to limit the 'oxygen' given to those demonstrating anti-social behaviours. This will be achieved by:

- Positive and purposeful praise
- Focus on behaviours that go above and beyond
- Acknowledge but limit the reward for standard good behaviour
- Correcting poor behaviour in private with limited interaction

Pillar 3: Relentless routines

The 'Grove' routines should be firmly embedded across the school. Core routines are touch points that all children and adults recognise and expect in and beyond the classroom. They might address common behavioural issues, ensure calm and safe proceedings or refocus everyone in an instant. These routines support The Grove three rules and are relentlessly reinforced. They include but are not limited to the following aspects:

- Movement around the school in agreed ways
- Transitions between lessons and spaces
- Entrance and exit of the building
- Use of spaces during playtimes and lunch times and at beginning and end of the day
- Classroom management

Pillar 4: Scripted interactions and interventions

To support children with understanding the rules and routines, we use clear and careful language in all interactions. Using short, concise and non-ambiguous language is a predictable and safe way to send a clear message to a child. A simple four-step script to follow is:
1. "At The Grove, the rule is….(one of the three rules).
2. I notice that you are…(identifying the behaviour that is not acceptable)
3. Please….(describing the behaviour you are expecting)
4. Thank you

Ensure that your interaction finishes at this point and you move away. If behaviour does not improve, implement the appropriate consequences. Please see Appendix 3 for a more detailed approach to the scripting method.

NB: For some children, additional scripting may needed and will be identified on their Individual Behaviour Plan/Risk Management Plan.

Pillar 5: Restorative follow up

When anti-social behaviour does not improve, we use a restorative approach that is designed to teach the child how to behaviour appropriately, rather than punitively punishing the behaviour. In the majority of cases, the person following up will be the adult who dealt with the initial anti-social behaviour, supported by other staff when needed. This restorative approach will follow these steps:

1. Implement a protective consequence immediately to limit the impact of the behaviour on others and to prevent it from escalating further
2. Use the cycle of Reflect, repair, restore at the most appropriate time
3. Provide a suitable educational consequence at the most appropriate time
4. Log the incident and follow up as soon as possible

NB: For some children, this sequence may differ and will be identified on their Individual Behaviour Plan/Risk Management Plan.

APPENDIX 2 – Establishing and recognising positive behaviour.

Reinforcing positive relationships

At The Grove, we believe that positive relationships is the key to positive behaviours. Children need to feel respected, valued and like they belong. The most powerful system we can use to reward our children is our own attitudes and behaviour towards them.

Consistency
- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' in the classroom, in all communal spaces and at senior leadership level. Never passing problems up the line, teachers take responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

"Be the best version of you"

If you constantly reward minimum standards, then children will strive for minimum standards. At The Grove, we consistently acknowledge children who go above and beyond while investing in those who need additional support and guidance. We remind children about the times they have shown the best version of themselves and encourage them to strive to achieve their best as much as possible.

Recognition of pro-social behaviours

In the classroom:

Verbal recognition	This is the most powerful method of promoting pro-social behaviour. Praise should be deeply personal and not a huge show in front of the class.
Glimpse of Brilliance	The recognition board is used to acknowledge children who are making efforts in following a specific expectation for that day e.g. taking care over presentation.
Above and Beyond	For children who go above and beyond, the positive note is recognition of their achievement

At lunchtimes:

Verbal recognition	Positive reinforcement to those who are following the expectations.
Above and Beyond	Similar to the classroom, the Positive Note acknowledges children who have successful, pro-social playtimes.

Whole school:

Verbal recognition	Positive reinforcement to those who are following the expectations.
House Points	For demonstrating personal and learning attributes
Hot Chocolate Friday/Rosettes	Recognising the unrecognised. Children to be nominated by their class teacher.

APPENDIX 3 – Pro-social approaches to discipline and scripting

Definition of discipline at The Grove

- Train oneself to do something in a controlled and habitual way. (verb)

Our approach does not include the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience.

Difficult and Dangerous behaviours
Most anti-social behaviours can be categorised as difficult rather than dangerous.
DIFFICULT behaviour causes disruption to school life.
DANGEROUS behaviour is where there is significant risk of harm to a person or property.

	Difficult	Dangerous
1. To be respectful	• Shouting out • Back-chatting • Not responding to adults • Swearing	• Physically violent with intent to cause significant harm • Bullying • Racism
2. To be ready to learn	• Not doing work • Not following instructions	
3. To be safe	• Leaving the classroom • Throwing equipment • Overturning soft furnishings/chairs	• Climbing above shoulder height • Exiting school premises • Throwing heavy equipment

During the COVID-19 pandemic, some of the behaviours that would have been classed as 'difficult' have become 'dangerous' due to an increased risk of transmission. Therefore we need to reconsider our definitions of difficult and dangerous behaviours.

DIFFICULT behaviour causes disruption to school life and routines.
DANGEROUS behaviour is where there is significant risk of harm to a person or property or a deliberate, conscious attempt to disregard safety guidelines.

The following table reflects some of these changes. As before, some behaviours overlap across two or more of the rules. Some behaviours are also subjective, e.g. following instructions, and considerations should be made as to whether the behaviour has led to a risk of transmission before being deemed as dangerous.

	Difficult	Dangerous
1. To be respectful	• Shouting out • Back-chatting • Swearing • 'Downing tools' – remaining stationary and not responding to adults	• Physically violent with intent to cause significant harm • Bullying • Racism • Not responding to adults
2. To be ready to learn	• Not doing work • Not following instructions	• Not following instructions (if this leads to a breach of social distancing/'bubble' guidelines)

3. To be safe	• 'Downing tools' – remaining stationary and not responding to adults	• Climbing above shoulder height • Exiting social bubble • Not following cleanliness routines • Throwing heavy equipment • Spitting • Biting • Throwing equipment • Overturning soft furnishings/chairs • Unnecessary and deliberate touching of items/people

Managing difficult behaviours

At the heart of our approach to behaviour is the belief that children are taught how to behave pro-socially rather than are just being expected to follow orders. Our teaching of this should be clear, concise and with no emotional or hyperbolic language. Any consequences will fall into these two categories:

- Protective Consequences – This is implemented immediately and is designed to stop the behaviour from escalating
- Educational Consequences – This is often implemented a little while after the incident (potentially the next day if necessary) and is designed to support them with understanding the impact of their behaviour on them and others

When implementing protective consequences, focus on the immediacy of the consequence rather than the weight of punishment. Educational consequences should be focused around the teaching of the pro-social behaviour.

When dealing with difficult behaviours, the following structure gives a simple, shared approach to teaching children correct methods of behaviour:

1) Make sure the child is not in front of an audience by taking them aside. Lower your body down to their eye level and talk in a calm yet assertive voice at all times. Covid 19 – during the time whilst we are under strict guidance around safety, please do not lower yourself down to their eye level unless there is a two metre distance between you and the child. This is to ensure social distancing is in place to prevent any possible communication of the disease.
2) Start with a reminder of the school rule they did not follow.
   "At The Grove, the rule is to be respectful/to be ready to learn/to be safe"
3) State how this rule was not followed, using observation
   "I noticed that while I was giving instructions on what to do, you were not paying attention"
   "I noticed that when playing, you were using some unkind language around others"
4) Follow up by stating your expectations. If possible, remind the child of a time when they did this before.
   "Please make sure you listen carefully so you know what you are doing. You showed you can do this yesterday when you did that fantastic piece of Maths work"
   "Please make sure you use your kind words. On Monday you remembered this and you had such a smile at the end of lunchtime"
5) Give the child time to respond to the reminder – remember that they may not immediately act on your conversation. Allow them the opportunity to self-regulate and act accordingly. If the child has chosen not to respond after a set period of time, begin the script again with the added protective consequence. Avoid confrontation and being 'sucked into' discussion by punctuating the end of the

conversation with 'Thank you for listening' and moving away. Continue to use the script in a calm yet authoritative tone, re-referring back to the positive example, until it is adhered to.

> "I've noticed that you are still not listening carefully. It is important to listen to the instructions so you can do your best. You now need to move to this table so I can help you to listen carefully. We will also talk at the end of this lesson on what we can do to help you remember our rule of being ready to learn. Thank you for listening"
>
> "I've noticed that you are still using unkind language. You will now need to sit on this bench away from everyone and think about why it is important to follow our rule of being respectful. Thank you for listening"

6) When the protective consequence is complete and the child is calm, use restorative language (see lanyard) to begin the educational consequence.

> "What happened?"
> "What were you thinking at the time?"
> "What have been your thoughts since?"
> "Who has been affected?"
> "In what way have they been affected?"
> "What do you think needs to happen to make things better?"

7) All behaviours that end with a protective/educational consequence are logged in the behaviour log. The discipline cycle has been completed and a fresh start is given.

Difficult behaviours are dealt with by the attending adult as much as possible using the above script and then reflect, repair, restore at an appropriate time. Other adults may provide support or a change of face where necessary.
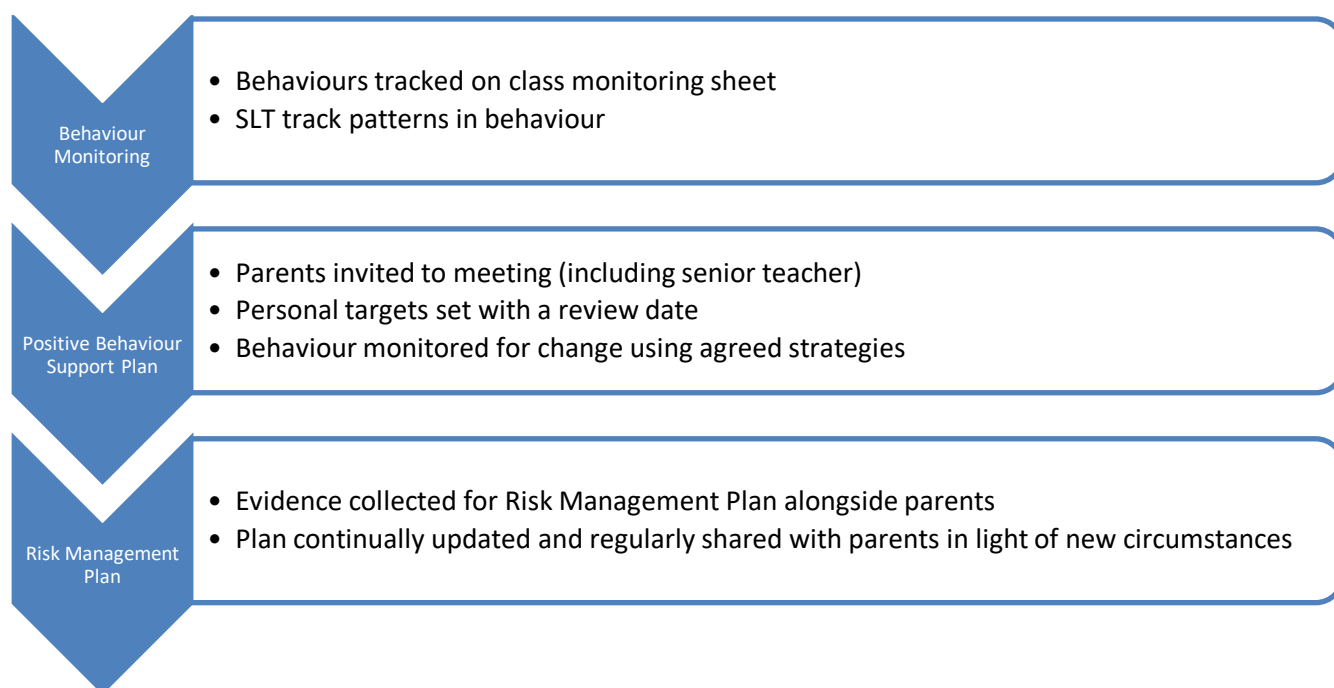
Managing dangerous behaviours.

Dangerous behaviours need to be deescalated as a matter of emergency, to reduce the risk of harm to oneself or others.

If a dangerous behaviour is occurring:

1) Use de-escalation script: "_____, I can see there is something wrong. I'm here to help. You talk and I'll listen." Continue to use non-threatening tone of voice and body language.

2) Alert SLT to the incident as appropriate.

3) In case of immediate danger, the use of physical intervention may be necessary. At The Grove, we follow the Steps procedure of physical intervention with a child in line with training received. (Additional guidance provided for staff.)
Physical intervention is always a last resort as it causes significant emotional impact to all who are involved. All incidents of physical intervention are logged and notified to SLT and parents.

4) Arrange a 'reflect, repair, restore meeting' when the child is at a reduced state of anxiety.

5) After dealing with a dangerous behaviour, a staff de-brief meeting is set as soon as possible to discuss events and to check staff wellbeing (timing of de-brief subject to availability of all staff members involved).

APPENDIX 4 – Monitoring and Behaviour Log

Behaviour Monitoring
- Behaviours tracked on class monitoring sheet
- SLT track patterns in behaviour

Positive Behaviour Support Plan
- Parents invited to meeting (including senior teacher)
- Personal targets set with a review date
- Behaviour monitored for change using agreed strategies

Risk Management Plan
- Evidence collected for Risk Management Plan alongside parents
- Plan continually updated and regularly shared with parents in light of new circumstances

All difficult behaviours that require a consequence and all dangerous behaviours are logged and parents are informed (either in person or with a phone call at the end of the school day). They are also monitored weekly by SLT and/or behaviour lead in order to establish patterns in behaviour.

If a child is demonstrating the same behaviour repeatedly within a short period of time a meeting is arranged with parents, the class teacher and SLT/behaviour lead to put in place a Positive Behaviour Support Plan. This plan includes short, achievable, positive targets for the child and where appropriate additional support is offered for the family. This is monitored weekly by the class teacher and outcomes fed back to parents. A date is set for a formal review meeting.

If a child shows no improvement after the formal review, or is demonstrating increasingly dangerous behaviours, a Risk Management Plan is written. The Risk Management Plan is informed by a range of evidence:

1) Behaviour Logs that show types of behaviours occurring
2) Anxiety mapping that analyses a child's anxiety and dependency throughout the day and possible triggers and causes.
3) Roots and Fruits that identifies a child's pro and anti-social experiences, feelings and behaviours.

The Risk Management Plan is a highly tailored document that indicates triggers and responses to difficult and dangerous behaviours as well as strategies for promoting pro-social behaviour. This document is written and shared with parents and updated every half term or if any significant change in behaviour occurs. At this point, further advice will be sought from external professionals.

Class Behaviour Monitoring Log

Class: _____ Year Group:

Name:	Date:	Brief outline of behaviour (include trigger if possible)	Actions taken					
			Script followed and reminder given	Protective consequence (brief comment)	Educational consequence/ restorative conversation given	Sanction not followed	SLT informed	Parents informed
e.g. John Smith	*14/06/19*	*Learning not completed in English (refused to write)*	✓	*Moved to quiet area of classroom*	✓ *Work sent home to complete*			✓