KILMORIE
PRIMARY SCHOOL

Behaviour Policy
Behaviour policy and statement of behaviour principles
2023

This policy was agreed by the Full Governing Body on:	
(and supersedes all previous policies relating to this area)	
Implemented	July 2023
Review Date	
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Contents

Kilmorie Qualities

We are an inclusive, vibrant community committed to enabling our pupils to be successful citizens with a great love for learning. Our school environment is safe, exciting and welcoming to our children and their families. Our curriculum is broad, rich, immersive and purposeful. We encourage our children to be independent, innovative and curious learners. As well as academic success, we strive to develop the children's emotional intelligence and their empathy for others.

The key qualities we encourage in children through modelling in our own behaviour and discussing in assemblies and lessons are illustrated below:

Our Philosophy

At Kilmorie we believe that the qualities enshrined in our school through the model of the 'Kilmorie Child' (above) together with teaching, which engages and excites children, creates a school where learning behaviour is excellent

and children develop good inter-personal skills, which enable them to regulate their own behaviour in and around the school.

We expect all adults who work with children to support the Kilmorie Qualities and to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary.

Children only have one childhood and one chance at primary school and we know that each day brings the opportunity to grow and develop in our learning; to build knowledge, resilience, tolerance and to develop our interest in the world around us. Every moment is precious at school; we learn to persevere, become resilient, to be healthy, to have friends and to be respectful; we are not afraid to make mistakes along the way. Everyone is special – the children, parents, staff and governors. Together we all support the children in becoming well-rounded individuals and members of local and global communities. Providing children with opportunities to integrate with their peers and with the wider community, we will enable all children to discover their unique strengths and talents. The school takes an age appropriate equitable approach to the management of behaviour that considers the individual needs of the child.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour according to the different learning styles demanded in a 21st century classroom. Behaviour is underpinned by feelings and needs; we aim to create an environment where children feel safe and supported and have their needs met through the building of positive relationships. This will then reduce the chance of unexpected behaviour.

We encourage children to concentrate, to be 'active listeners' and to develop the capacity to make decisions through rewarding positive, expected behaviours. Good concentration, the ability to question appropriately, self-motivation and self-regulation are key skills. We aim to help children adapt their behaviour sensitively and sensibly to the many different contexts in which they will find themselves, now and in the future.

Our School Rules

In school we expect <u>all</u> members of the school community (pupils, all staff working at the school, parents and visitors) to be:

- Safe
- Respectful
- Ready to learn

1. Aims of this policy

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> <u>Behaviour and discipline in schools: advice for headteachers and school staff, 2016</u>

> <u>Behaviour in schools: advice for headteachers and school staff 2022</u>

> <u>Searching, screening and confiscation: advice for schools 2022</u>

> <u>The Equality Act 2010</u>

> <u>Keeping Children Safe in Education</u>

> <u>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022</u>

> Use of reasonable force in schools

It is also based on the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>.

In addition, this policy is based on:

> Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the <u>Education and Inspections Act 2006</u>, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

> <u>DfE guidance</u> explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unexpected behaviour is behaviour which falls below the school`s expectations, such as:

> Disruption in lessons, in corridors between lessons and at break and lunchtimes

> Poor attitude

Serious unexpected behaviour is defined as:

> Any form of bullying

> Vandalism

> Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos or sharing of unwanted explicit content
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Relational Aggression	A covert set of manipulative behaviors used to hurt someone through damage to relationships, threats of harm, or both—a non-physical form of bullying

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy which can be located on the school website.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the Governing Body

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

5.3 Assistant Headteachers (AHT) and Pastoral Care Manager (PCM)

The Assistant Headteachers and Pastoral Care Manager are responsible for the following, within their respective phases / areas of responsibility:

> Monitoring that the policy is implemented by staff consistently with all groups of pupils. (AHT)

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them (AHT)

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all pupils to participate fully (Inclusion Lead)

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary (PCM)

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 15.1) (Inclusion Lead and PCM)

> The senior leadership team (SLT) will support staff in responding to behaviour incidents

The Assistant Headteacher leading Inclusion is also responsible for:

> Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring that a child friendly version of this policy is created

5.4 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Building positive relationships with all children we have contact with
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Treating children fairly (and are explicit in this)
- Apologising if we make mistakes
- Avoiding shouting or using derogatory or humiliating language when speaking to children or to one another
- Teaching children ways to manage minor incidents independently and to tell other children when they don't like what is happening
- Encouraging children to identify a 'safe adult' in the school they would feel comfortable speaking to about difficulties with friendships, behaviour or issues at home, etc.
- Modelling and implementing the Zones of Regulation within the classroom and school community.
- Challenging pupils to meet the school's expectations
- Teaching staff: sharing a child-friendly/accessible version of the policy with their class
- Teaching children how to stay safe on the internet and particularly when using social media
- Recognising that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this

- Providing a personalised approach to the specific behavioural needs of particular pupils, e.g. providing a Positive Behaviour support plan.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Being vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Following the school safeguarding policy at all times

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unexpected behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its ethos
- Work with the school to support in upholding behaviour consequences (where applicable)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware of the following at the beginning of each academic year or in their induction into the school:

- The expectations of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- > The school's key rules and routines
- > The rewards (6.1) they can earn for meeting behaviour expectations
- > The pastoral support that is available to them to help them meet behavioural expectations
- > The need to work with both their parents and the school to help them meet behavioural expectations
- > Pupils will be asked to give feedback on their experience of the behaviour at Kilmorie to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

The school uses a variety of ways (E.g. Circle Time, assemblies, RHSE lessons, role play, and social stories) to teach children to manage confrontations and difficulties by being able to articulate their emotions or respond appropriately.

- > Behave in an orderly and self-controlled way
- > Show respect to members of staff and each other
- > In class, make it possible for all pupils to learn
- > Move quietly around the school
- > Treat the school buildings and school property with respect
- > Wear appropriate clothing at all times
- > Accept sanctions when given
- > Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- > If another child is upsetting, annoying or disturbing them, they are taught to ask the child to 'Stop!' and explain to the child what is upsetting them, E.g. 'I don't like it when you call me…'. If the other child does not respond appropriately or continues with their actions, the pupil should then seek support from anadult.
- > Pupils are also taught other ways to manage situations they are unhappy with, E.g. moving away, finding another friend to play with, or using mindfulness techniques.
- > Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. e.g. time for sensory breaks or time to use tools to help reregulate.

6.1 Rewards

At Kilmorie we aim to create a climate where the emphasis is on rewarding expected behaviours rather than punishing unexpected behaviour.

Praise is probably the most obvious and effective means of reinforcing appropriate behaviour and motivating a child. By acknowledging and rewarding 'good behaviour' as soon as it occurs the child is given a powerful incentive to repeat it as the associated consequences are pleasant. It also builds self-esteem and as a further consequence promotes more effective learning.

Of course, our aim is that children are self-motivated because they feel confident in an environment in which they feel valued and the success they experience is recognised by others. Everyone likes praise for their efforts and using tangible rewards which have been agreed and are understood by all involved is simply a teaching tool like any other. Using a reward system helps to teach correct behaviour, reinforce good social skills and boost self-esteem. It plays a significant role in promoting a positive classroom environment and good relationships between teacher and pupils, which is central to effective management. Rewarding one pupil also encourages others to copy their behaviour in order to gain the same attention,

For rewards to be effective they must be:

♦   Desired by the children
♦   Genuinely earned
♦   Sincerely given by someone the recipient respects

Types of rewards

Teachers are expected to adopt strategies suitable for the age and stage of their class, drawing on the guidance below.

Informal (soft) rewards
♦   Praise more often than you reprimand. As a general rule of good measure five positive comments are needed to counteract a negative one. Most children respond well to public praise; however some children can react adversely, may initially be embarrassed or are simply so unused to it that it makes them feel uncomfortable, and this needs to be taken into account and treated sensitively.
♦   'Catch them being good' as often as possible and find regular ways to celebrate and reward. A simple 'well done', a 'thumbs–up', a smile, wink or nod can be all that it takes for some children to feel acknowledged.
♦   Tell others about a child's achievement within their earshot so that the good news can be spread and the behaviour reinforced.
♦   Always tell the child clearly what has pleased you about their behaviour rather than just for 'being good'. This again will reinforce what behaviour is expected and also remind others at the same time.
♦   Encourage an ethos of peer support whereby pupils praise each other for work or behaviour. This could be done regularly at the end of a session, during class circle time or at a daily/weekly classroom 'Celebration Time' during which both individual and whole class achievements could be celebrated. Remember that 'success breeds success'.
♦   Phoning home to share with parents/carers positive behaviours (this can be a big incentive for those children who are keen to please their parents and also helps to build positive relationships, especially where parents are more used to having phone calls only when their child is in trouble).

Formal, tangible (hard) rewards
♦   Most children love stickers and they form an instant reward and acknowledgement.
♦   Class certificates/Good News Certificates for good work or behaviour (to give them greater importance send the child to share it with the head teacher or significant others before he/she is sent home, where further positive reaction from parents will again help to act as reinforcement).
♦   Writing home. This could be a standard letter used in the class (with blanks for name/area of improvement/good behaviour, etc.). The promise of a special letter home because a child is having a very good day can also be an incentive for others in the class to behave.
♦   A special job/privilege with a badge letting others know of the responsibility given.
♦   Earning time towards 'Golden Time' during which the children can choose what they would like to do (maybe certain special activities could be allocated for this time only).

- Whole class rewards such as putting a marble in a jar/star on a chart/collecting tokens, etc. every time the class all stop and listen when asked/line up after play/tidy away nicely at the end of a session, etc. will help encourage the class to work together in order to achieve a class reward such as extra playtime/a choosing session/a certificate to take home/a class trip/acknowledgement in assembly, and so on.
- Keeping a class 'Golden Book' in which children's names are entered for a particular 'Golden Moment' (act of great kindness/sharing nicely, etc.) and a further reward given after a set number of entries have been made. It is important that teachers look for something positive in every child, however small.
- A good behaviour/'Stars of the Day' board on which pictures of children who have behaved well that day/week could be pinned. Children could nominate others if they think someone has tried particularly hard.
- A V.I.P. (Very Important Person) could be chosen every day who is given privileges/jobs of responsibility such as sitting on a special chair, taking registers to the office, being first in line, etc.
- A class 'good news tree' - a piece of good news about the class as a whole or about an individual could be written on a 'leaf' and pinned to the tree.
- Discuss the attributes of friendship. Encourage children to tell the teacher when one of their classmates has been a particularly good friend to someone else (add name to a friendship book or give a 'Good Friend' certificate, etc.).
- A soft toy/class mascot which could be taken home for the night by the child who deserves it most that day. If this is to be implemented parents need to be informed of the importance of bringing the toy back to school the next day. Two mascots would allow more children to achieve this without having to wait too long. Children could be encouraged to draw a picture of themselves with the toy (together with a brief description of why they deserved it) to stick into a class book to which regularly references could be made.
- Children could be allowed to sit on one of several special, brightly coloured cushions as a privilege for certain behaviours (maybe associated with sitting/listening well on the carpet, etc.).

In general

- Try to match the level of reward to the level of achievement.
- Rewards need to be appropriate across the different phases – what works for one age may not for another.
- Make sure that all children have equal access to rewards and encouragement. Sometimes it is necessary to keep a record of who has received rewards/privileges and to target those children who have not gained as many.
- Consistency is very important, especially in the first stages of trying to change behaviour. If a reward has been promised then it should be delivered.
- The most effective rewards are given immediately after the good behaviour has occurred in order to associate the two as soon as possible. This is particularly so for younger children who find the notion of time more difficult.
- Try to avoid using sweets or food as a reward.
- Never take away a reward once it has been earned. Inappropriate behaviour should be dealt with separately.

7 - Helping Children to Resolve Difficulties

7.1   Restorative Approach

The school works restoratively. A restorative approach looks at a problem from the perspective of the harm that has been done and how it can be repaired. There may often still be sanctions that will follow the restorative approach.

The three main principles to the restorative approach:

- Those who have done harm face up to those they have harmed
- Those who have been harmed have a say in how it is repaired.
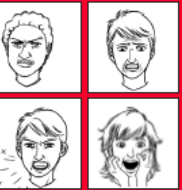- Those who have done harm are able to make amends and be re-integrated into their group

If two or more children have been involved in an incident, we:

- Listen to all children concerned
- Encourage children to offer their own solutions to resolve the incident
- Encourage children to make any necessary and meaningful apologies
- Take appropriate action
- If this is not possible 'on the spot' it forms the basis for later discussions with the children.

7.2 Zones of Regulation

To support children's emotional regulation the school uses Zones of Regulation. The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management.

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

There are four colours or 'Zones' blue, green, yellow and red:

•   Blue Zone – used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

•   Green Zone – used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

•   Yellow Zone – also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles or nervousness when in the Yellow Zone.

• Red Zone – used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation or terror when in the Red Zone.

Every class has a Zones of Regulation display and systems (there are additional displays around the school environment) and the vocabulary of Zones of Regulation is used throughout the school environment. It is important to note that we will experience all zones at some point and there are no good or bad zone, however success in regulating emotions depends on recognising the emotion understanding it and putting a support strategy in place.

The school uses Zones of Regulation as a method of emotional regulation; children are encouraged to use appropriate tools to help regulate before, possibly, they demonstrate unexpected behaviours.

8 Mobile phones

Children in Years 5 and 6 (only in exceptional circumstances for younger years) are allowed to bring in labelled mobile phones into school where it has been agreed with parents/carers and school. They must be given to their teacher, switched off, when they first arrive in school, they will be stored in the classroom.

> Pupils are not allowed to use mobile phones on-site

> The school will not be liable if any phones are stolen or damaged whilst on school grounds.

> There may be exceptions to the rules for medical reasons e.g. diabetes / glucose sensor via mobile phone app (with the school`s agreement)  Please see Kilmorie`s Supporting Medical Conditions Policy.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the school rules and any classroom expectations

> Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Celebrating positive behaviours

  o Communicating expectations of behaviour in ways other than verbally

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement

  o Understand Maslow Hierarchy of Needs (Appendix 5) as it acknowledges reasons for unexpected behaviour might be unmet needs such as the child may be hungry.

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding Policy for more information.

9.3 Responding to expected behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. More detail can be seen in Section 6.1.

Positive behaviour will be rewarded with:

> Verbal praise

> Communicating to parents at the end of the day or via a phone call or written correspondence

> Certificates, prize ceremonies or recognition in celebration assemblies such as our Kilmorie Cup Assembly

> Positions of responsibility, such as monitors or members of pupil bodies or being entrusted with a particular decision or project

> Whole-class or year group rewards, such as a popular activity

9.4 Responding to unexpected behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

> Reflection time in class

> A verbal reprimand and reminder of the expectations of behaviour

> Sending the pupil out of the class

> Setting of written tasks such as a reflection sheet.

> Expecting work to be completed at home, or at break or lunchtime – if appropriate taking account of the individual`s circumstances.

> Loss of privileges – for instance, the loss of a prized responsibility such as playing football in the cage or representing the school in external team events or losing school council responsibility

> School-based community service, such as tidying a classroom

> Referring the pupil to a senior member of staff (AHT Designated phase , Inclusion Lead / Deputy, headteacher)

> Missing part or all of break or lunchtime– if appropriate taking account of the individual`s circumstances.

> Phone call home to parents (for example, if there have been a number of incidents in a short space of time, or if an incident is regarded as significant to warrant a call – such as fighting / persistent disruption.)

> A behaviour chart / positive reward chart

> Putting a pupil on a Positive Support Plan

> Removal of the pupil from the classroom

> Suspension

> Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness

9. 5 Positive Behaviour Support Plans

A Positive Behaviour Support Plan (Appendix 3) is a document created to help understand behaviour and support behaviour change in children.

Positive Behaviour Plans are drawn up considering the behaviours in question; What the function of the behaviour is; What the triggers for the behaviour are; and outlining current consequences.

The purpose of the Positive Behaviour Plans is to understand the purpose of the behaviour, meet the child`s needs and therefore reduce the likelihood of unexpected behaviour.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit / concentrate for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Training for staff in understanding conditions such as ASD, DLD, ADHD

- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to provide consequences to the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. (Lewisham Council - Lewisham SEND Local Offer) sen@lewisham.gov.uk

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school for example, this may be through 1 to 1 work with the Pastoral Care Leader or through restorative justice techniques. This will be done in conjunction with parents and carers.

12 Positive Handling

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Staff who have been trained in positive handling will be deployed in situations where reasonable force is required.

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded (CPOMs) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or a deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, if any item identified in the school rules for which a search can be made or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.   For further information about Searches and Strip Searches please see Appendix 4.

14 Off-site unexpected behaviour

Consequences may be applied where a pupil has shown unexpected behaviour off-site when representing the school. This means unexpected behaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has shown unexpected behaviour off-site, at any time, whether or not the conditions above apply, if the unexpected behaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

14.1 Online Misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Parents / carers will be informed of any online misbehaviour brought to the school`s attention.

14.2 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Parents / carers will be involved if deemed safe and appropriate.

14.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

• Limiting access to areas within the school and the playground

• Agreeing a Positive Behaviour Support Plan.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

   o Manage the incident internally

   o Refer to early help

   o Refer to children's social care

   o Report to the police

Please refer to our Safeguarding policy for more information.

14.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse against staff and other pupils.

15. Serious Sanctions

15.1 Missing breaktimes and or lunchtimes

Pupils can be issued with time out during break or lunchtime play. These time outs, and the reasons for them will be recorded on CPOMs.

The school will inform the pupil's parents if time- outs have occurred.

15.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Should the child need to be removed from the classroom on a number of occasions then a Positive Behaviour Support Plan needs to be implemented.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of a day in the first instance.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and communicated to parents.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

> Meetings with learning coaches

> Use of teaching assistants

> A structured timetable

> Positive Behaviour Support Plans

> Pupil support units

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

15.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

16. Pupil transition

16.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

16.2 Preparing outgoing pupils for transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year, the following happens:

> All children meet their new teacher and spend some time getting to know them
> All teachers, complete handover information document and participate in transition meetings
> Lewisham run sessions where primary schools can exchange information with secondary schools in order to ease the transition for Year 6 going into Year 7
> In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents (where applicable). These children will have a Transition Passport/Pen Portrait to help ensure a smooth transition

17. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The needs of the pupils at the school

> How SEND and mental health needs impact behaviour

> Zones of Regulation training
> Consultations with the school`s Educational Psychologist
> Further specialist training, if required such as Positive Handling Training.

Behaviour management will also form part of continuing professional development.

Additionally, training and support for parents is provided in the form of online sessions, drop in sessions and workshops.

18. Monitoring arrangements

18.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher, Inclusion lead and Pastoral Care Manager.

The data will be analysed from a variety of perspectives including:

> At school level

- By age group / phase

- At the level of individual members of staff

- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.   This data (anonymized) is reported to governors through the Full Governing Body for monitoring purposes.

18.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

19. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy

- Safeguarding policy

- Positive Handling policy

- Anti-bullying Policy

- Child Friendly Harmful Sexualised Behaviour Policy

- Online Safety

Appendix 1:   Written Statement of our Behaviour Principles

1. Kilmorie Primary School is a community in which high standards of behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement

2. It is the responsibility of all staff to ensure that all pupils of the school maintain expected behaviour at all times. This is achieved by high expectations, well planned lessons, positive behaviour management and staff modelling good behaviour themselves.

3. Pupils play a key role in the promotion of expected behaviour

4. Parental support is essential in promoting positive / expected behaviour in pupils

5. Our behaviour policy is underpinned by
   a. Restorative practice which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
   b. Our school rules, which apply to the whole community:

   In school we expect all members of the school community to:

   - Show respect, care and consideration to all
   - Challenge unacceptable, unkind behaviour
   - Care for our school environment
   - Promote good learning behaviour

   c. Our core values which feed into the ethos of our school:

   - Honest
   - Empathetic
   - Resilient
   - Innovative
   - Respectful
   - Collaborative
   - Curious
   - Independent

Appendix 2: Aims of our Statement on Behaviour

a. To ensure that praise, encouragement and rewards are used effectively to promote achievement and good relationships
b. To ensure that all are treated equally and that bullying of others is not tolerated on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation
c. To develop self-discipline, self-control and a sense of responsibility for the school and its environment
d. To encourage members of the school community to demonstrate respect and courtesy to one another, to visitors and our community neighbours
e. To provide a clear and precise framework, which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement
f. To promote our school's expectations and ethos through our school rules and our Kilmorie Qualities
g. To ensure that there are clear and consistent approaches to managing poor or disruptive behaviour
h. To provide challenge and support for pupils who deliberately and persistently disrupt others learning or do not follow school rules
i. To provide appropriate support for colleagues and parents in managing behaviour effectively
j. To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate and differentiated

Signed

Chair of Governors…………………….…   **Date ………………………………**

Headteacher …………………………………   **Date ………………………………**

Appendix 3: Personalised Positive Behaviour Plan.

Positive Behaviour Plan

Behaviour Support Plan:

Respond well to:	Common triggers:	When he / she becomes overwhelmed and is unable to manage his emotions:
		▪

Movement breaks timetable and rules:

Monday	Tuesday	Wednesday	Thursday	Friday

CLASSROOM			
	Behaviours	**Adult's response**	**Consequence**
GREEN	•	•	•
AMBER	•	•	•
RED	•	•	

Behaviour Support Plan:
break times / lunchtimes

BREAKTIME / LUNCHTIME			
Zone	Behaviours	Adult's response	Consequence
GREEN		●	●
AMBER			●
RED	●	●	●

Appendix 4 – Further Information about searches and strip searches.

Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher and /or Designated Safeguarding Lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks

Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

> Classroom Trays

> Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the school has taken, including any sanctions that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

Taken from the Key`s Model Behaviour Policy and with reference to <u>Searching, Screening and Confiscation (publishing.service.gov.uk)</u>

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents / carers to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

> Act to safeguard the rights, entitlement and welfare of the pupil

> Not be a police officer or otherwise associated with the police

> Not be the headteacher

> Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. Parents / carers must be contacted after a strip search if it has gone ahead without their knowledge because they were not contactable in a timely manner or for risk issues.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 5 - Maslow`s Hierarchy of Needs

Maslow's Hierarchy of Needs
Adapted for Kids!

Self-Actualization: Creativity, Problem Solving & Stimulation

Self-esteem: Self-respect, Respect of Others, Achievement, Accomplishments

Love & Belonging: Connection with Family and Friends

Safety: Security & Safety of Self and Things, Predictability

Physiological Needs: Sleep, Food, Water, Physical Touch, Excretion

These are all NEEDS – with more critical ones closer to the bottom of the pyramid

One Time Through

Maslow's Hierarchy of Needs

For some children whose basic needs have not been met, their responses to situations may appear irrational,they are likely to go into **survival mode**, **freeze**, (this might be a lack of interest, not listening, clumsy behaviour), **fight** (this might be physical or verbal aggression) **flight** (this might be physical running away oremotional running away, the child shuts down) or **submit.** Each of these emotions will have strong associatedemotions, e.g. anger, fear or worry and may lead to behaviour that impact on their learning. The Zones of Regulation help the children to recognise these emotions and find a suitable strategy to help regulate.

Freeze	Flight	Fight	Submit
What I look like in Freeze… × Not interested, bored × Confused, forgetful × Talking about something else × Hard to move through the task × Not listening × Staring into space, daydreaming × Clumsy	What I look like in Flight … × Run away × Keeping SUPER busy × Not coping in free time × Need to be first or at the front × Bumping into people × Avoiding tasks and activities × Baby talk or silly voices × Hyperactive, giddy & silly × Hiding under tables	What I look like in Fight … × Hot & bothered × Angry & aggressive × Controlling × Lie or blaming × Shouty & argumentative × Pushing away friends × Demanding × Inflexible	What I look like in Submit … × Socially withdrawn × Compliant × Quiet × Unable to think, just yes or no answers × Passive × Resigned × Neutral expression × Low mood
What I am aware of… × My brain is slowing down × Trying to think of something safe × I can't do this × Feeling deeply anxious × I can hear you're getting frustrated × Starting to shut down × I feel under attack	What I am aware of … × Unable to focus × Lonely × Panic × Feeling bad, movement is distracting × Shame × Overwhelmed × Worried about what happening next × Anxious, apprehensive	What I am aware of … × I'm in danger × Really scared × I am all alone × I feel bad × Frightened × Unimportant × Invisible	What I am aware of … × I can't think × Tummy aches × Tired × Sad × Lonely

Appendix 6: The Assault / Arousal Cycle

Kaplan and Wheeler devised the Assault / Arousal Cycle to help deescalate a person in a heightened state.

The Stages are:

1.   The Trigger Phase.

There is always a trigger. It can occur over a split second and can be anything. It is important to keep a log / record and look for clues to identify the trigger. If the trigger is removed or resolved then the this may prevent the person moving to later phases of the cycle.

2.   The Escalation Phase.

Behaviour may start to escalate after the trigger. At this point intervention is necessary to deescalate the situation. Use positive language, allow personal space and look to divert and distract their attention.

3.   Crisis Phase.

Fight or flight – the person is acting irrationally. The limbic system has taken over from the frontal lobe. Reasoning and logic are of little use. Avoid escalating the situation, do not stare or give excessive instructions, give personal space and take them to a quieter place. Remove any audience.   Keep instructions to a minimum. Remain calm. Provide direct choices. Use a non-confrontational tone. If being ignored, give time limits.

If there is imminent danger to yourself or others, physical intervention may be necessary.

Stage 4: Recovery Phase

De-escalation can occur quickly. Calming down can take significant time. Reduce the demands on the person. Take the person to a calm, safe space. Make the person comfortable through careful use of resources.

Stage 5: Post Crisis Depression

At this stage guilt and post crisis depression can occur. Only talk about the incident once the person has finished this final phase. Remain positive with the person and forgive. Give the person a clean slate.

THE ASSAULT / AROUSAL CYCLE

Kaplan & Wheeler 1983 / Responses to different stages of cycle, adapted from Turnball et al 1990.

CRISIS PHASE

RECOVERY PHASE

ESCALATION PHASE

BASELINE BEHAVIOUR

TRIGGER PHASE

POST-CRISIS DEPRESSION
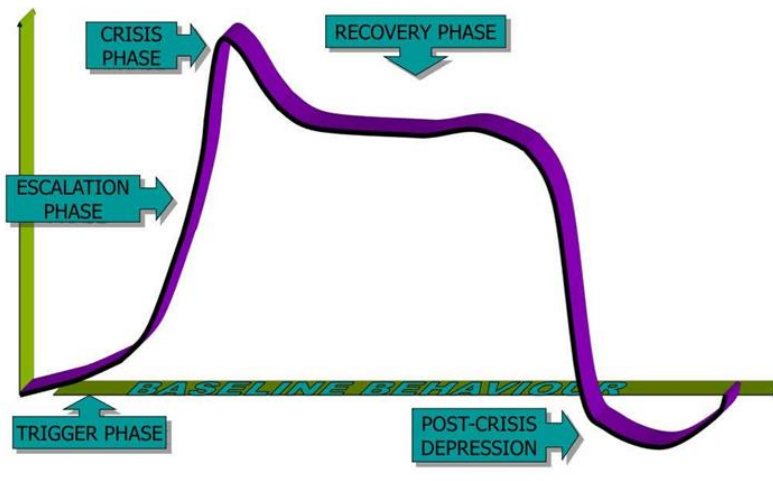
For more information please click here.