



Relational Policy 2024-25

To be read in conjunction with TPAT behaviour policy

Cultivating character and nurturing growth so that learning blossoms.

We are Safe
We are Loved
We are Joyful
We Succeed
We are Making Memories

Written by Team Kehelland September/October 2022	Headteacher Ellie Watkins December 2024
Chair of Governors – Ruth Greenaway	To be reviewed December 2025

At Kehelland School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes.

When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities. We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. Therefore we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Every member of our school community is responsible for modelling and promoting these high expectations of behaviour, both in and out of the classroom. This modelling should always follow our values:

We are Safe

We are Loved

We are Joyful

We Succeed

We are Making Memories

This Relational Policy links to other school policies and documents including:

- Keeping Children Safe in Education
- Safeguarding and Child Protection policy
- Peer on Peer Abuse Policy

The Relational Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Suspensions and permanent exclusions Sept 2022 updates
- Behaviour in Schools Sept 2022 update
- The Education and Inspections Act 2006
- Exclusion from maintained schools, Academies and pupil referral units in England 2012
- DfE Dealing with allegations of abuse against teachers and other staff.

Occasionally, there may be children who have individual plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Relational Policy.

We know and understand that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards is more likely to change behaviour than blaming and demanding.
- Using a positive system of rewards will increase pupils' self esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more and increases self esteem.
- Being aware of each child's individual needs and circumstances helps us to act in the fairest way, and give the correct support.
- We consider the safety of other pupils and minimise disruption while helping pupils to acquire self discipline.
- Reinforcing good behaviour helps our pupils to feel good about themselves.
- Shame/embarrassment can be a destructive/damaging emotional state and will always be discouraged and children helped to understand that mistakes are a normal part of learning – ALL members of our community are loved and nurtured for their own unique characteristics.

Our Aims

- It is our aim to maximise the protective factors in school by creating an environment of safety that has strong positive supportive relationships between staff and pupils.
- We aim to promote a positive working environment, a community where security, safety and self-esteem is promoted in line with mutual respect for staff and pupils.
- The highest standard of behaviour is expected from every pupil.
- Positive behaviour is celebrated; rewards and incentives are consistent across the school and are at the forefront of our approach.
- An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that Kehelland school develops a trauma and mental health informed approach to ensure that all children develop positive mental health and resilience, enabling them to fully engage in life and learning.
- Staff work to identify appropriate support for pupils and remove pupils barriers and triggers ensuring successful engagement in the classroom and playground.
- Behaviour is understood to be a means of communication. It is considered neuroscientifically as to whether it is a response to defensive stress or an unmet need.
- Parent and school partnership is fundamental in modelling, reflecting and reinforcing approaches.
- Every member of staff is emotionally available, and adults respond to pupils with a consistent approach.

Approaches to Developing Positive Relationships and Behaviours

- Our approach is centred on the family feel of our small school and our distinctive identity as a nurturing and inclusive space for adults and children alike. Alongside our strong commitment to academic learning, our daily assemblies, Virtues teaching, PSHE curriculum and values led motto ensure that our understanding of relationships is continually developed and deepened. Everything we do has our values at its heart. What we do, we do with respect, compassion, perseverance, trust, courage and forgiveness. With these values and our Virtues in mind, we can model and build good relationships with all of our school community.
- All interactions with all children should be focused on developing good relationships. We should be greeting each child every morning, noticing them and any changes, showing interest, using humour, showing good manners, conversing politely as all of these contribute to good relationships.
- Staff use the PACE approach (Dan Hughes) adopting a playful, accepting, curious and empathetic approach.
- High quality, differentiated, engaging teaching and learning, which involves pupils, builds on success, ensures progression, involves and informs parents is expected from our staff.
- Varying groups and working with different members of our school community builds tolerance and inclusion. Working with children in different classes and schools also promotes this.
- PSHE lessons are used as rich learning opportunities for behaviour, relationships and self-awareness.
- Staff may use the language of Virtues when talking about behaviour and development with children. Children are explicitly taught about our virtues which are mapped out across the year.
- Children are encouraged to take responsibility for themselves and their actions in age appropriate ways. Staff should encourage children to resolve conflict independently, modelling where necessary, and praising when done effectively.
- Use incidents which do not maintain our agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- The consequences for appropriate and inappropriate behaviour choices are agreed and known to all involved.
- Using fixed term suspensions or exclusions may be part of a positive behaviour approach.
- Where a need is identified we develop structured, tailored group and individual programmes, creative activities and outdoor learning into action plans.
- Any plan of action is agreed and shared in working partnership with parents and carers.

- Individuals with special needs are recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all. Supporting pupils appropriately may require adults to develop and employ new skills.
- Adults are observant, open and inclusive and act as role models, particularly in how respect is shown and they are co-regulators as needed.
- Our approach always has our school motto at its heart. Staff will always use the language of being safe, loved, joyful or positive, successful and making memories to remind children of our expected behaviour. It will be made clear to children through displays and teaching that our motto is also a guide for behaviour and expectations. These expectations are exemplified by staff and used as a common language by all to support the understanding of them. All staff model these to the children and use them within any consequences around behaviour choices.
- It is expected that every member of the school community knows that positive reinforcement promotes positive behaviour. If you don't address the inappropriate behaviour, you are condoning it.
- Classroom staff pro-actively welcome and meet and greet every child into class each day
- Staff welcome children and families in the playground each day
- We PIP (praise in public) and RIP (Remind in private)
- Classroom environments are clean, organised and are positive spaces for pupils without clutter or overwhelming displays.
- Our motto is displayed in all classes, and reinforced in our assemblies.
- Staff make conduct expectations for different situations explicit, and when needed a briefing is carried out – for instance on a school trip.
- Staff are calm, optimistic and are warm in their approach to children. They follow the TPAT code of conduct.
- We use recognition boards every day
- We have three clear school rules; READY, RESPECTFUL, SAFE.

What Staff Will Not do

We have a prescriptive relational approach and understand that our working relationships with children are not dependent on a child's behaviour. Staff must remain calm, unshockable and rational at all times – even when dealing with challenging behaviour. We do not believe in shame as an approach to relationship or behaviour management. Therefore staff **must not** use shaming behaviours to shame children and the intent as a driver of these actions is key to the behaviour – these may include:

- Rolling eyes
- Tutting
- Using sarcasm to make a child feel small/shame
- Huff
- Sound cross or angry to shame them

- Raise their voice with a cross/angry tone
- Appear openly irritated by a child
- Take photos/film/remind or act out a child's dysregulation/behaviour to show the child their behaviour (the child already knows and does not need reminding)
- Have a cross, frowning or angry facial expression
- Have cross or angry body language like standing with hands on hips, makes themselves bigger to intimidate.
- Tells a child they don't care, or are not good or worthy until they make the right choices.
- Talks about a child to another adult negatively, while the child is in earshot.
- Refers to a child negatively – naughty, bad, boring.

Rewards

We reward positive behaviour choices as this reinforces our expectations of behaviour both for learning and life. All members of staff will always recognise and celebrate appropriate behaviour through informal praise. Verbal, on the spot praise is powerful in reinforcing positive behaviour. We know and recognise that receiving meaningful and valid praise consistently will boost self-esteem. Praise should be specific and focused. All awards are linked to our motto to ensure children understand why they're earning the reward.

Consideration has to be given to the fact that every reward given can impact on other pupils as a negative consequence. Rewarding a child with a certificate for effort everyday, when other children in the class who also put in 100% are not, can be seen as punishing the other children. Children who expect rewards for an activity are less likely to engage with the same activity later than those who were intrinsically motivated. It can have a detrimental impact on effort, self esteem an attitude when singling individuals out without thought.

Rewards need to be given out fairly and to those that earn them. Noticing children who are consistently hard working, kind and considerate is vital. We will use –

1. Verbal praise referencing our motto
2. Smiles, thumbs up and high fives
3. Special classroom responsibilities
4. Verbal praise referencing our virtues
5. Time in with a member of staff to show and discuss achievements and stickers
6. Rewarding points for Class Dojo
7. A visit to the head teacher for praise and chat
8. Praise postcards sent home
9. Certificates for lighthouse keeper, readers of the week and a school shining light award weekly.
10. Communication with parents verbally to praise, a message on seesaw to parents or a phone call.
11. Classroom recognition boards used across the school.

12. Time in with the head teacher for ice cream/hot chocolate to discuss the excellent behaviour. We believe that the greatest reward is time and connection, and this is the focus rather than the edible treat.
13. A display board where “our stars” are celebrated each week in our Friday celebration assembly.
14. Children praised in our weekly school newsletter.
15. Class Dojo reward points with an agreed set of rewards that is consistent across all classes
16. Positive Noticing postcards/notes and labels

Sanctions/Consequences

Sometimes a child will continue to find it difficult to follow the school rules. If this happens, there are strategies and consequences that should be employed by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

Discussions about behaviour choices are carried out in a respectful manner and with a calm voice. Staff should take care to make sure their facial expressions, body language and tone of voice are respectful calm and nurturing. These conversations should be private and not carried out publicly in front of peers.

The class teacher and TA need to take an active role in pre-empting behaviour and catching children being good. The TA and teacher need to think carefully about where children are at different parts of the lesson. Are we meeting the needs of our children? What may be driving the behaviour choices? Is it a need to escape, an unmet attachment need, a tangible need or sensory need? What can you as the adult do differently to support the child?

Adults model the behaviour expectation. It is no good for example, if the teacher asks for the classes attention and another adult then carries on talking or completing an activity. Equally, adults should model through interactions with all adults and children and use of resources.

Specific teaching around behaviour expectations and what behaviour for learning looks like should be taking place at least once a week. Individuals or particular cohorts may need more regular specific teaching times.

Staff and children have agreed the pattern and script of our consequences language. This gives all children the best chance to succeed in their behaviour choices.

1. A verbal reminder of behaviour expectations – “That behaviour is not what we expect here”.
2. A clear and direct warning about the unhelpful behaviour. Praise the positive behaviour we do want to see. “Your behaviour is not acceptable. It is not [safe, loving, joyful] and is not what happens at Kehelland. You are usually very [positive behaviour example] and I know you can do that”

3. A quiet chat to the pupil, to make sure there is no unmet need or something that can be done to help them. This should be done sensitively by the teacher or TA as appropriate. It should be made clear that they are on the third warning. This script should be used and takes less than a minute. The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:
 - I noticed you are having trouble with.... [state the behaviour you see to separate the behaviour from the child]
 - I am wondering if you are feeling [...]?
 - You know we have our motto/expectations in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
 - Do you remember when you [did that kind thing for...]? That is who I need to see today.
 - When I come back in * minutes, I want to see your wonderful [...]. Thank you for listening. Now walk away but remember to return at the given time! The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP)
4. The child is moved to another seat in class or another space in school. This change of space and change of face can often support pupils in making more appropriate choices. This will be followed by a discussion with the child and the script above can be used again with more time if needed.
5. Time in with the class teacher. No more than 5/10 minutes to reflect on choices and discuss what is happening. It is important that the staff member involved in class is the same adult during time in.
6. Time in with the head teacher or other member of SLT. Children will have a reflective, restorative conversation during a playtime and discuss the events that have led to this. Class adults will also be included to ensure the child has consistent support. This will be done respectfully but with a clear expectation that the child can make better choices going forward. Parents and carers will be informed. It is essential for wellbeing for children to have access to playtime. Therefore, children will miss a proportion of their playtime but not the whole session.

When behaviour becomes a regular and persistent occurrence and further action needed, there may be a meeting between the child, parent/carer, and staff member, to discuss a positive way forward and ensure all needs are met.

Children on the SEN record of need may require a different consequence, depending on their level of need. This will be identified in an individual behaviour plan. Staff must ensure they are aware of each child's particular need to ensure the policy is applied equitably and inclusively for all.

7. **If a child is dysregulating regularly, then they will have individualised targets.** Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card.

Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher and SENDCo. The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher and Class Teacher and in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support. For children with SEN this is a supportive process where the child can see their successes. It will also allow the school to see and be able to track their dysregulation. It will be done in conjunction with daily meetings to support the child either with the class teacher or Headteacher.

8. **If a child continues to dysregulate often** Sometimes a child with individual and significant behaviour needs will need an Individual Behaviour Plan. This plan will specify the use of Primary and Secondary de-escalation strategies that are appropriate for the child. It will then describe any restrictive techniques and staff able to support this. It will also take into consideration all actions that may be needed to support the child and their needs to ensure we support their regulation. ALL STAFF IN SCHOOL will be aware of the need for an individualised approach with these children. It is aimed to be a holistic approach to ensure inclusion and reduce the need for suspension or exclusion. The effectiveness of this plan relies on identifying the underlying causes of the behaviour and will be shared with parents.

A child's behaviour may deteriorate before it improves when aIBP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of an IBP for maximum success, especially with younger children.

The IBP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child.

Dangerous Conduct or Crisis Behaviours

If a pupil is showing that they are in crisis and displaying behaviour that is dangerous to self or others, appropriate de-escalation strategies should be employed and the pupil should have time to regulate. This follows a trauma informed approach of:

Attune

Validate

Contain

Regulate

If a pupil carries out dangerous behaviour this must be reported to a member of the SLT immediately. At all times the pupil is informed of what is happening and why.

If any member of staff requires assistance in the classroom for example, because of pupil disruption or because a child has put themselves in danger, that member of staff will give their ID lanyard and badge to a trusted pupil and give them instructions to take it directly to another member of staff. The member of staff will understand that help is needed urgently and will act to get additional help and intervene. It may be necessary with some pupils to ensure that staff always have a mobile phone or radio on them – for example if we have a child who has a behaviour that involves leaving the site. This is to ensure we can communicate and get help when the child is behaving in a way that is unsafe for self or others.

We have a number of staff trained in the use of physical intervention through the PRICE training programme. PRICE Training was certified by BILD ACT as complying with the Restraint Reduction Network Training Standards on 21st April 2020. The Positive Approaches to Challenging Behaviour (PACB©) curricula are approved for Education, Health and Social Care settings. The recent arrival of the new RRN Standards raises the bar in terms of expectations around both the quality of training delivered as well as the importance of monitoring, reviewing and reducing the levels of use of restraint within organisations. The Standards aim to reduce the reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice.

Approaches are designed to protect people's fundamental human rights and promote a restraint reduction ethos and culture across organisations that use restrictive interventions.

Any physical intervention is as a very last resort and to ensure the paramountcy of safety only. This will be to keep the child and other safe for example from physical violence or absconding the site.

If a child absconds (leaves the physical boundaries of the school site) this is an immediate danger to the child and becomes a safeguarding issue. We will try all techniques to prevent this including physical intervention. If the child does leave the site we will telephone the police to inform them that we have a child missing from our site. We will wait for the intervention of the police for the safety of all adults and children involved, unless an opportunity to resolve and de-escalate is very clear. Mobile phones and radios will be used to ensure SLT and the police are informed as quickly as possible for the child's safety. Parents will be informed.

All staff members have a duty of care to maintain safety of the child or others. This may mean that they need to physically guide or hold a child but they must communicate with a child that they're acting to keep them safe. This must be recorded on CPOMS. **All behaviour**

incidents that impact safeguarding (all physical intervention) will be recorded on CPOMs the same day no matter how insignificant they may seem. Parents/carers will be informed of any physical intervention.

We recognise the emotional strain that incidents can cause to staff. SLT will have a debrief with staff in all cases to ascertain needs if any. SLT will also ensure staff have time to ensure their wellbeing is sound in the aftermath of any incident.

Suspension and Exclusion

All behaviour, suspension and exclusion guidance – including in this policy – must be looked at in conjunction with the TPAT Behaviour policy which can be found on the TPAT website. We hold high expectations of behaviour and do expect all children to follow the school rules of Ready, Respectful and Safe at all times.

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Repeated unsafe behaviours may lead to suspension or exclusion for safety reasons.

An internal exclusion will be given where possible over a Suspension. Any decision to suspend or exclude a child must be made in conjunction with Truro and Penwith Academy Trust. Parents will be requested to attend a reintegration meeting with the Headteacher, Class Teacher and the child to reflect on successes and challenges and agree next steps.

Where a child is excluded, consideration should be given to the appropriate level of support required when the child returns to lessons. Where a child is given a Suspension, or following a referral to outside agencies, the reports received will form the targets for their IBP.

For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

9. An Internal Exclusion may be appropriate to support learning and ensure child safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue.
10. A Suspension would follow Government guidance and upon return to school, a child would have support through an Individual Behaviour Plan (IBP)
11. An exclusion is a last resort. Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:
 - o Sexual abuse or assault
 - o Serious actual or threatened violence against another pupil or a member of staff
 - o Supplying an illegal drug

- o Carrying an offensive weapon
- o Serious deliberate damage to school property
- o Any pupil found to have made a malicious accusation against a member of staff

Appendix 1: The PACE Approach by Dan Hughes'

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

<p>Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.</p>	<p>Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.</p>
<p>Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.</p>	<p>Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.</p>

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.'

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel. 'I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is. 'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things. 'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything'

Appendix 2: Recognition Boards NOT behaviour boards.

Our classrooms do not use boards in which children move up and down according to their behaviour. This shames and publicises behaviour and we believe it is damaging to a child's sense of self and is not an inclusive practice. We do however use Recognition boards to focus on a single aspect of conduct for a whole class, as inspired by Paul Dix in his book "When The Adults Change, Everything Changes"

A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.

Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.

When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to show praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.

The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.



Appendix 3: De-escalation Techniques

1. **Structuring:** having worked hard to establish consistent and predictable environments it is important that these do not collapse in the face of challenging behaviour. This has negative consequences for support workers, other people we support and the person exhibiting the behaviour. If the structure is fragile this conveys a message of “out of control” which can only escalate challenging behaviour.
2. **Active listening:** involves listening with all senses. As well as giving full attention to the person you're supporting, it is important that the active listener is also seemed to be listening- otherwise the person you are supporting may conclude that what they're talking about is uninteresting to the listener.
Interest can be conveyed to the person you are supporting by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing and encouraging them to continue. By providing this feedback the person you are supporting will usually feel more at ease and therefore communicate more easily, openly and honestly. Confirming that we are hearing and understanding what the person is communicating can at times minimise further incident.
3. **Relating:** the quality of the relationship that has been built is central to the ability of supporting a person's distress, frustration, and anger. This determines levels of respect, trust, and influence over behaviour.
4. **Redirection/ diversion:** redirect the person we support or group, change the activity or environment, suggest something that you know will be more enjoyable and replace the behaviour with something positive.
5. **Hurdle help:** Utilise ABC approaches, knowledge of stages of incidents. Identify areas of difficulty and provide support/help to complete tasks. Challenging behaviours can be avoided by timely help the moment barriers to success emerge. Mapping allows

the opportunities for sitting down with an individual or group, discussing problems and planning solutions or techniques for dealing with them in advance.

6. **Directing/ directive statement:** stress increases whilst rationale for decisions decreases, necessitating provision of direct guidance. This can be a useful technique when a person has difficulty in controlling their own behaviour; It brings a sense of control and order. Instructional control is very effective with some groups such as learning disabilities/ autism who are able to comply with specific requests.
7. **Teaching:** help people we support learn from experience, the principles of crisis intervention. Use everyday experiences, situation, crisis points as an opportunity for growth and learning. New ways of coping are best learned through experience and process.
8. **Humour:** an injection of humour can often release the tension out of a situation, divert attention or provide the person with an escape route. This is not always appropriate, does not work with anger and aggression and must never be at the expense of the person.
9. **Injection of affection/ praise:** message for increasing self-esteem, people respond better to praise and messages as to what they do well and can achieve as opposed to negatives. Behaviour often comes from insecurity, fear and anxiety if you consistently reward persons we support with respect and praise (one in 10 principle, one negative to 10 positives) there is increased chance of reducing the level of difficult behaviour.
10. **Past strengths/ appeal:** reminding the person that you and others are also people who have needs, which are also important. Focus centres on how well the person has dealt with similar situations in the past, particularly drawing out the positives as to how they manage their behaviour.
11. **Prompting/ signalling:** the establishment of non-verbal forms of communication to assist the management of behaviour. The signal technique let the person know that their actions are noted. This approach can signal approval or disapproval and fits well with injections of affection through for example a smile.
12. **Proximity/ touch control:** with some people we support whose backgrounds are well known and with whom there is a strong relationship this can be a highly effective approach. It can be disarming to respond to negative behaviours through non-threatening approaches, such as sitting beside, showing genuine concern. Proximity is about reducing or extending personal space and conveying a message of support and care through body language. Being close to a person who is struggling to stay in control can be a comma. In some situations and again with extensive knowledge touch control can be effective.
13. **Boundary setting:** widely accepted that people require clear, consistent and secure boundaries to facilitate their safe development. Sometimes it is important to deliver an authoritative response when boundaries are being tested. How refusal is made can carry undertones that reveal the degree to which the refuser is self-confident and maintaining control. Boundary setting needs to be fair, achievable, and negotiated.
14. **Planned ignoring** requires teamwork and commitment, not everyone can tolerate the behaviour without eventually giving in or punishing the person we support. Ignoring the behaviour can render it ineffective and will reduce it until it stops the principle is

to make the behaviour extinct through ignoring. The initial response to ignoring behaviour is for the person to escalate it. This requires further ignoring or intermittent reinforcement. It is crucial to assess the risks attached to ignoring behaviour and all involved workers need to be aware of what the appropriate or substitute behaviour is to be reinforced. Ignoring negative behaviours and rewarding positive ones ensures the person receives reinforcement when displaying appropriate behaviour patterns.

15. **Permitting:** allowing the behaviours to take place. Giving permission for disruptive activity often reduces the attraction of it. If no one is in danger and no damage is likely it may be better to give permission for the behaviour to take place.
16. **Acceptance/ interpretation:** works well with relating approaches above, verbalising the behaviour helps control aggressive feelings and expressing the source of anger helps externalise emotion and reduces its intensity. This helps a person to sort out confusion and address poor processing of information.
17. **Restructuring:** dealing with deteriorating relationships by change of place, activity or people. This requires an assessment of the negative dynamics and making a decision to change the parameters, membership or location of an activity.
18. **Regrouping:** very similar to restructuring, is a deliberate attempt to optimise conditions, it is not managing conflicts by division or exclusion. The technique requires an understanding of the group dynamics and knowledge of the people from knowledge of people involved, in order to ensure that the group dynamics are as positive as they can be for the individuals who are part of the group. This is usually a skill that you would use to plan ahead.
19. **Bouncing:** keeping dynamics fluid so that conflicts do not have time to emerge. Bounce by continually moving the person from one environment to another, a kind of continuous restructuring but one that never allows behaviour to settle as part of routine.
20. **Flooding:** flood the crisis point, incident, behaviour with workers to create a presence and message of control, worst case scenario.
21. **Removal of person/ audience:** this should be by request and agreement. Creating space for a person, changing the environment, removing the crisis trigger can be achieved by moving the person. If they will not it may be possible to remove the audience. Behaviour is often supported by an audience or through the fear of losing face. The removal of an audience changes the environment, offers an escape route and create spaces to calm down it may be necessary to involve several team members to remove the audience.
22. **Reflection time:** time away to regain control in an area which a person can think can reduce anxiety. Consider availability of exits for support workers and people we support who made it to walk away without feeling they have lost.
23. **Leave option:** wrong person, wrong place, need to hand over to another worker.
24. **Stimulus change:** do something unusual, unexpected, useful for low level behaviours, need to consider client group was not suitable and areas of learning disabilities for example.

25. **Interrupting the behaviour chain (crisis phase):** sudden interruption of the behaviour change using stimulus change strategies is often very effective for averting outwardly directed aggressive behaviours even if it's only to buy a little more time and safe distance between yourself and the person.
26. **Consequences:** a means of enforcing boundaries, setting clear expectations, utilising sanctions which are fair, proportionate, consistent, achievable, and legal. If using sanctions, consider them within the ethical framework of PBS.
27. **Praise/rewards:** using rewards as a means of enforcing positive behaviour patterns. It is important the person does not become reliant on a form of reward that will not be replicated in other settings. Rewards can be used as a short term means to cementing new patterns of behaviour.
28. **Silence:** the person we support can feel companionship, comforted by someone being there. When working in the field of learning disabilities this can be useful in giving people time to comprehend what has been said, formulate a response, take information in.
29. **Distraction:** during the pre-cursor or build up phase of a person's arousal cycle it can be very useful or helpful to offer the person a favour distraction for example a drink, bath or a favourite activity.
30. **Strategic capitulation:** strategic capitulation may be an effective strategy if you know the source of the person's increasing agitation is because they're trying to access a specific reinforce are. It may not always be possible to provide the reinforce are at this stage, for example it may not be available at this time. However, doing so if possible is likely to avert escalation of behaviour to an intense episode at that point. Although distraction and strategic capitulation may seem counter intuitive keep in mind that the precursor stage, behaviours usually constitute signs of increasing agitation rather than the defines challenging behaviours, so you are not reinforcing the defined behaviours at this point. Also keep in mind that you are responding to a major risk, that when the crisis is over, provisions for addressing this particular problem should be made within the context of the primary prevention strategies in the main body of the PBS plan.

Appendix 4: Positive Report Card

Name:	Dates Applicable:
Target Behaviour:	
Target number:	Target met?
Next steps, circle as appropriate: 1. Continue with PRC 2. Cease PRC support	

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
English/Session1					

Break					
Maths/Session 2					
Lunch					
Afternoon					

	Child	Parent/Carer	Class Teacher	Headteacher
Signed				

Appendix 5: Individual Behaviour Plan

Name:	Class and Year group:
D.O.B: Plan start date: Date of next review:	Medical conditions/Diagnosed needs: Staff working with pupil:
Skills and Talents:	Achievements:
Likes:	Dislikes:
Challenging behaviour – what it looks like and what are the triggers if known?	Targets – what are we working towards and how do we get there?

Aim of IBP:	Summary of recent intervention and support:

Support strategies (use prior knowledge) How do we diffuse the situation? Include: o What to do and what not to do o Phrases to use o Calming techniques At what stage should another member of staff be informed? Who should this be?	
Support after an incident (use prior knowledge) How do we support 'Repair'?	
School view:	Pupil view:
Parent/carer view:	Other:
Agreement: Parent name: Parent signature:	Staff name: Staff signature: Date

Date:	Headteacher signature: Date:
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<u>IBP Evaluation – how effective is it?</u>	
Any further steps needed to improve provision? Any other information?	

IBP Interim Review

Name:	Class and year group:
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Date:	Attendees:	Apologies:
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Summary of Discussion:
Progress towards targets and review of pastoral support:

Agree new targets and support if needed: