

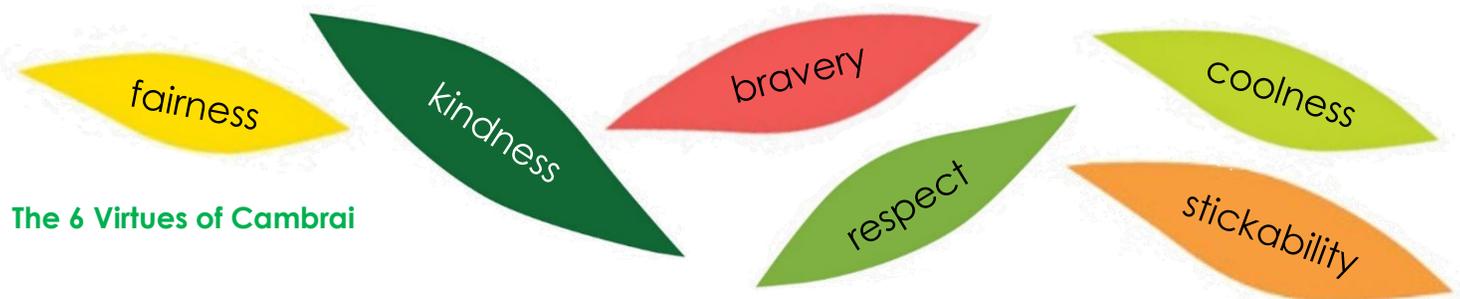


# Cambrai Primary School Behaviour Policy

## Overview

Our firm belief is that the best schools for their children and communities succeed with all learners - not just the compliant ones. We aim to be the best school that we can be, for all of the children of Catterick, where children get what they need, not what they 'deserve'. We can achieve this through a bedrock of kindness and strong relationships across school. Strong and trusting relationships between children and staff are key in the realisation of this policy.

As a brand new school, we have a unique opportunity to shape our approach, and start as we mean to go on - based upon our strong vision and 'virtues' from day one. Our school motto is more than words on a page; we live it, promote it and teach it. *"Growing good people - doing great things"* is at the heart of all of us at Cambrai Primary School. Aligned to this are our **six 'virtues'**; interwoven through our curriculum, policies and every day practice.



## Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have some clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school. These consistent routines and expectations are:

- ✿ Consistent arrivals (Detailed in appendix 1)
- ✿ Cool walking (Detailed in appendix 1)
- ✿ Lining up (Detailed in appendix 1)
- ✿ Constantly referring to our 3 school rules
- ✿ Consistent reward and recognition
- ✿ Consistent adult language and approach to behaviour
- ✿ Saving strongest performance for when children do the right thing
- ✿ Individual classroom routines (See appendix 3)

## Clear Rules and Associated Language Matter

We have three, simple school rules which encompass all aspects of school life. These are explicitly taught, referred to, recognised, thanked and discussed throughout a child's time at Cambrai. They are displayed in all key areas (poster in appendix 2). These rules are:

## Our Code of Conduct is:

-  Take care of yourself
-  Take care of others
-  Take care of our school

<b>1.</b>	<b>Take Care of Yourself</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Do anything silly or dangerous where you might be hurt.</li><li>• Stay in school at break times or leave school without permission.</li><li>• Talk to strangers in school unless they have a school badge.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Tell someone if you are unhappy, being picked on or bullied.</li></ul>
<b>2.</b>	<b>Take Care of Others</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Do anything to hurt others (such as hitting/name calling).</li><li>• Distract others from working.</li><li>• Be cheeky or rude to adults.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Be friendly to visitors, newcomers and other children.</li></ul>
<b>3.</b>	<b>Take Care of our School</b>
<b>Never</b>	<ul style="list-style-type: none"><li>• Steal or deliberately damage school equipment.</li><li>• Drop litter or deface the school building.</li><li>• Give the school a bad name.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>• Be proud of your school.</li></ul>

## Rewards Matter

Children like rewards – and adults enjoy giving them, but they must be well timed, appropriately earned and meaningful to the child. Rewards should not be used disproportionately for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this. Details of how to address behaviours which we do not accept, is detailed in the 'Poor Behaviour Matters' section, below.

The primary reward in our school is simple – it is a genuine smile, a thank you, a well done, an 'I'm proud of you'. When relationships are genuine and warm, kind words mean the world – to children and adults alike. Well placed and appropriate praise permeates our positive school. Of course, we also reward in variety of more formal and public ways too:

### Class Recognition Boards

There is a recognition board in every classroom. These may look different in each classroom, but promote the same message: 'Thank you for doing the right thing'. Each class will have a current focus linked to the needs of the class. It may be an improvement in lining up, transitioning to independent work more quickly, taking responsibility for tidying up their resources, etc. The teacher and children decide on these foci – and when they are changed. When a child is doing the right thing, their name is added to the recognition board. Once it is on, it cannot be erased (see 'Poor Behaviour Matters' section). When all the names are on the board – the class have proven that they can all 'do it' – and if they don't, they are choosing

not to. There should be a celebratory 'whoop' – it is a big deal, and should be made to feel as such.

For Early Years, initially, the recognition board is more general – with children gaining a place on the board for following the three school rules. This is our method of teaching the children our rules, quickly and in depth. The daily repetition and reinforcement is the key to these being embedded for children at the start of their time with us at Cambrai. Towards the end of the year, the focus will move to more specific class foci.

### Above and Beyond Bands

We must recognise the children who go 'Above and Beyond' the school expectations. Children who stand out, at a particular time for doing something special and more than is expected to simply follow the rules of the school. When any adult in school sees a child do this, they must recognise it – and reward it, with an 'Above and Beyond Band'. These bands are written on to say what was so amazing (so that parents and carers can see, as well as other staff) and who had awarded it. "Leon saw me drop all of my books – he ran from his football game to help me pick them up. He was so kind. Mrs Guest ☺".

Individual children should not receive several of these each week; they are special and highly regarded. Staff should always have a supply to hand – they should be an immediate reward. Visitors are also shown the system at 'check in' – anyone can recognise excellence at Cambrai: a child receiving an 'Above and Beyond Band' from the visiting plumber, for helping to move some books in front of some pipes, without being asked may be something that the child may never forget.

## Weekly Award Assembly

### The Headteacher's Golden Book

Each week, teachers choose one child to be added to the Headteacher's Golden Book – to recognise excellence in relation to any of the school's six virtues. This book is special. It will outlive the time that the children will be at Cambrai – and is a piece of school history in the making. Children who have their name recorded in the golden book receive the golden sash (for EYFS and KS1) or the 'Golden Tie' (For KS2) for the following week to physically show the school community how important this award is.

### Wellington Worker of the Week

Our school mascot is 'Wellington Owl'. Each week, teachers award a 'Wellington Worker' certificate for a child who has shown great effort and hard work in their work – not necessarily the highest achiever, but the hardest worker.

### Virtue Ambassador Awards

Each half term, there is a focus 'Virtue'. Each class nominates two 'Virtue Ambassadors' each half term to recognise and reward these virtues. In the weekly award assembly, the Ambassadors choose a child in their class who has displayed the virtue well and rewards them with the weekly Virtue Certificate.

### The Golden Broom

Each week, the caretaker will decide who has worked the hardest to keep their classroom the tidiest – and will award the 'Golden Broom Award'. The caretaker will leave the golden broom in the tidiest classroom on the morning of the award assembly – and the winning class will bring

it in to the assembly with them! They will receive an additional five minutes playtime as their reward.

### The Golden Wellie Award

Each Friday, teachers will nominate a child from each class to be awarded the Golden Wellie award – this award is to recognise children who play well, embrace the OPAL experience and make the most of their playtime experiences! The Award is a physical Golden Wellie!

Importantly, there will be no other formal awards created by staff. Consistency across the school is key. Sweets are not to be awarded as a reward. Do not create 'special rewards' for children who struggle to behave, unless this agreed with the Executive Headteacher (we may agree to this following involvement of an educational psychologist, for example); it makes them special in relation to their poor behaviours – and we are then rewarding them for them inappropriately. Simple stickers for doing a 'good job' or taking an active part in a session are fine.

## Poor Behaviour Matters

In a primary school, children are not only learning to read, write and count – they are also learning to behave. As such, at times, most children will require their choice of behaviour to be checked, or addressed.

### Before this conversation happens, it is vital that the adult stops and considers:

- ✿ How would I speak to this child if their parent was on my shoulder?
- ✿ What would the best teacher in the world do?
- ✿ It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation
- ✿ Children who struggle to behave take more time out of lessons - don't give it to them in lessons too

### At Cambrai Primary School, we have a clear, stepped, approach to addressing a child who is not doing as we expect:

1. **Remind** the child that they are not following a school rule. Do this privately, by getting to their level and speaking quietly. Do not afford the behaviour the attention the child may be seeking. If appropriate, ask the child to tell you the appropriate rule and what they are doing that is inappropriate before you tell them. Walk away to give time for the child to correct their behaviour, without an audience.  
*"Billy, can you tell me what you are doing that might mean that you are not keeping yourself safe?"* If Billy does not respond, then the adult can calmly respond, *'Please do not climb on the tree – you are not doing the right thing. Thank you for listening'*. Walk away.
2. **Last Chance**. If the behaviour continues, calmly remind – again, personally, with the consequences made clear:  
*"This is your last chance to do the right thing, Billy. I know you can do it, because you did it on.... (may link to recognition board) Remember? If you do choose to break the rules again, you will have to move to... Thank you for listening and think carefully."* Walk away.
3. **Time out**. If the child continues, they require a time out. Simply, state:  
*"OK Billy, you've chosen to continue, can you now please go to... with..."*. If the adult accompanying the child does not know what the issue is, do not explain in front of the child. The child simply needs to leave for thinking time. This should be recorded on CPOMS.

If additional poor behaviour begins, e.g. swearing, continue to focus on the initial behaviour issue: these are distraction and provoking techniques – do not fall for them. You may need some of the de-escalation techniques detailed in appendix 4. If in a lesson, a child may take their work to an agreed place, and will generally be accompanied by an adult. If they are not in the correct mental state to work, they may need to bounce on the trampoline, walk it off in the playground, go to the reading hut. Professional discretion is important. Do not escalate the situation by talking about the issues at this point, the child needs to be calm, and have time to reflect before the repair conversation.

4. **Repair.** It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, that they will have to face it, during a 'repair conversation'. This will be with the adult that imposed the time out and not during lesson time – it should be at a lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it.

The fact that this conversation happened – and any key outcomes, should be recorded on CPOMS, *if the adult deems it appropriate* (e.g. a child not paying attention twice, which is out of character for the child and leads to a time out and conversation would not need to be recorded, but if an issue is becoming to be a pattern, or is leading to clear actions for the child or an intervention, it should be recorded).

In this meeting, it is vital that the adult is transparent as to whether parents will be informed or not, via an 'issue Slip' (see below). Parents must be informed if an outcome is that the child will complete work missed, due to time out, at home – but this may be via the home school book / a conversation rather than a formal issue slip.

The key 'Repair Conversation questions' are below, however 5 is enough, and less for young children (those in bold are most suitable for EY / KS1):

1. **What happened?**
2. *What were you thinking at the time? (How XXX were you at the time, out of 10?)*
3. *What have you thought since?*
4. *How did that make people feel?*
5. **Who has been affected (hurt/ upset for KS1)?**
6. *How have they been affected?*
7. **What should we do to put things right?**
8. *How can we do things differently in the future?*

## **Repeat or Serious Behaviours Matter – Mentorship and Issue Slips**

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, an 'Issue Slip' will be sent home. These detail what the incident was, who addressed it and whether we would like parents to contact us or not. In the vast majority of cases, however, we would expect staff to speak to

parents at pick up about such incidents, or call parents and carers. **Every 'Issue Slip' will be recorded on CPOMs.**

The issue slip is included in appendix 6.

For a small group of children, repair conversations with a trusted adult and the child may need additional support. At this stage, we appoint a Behaviour Mentor. This adult is selected in agreement with the class teacher and child – the child has to want to work with the adult.

The rationale behind this approach is simple; there needs to be intervention to avoid the child's behaviour remaining unchanged, or escalating. This is an opportunity for a clean sheet and the child needs to know that. Exclusion, be it fixed term or permanent in our school is a last resort. If at all possible, we NEVER want to use these sanctions – when a child is not in school, we cannot repair the behaviour issues. The role of an appointed behaviour mentor is relatively simple:

- ✿ Being clear that you want to help. *"I'm pleased you chose me to help you – I know we can make things better together. We'll meet XXX and it's hopefully going to be a good part of the week for both of us. I like spending time with you."*
- ✿ Being a trusted adult – that the child can rely upon to be objective, fair and interested
- ✿ Over time, to try and 'get to the bottom' of the behaviours; triggers, emotions and reasons – calmly and away from the point of issue.
- ✿ Develop coping strategies and approaches with the child to avoid the situations and reactions that lead to behaviour issues.
- ✿ Liaise with other staff – with the agreement of the child – in relation to the strategies and triggers identified, so that they know what to expect and how to support the child.
- ✿ Develop the thinking in to a 'plan'. This starts with a blank piece of paper – we never want the children to think that these meetings are a 'process' or 'box filling' – it is all about making things better for them, and in turn, better for the school. For a young child, or a child where a formal plan would ease conversation and discussion, one is available in appendix 6.
- ✿ Consider the pay back. How can the child pay back to the school / their friends / their community? This is not an initial step!

The partnerships are reviewed each month, at SLT level. If mentorship is not having the desired effect, we will discuss further external options:

- ✿ Counselling
- ✿ Educational Psychologist
- ✿ GP liaison
- ✿ Outreach from SEMH colleagues across the Trust and NYCC

## **Extreme Behaviours Matter**

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the repair meeting approach. Behaviours may include:

- ✿ Violence (i.e. physical contact made with the intention to harm)
- ✿ Repeat or Extreme defiance/ rudeness to any adult
- ✿ Persistent taunting, teasing and bullying
- ✿ Stealing

-  Repeated Spitting
-  Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS and an Issue Slip given and recorded.

## **Tracking Behaviour Matters**

Each week, each class has a 'new sheet' to track behaviours. This is a quick way to review low level issues and trends for cohorts and children. 'Last Chance' points on our behaviour scale onwards are recorded. If a child is given a 'Time Out' – this is recorded and the brief reason noted on the back. If it is recorded on CPOMS, it does not need recording twice. Simply indicate there is a CPOMS record linked to the event.

## **Exclusion Matters**

When a child is excluded, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school. Importantly, however, a school must have procedures in place, by law, should the need or situation arrive. Our procedures are detailed within our Trust Exclusion Policy which is found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

## **Physical Intervention Matters**

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others. As such, we have a full Physical Intervention Policy in place, based upon the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

## **Behaviour in Our Community Matters**

Children who attend Cambrai Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

## **Parents and Carers Matter**

Parent and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. Parents are informed of good behaviour through our rewards systems – as well as the through the relationships that staff build with our families – catching parents on the yard, telephoning, emailing or texting are all appropriate ways to spread good news. Equally if their child is behaving inappropriately at school, they must always be informed. It is preferable to inform the parent face to face about concerns, failing that a telephone call. In cases of challenging behaviour, parents will be invited to meet with staff. At this meeting a school behaviour plan will be completed, including agreed Team Teach holds, if necessary, in line with the school Restrictive Physical Intervention Policy.

## **Induction Matters**

Any new member of staff joining the school receives a copy and training of this policy. In addition to this, we provide all staff with a copy of 'When the Adults Change, Everything

Changes', by Paul Dix. This book is central to the development of this policy, which was initially developed by the staff in 2020, following all staff reading and discussing the book together.

## Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

Version 1 of the policy created: April 2020 – for implementation September 2020. Agreed by Governors in July 2020. Reviewed June 2021

Review Date: July 2022

Signed:  Executive Headteacher

Signed:  Chair of Governors

## Appendices

1	Consistent School Routines
2	School Rules and Shared Language Posters
3	Individual Classroom Routine Considerations
4	De-Escalation Techniques
5	Sample Behaviour Plan
6	Cambrai: Behaviour on a page
7	Issue Slip
8	Example Behaviour Tracking Sheet

## Appendix 1:

### Consistent School Routines

#### Arrival

- ✿ Children will always be greeted by an adult on the classroom door. All of our downstairs classrooms have an external door, which is 'manned' by a member of staff.
- ✿ Staff will always remember that they are there to welcome the children first – before the adults, speaking directly to every child – welcoming them to the day. Children may choose to say hello, high five hug or smile at the adult – but the adult must make every effort to interact with every child, setting the tone for the day.
- ✿ Children will always know 'what to do' when they enter the classroom – once their coat is hung up, children should have an activity to settle down to before the day starts.
- ✿ Adults in the room should use this time to 'check in' with children – particularly those who may be most vulnerable.

#### Cool Walking

- ✿ The way that children move around the building and 'carry themselves' says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and in to adult life.
- ✿ Cool walking relates to the school virtue of coolness: self-control and independence – we expect children to walk well independently of adult supervision.
- ✿ Walking confidently and with purpose is taught and expected, following these key points
  - **Shoulders back**
  - **Head held high – I am proud to be me!**
  - **Hands by your side – not in pockets**
  - **We do not slide and lean along walls, or touch things as we walk past – we have self-control**
  - **We smile and greet people in our path**
  - **We hold doors open and articulate 'after you'**
  - **We always walk on the left hand side**

#### Our Lining Up Code

- ✿ The children are taught how to line up smartly, sensibly and in a straight line. In EYFS and KS1 teacher at the front and TA at the back, stopping at key points to reinforce
  - **Quietly**
  - **Join by walking to end of line – no running or pushing in**
  - **Leave a person space**
  - **Hands by side – not in pockets**
  - **Heads held high - I am proud to be me!**
  - **We do not touch anyone or anything - we have self-control**
  - **We walk safely but with pace altogether - no lagging behind**
  - **We hold doors open and articulate 'after you'**
  - **We always walk on the left hand side**

## At the end of outdoor playtimes

☀️ We do not ask children to line up after playtimes. We expect children to be able to return to class in a staged and sensible way, without the time wasting of lining up. As such, our routine is:

- **The whistle goes, we all stop.**
- **When the whistle blows again, reception and year 1 children begin to filter in to school.**
- **Next whistle, Year 2 and 3 children filter in to school**
- **Final whistle, Years 4 – 6 children filter in to school.**
- **As children filter in, they return any equipment back to where it is stored.**
- **All children follow our 'cool walking' routine.**

☀️ Staff are positioned in key points around the school to welcome children back in to school and in to their classroom

## Appendix 2:



# Our School Rules

*"Growing good people – doing great things"*

- 🦉 Take care of yourself
- 🦉 Take care of others
- 🦉 Take care of our school

	Take Care of Yourself
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li><li>Stay in school at break times on your own or leave school without permission.</li><li>Talk to strangers in school unless they have a school badge.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul>
	Take Care of Others
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything to hurt others (such as hitting/name calling).</li><li>Distract others from working.</li><li>Be cheeky or rude to adults.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Be friendly to visitors, newcomers and other children.</li></ul>
	Take Care of our School
<b>Never</b>	<ul style="list-style-type: none"><li>Steal or deliberately damage school equipment.</li><li>Drop litter or deface the school building.</li><li>Give the school a bad name.</li></ul>
<b>Always</b>	<ul style="list-style-type: none"><li>Be proud of your school.</li></ul>



# The Shared Language of Cambrai

When recognising positive or negative behaviours in our school, we use our shared language. This ensures children receive a clear and consistent message and expectation from all staff.

**Our key language is:**

**"Team Stop."**  
**"Team...3...2...1...Stop."**

Referring to being a **"good person."**

Referring to **"doing the right thing."**

Referring to **"brilliant manners."**

*"Growing good people – doing great things"*

## Appendix 3:

### Setting the Class to Work Routine

When setting children on a task, it is important that the children know exactly what is expected of them. When explaining, consider:

- ✿ Time allowed and task set
- ✿ Resources required – have them ready
- ✿ Outcomes that the children need to meet
- ✿ Grouping organised – after the task is set
- ✿ Stop signal made clear

For more information, see page 78 in 'When the Adults Change, Everything Changes' book.

### Movement Around School

Suggested Procedures for Large Groups

- ✿ Call the group together using the familiar phrase: 'Team Stop'
- ✿ Give out any instructions and set expectations.
- ✿ Use and enforce 'Our Line Up Code'
- ✿ Make sure all children are settled before setting off.
- ✿ Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- ✿ Encourage a child to hold the door for others to pass through (thank them for this).
- ✿ Try to have no more than one class meeting at any one point at any one time.
- ✿ Walk to the left hand side of the corridor.
- ✿ Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- ✿ Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- ✿ Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### In your own classroom, have clear, thought out routines for:

- ✿ Where children put their bag and belongings
- ✿ What children need on their desks from their trays at the beginning of the day – to avoid excessive movement of all children together
- ✿ Where children put their coats – name labels – how will you manage them all needing coats at the same time?
- ✿ Going to the toilet. Younger children will need to go in 2's and you must have a procedure in place so that you know who is where at all times, for example a self-registration system
- ✿ What goes where! An unorganised classroom is a great challenge to excellent behaviours and routines
- ✿ How children will transition from and to the carpet spots – will you sing to avoid excessive chatter, chant or send a few at a time – what will the 'waiters' be doing?

## Appendix 4:

### Tool box to support de-escalation techniques

Fresh face	Move back out of immediate range and let other staff/pupils become the focus
Reassurance	<p>"I'll always try to be here if you need me"</p> <p>"Although that was wrong, we can help you put things right again"</p>
Success reminder	"Remember that excellent number work you did for me this morning..."
CALM talking	<p>In any potential confrontation, the first person who needs to calm down is the responsible adult.</p> <p>Staff must maintain personal control.</p> <p>Lower voice to help show that you are in control.</p>
Distraction	<p>Talk about something totally different (i.e. next weekend) to the child, or to another person.</p> <p>Bring in something personal such as, "When I was talking to your mam on the phone..."</p> <p>"Did you see East Enders last night?"</p> <p>"Would you like a drink of water?"</p>
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	<p>"Focus on 'feeling' words....</p> <ul style="list-style-type: none"> <li>o Note general content of message</li> <li>o Observe body language</li> <li>o Ask yourself, "If I were having that experience right now, what would I be feeling?"</li> <li>o Reflect meanings. "You feel....because..."</li> </ul>
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	<p>If it isn't upsetting anyone else...</p> <p>Give a child 'quiet time' with no interaction other than reflection</p>
Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	"Are you alright? ... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"
Help Script	"Name', I can see you're upset/ angry ...I'm here to help. Come with me. You talk, I'll listen "



**PUPIL BEHAVIOUR, POSITIVE HANDLING AND RISK ASSESSMENT**

<b>Educational Establishment</b> <i>Cambrai Primary School</i>	<b>Assessor/Role</b>	
<b>Name of Pupil and D.O.B</b>	<b>Reason for Assessment</b>	<b>Date reviewed</b>

<b>DIAGNOSIS:</b> No formal diagnosis, family question ADHD and are trialling food diary			
<b>PUPIL PROFILE</b> <i>(Tick as appropriate)</i>	<b>Always</b>	<b>Sometimes</b>	<b>Comments</b>
<b>Comprehension/Communication</b>			
Age appropriate			
Limited/delayed			
<b>Compliance:</b>		<b>Details</b>	
Co-operative			
Un co-operative			
Unpredictable			
Positive handling needed			
<b>Behaviours:</b>		<b>Details</b>	
Verbal abuse			
Threatening behaviour			
Physical assault			
Vandalism			
Absconding			

Theft			
Defiance			
Persistent disruptive behaviour			
Unacceptable language			
<b>Other behaviours:</b>			<b>Details</b>
<b>Emotional/physical issues:</b>			<b>Details</b>
Sensory issues			
Anxiety/Emotional state			
Meltdowns/Tantrums			
Hypermobility			
Fine/Gross motor			

<b>Recommended strategies:</b>				
1. Verbal Advice	2. Reassurance	3. Time out offered	4. Another classroom	5. Negotiation
6. Step away	7. Success reminder	8. Distraction	9. Contingent touch	10. Planned ignoring
11. Humour	12. Fresh face	13. Choices	14. Consequences	15. Reflective listening
16. Space given	17. Antiseptic Bounce	18. Peer mentor	19. Other (Please state)	

<b>Has a Boxall Profile Been Completed?</b>	Yes/No	Comments
<b>Has a resultant Individual Behaviour Plan been completed?</b>	Yes/No	Comments

## POSITIVE HANDLING

Preferred Supportive strategies (Number in order of preference).			
Verbal advice & support- using visuals		Contingent touch	
Reassurance		Planned ignoring	
C.A.L.M talking & stance		Time out offered	
Time out directed		Fresh face	
Humour		Choices/Limits/consequences	
Negotiation		Space given	
Step away		Reflective listening	
Success reminder		3part assertive message	
Distraction(Key words/objects/likes)		Antiseptic bounce	
<b>Brief description of supportive strategies e.g. agreed use of language/consequences etc.</b>			
Preferred Handling Strategies (where necessary)			
Caring C's		Wrap hug	standing/seated
Friendly hold		Double elbow	stood/seated
Single elbow	stood/seated	Half-shield	
Figure of four			

**Comments and reasons for use, stating preferred staff and get-outs:**

**Pupil Voice:**

**Things that make me feel these feelings:**

**Happy-**

**Sad-**

**Angry-**

**Nervous/worried/scared/stressed-**

**When I am not happy I-**

**I would like adults to help me by-**

**When I am sad I-**

**I would like adults to help me by-**

**When I am angry I-**

**I would like adults to help me by-**

**When I am nervous/worried/scared I-**

**I would like adults to help me by-**

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## STEPPED BEHAVIOUR STRATEGIES – Avoiding Escalation

<i><b>Behaviour</b></i>	<i><b>Comments/Recommended Strategies</b></i>	<i><b>Level of risk to Self- details Low, medium, high</b></i>	<i><b>Level of risk to Peers – details Low, medium, high</b></i>	<i><b>Level of risk to Staff - details Low, medium, high</b></i>

***Date of next review:***

***Signature of assessor:***

***Leaders signature:***

***Parents signature:***



# Cambrai: Behaviour On A Page



- ✿ At our school, children get what they need, not what they 'deserve'
- ✿ How would you speak to this child if their parent was on your shoulder?
- ✿ What would the best teacher in the world do?
- ✿ It is our professional responsibility to stay calm; we all need to be mindful of tone, body language and intonation
- ✿ Children who struggle to behave take more time out of lessons - don't give it to them in lessons too

School Rules	Key Language	Key Routines	Rewards
<ul style="list-style-type: none"> <li>✿ Take care of yourself</li> <li>✿ Take care of others</li> <li>✿ Take care of our school</li> </ul>	<ul style="list-style-type: none"> <li>✿ Team Stop (3,2,1 Stop)</li> <li>✿ Referring to being a 'good person' and 'doing the right thing'.</li> <li>✿ Brilliant manners</li> </ul>	<ul style="list-style-type: none"> <li>✿ Consistent arrivals</li> <li>✿ Cool walking</li> <li>✿ Lining up</li> </ul>	<ul style="list-style-type: none"> <li>✿ Recognition Boards</li> <li>✿ Above and Beyond Bands</li> <li>✿ Wellington Workers</li> <li>✿ Always Club</li> <li>✿ The Golden Book Entry</li> <li>✿ Virtue Ambassador Awards</li> <li>✿ The Golden Broom</li> </ul>

## Stepped Classroom Approach – Key Language

**Remind:** *"Billy, can you tell me what you are doing that might mean that you are not keeping yourself safe?"* If Billy does not respond, then the adult can calmly respond, *'Please do not climb on the tree – you are not doing the right thing. Thank you for listening'.* Walk away.

**Last Chance:** *"This is your last chance to do the right thing, Billy. I know you can do it, because you did it on.... (may link to recognition board) Remember? If you do choose to break the rules again, you will have to move to... Thank you for listening and think carefully."* Walk away.

### Time Out:

Classroom: *"OK Billy, you've chosen to continue, can you now please go to... I will come and speak with you in 2 minutes"*.

Elsewhere: *OK Billy, you need to.....(tell child which classroom you need them to go to and who with). I will come and speak to you at the end of the lesson.*

**Issue Slip?** Let the child know that parents are to be informed – and record on CPOMS.

**Repair Conversations** (youngest children approach in bold):

- 1. What happened?**
2. *What were you thinking at the time? (How XXX were you at the time, out of 10?)*
3. *What have you thought since?*
4. *How did that make people feel?*
- 5. Who has been affected (hurt/ upset for KS1)?**
6. *How have they been affected?*
- 7. What should we do to put things right?**
8. *How can we do things differently in the future?*

Record on CPOMS brief details of outcomes for all conversations that lead to an Issue Slip, and for others that are for repeat incidents or concerning / escalating behaviours.

**Remember to complete tracking grids daily**

## Appendix 7 - An example of an issue slip

Sadly, today there has been an incident which we feel that you need to know about it. We do not expect you to provide a consequence at home – but we feel that you need to know about it so that you can talk to your child about making a different behaviour choice, next time. Thank you.



**Issue Slip**

Name:

Date:

Adult:

Incident Description:

If a member of staff hasn't spoken to you already, we do / do not need you to contact us at a time to suit you.

