



# Behaviour Policy

**REVIEWED BY HEADTEACHER: Caroline Farmer September 2025**

**NEXT REVIEW DATE: September 2026**

*Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.*

## Respect Responsibility Resilience

INCLUSION

INVOLVEMENT

INTEGRITY

INITIATIVE

INSPIRING

## Hall Meadow Primary School- Behaviour Policy

### **Aims and Principles**

Hall Meadow Primary School is built upon the fundamentals of our core values: Inclusion, Involvement, Integrity, Initiative and Inspiring. These values are strongly embedded for children to carry into their future lives. Children are taught to appreciate the uniqueness of their community and the diversity beyond it. We develop our children's understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance to prepare them for their lives as a citizen in the 21st century.

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour. At Hall Meadow Primary School, we follow a Therapeutic Thinking approach, alongside 'Zones of Regulation'. These are our 3 principles that underpin this behaviour policy:

1. Be ready
2. Be respectful
3. Be safe

### **Therapeutic Thinking**

This policy is based on the current thinking and research that underpins the Northamptonshire Therapeutic Thinking Approach (detailed below). This policy enables the children to work in a safe and secure environment where all children and staff are valued.

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

### **Behaviour is a form of communication**

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

### **Not all behaviours are a choice**

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

### **Behaviours can change and improvement can be secured**

Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

### **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep children safe. A clear well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a children's needs including educational, mental health and other needs or vulnerabilities. Where adjustments to the policy are required for vulnerable children, these children will have an individualised behaviour plan.

### **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

### **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

### **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour. Any differentiated resources will be discussed and agreed with the school Special Educational Needs Co-ordinator (SENCo).

### **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

### **Engagement of families, outside agencies and the wider community is sought when planning support for children**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

### **Children's Responsibilities**

- To meet the high expectations required of them at all times.
- To work to the best of their abilities and allow others to do the same
- To treat others with respect and kindness
- To co-operate with others
- To follow the instructions of all adults in school
- To take care of property and the environment in and out of school

### **Staff Responsibilities**

- To treat all children fairly and with respect
- To have high expectations for every child
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum

- To create a safe and engaging environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with children and parents/ carers
- To recognise and value that each child is an individual
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy

### **Parent/Carer Responsibilities**

- To support children to develop awareness of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with staff at school
- To support the school in the implementation of this policy
- To be aware of the school expectations for behaviour

By choosing Hall Meadow Primary School for their child, parents and carers support the expectations in our behaviour curriculum and agree with this policy.

### **Our Behaviour Curriculum**

**Valued behaviours** are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The valued behaviours are underpinned by our 3 school values:

Respect

Responsibility

Resilience

Our PSHE and RSE curriculum teaches children about valued behaviours. These curriculums are enhanced by the 'No Outsiders' and 'Zones of Regulation' resources. This ensures that we have a shared and consistent language of expectations across school.

Our 'no hands up' approach ensures that all children are expected to be engaged with the learning and to take an active part in the lesson. When using a range of strategies to engage children in discussion and questioning, teachers will always know how to approach the different children in their class so that the exchanges are positive and successful for all.

A consistent approach is essential to reinforcing boundaries of acceptable behaviour.

### **Rewards**

To reward children for valued behaviour we have the following in place:

- **Praise**
- **Dojo/ House Points- certificates and winning house of term/ year treat**
- **Weekly Star of the week**
- **Weekly Spelling award**
- **Weekly Times table award**

- Emails home to parent/ carer
- Attendance awards
- Show work to another class or HT/DHT

## Detrimental Behaviour

Detrimental behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Staff will use the strategies detailed below to encourage valued behaviour, however there will be times when children need additional support to learn about their detrimental behaviour.

## Consequences

At Hall Meadow Primary School, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their detrimental actions. We will use two types of consequences, **'Protective'** and **'Educational'**. Both of these create a number of strategies within them to teach valued behaviours to our children, whilst keeping them in a safe learning environment. Certain detrimental behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below is our expected response system for detrimental behaviour.

### Hall Meadow Primary School Behaviour Response System

Detrimental behaviours are outlined below. The level system is for consistency and clarity for adults in school and will not be used in discussion with pupils.

Level Number	Examples of Detrimental Behaviours	Expected Actions and Consequences (protective/educational)	Recording and Communication
<b>Level 1</b>  <b>Unsocial behaviour</b>	Isolated incidence of: <ul style="list-style-type: none"> <li>• Not listening/ignoring instructions</li> <li>• Talking out of turn</li> <li>• Calling out, silly noises</li> <li>• Disturbing others</li> <li>• Chatting at inappropriate times</li> <li>• Unkind language/ treatment of others e.g not sharing</li> <li>• Off task</li> <li>• Wandering in lessons</li> <li>• Not looking after own property, property of others or school property/resources</li> <li>• Not working in a group as directed</li> <li>• Incomplete work due to lack of focus/ effort</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Promote and reward</b> pro-social behaviour. Close proximity praise.</li> <li>-Use of the '4 Corrections Model'(reminder, redirect, reprimand, consequence)</li> <li>-A quiet, <b>non-verbal reminder</b>, e.g. a look or a sign, finger to lips to indicate non-talking time</li> <li>-A quiet, <b>verbal reminder using positive phrasing</b>, e.g. 'Good listening... thank you'</li> <li>-A quiet <b>verbal reminder of the relevant rule or routine</b>, e.g. 'Remember our rule for safe scissors? ... Thank you.'</li> <li>-A quiet <b>verbal reminder of a recent example</b> of their valued behaviour e.g. I really valued you listening earlier.</li> <li>-<b>Moving the child</b> to sit closer to an adult.</li> </ul>	None

		<p>-An <b>adult moving</b> to sit closer to the child.</p> <p>-An <b>adult engaging with the child</b> about their current activity/piece of work – identifying positive features, e.g. ‘Let’s look at what you’ve done so far...’</p>	
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<p><b>Level 2</b></p> <p><b>Unsocial behaviour</b></p>	<ul style="list-style-type: none"> <li>• Repeated incidence of <b>Level 1</b> behaviour</li> <li>• Unwillingness to cooperate/ follow instructions</li> <li>• Minor challenge to authority</li> <li>• Deliberate disruption of lesson</li> <li>• Disrespect to any adult or pupil in school</li> <li>• Deliberate misuse of property/ resources</li> <li>• Persistently breaking the same rule</li> <li>• Swearing (not intended to cause offence)</li> <li>• Spitting e.g. on the floor</li> <li>• Being dishonest</li> <li>• Use of inappropriate language</li> <li>• Incomplete work due to unsociable behaviours e.g refusal</li> </ul>	<p>- <b>Promote and reward</b> pro-social behaviour. Close proximity praise.</p> <p>- Use of <b>positive phrasing</b> e.g - “Stand next to me”</p> <p>- “Put the toy on the table”, “Walk beside me”</p> <p>-Offer of <b>controlled choice</b> e.g - “Put the pen on the table or in the box”</p> <p>- “When we are inside, lego or drawing”</p> <p>- “Talk to me here or on the playground”</p> <p>- Disempowering the behaviour e.g. <b>tactical ignoring</b> - “You can listen from there”, “Come and talk to me when you’re ready”, “Come down in your own time”</p> <p>-Select an appropriate <b>educational consequence:</b></p> <ul style="list-style-type: none"> <li>• Support the child to understand the relevance of a task</li> <li>• Rehearse and practise the pro-social behaviour</li> <li>• Assist with repairs; re-do the piece of work, discuss impact of behaviour.</li> <li>• Discussion with key adults to explore triggers/underlying causes</li> </ul> <p>-Select an appropriate <b>educational consequence:</b></p> <p>- for incomplete work due to unsocial behaviours, children may be asked to complete the work during part of break or lunch</p> <p>-<b>Restorative Debrief</b> to take place once child is back in Green Zone using restorative approach.</p>	<p>-CT to inform Key Stage Lead on the day the behaviour occurred</p> <p>- Conversation between Class Teacher and Parent/Carer on the day the behaviour occurred</p>
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<p><b>Level 3</b></p> <p><b>Antisocial behaviour</b></p>	<ul style="list-style-type: none"> <li>• Repeated incidence of Level 2 behaviour in the same half term</li> <li>• Severe disruption where lesson cannot continue</li> <li>• More serious challenge to authority</li> <li>• Vandalism</li> <li>• Fighting or deliberate hurting others, including retaliation.</li> <li>• Spitting e.g. at other pupils</li> <li>• Initial instance of bullying</li> <li>• Intimidating behaviour</li> <li>• Using swearing to insult others</li> </ul>	<p>-Use of <b>de-escalation script</b> - Thorough investigation of the incident by CT/KSL after the incident occurs. KSL to decide whether incident is managed by KSL or CT as below.</p> <p>-<b>Restorative Debrief</b> to take place once child is back in Green Zone using the restorative justice approach.</p> <p>-Select an appropriate <b>educational consequence:</b></p> <ul style="list-style-type: none"> <li>• Support the child to understand the relevance of a task</li> <li>• Rehearse and practise the pro-social behaviour</li> <li>• Adult to assist with restorative justice; re-do the piece of work, research impact of behaviour</li> <li>• Discussion with key adults to explore triggers/underlying causes</li> </ul> <p>-Also select an appropriate <b>protective consequence:</b></p> <ul style="list-style-type: none"> <li>• Increase staff ratio</li> <li>• Differentiated break times</li> <li>• Missed break and lunch time for physical assault on another pupil</li> <li>• Structured break/ lunch times</li> <li>• Escort/support in social situations</li> <li>• Restrict off-site visits</li> <li>• Differentiated learning space</li> <li>• Adapted learning resources/curriculum</li> <li>• Key Stage Lead/ SLT to speak to witnesses to ensure their emotional safety</li> </ul>	<p>-Class Teacher/member of staff to send child to the office, requesting support.</p> <p>Member of staff involved to log incident on <b>My Concern</b> and inform Key Stage Lead on the day the behaviour occurred. Consequence to be logged by Key Stage Lead or SLT.</p> <p>Formal meeting with parent and Key Stage Lead present</p> <p>- <b>SLT to discuss using Graduated Response</b> - Risk assessments for individual to be completed by SLT if required and shared with Year group team.</p>
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<p><b>Level 4</b></p> <p><b>Antisocial behaviour</b></p>	<ul style="list-style-type: none"> <li>• Premeditated or unprovoked violent behaviour</li> <li>• Persistent disruptive behaviour</li> <li>• Threatening behaviour</li> <li>• Verbal or physical abuse of staff</li> <li>• Swearing intended to deliberately cause offence</li> <li>• Theft of others' property</li> <li>• Serious or repeated vandalism</li> <li>• Continuation of bullying</li> <li>• Discrimination of any protected characteristic including racist, sexist or homophobic behaviour</li> <li>• Truancy</li> </ul>	<p>-Use of <b>de-escalation script</b> - Thorough investigation of the incident by SLT the same day as the incident occurs once child is in the Green Zone.</p> <p>-Use of <b>physical intervention (by a trained member of staff)</b> as a last resort, to prevent harm to the child or others</p> <p>-<b>Restorative Debrief</b> to take place once child is back in Green Zone using the restorative justice approach.</p> <p>- SLT to advise appropriate <b>protective/educational consequences</b> once <b>Graduated Response</b> procedures have been followed.</p>	<p>-Class Teacher/member of staff to send child to the office, requesting SLT.</p> <p>-Class Teacher/member of staff involved to log incident on <b>My Concern</b> and inform SLT</p> <p>- consider breach of exclusion policy leading to internal/ external suspension- decision made by HT or DHT in absence.</p> <p>- HT to inform InMAT SIL if external suspension applies</p> <p>-Formal meeting with parent and SLT with further meetings arranged to review behaviour</p> <p>-Letter to parents informing of unacceptable behaviour and/or if suspension applies</p> <p>-SENCO to seek advice from external agencies</p> <p>-Local Authority informed of suspension</p> <p>- <b>SLT follow Graduated Response</b></p>
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<p><b>Level 5</b></p> <p><b>Unforeseeable behaviour</b></p>	<ul style="list-style-type: none"> <li>• Serious assault or physical abuse of another pupil or adult (as deemed by SLT)</li> <li>• Major theft e.g. a laptop</li> <li>• Sexual misconduct</li> <li>• Possession/use/selling cigarettes, drugs, alcohol or weapons</li> <li>• Severe &amp; persistent disruptive behaviour (as deemed by SLT)</li> <li>• Persistent discrimination of any protected characteristic including racist, sexist or homophobic behaviour (as deemed by SLT)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>-Use of <b>de-escalation</b> script</li> <li>-Use of <b>physical intervention (by a trained adult)</b>, as a last resort, to prevent harm to the child themselves or others</li> <li>-SLT to make decision to authorise <b>emergency response</b> (eg. lockdown procedure, seek advice from police/social care or call 999, evacuate the building/ classroom).</li> <li>-Thorough investigation of the incident by SLT immediately after the incident occurs.</li> <li>-<b>Restorative Debrief</b> to take place once child is back in Green Zone using a restorative Justice approach.</li> <li>- SLT to advise appropriate protective/ educational consequences once <b>Graduated Response</b> procedures have been followed.</li> <li>-Suspension/Permanent Exclusion considered as last resort using <b>Graduated Response</b>.</li> </ul>	<ul style="list-style-type: none"> <li>-HT to consider breach of exclusions policy and manage via appropriate sanctions including fixed term suspension or permanent exclusion</li> <li>-Log incident on <b>My Concern</b> on the day the behaviour occurred</li> <li>-Parents informed immediately</li> <li>-HT to notify InMAT SIL</li> <li>-Local Authority informed of suspension/ exclusion</li> <li>-Meeting with parents followed by a formal letter</li> <li>- <b>HT to arrange SLT and class teacher to hold a strategy meeting using Graduated Response</b></li> </ul>
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### De-Escalation Script

The following steps should be taken in circumstances where a child is demonstrating detrimental behaviour. One adult should lead the interaction, with another observing at a distance so as not to overwhelm the child and to support if required.

1. Use the person's name – ***"Alice..."***
2. Acknowledge their right to their feelings – ***"I can see something is wrong"***
3. Tell them why you are there – ***"I am here to help"***
4. Offer help – ***"Talk to me and I will listen"***
5. Offer a "get-out" (positive phrasing) – ***"Come with me and...."***

### Restorative Debrief

Once the child is calm, relaxed and reflective (in the green zone), the experience can be re-visited with an adult.

The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. Use of visual prompts to support the child, if required to support the discussion below.

The adult may ask the child questions to explore the incident:

***What happened?*** (tell the story)

***What were people thinking and feeling at the time?***

### ***Who has been affected and how?***

### ***How can we repair relationships/how can we fix this?***

Summarise what we have learnt so we are able to respond differently next time.

Record the outcome of the discussion as an action on **My Concern**.

### **Physical Intervention Team-Teach**

At Hall Meadow Primary School, some members of staff are trained in Team Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise, children and staff will be given time to reflect and find a different way with difficult situations in the future. Records are kept on My Concern and in the 'Numbered and Bound Book' and parents or carers are informed, as soon as possible.

Physical restraint will always be used as a last resort. Hall meadow Primary follows DfE guidance as stated in 'Use of reasonable Force- Advice for Headteachers, Staff and Governing Bodies' ([Use of reasonable force in schools - GOV.UK](#)) In cases where it becomes necessary to restrain a child, a Positive Handling Plan will be put in place by the SENCo, parental support will be requested - see Appendix C.

### **Recording**

Each teacher/member of staff will record behaviour incidents on My Concern.

Any meeting, formal or informal, must be recorded on My Concern.

Analysis of behaviour across the school will be carried out by SLT in order to identify and support children and staff.

### **Legal framework**

This policy has been written in line with the relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

### **This policy operates in conjunction with the following school policies:**

- Complaints Procedures Policy
- Inclusion Policy
- Exclusion Policy
- Safeguarding Policy
- Anti-Bullying Policy

## Appendix A

### Behaviour Policy Quick Reminders

#### Gaining Children's Attention

We are a no shouting school

A whole class phrase or signal is used to gain children's attention

The expectation is always that ALL children will stop and listen

#### Engaging Children in Learning

We are a no hands up school

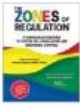
A range of strategies are used to engage children in the lesson during discussion and questioning

Lessons are well planned and provision for those children with SEND and our higher achievers is well considered

Resources are selected that enable children to fully engage and work as independently as possible

#### The 4 Corrections Model

<b>Non-Verbal</b> <ul style="list-style-type: none"><li>✓ Gestures</li><li>✓ Positioning; face the class, have eye contact from all, be stood up, have presence, move around room</li><li>✓ Proximity; moving closer to where negative behaviour is taking place</li><li>✓ Looks; eye contact</li><li>✓ Pauses mid-sentence</li></ul>	<b>Private Individual</b> <ul style="list-style-type: none"><li>✓ Take the individual to a quiet space for a calm 1:1 conversation to address the behaviour</li><li>✓ Ensure the conversation is supportive</li><li>✓ Expectations to improve the behaviour made clear</li><li>✓ Used as a last resort</li></ul>
<b>Public Anonymous</b> <ul style="list-style-type: none"><li>✓ Everyone needs to...</li><li>✓ I should see everyone...</li><li>✓ Eyes down on your work...</li><li>✓ Pens in hands...</li><li>✓ Everyone is writing now...</li></ul>	<b>Public named</b> <ul style="list-style-type: none"><li>✓ Do you need some help...?</li><li>✓ Did you need something...?</li></ul>



To be used with *The Zones of Regulation*™ curriculum  
 Reproducible E

# The **ZONES** of Regulation™

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



Appendix C

Hall Meadow Primary School – Positive Handling Plan

Name: \_\_\_\_\_ D.O.B: \_\_\_\_\_ Year: \_\_\_\_\_ Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Personalised behaviour support:

What does the behaviour look like?

Stage 1: Anxiety behaviours	Stage 2: Defensive behaviours	Stage 3: Crisis behaviours
-	-	

What are common triggers

Praise points/ Diversions and distractions

De-escalation skills:

Skill	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Limited choices			
Humour			
Remind consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Any medical conditions to be taken into account before using Physical intervention?

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Preferred method Physical intervention?

**Physical intervention to only be used as a very last resort, only if physical danger to self (remove others from the area.) Only to be completed by trained staff –**

Intervention	Try	Avoid	Notes
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Caring C guide			
2 adult Small child chairs with support			
2 adult Small child beanbag with support			
Alternative changeover			

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

How should we record incidents and who should we inform?

If any physical intervention is required then this is recorded 'Bound and Numbered Book.'

Other incidents kept on timeline ('My Concern') logged by attending adult/adults

Parents/ Carers name:

Headteacher: Caroline Farmer

SENCo:

Child:

Appendix D

TEAM TEACH TRAINING RECORD

Name	Role	Course Date	Level 1	Level 2	Renewal date
Caroline Farmer	Headteacher	November 2024	✓	✓	November 2026 (Level 2 Dec 25)



Graduated response:

<p><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<p><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Function of behaviour</li> <li><input type="checkbox"/> Health and wellbeing</li> <li><input type="checkbox"/> Context</li> <li><input type="checkbox"/> Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>