



# Pashley Down Infant School

*Learning at Pashley is an amazing adventure*

## Behaviour Policy and Procedure

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## 1. Introduction

At Pashley Down Infant School, our central purpose is the overall wellbeing and learning of our children.

We aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, nature, organisation and management of pupil behaviour at Pashley. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. It reflects current and developing practice within our school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

## 2. Our Core Beliefs

We believe that:

- ✓ Behaviour can change and every child can be successful.
- ✓ Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- ✓ Reinforcing good behaviour helps children feel good about themselves.

- ✓ An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- ✓ Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

### 3. Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour in an infant appropriate way;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

### **The Pashley Way**

We recognise that clear structures and predictable outcomes have the best impact on behaviour.

Our school, therefore, has three simple rules:

**Be Ready!****This means:**

We help ourselves and others to learn by being in the right place, at the right time with the right equipment and are ready to listen and complete our work.

**Be Respectful!****This means:**

We listen and talk politely to adults and other pupils and care about the impact of our words and actions. We look after property, equipment and other people's possessions.

**Be Safe!****This means:**

We are kind and look after ourselves and others. We follow appropriate instructions from adults to keep everyone safe.

These simple rules are explicitly taught and modelled by all members of the school community.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke, positive behaviour plans, which may include carefully targeted support, rewards and protective consequences to reinforce positive behaviour choices.

**Pashley Animal Values**

Our six Pashley Values (agreed through discussion with pupils and staff) underpin our school rules and are interwoven through our behaviour curriculum.

Each value has been attributed to an animal mascot to help make these abstract concepts more infant friendly and easier to understand for the children.

HONESTY - Otter

INDEPENDENCE - Iguana

KINDNESS - Koala

POSITIVITY - Panda

RESILIENCE - Racoon

RESPECT - Rhino

Cuddly toy versions of the mascots are available in the Senior Leadership Team's offices and classrooms and are shared between children who show these values in every day school life.

We focus on one value each term and this forms an integral part of weekly whole school assemblies. Mascots are awarded in these assemblies to celebrate those children who have gone 'above and beyond' in their behaviour and attitudes the previous week.

As part of parental engagement, postcards are also sent home in recognition of when children have demonstrated specific values to further promote and celebrate positive behaviours outside of the classroom.

Reference is consistently made to the values when members of staff notice positive behaviour choices or are talking to pupils about their behaviour, e.g. 'Thank you for holding the door open and being such a Respectful Rhino'.

#### **4. Core Principles**

- Our behaviour policy is applied with absolute consistency by all.
- We explicitly teach our children how to be successful learners at our school.
- We praise our children in public and discuss poor behaviour in private.
- We know that all behaviour is a form of communication.

#### **Adult Strategies to Develop Excellent Behaviour**

At Pashley Down Infant School, adults apply the following principles in all interactions with pupils:

- ✓ IDENTIFY the behaviour we expect
- ✓ Explicitly TEACH behaviour
- ✓ MODEL the behaviour we are expecting
- ✓ PRACTISE behaviour
- ✓ NOTICE excellent behaviour
- ✓ CREATE conditions for excellent behaviour

#### **Relationships are key**

We believe that relationships are not built in a day, they are built daily. Therefore, the promotion of positive relationships is a priority every single day. We want our children to feel safe, valued, respected and liked by all adults. Adults show kindness, make connections and take time to listen to children.

#### **Language Around Behaviour**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave and is vital in maintaining a non-judgemental approach. Adults should remain calm and professional at all times.

Conversations around behaviours should be discussed as the behaviours they are, and not be personal to the child.

*“You can’t teach children to behave better by making them feel worse. When children feel better they behave better.” Pam Leo*

### **Visible Adult Consistencies**

These are the visible behaviours consistently exhibited by all staff which can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the year group entrance and in the classroom, daily by their Teacher and/or Learning Assistant. This enables everyone to start the day positively and with a smile.
- Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid raising their voices at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will pay first attention to best conduct and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Staff intervene whenever incidents occur, following Restorative Approaches where possible.

### **Above and Beyond Recognition**

Good behaviour is recognised sincerely in the moment through informal positive reinforcement such as personalised praise, positive facial expressions, thumbs up, etc. We aim to make positive behaviour about relationships and the intrinsic value of the action or attitude rather than a transactional act such as a reward or prize.

Adults also notice excellent behaviour that goes ‘above and beyond’ in a number of ways, including:

#### **Dojo points**

Class Dojo is used throughout the school. This is an online positive reward and communication system for children and adults. All children adopt an alien avatar as their personal character on the platform; this avatar can earn Dojo points for positive behaviour choices and demonstrating the Pashley Values.

#### **‘Golden’ Dojo**

Each class also has a Golden Dojo which is placed on the board. Any children who shows exemplary behaviour will be rewarded by having their name written on there. This is used as an incentive for children to go ‘above and beyond’.

#### **Whole Class Incentives**

Teachers may also have additional positive strategies aimed at the whole class. For example, an incentive of filling a jar with cubes may be used to earn an extra session in the woodland or a trip to the farm or allotments. This can help children to work together for a common goal.

#### **Stickers**

Staff give feedback on positive behaviour through awarding a range of stickers including a daily Star of the Day. Children also visit the Headteacher, Deputy Headteacher and Inclusion leader to share successes and receive a special sticker acknowledging their achievement.

### **Certificates**

Staff and SLT present a variety of certificates in class and at assemblies, including the Pride of Pashley Awards at the end of each term.

### **5. Communication with Parents**

Postcards are sent home in recognition of when children have demonstrated specific values to further promote and celebrate positive behaviours outside of the classroom.

### **6. Social Media**

At Pashley we use our social media platforms, e.g. Facebook and Class Dojo to extensively share good news about our school and pupils.

### **7. Dojo Winners Tea Party**

Children who consistently display the Pashley values are invited to a special celebration with Mr Best or Mrs Lewis.

### **8. Pashley STARS**

Routines, repetition and structure teamed with established, clear and agreed expectations help children feel safe and prepared.

We therefore use STARS to remind our children how to line up and move calmly and quietly around the school.

S – Sit or stand up straight

T – Track the adult

A – Attention at all times

R – Respect towards each other

This mnemonic for routines, consistently seen and heard around school, helps to ensure that our pupils are clear about the behaviour expectations of all adults.

### **9. Dealing with Disruptive Behaviour**

At Pashley, we always encourage our children to reflect upon the impact of their behaviour on others. However, there will be times when positive reinforcement and de-escalation strategies alone are not enough to prevent instances of difficult behaviour.

#### **Waves of response**

Appendix 1 outlines the steps an adult could take when responding to and managing disruptive behaviour in the classroom. The flowchart includes strategies, consequences and supportive

measures for each wave of response to ensure consistency and predictability for pupils which, in turn, results in all children being treated fairly.

In the first instance, staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then allowing the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour and which may escalate the situation further.

Where there are behaviours in the yellow and red areas of the flowchart, these should be recorded on MyConcern and will be discussed at a weekly DSL meeting with the Inclusion lead.

## **10. Consequences**

To ensure consistency of approach, staff have agreed a flowchart of strategies for responding to behaviour in the moment, alongside supportive measures to help improve these behaviours in the longer-term. The flowchart suggests ideas rather than insisting on one set strategy. (Please see Appendix 1).

At Pashley we understand that every child is different and success of interactions is based on the positive relationship between adult and child. We are mindful therefore that there are several ways of 'putting things right' and our staff should use their professional judgement to find the most appropriate means of doing this.

It is the responsibility of the people delivering consequences to ensure that they are effectively administered. Teachers or Learning Assistants on playground or dinner duty may delegate supervision to another member of staff.

## **11. Consequences for behaviour.**

Before a consequence is put into place a warning will be given, for example:

'That is a warning, I have asked you to use 'kind hands' and you have chosen to carry on...'

If the behaviour continues, children will be made aware of what they have done to merit a consequence and what the plan is to help them put things right.

'You have chosen to continue to .... "I want you to spend a few minutes away from the playground because I can see you are feeling cross. When you are feeling calm we can talk about how to put this right."

A dysregulated child may need time to calm down before any consequence or conversation takes place.

It is important that members of staff administer consequences quickly and consistently. We avoid carrying consequences over to the next day where possible.

### **Types of Consequences:**

In situations where consequences need to be put into place. These will be either:

**Supportive / Educational** - A logical / natural action which supports the child to understand their behaviour and learn new skills where necessary.

or

**Protective** - If necessary, used to protect the safety of the child or others. This must always be used alongside a supportive / educational consequence. Children need to know that boundaries are firm, as this provides security, but they also need normality to be restored quickly so that they can have a 'fresh start' when they are ready.

### **What a consequence might look like in response to these behaviours:**

#### **Consistently, calling out and disrupting the learning of others:**

Educational consequence - short conversation at the start of break/lunch about the impact on the lesson and the impact on others. Opportunity to discuss strategies to avoid this in the future.

#### **Using unkind language:**

Educational consequence - time spent during child's own time discussing the impact on others. Opportunity to discuss how they might repair the situation, e.g. apologise verbally, write or draw a sorry note or do something kind to show that they are sorry

If this is a regular occurrence, a protective consequence may also be necessary, for example the child is moved to another area of the classroom.

#### **Physical aggression during football:**

Protective and educational consequence - a period of time spent not joining in with football with peers. Supporting younger children to play and working with staff outside to identify strategies for playing safely and remaining calm

It is important to be respectful of children when applying consequences; Any conversations about behaviour should be done privately.

### **Restoration**

Following any behaviour incidents, it is important that the pupil has the opportunity to put things right or have a restorative conversation (this may be supported by our Behaviour Mentor or a member of SLT if appropriate / needed). This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

There is no expectation of an apology, rather that the child has an opportunity to amend mistakes and check that the adult who initially dealt with the behaviour is okay.

The nature and duration of this restorative practice / conversation will depend on the age and individual needs of the pupil and will be supported by visual prompts as necessary.

## **12. Children with Additional Needs or Adverse Childhood Experiences**

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or a specific additional special educational need. At Pashley, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke Behaviour Plans that detail additional support, strategies and expectations. These are developed by the class teacher with support from the Inclusion Team (See Appendix 5)

If children have a higher level of risk due to their profile of needs or behaviour, for example trying to run away or putting non-food items in their mouths, the class teacher, with support of the Inclusion Lead will develop a Risk assessment plan in order to reduce the risk. (See Appendix 5)

## **13. Pupil Passport (See Appendix 4)**

Any child who is on the SEND Register has a Pupil Passport. This is a one-page profile which summarises for staff members any additional needs or particular behaviours a child may have. This is important because children often can't explain important things about themselves when they are feeling overwhelmed or distressed – it is also likely that they may not be fully aware of some of their triggers and behavioural responses! Knowledge of these sometimes 'less obvious' needs can make all the difference in terms of successfully managing behaviour and helping children to stay well regulated. Often the smallest changes can make the biggest differences.

At Pashley, our Pupil Passports are child centred and written in the first person. We work from a strength-based perspective as we know that a child is not defined by their behaviour and that our choice of language can affect the way they feel about themselves as well as providing a doorway to coaching emotions.

(See Appendix 3)

## **14. Unacceptable Behaviours**

Occasionally, children may behave in a way which is out of character for them. Unacceptable behaviours may be expedited through our Waves of Response flowchart in order to be dealt with more quickly by our Behaviour Mentor or a member of SLT.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Physical behaviours (i.e. physical contact made with the intention to harm)
- Persistent rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

The school will record all incidents of unacceptable behaviour on MyConcern and the actions that were taken by staff to manage this. Parents will be contacted to discuss what has happened and to arrange a meeting to further unpick difficulties and decide next steps as needed.

## **15. Physical Behaviour Towards Adults**

At Pashley, we understand that staff are the adults in any situation and should use a 'common sense' approach in keeping themselves and the children safe when managing difficult situations effectively. However, the wellbeing of our staff is of paramount importance and we take any incidents of physical behaviour very seriously.

Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Only staff who have been trained in positive handling should restrain a child unless there is an immediate risk to that child or another person.

Any incident should be reported directly to the Headteacher and/or Designated Safeguarding Lead and recorded on My Concern.

We appreciate incidents like these can also cause distress for the adults involved, therefore a Senior Leader will check in with the staff member to ensure they are ok and to assess whether they need to take some time away from the classroom to recover their composure.

Whilst incidences of physical behaviour towards staff are wholly unacceptable, we are always mindful that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who hurt adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## **16. Positive Handling**

Our aim is to actively avoid the use of physical restraint, as this can be both distressing and dangerous for the child and for the member of staff. The only time staff will intervene is when a

child is causing physical harm to other children, prevent children from harming themselves or others, prevent a child from leaving, if leaving would risk their safety or remove a child from an area if they are continually disruptive. This is not an exhaustive list.

See separate Positive Handling Policy

## **17. Additional support**

Our Inclusion Team, consisting of Inclusion Leader, Behaviour Mentor and Mindfulness Coach / Parent Support Adviser, provide additional 'outreach' support to children and staff in classrooms. This support includes:

- advice
- personalised resources
- behaviour plans
- 1:1 or small group Mindfulness sessions
- Risk Assessments
- linking with outside agencies

Children's wider needs are assessed using the Leuven Scale and Boxall profiling system and additional support groups are set up based on these outcomes. The groups aim to support children with social skills, emotional literacy, self-esteem and confidence.

## **18. Exclusion (Fixed Term Suspensions and Permanent)**

Exclusions only occur following extreme incidents and at the discretion of the SLT. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible.

## **19. The Role of the Governing Body**

The Governing Body has a general responsibility for directing the conduct of the school. It takes a lead in proposing principles and standards that lead to good behaviour. The headteacher and staff consider the guidance offered by the Governing Body.

## **20. The Role of the Senior Leadership Team**

The quality of leadership provided by the Headteacher, Deputy Headteacher, Inclusion Leader and Head of Years is key to our school's success in promoting good behaviour. They do this by:

- ✓ Taking the lead in defining the aims of the school in relation to standards of behaviour;
- ✓ Leading by example;
- ✓ Ensuring that the visible consistencies of the implementation of the policy are consistently and fairly applied throughout the school;
- ✓ Ensuring that the behaviour policy is an integral part of any staff induction and is a regular part of staff training on INSET days and Twilights, so that all staff are supported with the implementation of this policy
- ✓ Ensuring that all new pupils and their families understand the school's behaviour policy when starting at Pashley
- ✓ Informing stakeholders of any review and action that will need to be taken;
- ✓ Monitoring the effectiveness of the policy and reporting back to the Governing Body.

## **21. The Role of the Parent**

At Pashley, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ✓ Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- ✓ Understand and reinforce the school language as much as possible;
- ✓ Share in the concern about standards of behaviour generally;
- ✓ Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about levels of acceptable behaviour. However, staff will not routinely contact or inform parents about minor incidents or digressions that have been dealt with and resolved.

Parents are informed about the school behaviour policy in the prospectus, the Starting School booklet, at consultation evenings and in newsletters. This behaviour policy is available to parents from the website, and also in paper form through office.

## **22. Application and scope of this policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## **23. Prevent**

Staff should also be mindful of their duty to prevent radicalisation (please refer to the Prevent policy).

## **24. Banned items**

Children are not prohibited to have mobile phones at school but we are clear to our parents that we don't advise that children should have a mobile phone at infant age.

In the very rare event that we would need to carry out a search on a children for a prohibited item, we would follow the "Screening, Searching and Confiscation" DFE guidance, which can be found here <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

## **25. Bullying**

Incidences of bullying are, fortunately, relatively rare in Infant schools, although can never be discounted. We have an anti-bullying policy, which defines bullying, describes our attitude towards bullying, the steps we take to prevent it, and how we deal with bullying should it occur.

All members of staff, teaching and non-teaching, look out for signs of bullying and act firmly and promptly to stop it. For further information, refer to our *Anti Bullying Policy*.

Higher levels of bullying may be categorised as child-on-child abuse. The school's safeguarding policy, which is in line with Keeping Children Safe in Education provides more guidance of this and protocols and procedures that should be followed when there has been a case of child-on-child abuse.

## **26. Racial and sexual harassment**

A working definition of racial harassment is: 'violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins'. We take all incidents of racial harassment seriously, and make it clear to pupils and parents that it will not be tolerated - see Equalities policy.

Our programmes of study across the curriculum encourage pupils to respect the sexual identity of each other. Members of staff are aware that precocious or otherwise inappropriate sexual behaviour may be a sign that a child is being abused. The Child Protection policy includes further information about this issue.

## **27. Partner Support Agencies**

The school benefits from the expertise and support of Partner agencies such as Team Around the School Setting (TASS), Communication, Language and Autism Support Service (CLASS) the Education Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). In some cases, a Key Worker can help families at home; this support is provided as part of the Early Help service, through Children's Services.

## **28. Risk Assessment (Appendix 6)**

At Pashley, keeping our children and staff safe is our utmost priority.

Pupil behaviour which gives cause for concern needs risk assessing, as violent and/or unpredictable behaviour may put the pupil, their peers and staff at risk.

Risks can also arise amongst pupils with special educational needs and particularly those pupils with disabilities and / or medical conditions.

Our Risk Assessments seek to:

- Identify potential hazards in the environment or activities.
- Consider how those hazards will affect the pupil concerned and others who may be affected (directly and indirectly).
- Evaluate the potential risks and looks at existing arrangements. Are they adequate or could more be done?
- Is reviewed regularly or changed or if it is believed to be no longer valid

Staff also need to provide children with challenging behaviour with security, through firm rules applied consistently. It is also important to give verbal guidance (akin to 'horse whispering'), so that the child is clear about what is acceptable and what is unacceptable, and that they are have choices to make. Expectations can be reinforced through the use of personalised Reward Charts and Rewards/Consequences Guidance. This can be linked with the Pashley Values. e.g. Kindness Koala

It is essential that the work given to children with challenging behaviour is suitably differentiated. Failure to achieve will exacerbate poor behaviour.

It is important to acknowledge the effect that disruptive pupils can have on their peers. Children who encounter frequent outbursts of physical and verbal aggression may become adversely affected – a few may start to copy the anti-social behaviour, others may become reluctant to attend school.

In dealing with behaviour, it is important to think about the rights of all the children in the class. Coping with difficult behaviour is the responsibility of the whole staff team, and the Inclusion Team and Senior Leaders will be fully involved. Children with challenging behaviour are unlikely to respond to the usual school rewards and sanctions; they often require more complex strategies offered over a long period of time.

When a child has challenging behaviour, it is crucial to involve parents / carers, at the earliest opportunity. It is usually the case that the parents bring useful information, which could be indicators of a special need, or perhaps give the wider picture of particular stresses for the child or their family. Positive benefits can come from parents and school working closely together; especially when this provides a consistent approach for the child.

The school Designated Safeguarding Lead team meet weekly to discuss safeguarding issues and behaviour. Children who have had behaviour recorded on MyConcern are discussed to ascertain how to support in the future and which further strategies can be implemented successfully for a child. (See Appendix 2 for details of MyConcern protocols).

## **29. Triggers and how to plan for them**

Pashley recognises that planning ahead for children that find change challenging helps to ensure that they are supported in managing their behaviour when changes to routine happen.

Appendix 6 covers the common changes that can happen in an infant school with strategies on how these can be successfully managed for a child.

### 30. Appendix 1 - Pashley Behaviour Policy 2025 - Flowchart for Managing Behaviour

	Examples of behaviours	First Wave Responses	Supportive Measures
Low	Calling out/talking over the teacher	<p>Adult stops talking, looks and waits</p> <p>Adult uses the 'Stop' hand signal</p> <p>Adult refers to Classroom Visuals</p> <p>Adult to refer to the Pashley Values</p> <p>Adult to clearly explain the behaviour you expect</p> <p>Adult to highlight children who are following the expectations</p>	<p>Have a quiet word with the child and explain why we don't call out</p> <p>Include the child in a Ready to Learn group</p> <p>Liaise with Inclusion Lead regards chair bands and / or fiddle tool to support with self-regulation</p> <p>Use talk tokens to support children who find it tricky to inhibit impulsivity</p> <p>Model what a good listener looks like</p> <p>Circle time on good listening protocols</p> <p>Use a whiteboard for pupil to record ideas</p> <p>Work with TA during input</p> <p>Signal/ cue that the teacher knows that they want to give a response and will come back to them</p>
	Not respecting personal space	<p>Adult to remind the child of the non-negotiables</p> <p>to draw attention to children who are demonstrating the desired behaviour</p> <p>Adult to move the child to a different position, e.g. nearer a supporting adult</p>	<p>Social Story to support with personal space / kind hands</p> <p>All children encouraged to self-advocate and tell others to "Stop!"</p> <p>Regularly revisit The Boundary song  <a href="https://www.youtube.com/watch?v=aSFvJbSQdA4">https://www.youtube.com/watch?v=aSFvJbSQdA4</a></p>

			Reconsider seating arrangements
Medium Record on MyConcern	Refusing to follow instructions	<p>Adult to repeat instruction using the same words or simplify if needed</p> <p>Adult to check for pupil understanding</p> <p>Adult to remind pupil of non-negotiables</p> <p>Adult to give verbal warning followed by take up time</p> <p>Adult to offer child two simple choices</p> <p>Adult to move the child to a quieter part of the classroom</p> <p>Adult to give a clear expectation of what is required in a set time frame with a consequence, e.g. sit on reflection spot for 5 minutes.</p>	<p>Ensure children understand what they need to do to be successful.</p> <p>Use of visuals. e.g. visual timetable, Now and Next Board to help children understand the structure of their day.</p> <p>Use Traffic light Cards to support the children's understanding of the passage of time and prepare them for transitions.</p>

High Record on MyConcern	Swearing	Adult to use 'Stop' hand signal	A member of SLT or Inclusion Team will speak to child about appropriate language.
		Remind pupil of Non-negotiables	Social story
		Adult to use the following script, such as 'Swearing is a non-negotiable. At Pashley we are polite and use kind words'	Circle time
		Adult to remain calm and neutral in tone – don't react	Nurture group
		Adult to remove the child to a quieter area / or remove other children as necessary.	A member of SLT or Inclusion Team will speak to child about appropriate language.
	Throwing objects at others	Adult to call for Behaviour Mentor or SLT if the language is repeated.	
		Class teacher to speak to parent at the end of the day	
		Adult to use 'Stop' hand signal	
		Adult to remind pupil of non-negotiables	Once child is calm and had time to reflect, check that anyone who had an object thrown at them is o.k.
		Adult to use script 'Throwing is a non-negotiable. At Pashley we use kind hands'	Tidy up / clear away any objects that have been thrown.
	Pushing shoving hitting biting pulling hair	Adult to move children/adults to a safer area	Social story
		Adult to give a warning – "I will have to take that away from you."	Circle time
	Pushing shoving hitting biting pulling hair	Adult to use the reflection spot to encourage the child to think about the impact of their behaviour.	Nurture group

		<p>A phone call home if object hurts a child or member of staff (discuss with SLT regarding who will let parents know)</p> <p>Adult to use 'Stop' hand signal</p>	
Hitting / Kicking out / Biting		<p>Adult to remind pupil of non-negotiables</p> <p>Adult to use the script, 'Hurting is a non-negotiable. At Pashley we use kind hands / feet / mouths',</p> <p>Adult to give a warning and explain consequence</p> <p>Adult to protect yourself and remove yourself and / or children from area</p> <p>Adult to call for Behaviour Mentor or SLT to support</p>	<p>Behaviour Mentor or SLT to remove the child from the situation to calm down - the amount of time and location will be agreed by SLT</p> <p>Internal or external exclusion as agreed by SLT</p> <p>Once child is calm and had time to reflect, check that anyone who was hurt is o.k.</p> <p>Social story</p> <p>Circle time</p>

#### Wave Responses for Playtimes

	Examples of behaviours	First Wave Responses	Supportive Measures
Low	<p>Ignoring instructions</p> <p>Not using / treating equipment properly</p> <p>Not sharing</p>	<p>As above also:</p> <p>Talk to the child about being Ready, Respectful, Safe.</p>	<p>As above also:</p> <p>Model how to use / share resources and play a game together.</p>
Medium	Rough play	<p>Stop sign</p> <p>Warning</p> <p>Consequence - Sit out for 1 minute (Could be with LA)</p>	<p>Circle Time</p> <p>Social Story</p> <p>Restorative Conversation</p>

High	Aggressive play	Give individual 5-minute warning	Social Story
		Spend following playtime with another class	Circle Time
	Refusing to come in from the playground	Call Behaviour Mentor (SLT if not available) if situation escalates	Inclusion Team / SLT to organise a Circle of Friends discussion.
		Ask individual to hold your hand before lining up	Make amends with anyone who may have been adversely affected,
		Start taking the class in, whilst keeping child in view	Inclusion Team to be present on playground for a set period of time to support children in this transitional period.
		Ask another adult to take the rest of the class in, whilst you wait with individual	

### **31. Appendix 2 - Safeguarding – Use MyConcern for Recording**

As a school we use MyConcern to record significant behaviour, attendance concerns and safeguarding concerns. We also use it to ensure we have an accurate record of conversations which are relevant to a family or child. As such we can have a high number of ‘concerns’ recorded each day and therefore have set out clear instructions on how we record, open and file concerns.

As part of safeguarding there is a DSL meeting each week where mid to high level new concerns are discussed.

#### **Opening MyConcern**

- If concerns are a classified as no concern or low level, they will be immediately filed.
- Mid-level concerns will be left open to discuss/action with DSLs.
- High level concerns will be left open and actioned.
- Urgent level concerns will be reported straight away to the allocated DSL and prioritised above everything else by all relevant staff.

#### **Tasks set on MyConcern.**

- Tasks will be set on My concern as they are opened and can be set by the lead DSL for the day.
- The DSLs will remind staff weekly on a Thursday if they have tasks set that need to be completed within 48 hours.
- If tasks are not completed in agreed time DSLs to be informed who will be responsible for ensuring tasks are completed.

#### **Filing MyConcern**

The DSL will file open concerns after weekly DSL meetings.

#### **Setting safeguarding levels on MyConcern**

Every child has a safeguarding level allocated by the school on MyConcern.

Level 1 – no concerns

Level 2 – some concerns raised. No outside agencies involved at this time.

Level 3 – concerns and outside agencies involved.

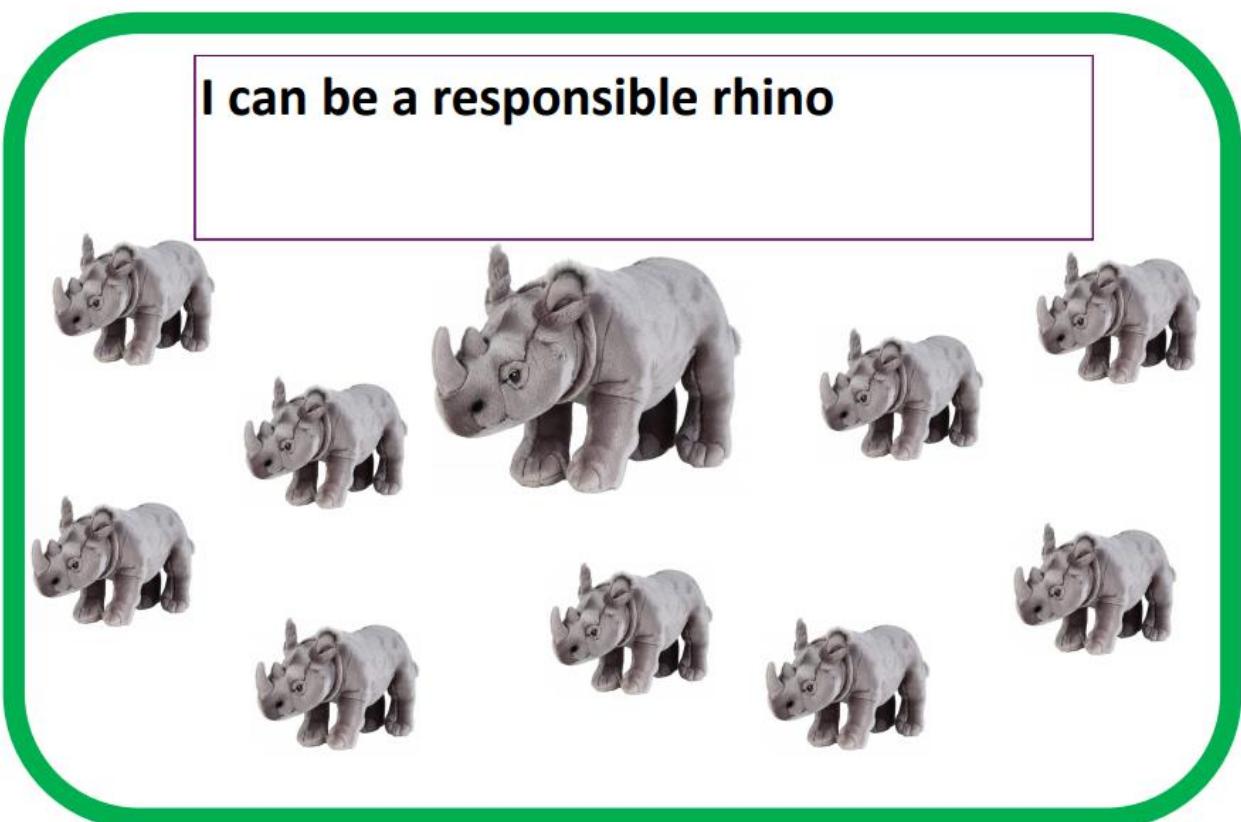
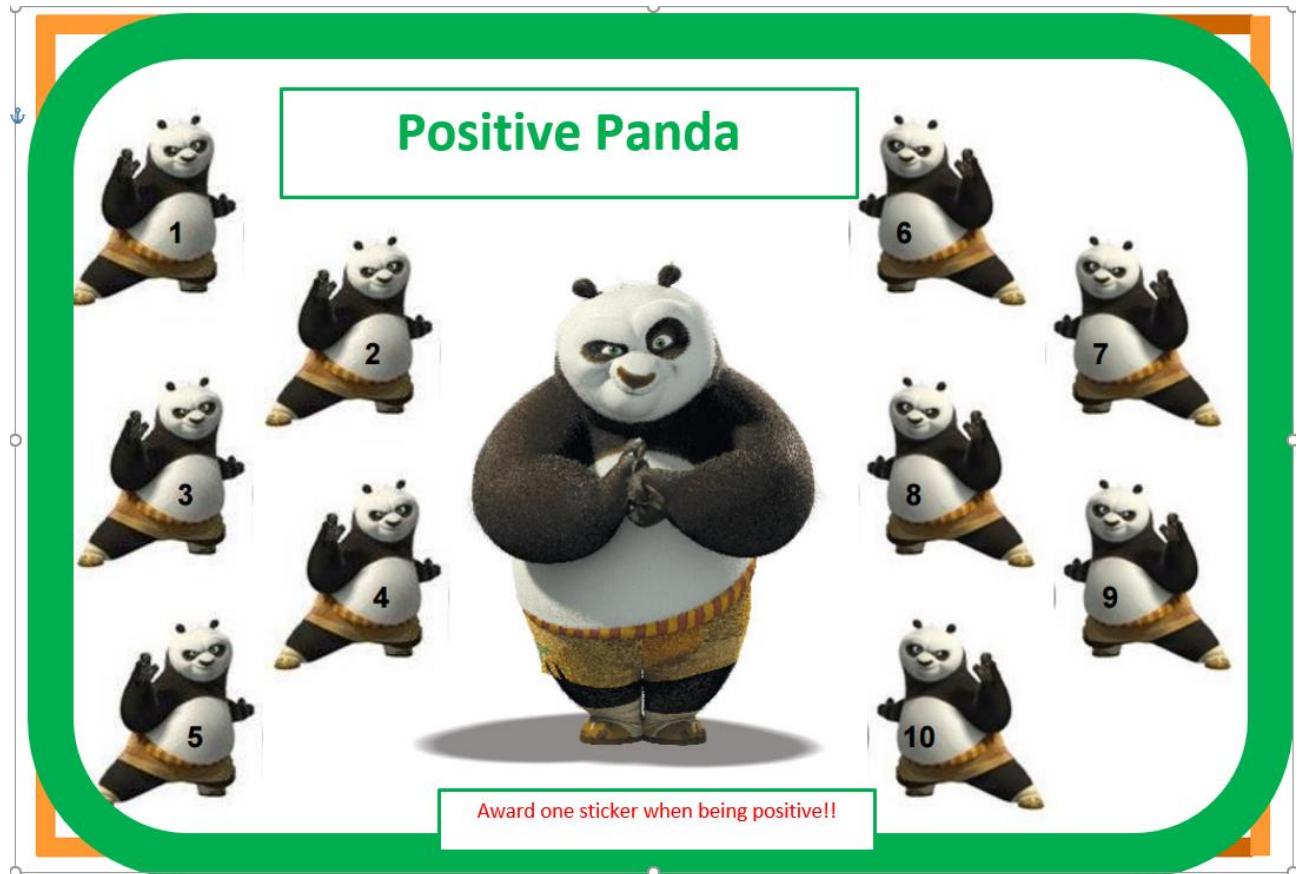
Level 4 – a Child Protection Plan is in place

Levels can be changed by DSLs when changes are needed. A reason for the change needs to be given into MyConcern. Every term all levels will be reviewed to ensure changes have been made and are up to date. This will be a shared responsibility between the lead DSLs.

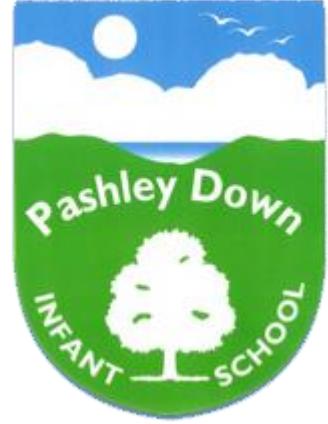
#### **DSL meetings**

Weekly DSL meetings discuss concerns mid to urgent concerns. These will be recorded on the school Safeguarding spreadsheet and actions needed will be highlighted until they are complete.

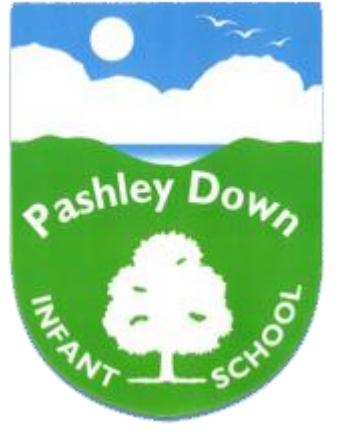
### 32. Appendix 3 - Template and example of using value sticker charts



### 33. Appendix 4 - Template and example of Pupil Passport

Name			
<p>Date of birth:</p> <p>Insert Photo</p>		Pupil passport	
<p><b>Year ? - Class</b></p>		Completed by:	Last updated:
<p><b>Likes / Strengths</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>I would like you to know that:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>I find it difficult to:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>It would support me if you could:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>			

Data and attainment information	Current support
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Child's name		
Date of birth: XX/XX/20XX	 <p><b>Pupil passport</b></p>	
<b>Year 1 - Foxes</b>	Completed by: <i>Sharon Souto Inclusion Lead</i>	Last updated: <i>Sept 2021</i>
<b>Likes / Strengths</b> <p>I like playing with figures, particularly super heroes and cars.</p>	<b>I would like you to know that:</b> <ul style="list-style-type: none"> <li>I can feel embarrassed when I get upset as I don't want other people to know that I have been crying.</li> </ul>	<b>I find it difficult to:</b> <ul style="list-style-type: none"> <li>separate from my caregiver at the start of the day,</li> </ul>

<p>I am kind to my friends.</p> <p>I enjoy being outdoors.</p> <p>I like having stories read to me.</p> <p>I respond well to the Pashley Values – these help me to make positive behaviour choices.</p> <p>Having a trusted adult nearby to support me and step in if I am feeling overwhelmed.</p> <p>In class support to be low-key and discrete wherever possible.</p>	<ul style="list-style-type: none"> <li>• I need to know that I am safe in my classroom – this makes me hypervigilant to everything that is happening around me.</li> <li>• I find it hard to hold more than two pieces of information or concepts in my head at any one time.</li> <li>• I don't always want to join in with a physical or musical activity straightaway.</li> <li>• I find change difficult to manage.</li> </ul> <p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>• I can find it difficult to come back into class if I have become heightened or dysregulated.</li> <li>• I may run away if I feel unsafe or anxious.</li> <li>• Instructions and tasks need to be broken down into manageable chunks so that I can understand them.</li> <li>• I like to watch an activity first and join in when I feel comfortable.</li> <li>• I need everyone to use the same, shared language and approach with me from my behaviour plan.</li> <li>• It is helpful if you let me know beforehand when something is going to be different so that I can prepare myself for this to happen.</li> </ul>	<p>particularly if I have had a tricky start to the morning.</p> <ul style="list-style-type: none"> <li>• follow adult instructions – especially when I am heightened or I am working with an unfamiliar member of staff.</li> <li>• manage transitions between activities and learning environments.</li> <li>• focus my attention on an adult led activity for more than 5 -10 minutes.</li> <li>• vocally alert an adult to what I need or want.</li> <li>• Sit still for extended periods of time without a movement/ sensory break</li> <li>• Cope with unexpected change</li> <li>• stay regulated in unstructured environments.</li> </ul>
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<p><b>It would support me if you could:</b></p>	<ul style="list-style-type: none"> <li>• Use a Now / Next board so that I know what is going to happen in class.</li> <li>• Depersonalise requests as much as possible to avoid any confrontation.</li> </ul>
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- Have a buffer activity waiting for me in the morning to ease the transition between home and school.
- Help me to regulate my behaviour by engaging in a calming activity before starting a more challenging piece of work.
- use clear and consistent language to remind me of my choices and consequences.
- Give me choices around my behaviour and praise me when I make a positive choice.
- Keep requests simple and allow me time to process what has been said.
- 

- Keep the number of adults working with me to a maximum of 2 adults. If further adults are required, such as a change of face, then one of the original adults should leave.

## 34. Appendix 5 - Template and example of Pupil Behaviour Plan

### Working with (child's name) - Foxes

- (name) starts school at 9.05 and is brought by mum to the year 1 door. A member of staff will greet him and take him straight to the classroom.
- Mum / Dad will try to send a text to the school mobile to let staff know if he has a good / difficult start to the day.
- When he comes into the classroom, he will choose his lunch and then go straight to a table to do a waiting activity alongside his peers. (*He needs an activity waiting for him (that isn't free play) and acts as a buffer between home and school.*)
- Use of **Now** and **Next** board for all class activities. **Now** – is the activity / class routine, e.g. playtime and then **Next** is his chosen reward.
- He is only allowed one reward at any one time, i.e. one figure or book, etc.
- He uses a 2-minute timer if he is choosing a reward out of his box.
- He has a 5-minute timer for his reward time.
- At the end of the 5 minutes – “(name) the timer has gone, you have had your reward and you are now going to do your next activity” – refer to the **Now** and **Next** Board. Make sure the Now and Next board is being actively updated as each activity is completed so that (name) knows what is coming next.
- (name) will go to and be part of **all** lessons with his peers, however he does not have to join in with activities such as P.E or Music, etc. (he can feel embarrassed by this). He should be encouraged to have a go but also allowed to sit and watch if this is what he prefers to do – he may well then join in when he feels comfortable and should be praised for doing so.
- Positive praise works well for (name). We will trial a Positive Panda reward chart. Stickers can be given for any good choices made e.g. coming in to school, sitting, playing a game etc.
- (name) responds well to being given choices around his behaviour and then explaining that he has made the good choice.
- You need to keep your requests to a minimum especially once he is heightened. E.g. please sit down, then repeating please sit down – do not change the words, if possible, keep the request the same. If there is more than one adult only one needs to try to engage with him – it can help if the 2 adults talk to each other as a distraction technique.
- Any requests that are made of (name) need to kept simple and time for him to process needs to be given.
- Try to keep the adults with (name) to a minimum, 2 adults should be enough if he is heightened if further adults are required such as a change of face then one of the original adults should leave.
- If you can try to depersonalise requests as much as possible to stop any confrontation, e.g. using the Pashley animal values to positively reinforce desired behaviour, e.g.

➤ Year 1 are Responsible Rhinos who work hard and complete our tasks in class. We listen to our teacher and make sure that we are in the right place at the right time. We have a go and try our best

- Year 1 are Kindness Koalas who help our friends to learn and play. We listen to our teacher so that everyone knows what they need to do and encourage each other to learn new things.
- If (name) refuses **any** instruction he is given 3 warnings.
  1. "(name) I have asked you once to (repeat the instruction)
  2. "(name) I have asked you twice to (repeat the instruction) - if I have to ask you one more time, and you don't listen, I will count to three and then you will have to go to (Deputy Head) or (Head Teachers) Office"
  3. (name) this is your third chance to (repeat the instruction) – 1...2...3.

If he doesn't comply with a request, he will be escorted to either the Deputy or Head Teacher's office – at this point it would be good to have another member of staff in case he is still not willing to comply. If non-compliance continues, warn (name) that (Deputy Head) or (Head Teachers) will be called to collect him and that he **will** be going to their office.
- Once (name) is calm and more able to reflect upon his actions, the staff member with whom he was being oppositional with will be called to the office so that he has the opportunity to talk to them and we can draw a line under his behaviour for that day. The expectations for behaviour will be clearly set out for the following day before he leaves to go home.
- If (name) is upset, he can feel embarrassed that people have seen him like that. He may need some extra time - sit down with a book, etc. - to get himself together before he is ready to go back into the classroom.
- When walking around the school site (name) need to hold hands with his lining up partner the same as everybody else. If this is not adhered to then (name) is warned that he would then have to hold hands with an adult.
- (name) should wear a band when leaving the classroom to go to the toilet and encouraged to wait for the bands to be returned before being allowed to leave class.
- (name) has lunch with his class and stays in the hall until they have finished eating. Low key supervision at these times works better with (name) – just stepping in when needed. If staff are working with (name) outside of the school building, e.g. woodlands or allotment they should have a phone or walkie-talkie so that they can call for help if needed.
- If there is to be any change in routine that staff are aware of before the day then (name) and mum need to be told so that he can prepare e.g. if adults won't be in and there will be cover etc.
- (name) finishes at 2.30 p.m. He is taken to the gate where he is met by his mum. He must hold an adult's hand from when he leaves the class until the gate is open and he is handed over to mum / dad.

## 35. Appendix 6 - Template and example of Behaviour Risk Assessment



### Articulating Risk & Behaviour Support

child's name

Service/setting		Pashley Down Infant School		Risk Assessor	Inclusion Lead		
Name of child/young person		Child's name		Date of Assessment	XX 2022	Review Date	XX 2022
Identified or target behaviour	Environment(s) in which the behaviour occurs	Element of risk and risk factors	Primary preventative strategies	Secondary preventative strategies	Reactive strategies		
(name) may attempt to bite or pull hair if she becomes frustrated when her attempts to communicate are not understood.	Classroom / playground	Injury to other pupils	<p>Designated 1:1 adult support across the school day to monitor interactions and pre-empt any frustrations.</p> <p>Use of Makaton and Visuals to support instructions and requests.</p> <p>Encourage and promote positive behaviour through positive praise and reward for kind and co-operative behaviour.</p> <p>Draw attention to children who are doing the right thing and praise and reward them so that (name) can make positive connections with desired behaviour choices.</p>	<p>Staff to not react to (name) behaviour and keep as much of a <u>neutral expressions</u> as possible.</p> <p>Use of set script from peers and staff, e.g. "Stop! I don't like what you are doing."</p> <p>Adults will interact and engage (name) attention to distract her.</p> <p>Change activity or location in the classroom.</p>	<p>Calming / regulating activity, e.g. Small World Play.</p> <p>Move to a quiet area.</p> <p>Use of visuals to reinforce Pashley Values.</p>		
(name) may seek sensory feedback or express frustration through banging her head or repeatedly falling down.	Classroom / playground	Injury to pupil.	<p>Designated 1:1 adult support across the school day to monitor (name) sensory needs and to regularly offer a wide sensory diet or targeted sensory breaks.</p> <p>Use of Makaton and Visuals to support key messages.</p>	<p>Adults will interact and engage (name) attention to distract her.</p> <p>Change activity or location in the classroom.</p>	<p>Calming / regulating activity, e.g. Small World Play</p> <p>Move to a quiet area.</p>		



## Articulating Risk & Behaviour Support

child's name

(name) struggles with her balance	Around the school building / outside areas	Injury to pupil.	<p>1:1 supervision at break times, all transitions and moving around the school.</p> <p>Helped down any steps and carefully supervised when going up steps.</p> <p>(name) should hold an adult's hand and hold a handrail.</p> <p>Careful supervision needed in all outside areas including the Squirrels' balcony, adventure playground, allotments, Pashley farm and woodland.</p> <p>Use of Makaton and Visuals to support key messages.</p>	<p>Staff to be mindful of how busy / crowded communal areas are.</p> <p>(name) to be allowed additional time for transitions between school locations.</p>	<p>Consider the physical distance to be travelled and whether this should be adapted.</p> <p>Advise parents of any accidents.</p>
(name) lacks depth perception and this can cause issues when descending stairs	Around the school building / stairs	Injury to pupil.	<p>Member of staff to support (name) as she travels around the school building.</p> <p>Helped down any steps and carefully supervised when going up steps.</p> <p>should hold an adult's hand and hold a handrail.</p>	<p>Staff to be mindful of how busy / crowded communal areas are.</p> <p>(name) to be allowed additional time for transitions between school locations.</p>	<p>Advise parents of any accidents.</p>
No perception of danger or awareness of	Around the school building	Injury to pupil	<p>Designated adult who is responsible for knowing where (name) is and supervising and who can communicate and understand communication.</p>	<p>Close supervision.</p> <p>(name) to hold an adult's hand in any situations where she is near a road or a car park, e.g.</p>	<p>Individual risk assessment for school trips.</p>



## Articulating Risk & Behaviour Support

child's name

keeping herself safe			Use of Makaton and visuals to reinforce key safety messages.	walking to the allotments, school trips, etc.	
Putting small objects into her mouth.	Classroom	Choking risk	Designated 1:1 adult support across the school day.  Close monitoring when using small resources / toys which are a potential choking hazard.  Use of Makaton and visuals to reinforce resources are not to be put in the mouth.	Remove small items from area.  Staff to understand how to respond immediately.  First Aider summoned and appropriate first-aid rendered which follows up-to-date best practice in the care of a choking child - see Health Care Plan.  Contact Parents	Call 999  Inform paramedics about other health concerns.  Contact parents

### Impact of strategies implemented

Signature (head teacher/manager)	Head Teacher	Date XX 2022
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## Articulating Risk & Behaviour Support

child's name

Signature (parent/carer)	Parent's signature	Date XX 2022
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Pupil Photograph	Class Info:	Parent/Carer/Agency Contact
	<b>Class:</b> <b>Class Teacher(s):</b> <b>Class LA:</b>	Tel: Email:  Tel: Email: – CLASS Advisor Tel   Mob: Email  Support Service Tel: Email:



## Articulating Risk & Behaviour Support

child's name

Service/setting	Pashley Down Infant School	Risk Assessor			
Name of child/young person		Date of Assessment		Review Date	

□

Identified or target behaviour	Environment(s) in which the behaviour occurs	Element of risk and risk factors	Primary preventative strategies	Secondary preventative strategies	Reactive strategies

Impact of strategies implemented
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Signature (head teacher/manager)		Date
Signature (parent/carer)		Date

Pupil Photograph	Class Info:	Parent/Carer/Agency Contact
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## Articulating Risk & Behaviour Support

child's name

	<p><b>Class:</b> <b>Class Teacher(s):</b> <b>Class LA:</b> <b>1:1 LA:</b></p>	<p><b>Mother:</b> <b>Phone Number:</b> <b>Email:</b> <b>Other Family Member:</b> <b>Phone Number:</b></p> <p><b>Other contact</b></p> <p><b>Notes:</b> -</p>
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Isolations Date/Name/Reason*	SLT Intervention Date/Name/Reason*	Physical Interventions: Date/Name/Reason*	Exclusions: Date/Name/Reason*

## 36. Appendix 7 - Behaviour triggers and how to plan for them

### Event – Mufti Day.

Children and staff dress up in own clothes to celebrate event or raise money for charity.

Potential Triggers	Solutions/Strategies
Families Remembering	<ul style="list-style-type: none"> <li>• Reminders via text</li> <li>• Class Dojos</li> <li>• Social Media</li> </ul>
Financial Constraint	<ul style="list-style-type: none"> <li>• Encouraging cheap alternatives. E.g. Comic Relief wear something Red alternative</li> </ul>
Individual children not wanting to take part	<ul style="list-style-type: none"> <li>• Always give the option of not taking part</li> <li>• Have something for children to change into if they change their mind.</li> </ul>
Sensory Overload	<ul style="list-style-type: none"> <li>• Talk to class and/or individuals before the day</li> <li>• Keep to routine as much as possible</li> <li>• Plan more sensory circuits</li> </ul>
Loss of structure/routine	<ul style="list-style-type: none"> <li>• Give additional rewards</li> <li>• Be flexible</li> <li>• More class sensory circuits</li> <li>• Avoid over planning</li> </ul>

### Event – Christmas.

Potential Triggers	Solutions/Strategies
Too much going on Home and School	<ul style="list-style-type: none"> <li>• Pick or select few events</li> <li>• Avoid starting too early</li> <li>• Time for relaxation/slowing down</li> </ul>
Big build up /suspense/ LD Anxiety	<ul style="list-style-type: none"> <li>• Don't start too early</li> <li>• Mindfulness/meditation</li> <li>• Sensory circuits</li> </ul>
Stressful for families	<ul style="list-style-type: none"> <li>• Support groups – posts on FB/Dojo</li> <li>• Open door policy that it is ok to not be ok at Christmas</li> <li>• Food banks</li> </ul>
Loss of Structure/routine	<ul style="list-style-type: none"> <li>• Keep as much as you can normal</li> <li>• Keep using agreed rewards</li> </ul>

	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Give children warning in advance</li> </ul>
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### Event - Fire Alarm

Potential Triggers	Solutions/Strategies
Loss of Routine	<ul style="list-style-type: none"> <li>• Think about what you do when you come in -&gt; have a fire alarm routine</li> </ul>
Sensory overload (noise)	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Defenders by door</li> <li>• Keep an eye out for children who may struggle</li> </ul>
Fear – unknown	<ul style="list-style-type: none"> <li>• Practice talking about it.</li> <li>• Potential warning, reassurance</li> <li>• Praise for keeping calm and looking and listening</li> </ul>
Having to leave possessions	<ul style="list-style-type: none"> <li>• Talking about it and why</li> <li>• Clear instruction</li> </ul>

### Event – Trip.

Potential Triggers	Solutions/Strategies
Families remembering	<ul style="list-style-type: none"> <li>• Several reminders in different forms</li> <li>• Reassurance for child whose parents have forgotten</li> <li>• </li> </ul>
Groupings	<ul style="list-style-type: none"> <li>• Careful consideration to needs /behaviors when planning groups</li> </ul>
Parents involvements	<ul style="list-style-type: none"> <li>• As above</li> <li>• Give control measures that are clear</li> <li>• Give guidance /timetable that ensures children will be engaged throughout</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>• Prep in advance with pre-learning or walkthrough of the day /behavior expectations</li> </ul>
Loss of routine	<ul style="list-style-type: none"> <li>• Clear timetable of events including visuals of the transport, route, trip</li> </ul>

	<ul style="list-style-type: none"> <li>• Rewards</li> <li>• Reminder of expectations + walkthrough</li> </ul>
Packed lunches	<ul style="list-style-type: none"> <li>• Sending reminders – dojo, letters, texts</li> <li>• Asking kitchen to make a few extras in case families have forgotten lunch</li> </ul>
Extra equipment	<ul style="list-style-type: none"> <li>• Have spare equipment</li> <li>• Clear Risk assessment with names of children who could potentially struggle</li> </ul>
Financial pressures	<ul style="list-style-type: none"> <li>• PP get funded Letter to inform parents of trip without costings</li> </ul>
Sensory overload	<ul style="list-style-type: none"> <li>• Have a visual timetable/itinerary including for adults to share with children on the trip</li> </ul>
Anxiety /fear of unknown	<ul style="list-style-type: none"> <li>• Assigning child to correct adult and ensuring identified children are with a known and trusted adult who understands and has previously supported behaviour</li> <li>• Do social story of what children can expect by using photos and giving the opportunity for children to ask questions</li> <li>• Parent to attend if possible and if this would be a supportive measure</li> </ul>
Loss of structure/routine	<ul style="list-style-type: none"> <li>• Pairing children correctly</li> <li>• Talking through the timeline of the trip with all children with visuals</li> </ul>

#### Event – Change of adults.

Potential Triggers	Solutions/Strategies
Unknown adults	<ul style="list-style-type: none"> <li>• Routines/reward kept in place</li> <li>• HOY Dojo</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher to have passports/ADPRS/vulnerable children easy to change of staff</li> <li>• Children informed in advance if known change. Shown/explained who will be there.</li> <li>• Children known link between regular staff</li> <li>• Attention resources (consistency i.e. bells)</li> <li>• Clear/Access to lesson plan/objectives/timings/breaks etc.</li> <li>• Interactive fun name game</li> <li>• Positive attitude (re frame situation i.e. exciting opportunity)</li> <li>• Positive affirmations – we can do it, etc.</li> <li>• Asking children for help – who can tell me?</li> </ul>
Haven't got their security	<ul style="list-style-type: none"> <li>• Explained in advance</li> <li>• Introduction</li> <li>• Issues pre-empted and actions put in place</li> <li>• Refer to known adults they are comfortable with</li> </ul>
Known outside issues	<ul style="list-style-type: none"> <li>• Informed adults</li> <li>• Information available</li> <li>• SLT to ensure new staff aware of CP/new issues/allergies/medical conditions etc.</li> </ul>
Unknown outside issues	<ul style="list-style-type: none"> <li>• Any adults who does know class to check in regularly. Have agreed times with an alarm set to remind.</li> </ul>

#### Event – Whole year group performances

Potential Triggers	Solutions/Strategies
Amount of time sitting- passive	<ul style="list-style-type: none"> <li>• Rehearse in groups</li> <li>• Structure rehearsal timetable</li> <li>• Start whole year group rehearsals later rather than sooner and only for given amount of time</li> </ul>

Anticipation/nerves	<ul style="list-style-type: none"> <li>• Sharing timeline/overview</li> <li>• not overpraising</li> </ul>
Consume concerns /expectations Some children don't want to dress up	<ul style="list-style-type: none"> <li>• Simplify costume, give options, early +clear</li> <li>• Communication with parents</li> <li>• Don't expect all children to dress up and perform. Children given off stage roles if more appropriate.</li> </ul>
Disappointment/unfairness in roles	<ul style="list-style-type: none"> <li>• Staff sharing previous performance info</li> </ul>

#### Event – Visitors.

Potential Triggers	Solutions/Strategies
Unknown adult leading the class (don't know the children, behavior management)	<ul style="list-style-type: none"> <li>• Familiar adults.</li> <li>• Stay in class proper introduction</li> <li>• Sit with target children</li> </ul>
Change of timetable - different routine	<ul style="list-style-type: none"> <li>• Update visual timetable and highlight to children</li> </ul>
Unknown expectations – what is actually going to happen	<ul style="list-style-type: none"> <li>• Tell the children what is going to happen</li> <li>• Show pictures or videos</li> </ul>
Visitor running on time	<ul style="list-style-type: none"> <li>• Plan 5 minutes activities, solid timetable, runners between classes</li> </ul>