



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL

'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

Mission Statement

St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the gospel inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever-changing world of today and tomorrow.

Introduction

At St Joseph's we believe that one of the many strengths of our school is the pastoral care the children receive from all the staff. This is reflected in the positive attitude and good behaviour of our pupil's inside and outside the classroom. We strive to build a nurturing and caring ethos which permeates our school environment. We have developed behaviour policy which is trauma informed and places relationships as the cornerstone for pupils to thrive, both academically and in relation to their well-being

St. Joseph's School aims to be a place where all pupils have equal access to all aspects of school life, where all pupils will be free to learn without disruption, safe from threat, harm and injury in the classroom and the playground.

In order to achieve this, we strive to understand the function behind the children's behaviours and we consistently model the behaviour we wish to see. We ensure that we support and implement relational approaches such as emotion coaching. We communicate our expectations of acceptable behaviours and teach children the necessary skills e.g. emotion regulation to create a safe school for all. This enables children to be fully aware of our expectations of acceptable behaviour so they understand how positive behaviour is rewarded and unacceptable behaviour is sanctioned.

We believe a successful partnership between parents and the school can bring out the best in children. Parents need to be kept informed of their child's good behaviour or be contacted at the start of any pattern of poor behaviour and to be involved in strategies to improve behaviour. Approachable and accessible staff will ensure that parents feel their concerns have been heard.

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Rights and Responsibilities

We believe that children in our school have the right to learn, to be treated with respect and dignity and to exercise self-control. We place a high priority upon the development of self-discipline and self-control and teaching children how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

Aims and expectations

This policy explores ways in which the school's mission statement may be realised in our inter-relationships within the school community by:

- Sharing God's love in worship and service
- Seeing each person's potential for growth and assisting personal growth as part of our school community
- Promoting each person's individual dignity through thoughtful words and actions
- Establishing links with families which support the growth of the members of our school community
- Using and sharing our gifts in pursuing truth and understanding

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to underpin the way in which all members of the school community can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims and values of the school.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. **It is a means of promoting good relationships**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively.

The school expects every member of the school community to behave in a considerate way. We treat all with respect and endeavour to apply this behaviour policy in a consistent way.

Approaches to behaviour may differ for some pupils e.g. in some circumstances, some children may need to be treated differently in order to provide meaningful equality of opportunity.

For identified children a STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC chart. See appendix B

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Attitudes

The school has a set of School Attitudes opposed to school rules. These attitudes are based on the beatitudes and they are used to support, discuss and guide children to making the right choices because it is the 'right thing to do' not an imposed set of rules. The attitudes are displayed in each classroom. In line with our Trauma Informed School Training when a child is unable to make the 'right choice' we would first try to understand why the child is not able to make 'the right choices' and support them accordingly

Equality, Inclusion and Diversity

At our school we strive to create an inclusive environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum underpinned by exemplary learning attitudes. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to our approach to behavior and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Rewards

Appropriate behaviour is that which shows care and consideration for each other, which tries to understand each other's point of view and which is truthful. This appropriate behaviour is encouraged by making expectations clear and by praising instances of care, consideration and truthfulness. Teachers, teaching assistants, midday supervisors and ancillary staff praise and reward good behaviour in a number of ways including:

- Smiling at children
- Thanking children
- Providing children with enjoyable and responsible jobs
- Writing positive and encouraging comments at the bottom of their recorded work
- Displaying children's work
- Sending children to Deputy or Head teacher to share their work and receive special feedback
- Awarding House points/ Dojo points
- Celebrating their success in "Celebration Assembly"
- Children nominated to receive the 'Governors Award'

House Points/ Dojo Points

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The children are divided into four houses, representing four Saints (St Teresa of Avila - red, St Bernadette - blue, St Patrick – green and St Francis of Assisi – yellow). . They are awarded house points/dojo points for any aspect of work, effort, citizenship or behaviour.

Celebration Assembly

Celebration assembly is an opportunity for the whole school to celebrate the success and effort that takes place throughout the school. As well as the Governors Award it is an opportunity for children to celebrate success in numerous school activities such as Sport and Music.

School Council

Two representatives from each class form the School Council meet regularly to discuss school improvements through pupil voice. This may include behaviour.

Sanctions

We see behaviour as a communication of need and a graduated response to behaviour allows staff to support the children according their current level of needs.

Examples of inappropriate behaviour are swearing, name-calling, racist/sexist/ethnic slurs, lying, stealing, fighting, deliberate unkindness and bullying. Inappropriate behaviour can be discouraged most strongly by encouraging and rewarding appropriate behaviour. When inappropriate behaviour occurs, it must be quickly addressed. This can be achieved through staff using Emotion Coaching strategies and model to the child how to be reflecting while at the same time validating their feelings and setting limitations for their behaviours and teaching them to use alternative ways to communicate their emotions.

When responding to behaviours of concern, the focus is on: **Understanding functions and contributing factors**

1. Preventing behaviours from occurring by arranging the environment (proactive strategies)
2. Teaching other behaviours: Replacement skills, general skills, coping and tolerance skills.
3. Changing consequences for behaviour of concern i.e. avoiding aversive consequences (reactive strategies)
4. Promoting life enhancement: Choice, sense of achievement, meaningful connections and relationships.

Children should be asked to consider their behaviour and reflect upon what they have done, how they may have hurt others, and what they can do to improve relationships within the school community.

Behaviour Log on CPOMS for any significant incidents or persistent lower level incidents. For identified children the STAR replaces CPOMS. Both CPOMS and any STAR information is analysed routinely by the Inclusion Lead and /or Headteacher. This information is reported to Governors termly at both committee and full governing body level termly.

Behaviour Consistency

The school employs a number of strategies to enforce the school expectations and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation . These strategies are outlined clearly in Appendix A. Considering a child's developmental needs, any frequent misbehaviour may indicate that a level of support may need to be increased.

Bullying

This policy recognises the possibility that bullying may occur and sets out clearly the school community's attitude to bullying. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. It may take many forms including physical or verbal aggression which seeks to intimidate, or deliberate exclusion of others expressly to hurt self-esteem. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are firstly reported to the class teacher, then, to the Head teacher and recorded using CPOMS.

Bullying is dealt with through:

- Identifying the problem
- Interviewing the children concerned individually or collectively
- Involving parents

Further practice within the school community is to:

- Continue to identify and monitor instances of bullying
- Support children in order to help them value good relationships and develop a sense of self-worth

- Be observant of relationships within the school community
- Encourage children to trust adults within the school community and to talk to them about their problems
- Further educate adults within the school community about aspects of bullying
- Establish strategies for children in dealing with bullying
- Define sanctions for discouraging bullying

Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism are reported to the Head teacher and to Governors as well as being recorded using CPOMS.

Use of reasonable force

All Members of staff are aware of the non-statutory guidance explained in the DfE's 'Use of reasonable force document (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Staff will always employ de-escalation and co-regulation strategies prior to intervening physically to restrain children to prevent injury to a child/adult or if a child is in danger of hurting him/herself. The actions that are taken are in line with government guidelines on the restraint of children.

Legal Framework:

Reasonable force should only be used if it is deemed to be in the best interest of the child, following an analysis of the presented risks. The Education and Inspections Act 2006 (Par. 7, Chapter 1) stipulates that reasonable force may be used to prevent a child from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a lesson or elsewhere in the school (this includes authorised out-of-school activities)
- Self-injuring
- Causing injury to others
- Committing an offence.

All staff and volunteers should operate an appropriate duty of care and within policy guidance. The application of any form of physical contact can place staff in a vulnerable position. Staff, therefore, have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

School staff can use reasonable force to:

- Remove disruptive children from the classroom, where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves through physical outbursts.

School staff cannot use reasonable force as a punishment. It is unlawful to use reasonable force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher, Deputy Headteacher and other authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Dangerous objects
- Dangerous substances (e.g. alcohol)
- Stolen items
- Fireworks
- Inappropriate images
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

Definitions:

Reasonable Force - Reasonable means 'using no more force than is needed' and force is used to 'control or restrain'.

Physical Contact – This describes situations when physical contact occurs between staff and pupils (e.g. in the care of pupils with learning difficulties, in games/PE or to comfort pupils).

Control – Active control may be used to divert a student from a destructive or disruptive action (e.g. guiding a student forward by placing a hand gently on the centre of the child's back or leading a child by the hand, arm or shoulder with little or no force). Passive control may be moving between two pupils or blocking a pupil's path.

Physical Restraint – The use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property. The level of compliance from the student determines whether or not the interaction is a control or restraint.

A physical intervention should use the minimum degree of force necessary for the shortest period of time to prevent a student harming themselves, others or damaging property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the

individual to be controlled and the nature of the harm they might cause (see page 3 of the DfE guidance, Use of Reasonable Force 2013). Reasonable adjustments for pupils with a disability or special educational needs will be made to take account of known information about the pupil's needs and their understanding of the situation

The Role of All Staff

It is the responsibility of all staff to ensure that the school expectations and class codes of behaviour are enforced in their classes and that their classes behave in a responsible manner during lesson time. PSHE sessions give children the chance to discuss issues, set expectations and opportunities to resolve issues such as playtime difficulties, arguments, bullying etc.

All staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. All staff are expected to model the behaviours we would like to see and use relational approaches e.g. emotion coaching and PACE approach to create a safe and nurturing classroom environment. By remaining calm, they teach children to co-regulate.

If a child misbehaves repeatedly in class, the class teacher keeps a record and refers to the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for appropriate sanctions or strategies to address this behaviour. In the first instance, the class teacher deals with incidents him/herself using strategies and sanctions outlined in the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for level 1 and 2 behaviour types. However, if misbehaviour continues, the class teacher uses the consistency models for further intervention and the Deputy or Head teacher may become involved.

Some children may not be able to reflect on their behaviours yet and if that is the case, we will support them to develop the necessary skills within a safe and nurturing relationship.

Where relevant, staff liaise with the SENCo in order to arrange for external guidance as necessary to support and guide the progress of a child. The class teacher and SENCo may, for example, discuss the needs of the child with the external agencies who will assist with observations and recommendations.

Children who persistently exhibit level 2, 3, and 4 types of behaviours may require a School Behaviour Support Plan which will outline key targets for improvement aligned to strategies to achieve these targets. The plan is carefully monitored by the class teacher in liaison with the SENCo. The Head teacher may also be involved in this process alongside other agencies.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. It is important that good communication is maintained with parents in order that the school and home work together in partnership.

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Class teachers do not send children out of the class to stand in the corridor as it is detrimental to their duty of care. Instead, class teachers may send children who misbehave at levels 2 and above, (not level 1) to work in another supervised room (designated by SLT). This represents a degree of internal exclusion. This is only applied when the teacher has first tried using the reflection area within their own classroom environment.

The Role of the Head Teacher

It is the responsibility of the Head teacher to report to Governors on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school and to ensure that all members of the school community feel safe.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. See Level 4 and Beyond sanctions in 'Behaviour consistency Models Level1-4 and Beyond (Appendix A).

It is important to acknowledge that exclusions can be detrimental to a child's well-being and we try to avoid these by

- identifying the needs/function of the behaviours
- Using relational approaches to behaviour management
- Use restorative conversations etc

On the rare occasions that an exclusion is used, the school will maintain contact with the child/family, use restorative practice to structure the reintegration meeting and reduce blame (where appropriate). If necessary, the school will also hold a restorative group for the staff working with the child.

The Role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and school.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated they should initially contact the class teacher. If

the concern remains they should follow the school complaints procedure, copies of which are available on the school website.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed term and Permanent exclusions

We do not wish to exclude any child from school and exclusion is very rare at St Joseph's.

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently.

Monitoring and Review

All staff record instances of poor behaviour on CPOMS, the school's online recording programme. These are reviewed on a daily basis as required and is an ongoing process of review and action. The information recorded on CPOMS is reported to Governors at committee and Full Governing Body meetings termly by the SENCO (inclusion lead including behaviour). The Head teacher also keeps records of any child who is excluded for fixed-term or permanently.

It is the responsibility of the governing body to monitor rates of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of race equality and ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations from ongoing monitoring on how the policy might be improved.

POLICY REVIEW TERM: ANNUAL

Policy reviewed: May 2024

Next review: May 2025

**APPENDIX A - St Joseph's Catholic Primary School –
Behaviour Guidelines for Staff
Consistency Models Level 1 -4**

Level	Behaviour Types	Range of positive strategies
Level 1 : Disruptive classroom behaviour	Wandering	Remove excuses for wandering – pens, equipment all ready; make expectations clear; challenge “Why are you out of your seat?” Reminder of rules; consider movement breaks in longer lessons
	Not listening to instructions	Playing games – instructions (Simon Says); praise those who listened; ask children to repeat instructions; call everyone to stop and listen, Make sure you have everyone’s attention before you begin; don’t say anything until you know they are all listening.
	Calling out, Silly noises*	Praising correct behaviour; reminder of class rules; house points for not calling out; only ask those with hands up
	Fidgeting	Take object as you continue lesson – don’t let it stop the flow; eye contact; insert name into the flow; for some children blu-tac or a permitted item; for some children, plan seating position.
	Distracting others	Praise someone else for being on task; remind children of class rules; time prompt/sand timer; are you stuck, can I help you u?; Direct question/repeat information
	Not sitting still	Warn they will hurt themselves if they wriggle; reward; carpet square to sit on; breaks and exercise.
	Changeover of activities	Reward for those who are ready; clear instructions/routines; classroom organisation e.g. timer; consistency in changeover
	Not joining in	Exaggerate praise for any small/insignificant sign of positive behaviour; quiet reassurance; differentiated work; work in small groups; praise correct behaviour – rewards
	Talking out of turn	Praise/choose children who are sitting quietly or waiting their turn; refer to class code; stop, fix, glare; ignore or acknowledge depending on child/circumstance
	Unkind language or treatment of others	Be consistent in your responses and clear about what is not acceptable; discuss with child one-to-one; consider circle time and ask “how would you feel?”
Level 1 : Other General examples	Talking when moving round the school or when lining up	Incentive – best class gets house points; reminder of rules – politeness, safety, walking safely; “walk like a soldier”. Set the tone early; send to back of line; line up in specified order; practice at break time
	Inappropriate responses to reminders about behaviour	Expect to be talked to with appropriate level of formality for situation
	Talking in assembly	Whoever is taking or supporting assembly say name to let them know you have seen them; move child and see them at following break
	Wilful disorganisation or missing homework	Explain why good habits are important; offer constructive help with reminders or organisation charts/prompts

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***May be a higher level**

Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
<p>Level 2: Repeated instances of Level 1</p>	Unwillingness to cooperate/ follow instructions	<p>Strategies:</p> <p>Use Emotion Coaching to provide co-regulation and to support a child / young person to understand their emotions.</p> <p>Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve. Zones of regulation utilised alongside School Attitudes.</p> <p>Sanctions:</p> <p>Reflection time in class, Withdrawal of break or lunchtime play, perhaps for a longer period Apologies may be appropriate, but these should be meaningful and sincere Warning about representational activity e.g. school council, school teams Warning about the loss of forthcoming events. Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit</p>	<p>Class Teacher to be informed if not directly involved.</p>	<p>Record on CPOMS, these log notes may help with parental involvement and with pattern seeking later</p>	<p>Parents informed by class teacher at the end of the school day.</p> <p>Class teacher to involve and inform parents if loss of representational activity or forthcoming events is under consideration.</p> <p>If persistent, consider note to parents (SLT)</p>
	Minor Challenges to authority of adult				
	Persistent problems with homework				
	Deliberate disruption of lesson*				
	Rudeness to any adult working in the school				
	Pushing or shoving				
	Deliberate misuse of property, or disregard for school environment				
	Breaking rules – e.g. having sweets, play fighting, and swaps				
	Silently refuses to attempt work				
	Kicking				

***May be a higher level**

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
<p>Level 3: Repeated instances of Level 2</p>	Pinching	<p>Strategies: Use Emotion Coaching to provide co-regulation and to support a child / young person to understand their emotions. Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve. Zones of regulation utilised alongside School Attitudes. Personalised strategy for individual pupils e.g. marble jar, sticker chart with possible loss of break time/ other sanctions Sanctions: Withdrawal of break or lunchtime play, perhaps for a longer period Apologies may be appropriate, but these should be meaningful and sincere Warning about representational activity e.g. school council, school teams</p>	<p>Class Teacher to be informed if not directly involved. Inform Deputy Head/Head, seeking guidance, who may then decide to intervene directly</p>	<p>Record on CPOMS, these notes may help with parental involvement and with pattern seeking later If persistent, a letter may be sent home to parents by Deputy Head teacher/ SENCO (Behaviour Lead) or another member of SLT (if child on SEN register ongoing liaison with family/SENCO)</p>	<p>Parents informed by class teacher. Class teacher to arrange meeting with parents and further meetings to review, where appropriate. SLT (SENCO) may be involved in these meetings.</p>
	Spits at other children				
	Throws books or equipment				
	Damages other people's property				
	Leaves the class without permission				
	Climbs on furniture				
	Defiantly refuses to work or obey adult instructions				
	Swearing or using inappropriate language				
	Disobeys a direct adult instruction				
Biting another child *					

		Warning about the loss of forthcoming events. Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit			
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***May be a higher level**

Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
Level 4: Repeated instances of Level 3 And/ or	Organised /pre-meditated or unprovoked violent behaviour; persistent aggressive disputes with others	<p>Strategies:</p> <p>Use Emotion Coaching to provide co-regulation and to support a child / young person to understand their emotions.</p> <p>Consider special needs register and involvement of external agencies, for specific guidance</p> <p>School Behaviour Support Programme for persistent severe behaviour problems</p> <p>Sanctions:</p> <p>(Further) loss of privileges</p> <p>Loss of representational activity</p> <p>Loss of forthcoming events</p> <p>If no improvement results from implementation of School Support Plan and other strategies, consider movement to fixed term exclusion. This may continue to a permanent exclusion if other strategies fail to improve behaviour</p>	<p>Class Teacher to be informed if not directly involved.</p> <p>Deputy Head informed immediately.</p> <p>Head teacher informed.</p> <p>All other staff informed as appropriate; in cases of</p>	<p>Record on CPOMS</p> <p>A letter sent home to parents by Deputy Head teacher/ SENCO (Behaviour Lead) or another member of SLT (if child on SEN register ongoing</p>	<p>Parents informed personally by class teacher.</p> <p>Arrange meeting with parents, and further meetings to review, where appropriate initially with SENCO. Any further meetings with SLT.</p>
	Verbal abuse of staff; lashing out at staff in temper				
	Swearing or foul language intended for effect or to deliberately cause offence				
	Leaving classroom/school/ playground intentionally and without permission				
	Theft of property e.g. cloakroom stealing				

	Biting		persistent disruptive behaviour consider support/ case conferencing	liaison with family/SENCO)	
	Continuation or redirection of bullying				

Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
Level 5: Repeated Instances of Level 4 and / or	Assault or physical abuse of staff	Exclusion	Head involved immediately (or SLT)	Full recording of all details on CPOMS.	Parents informed immediately, and in writing by SLT.
	Criminal activity: Major theft e.g. a lap top; serious vandalism; extortion; possession of offensive weapons, drugs etc.		All other staff informed as appropriate.		
			Parents		Meeting with SLT and parents and any other members of staff/professionals as appropriate.
			Chair of Governors		
			Police, as appropriate		

APPENDIX B

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder rather than children with general behavioural difficulties, although it can still be helpful for this group. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:

Setting **T**rigger **A**ction **R**esult

Setting

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

Expressing a need – for example, smelling dinner cooking might signal food to a hungry child

Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.

Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'.

Action

Action is the behaviour that actually happens and is a very important part of the chart.

Result

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.