

SUAT Policy	Behaviour					
LGCS Appendix	LGCS Positive Behavioural Interventions and Support (PBIS) and Rewards Policy					
Approved by	CEO/LAC	Issue Date	Oct 24	Review Date	Sept 26	
Audience	Trustees	✓	Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
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## Positive Behavioural Interventions and Support Policy

### Rationale

Positive Behavioural Interventions and Supports (PBIS) is an approach that Littleton Green uses to improve school safety and to promote positive behaviour. The primary goal of PBIS is to improve the effectiveness, efficiency and equity of the school by improving social, emotional and academic outcomes for all students. PBIS is a framework the school uses to encourage good behaviour by helping students learn about behaviour in the same way as they learn curriculum subjects.

### Key Principles

- Every child can learn expected standards of behaviour
- Early intervention can prevent more serious behaviour problems from developing
- Each child is unique and school needs to provide different kinds of behaviour support to meet those unique needs
- Teaching behaviour in schools should be evidence based
- Following each child's behavioural progress is important
- Schools must gather and use data to support their actions and decisions about behaviour problems

### Background

At Littleton Green, we believe our aim is to help students pursue academic, social and lifestyle successes. However, achieving these expectations can be frequently hampered by disruptive problem behaviour. Some students will present challenges to the school environment that are very different to the majority of students. Multiple initiatives compete and overlap and school processes are often inefficient and ineffective. School attempts to respond to the challenges of disruptive and problem behaviour often results in an over-reliance on the use of aversive and exclusionary consequences. For example, teachers respond to deteriorating problem behaviour by increasing the use of verbal reprimands, loss of privileges and exclusionary consequences. If, as is often the case, student behaviour does not improve, the school increases the frequency and severity of reactive interventions.

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This over-reliance on reactive and aversive management techniques is a somewhat predictable outcome, because they provide school personnel with immediate reductions in, or removal of, the problem behaviour. The experience of achieving these reductions in and relief from the problem behaviour means that staff are more likely to use these aversive management strategies when future problem behaviour occurs.

This frequently develops into a classic cycle of negative reinforcement. Unfortunately, the reductions are temporary in nature; the problem behaviour most usually recurs often at higher rates and in more intensive forms and tends to be least effective for students with the most severe problem behaviours. Justification for continuing to use reactive and aversive responses is commonly based on the ill-informed assumption that some students are 'inherently bad' and that there must be consequences (punishment) for bad behaviour.

There is evidence that a punishing school climate can provide setting events which can provoke problem behaviours. For example, it can increase antisocial behaviour, cause deterioration in student / teacher relations, damage social climates and lower academic achievement.

At LGCS there is a three-tiered framework of PBIS which includes strategies for identifying and teaching expectations, acknowledging appropriate behaviour and responding to inappropriate behaviour using school-wide behavioural data. Appropriate supports for staff are provided and include leadership teams, supporting policy, coaching and implementation monitoring. This three-tiered preventative approach focuses on removing setting events that increase the likelihood of problem behaviour and adding setting events that increase the likelihood of appropriate behaviour.

Sustainability requires an effective systems approach within the school that has three basic features:

**1-A Common Vision** - The school has a mission, purpose, or goal that is embraced by all staff and serves as the basis for decision making and action planning.

At LGCS, all children and adults strive to be 'PURPLE' (Proud, Unique, Reflective, Loving, Positive and Empowered). Children receive dojo points when they demonstrate these values and behavioural expectations. Within each class there is a Board of Recognition with specific aims for the day and dojo points awarded to those achieving the aim for the day. A Star of the Day is given out within each class, looking at children who have followed the PURPLE expectations and gone above and beyond the expectations. These awards are celebrated with parents and carers. Each week, during a whole school PURPLE praise assembly, the class with the highest attendance and the class with the most home reading dojo points are awarded with a special treat to celebrate (such as extra play time or cake).

The following matrix identifies the school-wide behavioural expectations which DOJO points should be awarded for (a maximum of 1 dojo each time). The success of any token economy largely depends on the consistency of its application. To achieve this thorough staff training and supervision is essential as many token economies fail exactly on this point. When, according to the system, a student deserves tokens, he/she should get them, even if a staff member judges he/she doesn't deserve them.

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	Transition	Dining Room	Playground	Learning Spaces
PURPLE is being <b>SAFE</b>	<ol style="list-style-type: none"> <li>1. Always walk quietly, keeping to the left.</li> <li>2. Be mindful of others, staying in your own personal space.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay sitting down whilst you are eating.</li> <li>2. Eat your own food.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep safe by keeping seen.</li> <li>2. If you are worried about someone, tell an adult.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure an adult knows where you are all of the time.</li> <li>2. Stay in your personal space.</li> </ol>
PURPLE is being <b>RESPONSIBLE</b>	<ol style="list-style-type: none"> <li>1. To be on time, go straight to where you are supposed to be.</li> <li>2. Keep all areas tidy at all times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear away everything correctly.</li> <li>2. Use your cutlery appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use all of the equipment correctly.</li> <li>2. Be a good friend to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure our learning space stays tidy.</li> <li>2. Be ready to learn.</li> </ol>
PURPLE is being <b>RESPECTFUL</b>	<ol style="list-style-type: none"> <li>1. Stay in an orderly line when moving around.</li> <li>2. Hold doors open for others and use good manners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use your manners at all times</li> <li>2. Use in-door voices</li> </ol>	<ol style="list-style-type: none"> <li>1. Kind hands, kind words.</li> <li>2. Listen to others and take turns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Treat everyone nicely.</li> <li>2. Work collaboratively when you are learning.</li> </ol>

**2-A Common Language** - The school establishes a means of describing its vision, actions, and operations so that communications are informative, efficient, effective, and relevant to staff members. At a school-wide level praise and encouragement in and out of lessons should be used as much as possible. For example:

- The use of the PURPLE praise stamp should be entered on pieces of work.
- School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment Policy).
- An example might be “You’re making me proud showing the 5Ls” or “Who is showing the 5Ss?”

**3-A Common Experience** - The school is defined by a set of actions, routines, procedures or operations that are universally practiced and experienced by all members of staff and that also includes a data feedback system to link activities to outcomes. For example:

- Children’s work should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Head teacher, Deputy Head teacher, Phase Leaders or subject leaders is recommended for special commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Line Leaders, Green Guardians, Journalism team who write the weekly newsletter etc.
- Stickers or mini certificates can be awarded by teachers for good work and / or behaviour.
- Star of the day awarded, shared with parents and added to Bromcom.

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- **Attendance:** At LGCS we recognise the link between good attendance and good behaviour. Consequently, the class, who achieve the highest attendance in the school each week, will be mentioned in assembly and rewarded.

### PBIS – Implementation Levels:

**Individual Student** – There is intensive and individualised behavioural intervention (using functional behavioural analysis) for students who are unresponsive to school-wide primary interventions.

**Classroom** – There are expectations, routines, structures, and practices for presenting the curriculum and for managing the social climate of classroom environments that serve as the basis for individual student behaviour support.

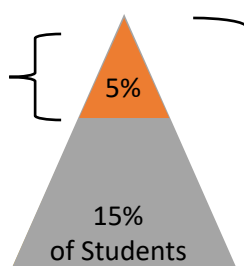
**School-wide** – There are behavioural expectations and supports for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behaviour support.

**Governance** – There are specialised behavioural supports, organisational leadership, and implementation resources that together serve as the foundation for effective implementation.

### Positive Behavioural Intervention and Supports - The Three Tiered Approach to Prevention:

#### Tertiary Prevention:

Specialised individualised systems for students with high risk behaviours



#### Secondary Prevention:

Specialised group systems for students developing at-risk behaviours

#### Primary Prevention:

School and classroom wide systems for all students, staff and settings

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- **Primary Prevention** – focuses on preventing the development of new cases of challenging behaviour by focusing on all students and staff across all settings, i.e. school-wide and Governance levels.
- **Secondary Prevention** – focuses on reducing the number of existing cases of challenging behaviours by establishing efficient and rapid responses to problem behaviour, classroom and non-classroom settings.
- **Tertiary Prevention** – focuses on reducing the intensity and/or complexity of existing cases of challenging behaviour that are resistant to Primary and Secondary prevention efforts, by working with individuals.

#### Primary Prevention - Classroom Level Positive Behavioural Intervention and Supports;

Social skills are taught in the same way as academic skills and the prevention / reduction of problem behaviours is addressed by teaching functional replacement behaviours. At the school wide level, the focus is on defining, teaching and encouraging school wide expectations. For students who are at risk of social failure instruction is active and focused on “core” skills, often within pre-defined curricula. For students who are at high risk of social failure, specific social skills are taught based on functional behavioural assessment of problem behaviours.

Classroom level PBIS is linked to the school-wide framework and consists of eight intervention and support areas:

1. Classrooms are physically designed to meet the needs of all students	
Expectations	Examples
<ul style="list-style-type: none"> <li>• Classroom design allows the most typical instructional activities (e.g. small groups, whole group, learning centres)</li> <li>• Furniture arrangement allows for smooth teacher and student movement</li> <li>• Materials are neat, orderly, and ready for use</li> <li>• Displays support content and learning strategies (e.g. word walls, steps for the writing process, maths/literacy learning walls, WAGOLLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Is your classroom layout designed according to the type of activity taking place? Eg Tables for centres, separate desk for independent work, circle area for group instruction</li> <li>• Can the pupils/teachers access the equipment easily?</li> <li>• Do you have a seating plan?</li> <li>• Can you see all students?</li> <li>• Can all student see the board and you?</li> <li>• Is the classroom too hot/cold/light/dark?</li> <li>• Do children know where to hang their coats, store their bags? Are these clearly labelled?</li> </ul>

2. Classroom routines are developed, taught and predictable	
Expectations	Examples

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<ul style="list-style-type: none"> <li>Establish predictable patterns, timetables and activities</li> <li>Promote smooth operation of classroom</li> <li>Outline the steps for completing specific activities</li> <li>Teach routines and procedures directly and practice regularly</li> <li>Recognise students when they successfully follow classroom routines and procedures</li> <li>Create new routines and procedures for the most problematic areas or times</li> <li>Promote self-managed or student-guided schedules and routines</li> </ul>	<ul style="list-style-type: none"> <li><u>Establish routines and procedures for:</u></li> <li>Did you meet and greet your class?</li> <li>Do children know what to do when entering the room? (every time-not just during morning registration)</li> <li>Do children stand behind chairs, have carpet spaces?</li> <li>Do children know what happens between lessons?</li> <li>Do children know how to access help?</li> <li><i>Do children know what to do when work is completed?</i></li> </ul>
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### 3. School rules are taught, displayed and defined explicitly

Expectations	Examples
<ul style="list-style-type: none"> <li>Adopt the three positive school-wide expectations as classroom expectations</li> <li>Expectations should be observable, measurable, positively stated, understandable, and always applicable</li> <li>Teach expectations using examples and non-examples and with opportunities to practice and receive feedback</li> <li>Consider involving students in defining expectations within classroom routines</li> <li>Obtain student commitment to support expectations</li> </ul>	<ul style="list-style-type: none"> <li>Are the school rules displayed in the class room? Be PURPLE by being: Safe, Respectful, Responsible</li> <li>Define for each classroom setting or routine: – i.e. Being safe means hands and feet to self during transitions – Being safe means using all classroom materials correctly</li> <li>Teach/Model expected behaviours-Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students (during prompts, specific praise, and error corrections)</li> </ul>

### 4. Classroom staff use prompts and active supervision practices proactively

Expectations	Examples
<ul style="list-style-type: none"> <li>Monitor your setting, move around (change seats or working position), scan (visual sweep of learning space) and interact with pupils frequently (specific verbal feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Do you move around the room during lesson?</li> <li>Have you marked work during the lesson?</li> <li>Have you scanned the classroom to be sure other students are still on track?</li> <li>Have you given frequent positive feedback as students successfully complete the transitions, work and tasks given?</li> </ul>

### 5. Classroom behaviours provide High Rates and Varied Opportunities to Respond

Expectations	Examples
Lesson will include:	<ul style="list-style-type: none"> <li><b>Individual or small group questioning</b> – Are the lollipop sticks set up for your class? Do you use class dojo to select pupils?</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>Individual or small group questioning</b> – Use a response pattern to make sure that all students are called on</li> <li>• <b>Choral responding</b> – All students in a class respond in unison to a teacher question</li> <li>• <b>Non-verbal responses</b> – Response cards, student response systems, guided notes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Choral responding</b> – Do students read a morning message out loud together? Do teachers use: “I say you say”?</li> <li>• <b>Nonverbal responses</b> – Do children use thumbs up if you agree with the character’s choice in our story? Hands up if you need this re-explaining?</li> </ul>
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6a. Classroom Staff Use Behaviour Specific Praise	
Expectations	Examples
<p>Verbal statement that names the behaviour explicitly and includes a statement that shows approval</p> <ul style="list-style-type: none"> <li>• May be directed toward an individual or group</li> <li>• Praise should be provided soon after behaviour, understandable, meaningful, and sincere</li> <li>• Deliver approximately five praise statements for every one corrective statement</li> <li>• Consider student characteristics (age, preferences) when delivering behaviour-specific praise, and adjust accordingly (e.g., praise privately versus publicly)</li> </ul>	<ul style="list-style-type: none"> <li>• Following a transition where students listened quietly to instructions, “You did a great job sitting quietly and listening for what to do next.”</li> <li>• During teacher-directed instruction, a student raises her hand. The teacher says, “Thank you for raising your hand.”</li> <li>• The teacher walks over to a student and whispers, “Thank you for coming into the room quietly.”</li> </ul>

6b. Classroom Rules implemented	
Critical Features	Examples
<ul style="list-style-type: none"> <li>• <b>Solution Circles:</b> Documenting an agreement between a teacher and student(s) about: (a) expected behaviour, (b) available supports to encourage expected behaviour, (c) rewards earned contingent on expected behaviour, and (d) consequences if expected behaviour does not occur (or if undesired behaviour does occur)</li> <li>• <b>Group contingencies:</b> All students have the opportunity to meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion, (b) to all students if all students meet the criterion, or (c) to each student if the student meets the criterion</li> <li>• <b>Dojos:</b> Delivering a token contingent on appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Solution Circles:</b> At the beginning of the year, Mr Mark’s students sign a class agreement that specifies <ul style="list-style-type: none"> <li>(a) the expected behaviour (be safe, respectful, and responsible),</li> <li>(b) supports to be provided (reminders),</li> <li>(c) rewards (dojo points, mini certificates or stickers) and</li> <li>(d) consequences (try again for next week)</li> </ul> </li> <li>• <b>Group contingencies:</b> All students will hand in homework X by the due date; if we meet this goal, next Friday we will play Bingo instead of having a formal test review</li> <li>• <b>Dojos:</b> Thanks to each student who worked quietly on the mathematics task for the past 10 minutes—that’s responsible behaviour! Each of you earned a “Dojo”.</li> </ul>

7. Make Problem Behaviour Irrelevant with Anticipation and Reminders	
Expectations	Examples



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Reminders that are provided before a behaviour is expected that describe what is expected:

1. Preventative: take place before the behaviour response occurs
2. Understandable: the prompt must be understood by the student
3. Observable: the student must distinguish when the prompt is present
4. Specific and explicit: describe the expected behaviour (and link to the appropriate expectation)

Teach and emphasise self-delivered (or self-managed) prompts

1. Before students begin classwork, provide a reminder about how to access help and materials, if needed
2. Before the class transitions, a teacher states, "Remember to show respect during a transition by staying to the left and allowing personal space"
3. Pointing to table as student enters room (to remind where to sit)
4. A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch

## 8. Use Brief and Specific Error Corrections to Respond to Problem Behaviour-APDR behaviour

Expectations	Examples
<ul style="list-style-type: none"> <li>• An informative statement, typically provided by the teacher, that is given when an undesired behaviour occurs, states the observed behaviour, and tells the student exactly what the student should do in the future</li> <li>• Delivered in a brief, concise, calm, and respectful manner, typically in private</li> <li>• Pair with specific contingent praise after the student engages in appropriate behaviour</li> <li>• Disengage at end of error correction and redirection—avoid "power struggles"</li> </ul>	<ul style="list-style-type: none"> <li>• After a student calls out in class the teacher responds, "Raise your hand before calling out your answer, thank you"</li> <li>• After students are talking too loudly during group work, the teacher responds, "Use a quieter whisper voice while working with your partner, thank you"</li> <li>• After a student is out of his or her seat inappropriately, the teacher responds, "Remember to be safe we need to stay in our seats"</li> </ul>
<p><b>Planned ignoring</b> - Systematically withholding attention from a student when he or she exhibits minor undesired behaviour that is maintained by teacher attention</p> <p><b>Systematically reinforcing:</b></p> <ol style="list-style-type: none"> <li>1. Lower rates of problem behaviour</li> <li>2. Other behaviours</li> <li>3. An alternative appropriate behaviour</li> <li>4. A physically incompatible appropriate behaviour</li> </ol> <p>*These schedules of reinforcement are most likely to be implemented under the guidance of a specific and individualised behaviour programme*</p>	<p><b>Planned ignoring</b> - During a group activity, James shouts the teacher's name to get her attention. The teacher ignores the callouts and proceeds with the activity</p> <p><b>Systematically reinforcing.....</b></p> <p>In the same scenario above, the teacher ignores James's callouts, models a previously taught attention-getting skill (e.g. hand raise), and immediately gives attention (calls on and praises) to James when he raises his hand: "That's how we show respect! Nice hand raise."</p> <p>When providing instructions prior to a transition, the teacher asks students to hold a "bubble" in their mouths (i.e. fill cheeks with air), which is physically incompatible with talking and show 'fantastic walking'.</p>



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**Response cost:** Removing something (e.g. token, points) based upon a student's behaviour in attempts to decrease the behaviour

**Time-out from reinforcement:** Brief removal of: (a) something preferred (e.g. activity, item) or (b) the student from a preferred environment based on undesired behaviour

\*These strategies are unlikely to be used and only under the explicit guidance of a specific and individualised behaviour programme\*

**Response cost:** When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his or her jar on the teacher's desk. The student is then reminded how to resume earning, and the teacher is careful to award approximately five marbles for every marble removed

**Time-out from reinforcement:** A group of students begin breaking the crayons they are using on a worksheet. The teacher collects the crayons and provides pencils to complete the task.

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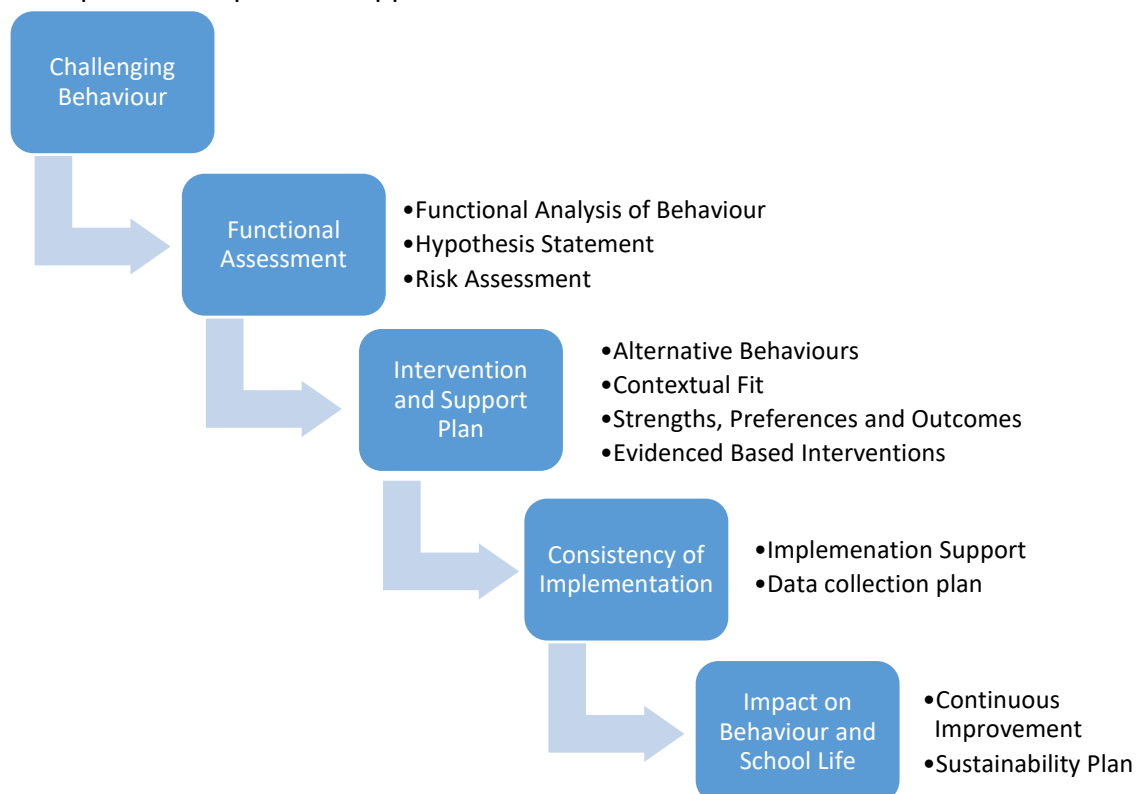
### **Secondary and Tertiary Prevention**

#### **(Individual Student Level Positive Behavioural Intervention and Supports)**

An understanding of the factors that maintain observed problem behaviours are used to build effective, efficient, and relevant behaviour intervention plans. A function-based approach has the following features:

- It has foundations in applied behaviour analysis and positive behaviour support.
- It pays attention to environmental context.
- The emphasis is on the “purpose” or function of the behaviour.
- It focuses on teaching preferred behaviours.
- There is attention to implementers (adult behaviours) and a redesign of teaching and learning environments.

At the individual student level, PBIS focuses on the second and tertiary prevention tiers. Secondary prevention focuses on reducing the number of existing cases of problem behaviour by establishing efficient and rapid responses to students who experience at-risk behaviour. The tertiary tier of prevention focuses on reducing the intensity and / or complexity of the challenges presented by students who exhibit high risk problem behaviour. A function-based approach to behavioural intervention is used at the individual student level. The steps that comprise this approach are illustrated below:



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### The Functional Assessment Checklist for Teachers and Staff (FACTS)

Following review of behavioural incidents and / or as an outcome from a Solution Circle, the school will liaise with behaviour support to complete a Functional Behavioural Assessment (FBA) of a pupil's behaviour. A functional assessment is an approach used to analyse why pupils behave in the way they do. It helps schools understand what specific functions problem behaviours serve for each particular pupil. It provides a way of understanding what is 'behind' inappropriate and challenging behaviours so that ways can be found to change those behaviours.

Whether a child is aware or not, their behaviour is adaptive in that it serves a purpose. Children all try to seek out the things that they like (i.e. attention, praise, affection) and try to get away from the things that they don't like (i.e. boredom, criticism, failure). Behaviours (good and bad) continue because they are effective or stop because they become ineffective. The whole environment usually 'sets the scene' for these behaviours and so it is often the environment that needs to be altered rather than the child who needs to be 'fixed'. There are different types of setting events (environmental, physical, social and emotional) that alter behavioural motivation and which 'set the occasion' for behaviours to occur. These setting events can often explain why behaviours occur on some occasions and not on others.

When behaviour occurs, there are two features present, the form and the function of the behaviour. The form of a behaviour is most easily identified. The form of a behaviour is what is observed. The function of a behaviour is less easily identified and FBA is the process of outlining that function. The purpose of FBA is to identify antecedents or consequences that maintain behaviour with a view to introducing adjustments that will produce an alternate behaviour or set of behaviours. It acknowledges that the function of behaviour is to obtain / get something or to escape / avoid something. Behaviour is adaptive in that it will have been learned and it has and continues to serve a purpose. Analysis of specific triggers, causes, setting events and consequences help to identify the function or 'pay off' that the disruptive behaviours provide. Therefore, FBA's are important for:

- Learning the purpose of the misbehaviour, whether it meets a pupil's need or causes a desired outcome, e.g., whether the pupil gains, controls or avoids a certain task, item, activity or interaction.  
*which helps us to.....*
- Understand the why behind a pupil's misbehaviour  
*which allows us to.....*
- Identify preferred behaviours that we can teach as replacements for the disruptive ones

Without understanding the function of behaviours, it is not possible to accurately identify the correct strategy or intervention to use. The FBA has four basic steps:

1. Formulate an accurate definition of the behaviour(s)
2. Identify variables that predict the occurrence and non-occurrence of problem behaviours
3. Construct a hypothesis about the variables believed to be maintaining the behaviours
4. Verify the hypothesis through intervention and direct observation

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Once the function of behaviour is understood appropriate interventions and strategies can be identified and implemented as part of an APDR.

After the completion of the FACTS a Behaviour Support Plan should be completed to address the identified issues. As above, dependent upon the severity of the problem behaviour, the APDR may be designed with or without an external consultant specialising in functional behavioural analysis. The APDR template is attached as appendix 4. It uses the FACTs information to design individualised strategies that focus on:

- Making problem behaviour irrelevant
- Making problem behaviour inefficient
- Making problem behaviour ineffective

A comprehensive APDR includes a range of intervention strategies that are designed to prevent the problem behaviour while teaching socially appropriate alternative behaviours. The goal is an enhanced quality of school life for both the individual student and their peers and teachers. The APDR include the key features of PBIS:

- A prevention-focused continuum of support.
- Proactive instructional approaches to teaching and improving social behaviours.
- Conceptually sound and empirically validated practices.
- Systems change to support effective practices.
- Data-based decision making.

In addition, the behavioural goals must be SMART - Specific, Measurable, Attainable, Relevant and Timely. They must also reflect a number of important assumptions:

1. Students and behaviours are not 'bad'. Instead students engage in behaviours that are inappropriate and problematic for the given context and culture.
2. Students engage in behaviours that 'work' for them, i.e. to provide them with something they want / like or to escape something they do not want / like.
3. All staff must act professionally using planned and established school procedures in manners that are calm, neutral, business like and planned.
4. Academic and social behaviour are taught, changed and strengthened by the same instructional strategies, i.e. model, prompt, monitor and reinforce.

### Risk Assessment and Management

Need and Risk are two sides of the same coin when dealing with problem behaviour. As such risk assessment and management are an integral part of PBIS strategies. PBIS uses a simple framework to ensure that:

- All reasonable steps have been taken
- Reliable assessment methods have been used
- Information has been collated and thoroughly evaluated
- Decisions are recorded, communicated and thoroughly evaluated
- Policies and procedures have been followed

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- The school adopts an investigative approach and are proactive

The individual Risk Assessment template is attached as appendix 4. The seven criteria for effective PBIS risk management consist of:

- The involvement of all key people** - to gather information, frame the risk, generate ideas and solutions, evaluate each solution, make decisions about the risk, implement the actions and ensure that subsequent learning takes place.
- Informed risk taking** – to find creative solutions where they exist rather than just ruling things out
- Proportionality** – the management of risk must match the gravity of potential harm, so the more serious the issue the more people and time should be spent discussing it in more detail.
- Contextualising Behaviour** – gathering a thorough history of the risk. Why did the student act in this way / at these times / in these situations? What has been tried? What has been learned?
- Defensible decision making** – what has been discussed, differing perspectives, issues and solutions considered, all reasonable steps have been taken, decisions have clear rationales, decisions are recorded / communicated / followed through.
- A learning culture** – ongoing learning through reflective questioning; what have we tried? What have we learned? What are we pleased about? What are we concerned about? What's working / not working?
- Tolerable risks** – using creative thinking to minimise risk and improve the quality of school life for individuals, other students and school employees.

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### **Behaviour Procedure:**

**Stage 1:** Use PBIS-expectations 1-8 by teacher. 5L's, 5S's

**Stage 2:** When regulated, Restorative Practice universal micro scripts (Appendix 1) conversation 1:1 to repair situation.

**Stage 3:** Direction to regulation station, back to class expectations. (In class).

**Stage 4:** If same behaviour continues, pupil, teacher/TA (whoever is dealing with behaviour), Green Guardian complete solution circle activity (Appendix 2) with a member of SEND team. Review date to be agreed in the meeting. If it's a different behaviour go back to stage 1.

**Stage 5:** SEND team/Behaviour support and then a functional analysis form completed, and interventions/strategies agreed.

**Stage 6:** APDR with behaviour targets (Assess, Plan, Do, Review) produced by Class Teacher. SEND team to forward behaviour support notes and recommendations, which should be used to create the APDR, identifying which problem behaviours and strategies from step 1-8 are targeted. Class teacher and SEND team to meet with parents, agree in class strategies and advise of next steps. Behaviour strategies implemented by class teacher following guidance from behaviour support/colleagues. Referrals to outside agencies may be needed at this point.

Risk assessment if deemed necessary. (Appendix 3-APDR for behaviour, Appendix 4-Individual Risk Assessment)

**Stage 7:** Plan-do-review 12-week cycle. Repeat if required for three cycles. Discuss the process of EAPDR or EHCNA and evidence gathering after 2 rounds of APDR.

**Stage 8:** Meet SENDCo and start the process of an EHCNA with supporting evidence continue Stage 6.

Notes: Violence and aggression forms and individual risk assessments at any stage when needed.

### **Exclusions and Serious Incidents:**

**Stage 9:** Where an incident is serious, complete -Violence and Aggression form (Appendix 5) and SLT make the decision for the type of exclusion/suspension.

**Stage 10:** Review of APDR and increase the risk of exclusion on the risk assessment (where applicable).

**Stage 11:** Discussions begin for a managed move and implement strategies recommended e.g. Referral to Alternative provision.

**Stage 12:** Permanent Exclusion.

### **Policy Related Guidance:**

- 'Creating a Culture: how school leaders can optimise behaviour' – Bennett, T. (March 2017), DFE – 00059 – 2017
- 'Behaviour and Discipline in Schools: Advice for head teachers and school staff' – DFE (January 2016), DFE – 00023 - 2014



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#### Appendix 1: Restorative Practice – Universal Micro-Scripts

##### The 30-Second Intervention

###### Message to the child:

*'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).'*

- ♦ **I notice you are....** *(having trouble getting started/struggling to get going/wandering around the classroom).*
- ♦ **It was the rule about...** *(being respectful by listening to others, being safe by remaining in the classroom, being responsible by looking after your equipment) that you broke.*
- ♦ **You have chosen to ...** *(shout out, call others names, leave the room, throw the pencils).*
- ♦ **Do you remember last week/lesson/yesterday when you ...** *(arrived on time/got that positive note/won star of the week/received X dojos)?*
- ♦ **That is who I need to see today...**
- ♦ **Thank you for listening.**  
(Then give the child some 'take-up time.)

##### Six ways to reroute a power play

*Manage students who try to lead you into a power play by letting them know that you are listening, that you care about what they are saying, and that you understand.*

- 1) **I understand that....** *(you are angry/upset/livid).*
- 2) **I need you to...** *(come with me so that we can resolve this properly).*
- 3) **Maybe you are right ...** *(maybe I need to speak to them too).*
- 4) **Be that as it may ...** *(I still need you to join in with X).*
- 5) **I've often thought the same...** *(but we need to focus on...).*
- 6) **I hear you ...** *(it's not easy but I know that you can do it brilliantly).*

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### Consistent Scripts

*A predictive response which allows everyone to feel that their teacher is in control.*

- ◆ Performed without anger or shards of frustration.
- ◆ The tone must be reassuringly consistent with body language.
- ◆ Perceived weaknesses in body language or tone of voice, often lead to instructions being ignored or rejected immediately.

### Seven assertive sentence stems

- 1) **You need to ...** *(go to the regulation zone)*
- 2) **I need to see you...** *(for two minutes at the end of the lesson)*
- 3) **I expect...** *(to see your table immaculately tidy in the next two minutes).*
- 4) **I know you will ...** *(help Jane to clean the pen off her face).*
- 5) **Thank you for...** *(letting go of her hair, let's walk and talk).*
- 6) **I have heard what you have said, now you must...** *(collect your things calmly and move to the regulation zone/next to X).*
- 7) **We will...** *(have a better afternoon, a better day tomorrow).*

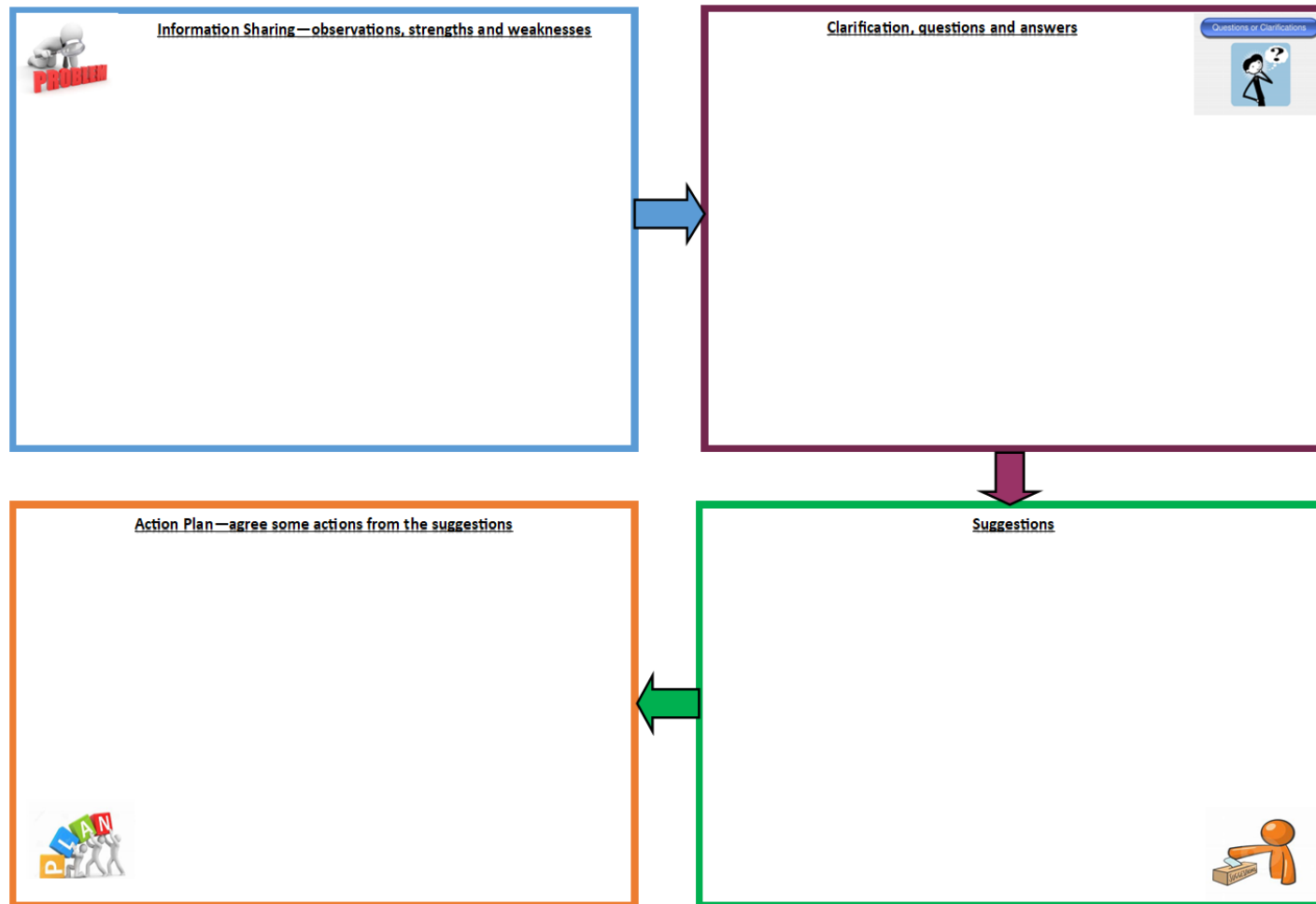
### Seven bits of script

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen... If you choose not to do the work, then this will happen... I'll leave you to your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) I don't like your behaviour. Your behaviour is not safe and is disrespectful. I don't like your behaviour, but I believe that you can be a success.
- 4) I am not leaving; I care what happens. You are going to be brilliant.
- 5) What do you think the poor choices were that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Darrel, it's not like you to ... *(Kick doors/shout out).*

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## Appendix 2:

## Solution Circle



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**Appendix 3: ADPR for Behaviour**

<b>Individual Education Plan</b>					
Name:		DOB:		Year group:	
Class:		Start date:		Review date	
<b>Primary need: Cognition and Learning SEMH Communication and Interaction Sensory/Physical need (please highlight)</b>					
<b>Other information:</b>					
<b>Things I find difficult.</b> <i>(Only aspects above and beyond the quality first teaching; related to the primary need) [Include numerical scores where possible]</i>	<b>What is my target?</b> <i>(from BSquared document)</i>	<b>What do I need to do?</b>	<b>Who is going to help me and when?</b> <i>(Include support from home)</i>	<b>How I will know when I have achieved my target.</b>	<b>How did I get on?</b> <i>(Include Even better if...)</i>

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This plan has been shared and agreed with:		Signed parent: Signed class teacher: Signed SENCO:	<i>This plan will be annotated by hand regularly when work is completed.</i> <i>This plan and annotated notes to be scanned and saved to BROMCOM.</i>
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#### Appendix 4: Individual Risk Assessment

### Littleton Green Community School Individual Risk Assessment

Complete this form if there is a requirement to create a risk assessment for an individual when they are at specific risk due to their health, age or other issue. This will include expectant mothers, young workers, service users, those returning to work after ill health, those with ongoing health issues or medical conditions etc.

Name of individual		Date of		Date of assessment	
Year		Class			
Reason for risk assessment (including the benefit to service user)					

Impact Description	
Serious - 3	Has a significant impact on teaching and learning. Has significant impact on stakeholders in class. Can cause significant damage to property, serious harm to themselves or stakeholders.
Medium – 2	Has a moderate impact on teaching and learning. Has moderate impact on stakeholders in class. Can cause moderate damage to property, medium harm to themselves or stakeholders.
Low – 1	Has a low impact on teaching and learning. Has low impact on stakeholders in class. Can cause some damage to property, minor harm to themselves or stakeholders.

Probability Description:	When and How Often Could Exposure Occur:
Likely - 3	Likely to occur daily, or more than 50% chance of occurrence each day. Potential of it occurring several times within a week. Has occurred recently.
Unlikely – 2	Likely to occur weekly, or more than 50% chance of occurrence each week. Potential of it occurring more than once within a week. Has occurred in the last week.
Highly Unlikely – 1	Not likely to occur within a 4 week time period or less than 5% chance of occurrence Has not occurred within last 4 weeks. Is not likely to occur



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		Potential severity of Impact (this may injury, loss or damage)		
		Minor Harm 1	Medium Harm 2	Serious Harm 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Low 2	Medium 3
	Unlikely 2	Low 2	Medium 4	High 6
	Likely 3	Medium 3	High 6	High 9

Risk Rating	Priority
High (6-9)	Immediate action required
Medium (3-4)	Actions to control the risk must now be considered and steps to manage the risk until control measures can be provided must be implemented
Low (2)	Implement reasonable control measures and monitor
Trivial (1)	No action required unless level of harm or likelihood changes

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Hazard Identified		Who is at risk?		Risk/Hazard Rating	
		Employee		High	
		Service Users			
		Visitors		Medium	
		Members of the Public		Low	
		Others: Specify			
How Could Exposure Take Place:	Possible Consequences of Exposure:	Methods used /Control Measures (purple for prompts)			
		<p><b>1. Elimination</b> – Stop or redesign so that the hazard is removed or eliminated.</p> <p><b>2. Substitution</b> - Replace the material/process with a less hazardous one.</p> <p><b>3. Engineering controls</b> – Add locks to doors, change rooms, finger guards</p> <p><b>4. Administrative/Procedural Controls</b> - e.g. by job rotation, increasing number of adults; increasing safety signage/trained adults, and performing risk assessments.</p> <p><b>5. Personal protective clothes and equipment</b> - personal protection-keep safe distances, face masks</p>			

Signature of Assessor:		Print Name:	
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Signature of Employee/service user or their representative/parent:		Print Name:	
Signature of Line Manager:		Print Name:	
Review Date:			

To be retained locally

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Appendix 6 – Violence and Aggression Form

## Littleton Green Community School Violence & Aggression Report Form

Names of person(s) subject to violent / aggressive behaviour

Name	Status	Details of Injury	First aid treatment

Has this incident resulted in any member of staff/pupil being absent from work for more than 7 days?

Yes ☐ No ☐ If Yes  Who  How long

Date of Incident:  Time of Incident:  am/pm  
 Reported to:  Reported by:   
 Date reported:  Time reported:  am/pm

Location (room)

If incident occurred away from the normal place of work/base please state the address and exact location.

Name of Assailant

Status of Assailant

Pupil	<input type="checkbox"/>	Volunteer	<input type="checkbox"/>	Contractor	<input type="checkbox"/>
Employee	<input type="checkbox"/>	Work Experience	<input type="checkbox"/>	Public/Other	<input type="checkbox"/>

Was an offensive weapon used? (any article made or adapted for use for causing injury)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	If yes describe the weapon:
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Witness details: (statements should be obtained from witnesses and attached to this form).

Name	Status	Address if non-employee

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Non-physical management of violence and aggression technique used?

Yes		No	
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**De-escalation techniques attempted:**

Advice and support		Clear directions		Negotiation		Limited choices	
Distraction		Diversion		Reassurance		Planned ignoring	
Contingent touch		C.A.L.M. talk/stance		Take up time		Withdrawal offered	
Withdrawal directed		Transfer adult		Sanction reminders		Humour	
Other:							

**Description of events leading up to the incident**

**Details of incident**

**What happened after the incident**

**State what action has been taken or planned to reduce the risk of a similar incident:**

Do any of the following need review and possible change? Please tick appropriate ones.

- ☐ Pupil individual programme
- ☐ Teaching targets/curriculum offered
- ☐ Teaching groups
- ☐ Aspects of physical environment
- ☐ Defusing and calming strategies
- ☐ Staffing

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Prior to the incident was there an Individual Risk Assessment / Behaviour Management Plan in place?

Yes

No

Have all parties involved read the risk assessment?

Yes

No

Does the Individual Risk Assessment / Behaviour Management Plan require reviewing?

If YES, date reviewed

Restricted physical intervention technique used?

Yes

No

Physical Intervention strategies attempted:

Friendly arm	Cradle Hug	Standing Wrap	Sitting Wrap
Stand Double Elbow	Sit Double Elbow 1	Stand Single Elbow 2	Sit Single Elbow 2
Figure of Four 2	Half Shield	Breakaway	To ground

Other:

Which member of staff made the decision to use physical intervention?

Why was the decision made?

Was the incident discussed with the Service User?

Yes

No

Outcome

Was the service users medical / behavioural / special needs education needs a contributing factor to the incident? YES / NO

Details

Was anyone injured during the physical intervention?  
(please ensure injuries listed above)

Yes

No

What roles did individuals take during the incident

Who	Did What	How Long

Details of the person completing this form

Print Name

Job Title

Signature

Date

Signatures of other people involved

Print Name

Job Title

Signature

Date



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**Print Name**


**Job Title**


**Signature**

**Date**