

School Behaviour Policy



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1. Introduction

- 1.1 We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.
- 1.2 Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.
- 1.3 We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

2. Aims

- 2.1. for every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- 2.2 provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
- 2.3 teach children behaviour that is appropriate to different situations.
- 2.4 raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- 2.5 support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3. Objectives

- 3.1 provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- 3.2 have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- 3.3 reinforce good behaviour so that children feel good about themselves.
- 3.4 for all staff to focus on de- escalation and preventative strategies rather than reactive
- 3.5 all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.
- 3.6 prevent bullying.

4. Expected Behaviour – The Behaviour Curriculum (see Appendix A)

- 4.1 All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

5. Roles, Rights and Responsibilities

5.1 In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

5.2 The role of pupils

5.2.1 discuss the school code and class rules within their class.

5.2.2 understand the consequences of breaking the school rules.

5.2.3 vote for members of their class to represent them on School Council

5.3 The role of teachers

5.3.1 agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.

5.3.2 ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.

5.3.3 have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.

5.3.4 arrive in class on time.

5.3.5 know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.

5.3.6 inform parents about expected behaviour and seeking their support.

5.3.7 avoid use of confrontational language – see Appendix (i) Emotional Containment Phrases

5.3.8 use proximal praise to reinforce expectations.

5.3.9 ensure all children are noticed and receive attention in class -see Appendix (v) Toolbox 1 and 2

5.3.10 treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.

5.3.11 ensure all adults working with children with SEMH are informed of individual challenges and strategies.

5.3.12 organise the classroom in a way that encourages successful learning by giving attention to:

- space for working and movement.
- seating arrangements
- access to materials and equipment
- noise levels
- routines

5.3.13 plan activities appropriate to the ability, maturity and special educational needs of the children.

5.3.14 be aware of safety issues when planning activities.

5.3.15 establish procedures for giving directions about tasks.

5.3.16 teach children about behaviour skills.

5.3.17 plan and respond to individual needs to learn behaviour skills and self-regulation.

5.3.18 provide opportunities for children to develop different kinds of relationships with one another.

- 5.3.19 allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- 5.3.20 be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- 5.3.21 liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
- 5.3.22 ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- 5.3.23 when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

5.4 Non-Teaching staff

5.5 The role of the Teaching Assistants

- 5.5.1 being aware of relevant and accepted expectations and reinforcing them
- 5.5.2 being consistent and fair when giving rewards and relevant and proportionate when sanctioning
- 5.5.3 knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- 5.5.4 being aware of procedures for giving directions about tasks and reinforcing them
- 5.5.5 teaching children about behaviour skills and self-regulation
- 5.5.6 reassuring, re-focusing and reaffirming tasks set for children.
- 5.5.7 fulfilling roles identified within SEMH plans for children.
- 5.5.8 having high expectations of children
- 5.5.9 providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- 5.5.10 allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- 5.5.11 responding to children's needs swiftly
- 5.5.12 observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- 5.5.13 encouraging respectful attitudes for others, the environment, property and equipment

5.6 The role of Midday staff members

- 5.6.1 being friendly and approachable
- 5.6.2 being aware of relevant and accepted expectations and reinforcing them
- 5.6.3 being consistent and fair when giving rewards or imposing agreed sanctions
- 5.6.4 knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- 5.6.5 support children's development of behaviour skills and self-regulation
- 5.6.6 having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour

5.6.7 encouraging respectful attitudes for others, the environment, property and equipment

5.6.8 support children with SEMH using agreed strategies.

5.7 The role of parents and carers:

5.7.1 the school work collaboratively with parents to ensure children receive consistent messages about how to behave at home and at school.

5.7.2 we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.

5.7.3 we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governors

5.7.4 inform the school of any medical or social circumstance that might affect the behaviour of their child.

5.7.5 provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.

5.7.6 inform the school of any concerns about their own child's behaviour.

5.7.7 keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.

5.7.8 support and co-operate with the school in implementing the behaviour policy.

5.7.9 respect the staff of the school and valuing their professional opinions.

5.7.10 promote positive attitudes towards school.

5.7.11 provide a good example of behaviour.

5.8 The role of Governors

5.8.1 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 carrying out these guidelines.

5.8.2 the head teacher has the day-to-day authority to implement the school behaviour policy, but governors may be called upon to make strategic decisions on particular disciplinary issues.

5.8.3 be involved in the development of the policy in accordance with the stated aims of the school.

5.8.4 be informed about the successes of the policy in maintaining high standards of behaviour.

5.8.5 ensure that the school has a behaviour and discipline policy.

5.8.6 support staff in implementing the policy.

5.8.7 monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.

5.8.8 report on the effectiveness of the policy to parents

5.8.9 provide opportunities for dialogue with children, staff and parents.

6. Whole School Strategies

6.1 Code of Conduct

6.1 We have an agreed code of conduct for the school community.

The school's 'Golden rules' are:

- We are kind, caring and helpful
- We are respectful of ourselves, others and our school
- We are honest, truthful and fair.
- We are polite.
- We are good friends.
- We keep ourselves and others safe.

These are displayed in pictures and texts around the school.

In addition to this each class has agreed its own rules which are displayed in the classroom.

6.2 As well as the 'Golden Rules/school code every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour

6.3 Support

6.3.1 Children can be supported in behaving as we expect through the following suggested means:

- Playleader Scheme
- Friendship Bench
- Talk partners/Learning Mentors
- Worry Box
- Parental involvement in support programmes
- SENco/Headteacher involvement in support programmes
- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing e.g., stand next to me, walk beside me to... stay seated in your chair.
- Limited choice e.g., where shall we talk, here or in the library?

6.4 Rewards

6.4.1 We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour.
- Rewards in assembly
- Rewards are given in accordance with individual support plans when necessary.
- Visit to the head teacher.
- Recognition of children who are strong role models/ always make the right choices.

6.5 Behaviour Response: Stepped Approach

6.5.1 Tactically ignore poor behaviour (private signals perhaps, catch children being good)

- 6.5.2 Statement made to set expectations – “We are all expected to...”
- 6.5.3 Clear choice: that can either go into your pocket or onto my table... then walk away.
- 6.5.4 Follow up consequence.
- 6.5.5 If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence, then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner.

6.6 Sanctions

- 6.6.1 Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.
- 6.6.2 These steps outline an approach for within the classroom:
1. A verbal warning is given by the class teacher/LSA/Supply
 2. Should the behaviour continue, the child is given a time limited reflection in their breaktime (hall or classroom)
 3. Should the behaviour continue persistently, the child will be spoken to by the deputy head.
 4. Should the behaviour continue further, class teacher will discuss the issue with the parent and child face to face.
 5. If the behaviour continues further, then a meeting with the Head, parents and class teacher will be arranged.
- 6.6.3 This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

6.7 Playtime/Lunchtime Monitoring:

- 6.7.1 As a means of monitoring playtime behaviour any behaviours will be recorded on Cpoms. If a child has seriously breached the code of conduct, they will be sent in to discuss with by a member of SLT or the SENCo or Head Teacher.
- 6.7.2 Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.
- 6.7.3 Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

6.8 Dealing with serious misconduct

- 6.8.1 Serious misconduct, in or out of the classroom will be referred to the Head Teacher.
- 6.8.2 Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.
- 6.8.3 Incidents will be recorded on Cpoms and investigated by the SENCo and/or Head Teacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.
- 6.8.4 Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.
- 6.8.5 Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).
- 6.8.6 If property has been damaged, then school may ask parents to provide replacements.

6.8.7 Children who persistently breach the school rules may have individual support plans drawn up and may follow different steps of interventions and sanctions, depending on the individual need.

6.9 Dealing with malicious allegations

6.9.1 Where a pupil makes a malicious claim against a member of school staff and that allegation is shown to have been deliberately invented/malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

6.9.2 Where a pupil makes a malicious claim of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

6.9.3 In all cases where a malicious allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the malicious claim is in need of support themselves. If so, a further referral for support may be required.

6.9.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct. Refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

6.10 Physical restraint/reasonable force (see Positive Handling Policy)

6.1.1 Physical contact may be used in an emergency by all members of the school staff but where possible staff will control, restrain or direct children without the use of force. However, if restraint is needed on a more regular basis it will be performed by a member of staff who is 'Team Teach' certificated. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

6.1.2 Parental permission may be sought in advance if deemed necessary.

6.1.3 There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age).
2. to gently direct a pupil.
3. for curricular reasons (for example in PE, Drama etc).
4. in an emergency to avert danger to the pupil or pupils.

6.1.4 If handholding is being used by an adult as a method of control to move children, this can become a restraint.

6.1.5 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

6.11 Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.
- damaging property, which could in turn harm themselves or others.

6.12 Reasonable force cannot be used.

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

6.13 Confiscation, banned item and Searching Pupils

6.13.1 The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher, and deputy head have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present for the search.

6.13.2 Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- fireworks

6.13.3 Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

7. Discipline beyond the school gate

7.1 When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public

- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

8. Exclusion

8.1 In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors and seek advice from the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements (see Pupil Discipline Committee Constitution and procedures). The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools' guidance.

8.2 Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability.
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

9. Monitoring

9.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to him on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books kept in their MDA bags.

9.3 The Head teacher keeps a record of any pupil who is removed from class, suspended or permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

9.5 The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

10. Staff induction, development and support

- 10.1 New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- 10.2 All staff are provided with regular training on the needs of the pupils at Belton Lane Primary School so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

APPENDIX A

EXPECTED BEHAVIOUR - The Behaviour Curriculum

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the playground

We would like children to:

- Respect the boundaries by playing on the playground, the patio or the field, but not at the front of the school, behind the library or in the environment area
- If the field is wet, play on the playground, decking (if safe) or patio
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt

- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the hall at lunch time

We would like children to:

- Walk into and leave the hall quietly
- Sit where the mid-day staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully

In assembly

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

On trips or at competitive events

- We would like children to:
- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

Be respectful towards all adults

Be considerate towards one another

Take care of the environment

Leave equipment alone unless given specific permission to use it

Appendix 2

Positive Behaviour Support Planning

Introduction

This information sheet is a practical guide to support family carers to understand how to reduce challenging behaviour. It explains what Positive Behaviour Support is, what a Positive Behaviour Support Plan is, why it is useful and how to create one.

It also describes a wide range of behaviour strategies you could include in a Behaviour Support Plan. We have included example copies of Behaviour Support Plans to show different formats for plans and highlight information to include.

Positive Behaviour Support Planning is the third information sheet in this series. It is recommended that it is read alongside “*Understanding Challenging Behaviour: Part 1*” and “*Finding the Reasons for Challenging Behaviour: Part 2*”.

What is Positive Behaviour Support?

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child or adult with a learning disability. Unlike traditional methods used, the focus is not on the challenging behaviour itself or on ‘fixing’ the person. PBS never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce.



- BS suggests challenging behaviour is learned, and so is open to being changed.
- PBS teaches alternative behaviour and changes the environment to support the person well.
- PBS believes there is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviours which just feel good.
- PBS helps people to get the life they want by increasing the number of ways of achieving these things: for example, by developing communication skills.
- PBS helps people to learn new skills. For these to be used regularly, they have to be more effective than the challenging behaviour.
- PBS aims to understand the reasons people display challenging behaviour, to ensure the new behaviour we want to teach is reinforced in the same way.

What is a Positive Behaviour Support (PBS) Plan?



A Positive Behaviour Support Plan is a document created to help understand behaviour and support behaviour change in children and adults who have learning disabilities.

A PBS plan provides carers with a step-by-step guide to making sure the person not only has a great quality of life but also enables carers to identify when they need to intervene to prevent or reduce the likelihood of an episode of challenging behaviour.

A good PBS plan is based on the results of a *functional assessment*. The plan contains a range of tailored PBS strategies which not only focus on the challenging behaviour but also include ways to ensure the person has access to things that are important to them. The strategies used are referred to as proactive strategies and

reactive strategies.

- **Proactive strategies** are intended to make sure the person has what they need and want on a day-to-day basis and also includes ways to teach the person appropriate communication and life skills.
- **Reactive strategies** are designed to keep the person and those around them safe from harm. They provide a way to gain safe, rapid and effective control in a situation where the person is distressed or anxious and displaying challenging behaviour.

A good PBS plan has more proactive strategies than reactive ones. This helps to ensure that the focus of the plan is not just on the challenging behaviour but provides ways to support the person to have a good life, enabling them to learn new skills and more effective ways of getting what they need and want. Feeling cared for and liked by those around them is equally important as enjoyable activities and so warm and positive relationships should be encouraged.

Who is it for?

A PBS plan is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their life. For example, it may result in exclusion from places like schools, day centres and mainstream community activities e.g. swimming pool.

A PBS plan can be developed and used at any age. The earlier challenging behaviour can be understood, and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them.

Why do you need one?

Everyone has different beliefs about what is right and wrong and how to respond to behaviour based on their own experiences and understanding. Using a PBS Plan means that everyone consistently uses the same techniques, rather than everybody 'doing their own thing' based on what they think is best. It's a good idea to have the strategies written down and formalised in a PBS plan and so everyone can agree to follow it and be aware of amendments.

Where can it be used and who should use it?

A PBS Plan should be used in the settings a person goes to: home, school/college, day service, short breaks/respice, family members/friend's homes, out in the community or on holiday. Everyone who is supporting the person should follow the behaviour support plan.

When everyone supporting the person uses the same approaches it helps the development of more socially acceptable ways of communicating needs. It is useful for anyone caring for the child or adult to see what is and what isn't working and enables carers to adapt or change strategies as necessary.



How to create a behaviour support plan

Ideally a PBS plan will be based on the results of a '*Functional Assessment*' which will be carried out by a Clinical Psychologist or behaviour specialist. Functional assessment is a very useful process that can increase our understanding of an individual's behaviour that may enable us to make changes in the person's life that will result in a reduction in challenging behaviour.



If the person you care for has not had a functional assessment, (or is on a waiting list to get one) you can record the behaviour yourself, using an ABC recording chart to help identify what the function of behaviour might be. Information from completed recording charts can help to identify strategies to include on the PBS Plan. Thinking about what already works is also very useful.

For more information about what a functional assessment is and further description of the functions of behaviour see the CBF's information sheet "[Finding the causes of challenging behaviour](#)."

The following eight steps will help you to start creating a plan:

Step 1: Challenging Behaviour

The first thing to think about is the behaviour that you want to address. You might decide to focus on one or two that you are most concerned about initially. It is helpful to record four things about the challenging behaviour:

- "appearance" – what the behaviour looks like; what the person did
- "frequency" - how often the behavior occurs
- "severity" - how severe the impact of the behaviour is
- "duration" - how long the behaviour lasts.

For example:

Ben punches his nose with his left hand. He does this most days, but it happens more frequently when he feels unwell, tired or not understood. Ben often breaks the skin and draws blood, resulting in needing medical help. Depending on the reason he is doing this it can happen once or repeatedly for 10 minutes or more.



Step 2: Functions of the challenging behaviour

This section should describe the function(s) of the behaviour (the reason the behaviour happens) which will be one or more of the following:

- To gain positive or negative *attention*
- To *escape/avoid* something/someone
- To get an object or item they want – a *tangible*
- To get *sensory* feedback or stimulation, often referred to as 'sensory needs'
-

When writing a PBS plan you will be thinking about which strategies could be put in place to help the person. You will also need to try to relate these to the different functions of behaviour that you have identified.

The strategies you choose should be different depending on the function of the behaviour.

Take the example of a person hitting care staff.

If the person is trying to get your *Attention* by hitting:

- Teach the person how they can get your attention/the attention of others in a more appropriate way. This could be by teaching them a sign, a vocalisation or to gently tap your hand/arm.
- Make sure you notice when the person is trying to get your attention appropriately and respond as soon as you can. This will help to reinforce the behaviour you want.

- If the person goes to hit you, use a phrase such as “Gently” or “Hands down”
- Interact with the person regularly, giving them plenty of opportunity to get positive attention.
- Where possible ignore the hitting – but do not ignore the person.

If the person hits others to *Escape/Avoid* something or someone:

- Give the person an effective way to stop something they don't like; to remove them from a situation or person they don't like. This could be a sign/word or photo card to say “Finish” or “Home”.
- Teach them to make choices and a way to say “yes” and “no”.
- Let them know how long an activity will last and what they are doing next.
- Introduce them to a situation/activity gradually to help them become used to it and understand what they have to do.
- Use agreed interventions to distract the person.
- Notice when they are displaying ‘early warning signs’ that they may be becoming unhappy or anxious.
- Change the way you ask them to do something.



When the person hits others to get something *Tangible*:

- Teach the person how to communicate they want a drink/toy/DVD etc.
- Give them what they've asked for as soon as they've asked appropriately and give praise for communicating. Make sure they have regular access to what they need.
- Teach them how to get something for themselves where possible. Make sure the person knows where their magazines are kept or that juice is found in the fridge and make sure there is a cup in a cupboard they can easily reach.
- Make sure they are not left without food or drink for too long, or without something meaningful to do (offer these regularly).
- As far as possible ignore the hitting (but not the person).
- If the situation escalates and people are at risk, give them what they want.



Where a person hits to get their *Sensory* needs met:

- Ask for a referral to a specialist Occupational Therapist (OT) who can do a sensory assessment to clarify specific sensory needs.
- Be creative! Get a drum, box, cushion, or other thing that they could hit.
- Try out different objects to see which they prefer, then use these to create new activities.
- Use the person's preferred items to help you engage with them.
- Make sure the person can get their sensory needs met but in a way that will not isolate them further or leave them engaging in a self-stimulatory behaviour for too long. If people have ritualistic activities that are very important to them, try and support them to have at least some meaningful routine/structure in their day, so that the ritualistic behaviour doesn't 'take over'

A format which has been found to be particularly useful in helping carers to understand the different stages of behaviour is based on a 'Traffic light' system:

Green = calm & relaxed

Amber = anxious, aroused or distressed

Red = challenging behaviour incident (crisis)

Blue = calming down - but still need to be careful

Colour coding a behaviour support plan using this format can be a very useful way of clarifying the different stages of the behaviour. Using the traffic lights analogy, an individual's behaviour moves from 'typical' or 'baseline' behaviour when they are calm (**green**), to a level that indicates that problems are about to occur (**amber**) before the challenging behaviour itself (**red**). After an incident (**blue**), care must be taken to ensure that the person returns to the green phase. This format helps carers to more easily identify when they should intervene to prevent an escalation into an episode of challenging behaviour.

Step 3: Proactive "Green" plan



The '**green**' phase is when the child or adult is content and calm. Their stress hormones are at a normal level. We should aim for people to be in the green phase as much as possible. Developing a warm and positive relationship with the person will help them to feel relaxed and at ease.

Begin by thinking about what the person likes or has shown an interest in. Involve the person directly whenever possible and try to talk to people that know the person well and are really interested and enthusiastic about them. The longer the 'likes list' the better! Try to incorporate a lot of their 'likes' into their day.

Proactive Strategies are designed to meet the person's needs without them needing to rely on challenging behaviour. They are used when the person is in the green phase. The green part of the plan should include any strategies that are aimed at reducing the chances that the behaviour will happen and should focus on *all* aspects of the person's life.

Think about what the person looks like or does that lets you know that they are in the green phase. Then write down any strategies you use to keep them in this place and try to think of some others that might work using the ideas above:

"She will smile and giggle a lot when she is happy. She interacts with people more when she is mellow and may try to get them involved by gently hitting her thighs in a particular rhythm which she expects them to copy or clapping."

Some examples of green strategies include:

- Teach and give opportunity to use communication the person prefers
- Use Intensive Interaction to develop communication and trust

- Teach replacement skills
- Give reminders of rules, routines and structures
- Provide choice but not an excessive amount (maybe 2 or 3 options) Praise and reward positive behavior
- Change the environment to suit them (their bedroom, house or other spaces)
- Factor in healthcare, exercise and diet
- Keep language simple
- Use positive language (avoid 'no' and 'don't')
- Use an individualized communication plan
- Be consistent
- Put boundaries in place to teach the person what is and isn't acceptable in different situations. For example, masturbating is acceptable in the person's bedroom but not in the family sitting room or out in public.

Step 4: Early Warning Signs “Amber” plan

The **amber** phase is where a person displays the early warning signs before they resort to challenging behaviour.

Behaviour is often described as being spontaneous (*“It happened without any warning”*). However, assessment may reveal that the person shows some reliable signals that all is not well prior to engaging in the behaviour. Many episodes of challenging behaviour occur because the early warning signs are not recognised or because we fail to change our own behaviour once we see the signs.

These signals may be subtle but will often include observable signs such as increased pacing, increased heartbeat, sweating, changes in vocalisations, facial expressions, or body language.

The behaviour indicates that the stress hormone adrenaline has started to kick in. The body is preparing for a ‘fight or flight’ response to whatever has caused the anxiety or distress. However, the feelings experienced aren't always anxiety, anger or sadness. Some people get over excited and this arousal can sometimes cause a crisis if there is too much of it.

By clearly defining the behaviour seen at the amber stage, carers can be cued-in to the need to take immediate action and avoid moving on to ‘red’.

Amber strategies are designed to support the person back down to the green phase. This is called *de-escalation*.

Again, think about what the person you care for looks like when they are becoming agitated. For example:

“She shows angry facial expressions, and she does not smile. She will start to aggressively pull at the flannel/paper that is in her hands and find more things to hold in the same hand. If you asked for something that she is holding when she is in amber behaviour, she will not give it to you.”

Some examples of amber strategies include:

- Take away the trigger
- Divert or distract
- Humour – sing something, dance – use your imagination
- Not responding to or ‘ignoring’ the behaviour only if it is safe to do so and not ignoring the person

- Give the person what they need
- Withdraw from the situation
- Change of person supporting them
- Stay as calm as possible
- Asking what is wrong (look at the context of the time of day, where the person is etc.)

Step 5: Reactive “Red” plan

The **red** phase is where an incident of challenging behaviour occurs, sometimes it is referred to as crisis. The person may feel extremely anxious and out of control and due to the large amounts of adrenaline released in the body they may experience unpleasant sensations such as a racing heart and heat.



Reactive strategies are a way to respond to behaviour as safely and quickly as possible, to keep the person and those around them safe. This is where we need to do something quickly to achieve safe and rapid control over the situation to prevent unnecessary distress and injury.

Think about what the person you support does in the red, crisis phase. Their behaviour will be more obvious than in the amber phase. Then think about support strategies that you use that are helpful and try to think of some new ones using the ideas below.

“She bangs her head on the door/wall in the house or the headrest/window in the car.”

Some examples of red strategies include:

- Appear calm
- Use low arousal approaches – talk in a calm, monotone voice
- Consider eye contact – do not stare
- Consider touch
- Consider noise
- Use space to create distance and reduce feeling of being threatened
- Be aware of your own body language
- Do not make any demands of the person or keep talking to them
- Distraction and redirection (e.g. using a technique such as a guided walk to remove the person from the room to keep them and others safe)



Ideally a reactive plan should include step-by-step advice on how to reduce the chance that the challenging behaviour will escalate and put people at risk. It should be guided by the principle of implementing the least intrusive and least restrictive intervention first.

Restrictive interventions (such as physical restraint and medication) should be a last resort.

Physical interventions, and medication that is used solely to calm people down, are generally not considered a good long-term solution. When these restrictive interventions are used a record should always be kept. If restrictive interventions are frequently used the positive behaviour support plan should be reviewed. Physical intervention should only be used following professional advice and relevant training, and medication must be given according to medical guidance.

Please see the [Challenging Behaviour Foundation information sheets](#): “Physical Interventions for Challenging Behaviour” and “The Use of Medication in the Treatment of Challenging Behaviour” for more information on these subjects

Step 6: Post Incident Support “Blue” plan

The blue phase follows the incident of challenging behavior or red phase. The aim in this phase is to calm the person down and get them back to the green phase. The person’s biological responses (‘fight or flight’) start to return to normal but could easily rise again if the person is not given the time to recover fully. The person may experience a ‘slump’ where they feel tired or drained.

Blue strategies: This is where the incident is over, and the person is starting to recover and return to their baseline behaviour. We still need to be careful here as there is a risk of behaviour escalating again quickly especially if they are reminded or ‘told off’ about it.

When a person is calming down and recovering from an incident of challenging behaviour, think about what they look like, sound like and what they do. For example:

“She makes a noise that sounds similar to “uuuuuuuu,” in a questioning voice while quickly moving just the top of her head from left to right. She may give eye contact or raise her eyebrows while doing this.”

Some examples of blue strategies include:

- Make no demands
- Move to different environment if appropriate
- Give the person more space
- Engage them in an activity
- Check their physical and emotional wellbeing (i.e. check for injuries).
- Check carers are alright and reflect on the incident together (in private)

Step 7: Agreeing the Plan



Positive Behaviour Support Plans should be created with input from all people involved with the person’s care. It is important that this includes family carers, and whenever possible, the person themselves. The plan should record who has been involved in its discussion and agreement, to ensure a broad range of views have been considered.

Step 8: Reviewing the plan

Positive Behaviour Support Plans should be ‘living documents’. This means that information in the plan should change to reflect changes in the person’s behaviour or progress in other skills.

Plans should be regularly reviewed and updated (for example every 6 months). When risks have been identified and behaviour strategies agreed to help minimise those risks, it is important to feedback and review how effective the strategies are and to reflect on their impact on the person and those caring for them.

However, there should also be a ‘contingency’ plan with clear guidelines explaining when the plan should be reviewed more urgently. For example, the Plan should be reviewed if self-injury increases or if the use of reactive strategies, particularly physical interventions or PRN medication, increases.

Example PBS plans

In the next section we have included three example PBS plans. Two of the plans are designed around specific behaviour - coping with car journeys and difficulties with food. The third plan is based on the traffic light format and addresses more than one behaviour.

Appendix A: Example 1 PBS Plan to help with car journeys

Appendix B: Example 2 PBS Plan around food

Appendix C: Example 3 Gabriel's traffic light PBS Support Plan

With thanks to:

Mark Addison, Consultant Clinical Psychologist, Rapid Intervention Team, Somerset Partnership NHS and Social Care Trust

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The Challenging Behaviour Foundation

We are the charity for people with severe learning disabilities who display challenging behaviour. We make a difference to the lives of children and adults across the UK by:

- Providing information about challenging behaviour
- Organising peer support for family carers and professionals
- Giving information and support by phone or email
- Running workshops which reduce challenging behaviour

To access our information and support, call 01634 838739, email

info@theCBF.org.uk, or visit our website: www.challengingbehaviour.org.uk

If you have found this information useful, please consider making a donation. You can show your support at www.challengingbehaviour.org.uk/support-us. Make a

£5 donation by texting CBF DN05 to 70085 Or email us to get involved at

Appendix A

My difficult situation

Car journeys, especially when:

- We have to stop at a red light
- We get stuck in traffic
- We take an unfamiliar route
- I misunderstand where we are going
- I don't know where we're going



Behaviour I might display

Early warning signs:

- Tense mouth
- Face looks tense
- I will ignore you if you try to talk to me
- I will start to rock back and forward



If the early warning signs are not noticed I may:

- Rock back and forward violently
- Try to get out of my seat
- Bang my head against the windows
- Try to pull the driver's hair, pull at their clothes, or anything else I can reach
- Try to kick the driver
- Scream and shout at the top of my voice
- Throw anything that is within reach in the car

Appendix A

What you can do to avoid this difficult situation

- Make sure I know exactly where we are going and remind me throughout the journey
- Give me a picture/symbol card of where we are going so I can hold on to this to remind myself throughout the journey
- Slowly talk me through what will happen on the route... "first we will go past the cinema..."
- Take familiar routes whenever possible
- If we have to go on an unfamiliar road, warn me beforehand
- Provide a running commentary of the journey, e.g., if we're coming up to a red light, say "red for stop", or if we're approaching a queue of traffic say "we're going to stop behind this car"
- If something happens to alter the route talk me through this too
- Play my favourite music to distract me



What can you do if I display challenging behaviour

When I am showing early warning signs:

- Remind me where we are going
- Make sure I have hold of my picture card to remind me where we're going
- Play my favourite music to try and distract me
- Tell me about the fun things we are going to do when we get to our destination

If the situation has escalated:

- Talk in a calm voice
- Don't use too many words
- If you can work out where I think we are going (that is distressing me), tell me where we are really going
- If I am trying to pull your hair/pull at your clothes, say "sit on your hands"
- If I am banging my head on the window or getting very distressed, find a safe place to stop, help me out of the car
- Do not continue the journey until I can sit calmly

Afterwards:

- Continue the journey, calmly talking me through what is happening

Appendix B

My difficult situation

Being given foods I don't like, including:

- Butter
- Cheese
- Fish pie
- Milk
- Eggs
- Bananas
- Ice cream
- Chicken
- Mashed Potato
- Sandwiches



Behaviour I might display

Early warning signs :

- Pursed mouth
- Face looks tense
- I will not engage with you
- I will wring my hands/pick at my fingers
- I will vocalise "nah" (translates as "No")
- I will sign don't like/don't give me

If the early warning signs are not noticed I may:

- Repeatedly sign "No" and may sign I don't like butter eggs cheese fish/list foods I don't like repeatedly
- Start to cry uncontrollably and shout "nah nah nah" repeatedly
- Attempt to hit or kick
- Wet or soil myself



Appendix B

What you can do to avoid this difficult situation

- Make sure you know what I do and don't like to eat, review this regularly as I may change my mind
- Ask me what I would like
- Give me choices and respect my choices
- Don't just expect me to eat what others are eating
- Actively involve me in choosing meals, buying, preparing and cooking. When we are shopping encourage me to look for foods on the shelves, put them in basket, put them on the conveyor belt at the till, put the shopping in bags and paying
- Work on skills to teach me to cook foods that I do like
- Give me opportunities to try foods if I want to
- I like different foods so help me to look for foods and meals to make from other countries – look in magazines, the internet, shops, ask people – be creative



What can you do if I display challenging behaviour

When I am showing early warning signs:

- Reassure me that I don't have to eat it
- If there is nothing I want to eat suggest we go to the shop and find something I do like
- Use humour to distract me: sign "Never give me" and say it in a deep, funny cross sounding voice with a pretend cross face
- Ask me what I think of I will reply "Eugh" – you repeat "Eugh" this makes me laugh

If the situation has escalated:

- Talk in a calm voice
- Don't use too many words
- Don't offer me alternative food until I have calmed down
- If I put my hand up as if I am going to slap/hit you say "Hands down" or move away from me and just say "Let me know when you feel calmer"

Afterwards:

- Put some music on and give me a drink and small snack - grapes or a couple of chocolates
- Give me a hug if I want you to

Gabriel's Green Strategy

<p>Support strategies</p> <p>The things that we can do or say to keep Gabriel in the green for as much time as possible.</p>	<p>Behaviour</p> <p>What Gabriel does, says and looks like that gives us clues that he is calm and relaxed.</p>
<ul style="list-style-type: none"> • Give Gabriel regular positive feedback and encouragement • Always try to use positive language even when he is doing something you would rather he didn't e.g. "oh that is mummy's precious book, let's find your book" • Use simple, clear language • Make sure that Gabriel has the opportunity to do something outside of the house at least once a day • Support Gabriel to access what he wants using his PECS system or with his tablet • Make sure that at least once an hour you spend some one to one time with Gabriel e.g. reading a book, a massage • Make sure that Gabriel has his chewy tube to carry around • Make sure that if you have to ask him for his chewy tube for a certain period of time e.g. meal time/bath that you tell him clearly when he will get it back e.g. "dinner and then chewy tube" • Regularly practise using the PECS system with Gabriel • Give Gabriel plenty of opportunity to walk independently and make sure if out for a walk as a family/group you go somewhere where he is going to have this opportunity • Give Gabriel plenty of time to process what you have said to him before asking again • Make sure that Gabriel has all his medication so that he does not become constipated • Give plenty of opportunity to listen to music 	<ul style="list-style-type: none"> • Gabriel will smile and laugh • He will happily make eye contact and will communicate with you and respond positively • He will initiate contact and want to join in with what others are doing. • He will bounce up and down on his knees • His body language will be relaxed • He may move around quite fast whilst making an eeeeeeeeeeeee kind of sound • He may dance • He will bang his object on the floor • He will blow raspberries on himself and others • He will do roly-polies!

Gabriel's Amber Strategy

<p>Support strategies</p> <p>The things that we can do or say to stop the situation from escalating further and return Gabriel to the proactive phase as soon as possible.</p>	<p>Behaviour</p> <p>What Gabriel does, says and looks like that gives us clues that he is becoming anxious or aroused.</p>
<ul style="list-style-type: none"> • Ask Gabriel if he would like help with whatever it is he is struggling with or trying to access • Offer to scratch his back • Ask him to blow a raspberry on your hand/arm • Support him to access what he wants with his PECS system or through Makaton • Try to distract Gabriel by offering an activity e.g. listening to music, playing drums or reading a book • Initiate some rough and tumble play with Gabriel • Place Gabriel in an upside down position or swing him around whilst supporting him under his arms with his head against your chest • Ask him if he wants a bath • Ask him if he wants to go to his room and play his drums • Cuddle up with the cuddle blanket • Watch live music videos on the iPad • Sing songs with Gabriel or make funny noises e.g. animal noises • Distract Gabriel with some different toys or read a book with him • Tickle him • Bouncing on the trampoline 	<ul style="list-style-type: none"> • Gabriel will shout • He will clench his fists and vocalise in a high pitched voice. He will usually adopt a W sitting position at these times • He will come and seek you out if you are not in the same room • He may become tearful and want to sit on your lap • He will shake the stair gate • He will cast things • He will be unwilling to engage in positive communication • He will appear distracted and will be unable to concentrate or make eye contact • He will lay his head on the side of the sofa

Gabriel's Red Strategy

Support strategies The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	Behaviour What Gabriel does, says and looks like when he is challenging.
<ul style="list-style-type: none">• Stay calm and reassure Gabriel that you are going to help him.• Make sure only one person talks at a time.• If Gabriel is seeking to comfort himself by banging his head encourage him to cuddle his teddy bear instead.• Distract Gabriel with a favoured object.• If he is seeking sensory feedback encourage him to bang his hands or feet instead.• If he is pulling hair or pinching etc say to him 'kind hands' and support him to stroke hair or arms etc.• Say 'LOOK' in a really excited voice and then distract him with a chosen object.• Don't make reference to the behaviour but stop him doing it. For example if he is hitting himself take his hand and say 'high 5'	<ul style="list-style-type: none">• Gabriel will rock against furniture or the door etc.• Gabriel will vocalise in a way which sounds like a high pitched growl or a very loud shout.• He may be crying.• He will cast objects.• He will bang his head on the floor or against the furniture.• He may come up to you and bang his head on you e.g. on your knee.• His body language will be very tense.• He will usually be sitting bolt upright.• He may hit himself on the head with a closed fist.• He may pull hair, pinch or slap bare skin.• Gabriel may become very clingy and will want continual contact.

Appendix C

Gabriel's Blue Strategy

Support strategies	Behaviour
<p>The things that we can do or say to support Gabriel to become more calm again and return to the proactive phase.</p> <ul style="list-style-type: none">• Have a cuddle with the cuddle blanket• Offer a massage or scratchy back.• Make sure Gabriel has a preferred object• Gabriel's 'blue' phase appears to be fairly quick and once he has had a few of minutes of recovery he is usually back in the green phase. The exception to this is when he has been struggling to communicate what he wants. In these circumstances wait until he is calm and communicative and support him using PECS or Makaton to access what he wants	<p>What Gabriel does, says and looks like that tells us that he is becoming more calm</p> <ul style="list-style-type: none">• His posture will become more relaxed• He will make more eye contact and will interact with you• He will seek out attention from a preferred person

Appendix 3

Emotional Containment phrases...

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)



It's fine...

e.g. it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.

It's not a problem...

e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok...

e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.

You're letting me know that...

e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that...

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that...

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

You want me to know that...

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if...

e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

...Let's sort it out/ do it together...

e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

...We can fix this...

e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you

e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.

I can understand that...has upset you/made you feel...because you thought/felt

e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

...I need to keep you safe

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be...

e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.

Let's think of a way you can let me know next time?

e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?

... we just need to keep you safe.

e.g. You can be angry, we just need to keep you safe.

...It's ok you're safe.