



Behaviour Curriculum

Parent and Teacher Information
Booklet 2022-2023



Behaviour Principles for Endeavour MAT

"Endeavour is an inclusive MAT – Everyone should be free from discrimination, harassment and victimisation of any sort. We deliver equitable systems that ensure all our pupils can be supported in an individual way."

This is a statement of principles, not practise: it is the responsibility of the head teacher and governors to draw up the behaviour policies at The Endeavour MAT schools, though they must take account of these principles when formulating this:

- * We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- * Everyone has the right to feel safe all of the time and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- * Every pupil should be educated in an environment where they feel valued, listened to and respected.
- * By effectively challenging and tackling bullying and discrimination, we can help to create a safe, focused learning environment where pupils are able to learn and fulfil their potential.
- * Rewards and consequences should enable a pupil to reflect on and learn from a situation.
- * With a focus on positive behaviour, forgiveness and reconciliation, all pupils will be supported through restorative practise.
- * The modelling of good behaviour; a focus on learning and praise and rewards by staff and volunteers, set an excellent example to pupils at all times.
- * Families are included in the resolution of behaviour incidents to foster good relationships between the school and pupils' home life.
- * Joint working between the leaders of safeguarding, behaviour and curriculum is a focus of all schools, ensuring that solution focused avenues of support are considered holistically and not in isolation.
- * The decision to use physical intervention and/ or reasonable force will be based on individual circumstances and the professional judgement of trained staff.
- * The Positive Behaviour Policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.

This written statement and the policies that are influenced by it apply to all pupils when in school and when engaged in extra-curricular activities.

Our School Rules, developed by the staff, pupils, parents and governors at Two Rivers Primary School: Be Kind, Keep Safe, Work Together

Two Rivers Behaviour Curriculum

Aims

It is our aim at Two Rivers Primary to create an environment and a culture that is calm, safe and supportive.

We strive to provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.

We take a whole school approach which is reflected in the way our pupils are taught to behave. This includes the ways staff respond to misbehaviour. It includes the way staff conduct themselves in their own relationships with other staff members and parents.

Our behaviour curriculum defines the expected behaviours in school. This is achieved through our key routines that our pupils can easily understand and follow. Staff teach and reinforce the expected behaviour of pupils.

Staff should always respond to behaviour incidents in a way that is;

- * Consistent
- * Proportionate
- * Fair
- * Based on knowledge of a pupils needs

It is expected that staff implement the behaviour curriculum consistently and equitably in order to create a predictable environment in which pupils know what the consequences of their actions will be.

Two Rivers school aims to communicate to pupils;

The expected standard of behaviour they should be demonstrating at school

Their duty to follow the school behaviour policy, uphold the school rules, and contribute to the school culture

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they'll face if they don't meet the standard

The pastoral support available to them to help them meet the behavioural standards

At Two Rivers Primary School we work with specialists in behaviour and Educational Psychology to develop an approach that is individual and based in well researched models. We focus on developing a child's ability to be independent – this includes their ability to independently regulate their behaviour.

Our behaviour curriculum is for primary age children, who attend a generic special school and is based on emotion coaching and PROACT SCIPr-UK® Philosophy. **(Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK)**

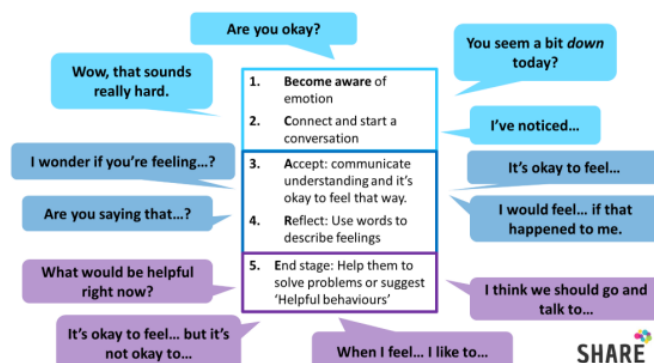
Introduction to Our Behaviour Curriculum:

1. Emotion Coaching:

- * Teach children to recognise their emotions and understand the impact they have on their behaviour.
- * Encourage children to express their emotions in a healthy and constructive way, e.g. through talking, drawing, or using other creative and therapeutic outlets.
- * Help children to develop empathy for others and recognise their emotions as well.
- * Teach children effective communication skills to help them express their emotions and needs clearly.
- * Encourage children to problem-solve and find solutions to conflicts that arise.

To Emotion Coach your child you:

1. **Become aware of emotion.** Especially if it is low intensity (such as disappointment or frustration).
2. **Connect.** View their emotions as opportunities for connection and teaching.
3. **Accept.** Listen and accept their emotions: avoid judgement.
4. **Reflect.** Help them use words to describe what they feel.
5. **End stage.** If appropriate, help them to problem solve. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.



If these sentence starters don't feel natural to you, add some of your own. Emotion Coaching is something that you can adapt to your style of parenting.

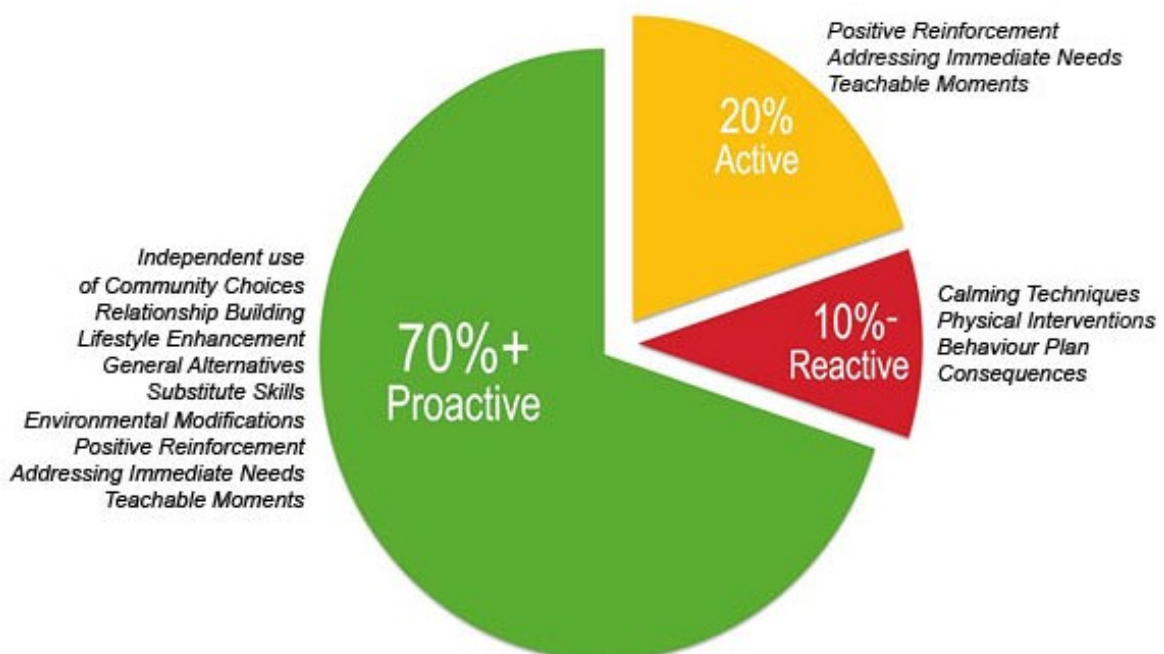
2. PROACT SCIPr-UK® Philosophy from Loddon uses strategies that includes De-escalation principles.

These are to:

- * Teach children to recognise the early signs of distress and de-escalate their emotions before they become overwhelming.
- * Provide children with a range of coping strategies to use when they feel upset or overwhelmed, e.g. deep breathing, mindfulness exercises, or taking a break. (Take 10, a daily approach in each class).
- * Encourage children to identify and use their own strengths and interests to help them cope with difficult situations.
- * Provide a safe and structured environment for children, where they feel supported and understood.
- * Develop individual behaviour plans for children with specific needs or challenges, which are based on the principles of PROACT SCIPr-UK® Philosophy.

By supporting pupils with individual plans, triggers can be identified and support can be put in place to reduce behaviour difficulties.

These are shared with parents/carers as we believe that a supportive relationship with all stakeholders is the most effective way to meet pupils' individual needs.



3. Positive reinforcement:

- Encourage positive behaviour and effort through praise, rewards, and recognition.
- Use a range of positive reinforcement strategies, such as star charts, praise jars, or certificates, to encourage children to strive towards their goals and demonstrate positive behaviour.
- Help children to recognize the benefits of positive behaviour and its impact on their relationships with others.



4. Parental involvement:

- Encourage parental involvement in their child's education and behaviour management.
- Provide regular feedback to parents on their child's progress, including areas for improvement and strategies that have been successful.
- Work collaboratively with parents to develop individual behaviour plans that are tailored to their child's specific needs and challenges.

Overall, our behaviour curriculum is based on the principles of Emotion Coaching and PROACT SCIPr-UK® Philosophy from Loddon, which includes de-escalation principles. It focuses on developing children's emotional literacy, coping strategies, and problem-solving skills, as well as providing a safe and supportive environment where positive behaviour is encouraged and recognised.

Critical incidents

Staff at Two Rivers Primary School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (approach, in which all staff members are trained), is used to manage violent and/or extreme behaviours.

Where a pupil requires support from a physical intervention, either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to the Physical Intervention Policy.

The PROACT-SCIPr-UK® gradient is 70% Proactive 20% Active and 10% Reactive.

To address pupils needs adults must consider all aspects of approach. This includes:

The environment, adapting it if necessary.

- * Supporting pupil's communication.
- * Considering if substitute skills need to be taught.
- * Giving pupils ownership and some choices over their activities.
- * Providing structure and predictability to alleviate anxieties.
- * Supporting pupils with skills in regulating their emotions through emotional coaching and calming strategies.
- * Building trusting relationships with the adults.
- * Building relaxation into the school day to helps pupils learn how to calm themselves.

If a pupil is beginning to become stressed, their individual plan identifies how that presents in the pupil's body language, verbal, and non-verbal communication. To reduce the likelihood of an incident occurring the adult can put active strategies in place. This may include distraction, redirection lowering of demands, changing the environment, or interactions either with adults or peers.

As part of our policy, parents will always be informed when any physical intervention has had to take place. Teachers will record this in the Scip log, that is kept by the AHT in charge of behaviour. A debrief session is always provided for staff following these incidents.

How we keep records of behaviour incidents: Reporting on Arbor

We record any behaviour incidents on Arbor - so that the information is kept confidentially with the pupils electronic file. This must be done on a daily basis, to allow appropriate response and support to families, pupils and staff.

When recording incidents, it is really important that the information is factual. Any emotional language should be discussed with class teams and SLT but should not be included in the written account.

An example could be that a child **deliberately** hurt another child, or approached a child **randomly**. That is our interpretation of events not the facts. Record using the ABC approach.

Antecedent: What happened before the behaviour occurred?

Behaviour: What was the behaviour?

Consequence: What happened after the incident?

Incident types should be ticked on Arbor, to help categorise the behaviours for analysis.

Where to record information - more than Arbor:

Behaviour incidents that are:

- * sexualised behaviours,
- * any form of discriminatory or bullying incidents

Must also be written on **My Concern**. Please note on the incident book that they have been recorded on MyConcern.

If there has been an injury, please record in the **accident book** and reference this on the account on Arbor.

If a Physical intervention is used, it must be documented in the PROACT SCIPr-UK® book.

Parents are to be informed of behaviour and this needs to be included in the report and by whom. There will be included in the Arbor books an incident status. This needs to state if the incident is resolved and how it has been resolved.

This may include a consequence for the pupil, restorative approaches, emotional coaching. It may include a review of the IBSP or an update to the risk assessment. It may request a debrief for staff to discuss next steps with Phase Leaders/ SLT.

If a pupil is sensory seeking and the behaviour is at an age appropriate level this should be documented on Arbor. However, if the behaviours are not age appropriate or does not relate to the cognitive ability of the pupil this needs to be reported on Myconcern and Arbor.

An example of sensory seeking behaviour could be a child exploring their own bodies.

An incident between peers on the playground would raise concern and need to be resolved following our safeguarding guidance.

Identifying the behaviour of children aged between 5-11 years

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED



These are natural and expected behaviours

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

- Increased sense of privacy about their body
- Body touching and holding own genitals
- Masturbation, usually with awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children
- Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions using swear words, 'toilet' words or names for private parts
- Use of mobile phones and Internet in relationships with known peers



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist

They require a response from a protective adult, extra support and close monitoring.

- Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury
- Explicit talk, art or play of sexual nature
- Persistent questions about sexuality despite being answered
- Persistent nudity and/or exposing private parts in presence of others
- Persistently watching or following others to look at or touch them
- Pulling other children's pants down or skirts up against their will
- Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults
- Touching genitals/private parts of animals
- Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details
- Attempts to do any of the above in secret



These are outside healthy and safe behaviours

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.

- Compulsive masturbation to the point of self harm or seeking an audience
- Disclosure of sexual abuse
- Persistent bullying involving sexual aggression
- Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Presence of a sexually transmitted infection
- Any sexual activity with animals
- Use of mobile phones and Internet for sending or receiving sexual images

Responding to observed behaviour of children aged 5-11 years

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember that, even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.



A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room.

Responding to this behaviour:

- Describe the unwanted behaviour clearly
- Explain that there is a time and a place for touching private parts of the body
- Distract him by removing him from the situation



During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him.

Responding to this behaviour:

- Describe their behaviour clearly
- Remind the children what is appropriate behaviour and that some parts of the body are to remain private
- Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond
- Distract by removing them from the situation



An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language.

Responding to this behaviour:

- Describe her behaviour clearly
- Point out that her behaviour is not acceptable and is impacting on others
- Prohibit the behaviour
- Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker
- Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance

Please inform SLT immediately if any incidents of this type occur.




Identifying the behaviour of children under 5 years old

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED

 <p>These are natural and expected behaviours</p> <p>This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.</p> <ul style="list-style-type: none"> • Attempting to touch or curiosity about other children's genitals • Attempting to touch or curiosity about breasts, bottoms or genitals of adults • Role play games e.g. mummies and daddies, doctors and nurses • Interest in body parts and what they do • Touches/ rubs own genitals when nappy is being changed, when going to sleep, when tense, excited or afraid • Explores differences between males and females, boys and girls • Asks about the genitals, breasts, babies • Has erections • Likes to be naked • Interested in watching people doing bathroom functions • Interested in having/ bathing a baby • Puts something in the genitals or rectum for curiosity or exploration 	 <p>These can be of concern and have the potential to be outside safe and healthy behaviours if they persist</p> <p>They require a response from a protective adult, extra support and close monitoring.</p> <ul style="list-style-type: none"> • Continues to touch/rub genitals in public after being told many times not to do so • Continuous questions about genital differences after all questions have been answered • Touches the genitals, breasts of adults not in the family and asks to be touched • Interest in watching bathroom functions does not wane • Puts something in genitals or rectum of self or other frequently or after being told 'no' • Rubbing up against other children with clothes off or on • Pulling other children's pants down/ skirts up/trousers down against their will 	 <p>These are outside healthy and safe behaviours</p> <p>These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.</p> <ul style="list-style-type: none"> • Touches/ rubs self in public or in private to the exclusion of normal childhood activities • Plays male or female roles in an angry, sad or aggressive manner • Expresses fear and/or disgust of own or opposite gender • Sneakily touches adults' private parts • Uses coercion or force in role play games with other children • Persists in putting something in own or another child's genitals or rectum, even if painful • Simulated or real intercourse without clothes or engages in oral sex • Doing any of the above in secret
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Responding to observed behaviour of children under 5 years old

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember, that even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.

 <p>A 3 year old boy and a 3 year old girl are found playing in the wendy house in the garden, and are showing each other their underwear.</p> <p>Responding to this behaviour:</p> <ul style="list-style-type: none"> • Explain that there are parts of the body that are private • Distract them by removing them from the situation and suggesting an alternative activity 	 <p>A 4 year old boy and a 4 year old girl are found lying on the bedroom floor together, with the boy lying on top of the girl. They are clothed and the girl says they were playing 'mummies and daddies'. This is the first time either have been found to be engaging in behaviour like this.</p> <p>Responding to this behaviour:</p> <ul style="list-style-type: none"> • Describe the unwanted behaviour clearly • Explain to the children that this behaviour is not OK • Distract them by removing them from the situation and suggesting an alternative activity 	 <p>A four year old boy regularly tries to coerce other children to touch his genitals whilst playing, demanding in an aggressive way that they touch his private parts. He is also frequently found rubbing his own genitals to the point at which it is painful for him.</p> <p>Responding to this behaviour:</p> <ul style="list-style-type: none"> • Describe his behaviour clearly to him • Point out that his behaviour is not acceptable and is impacting on others • Prohibit the behaviour • Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance • Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker
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Remember, that we must consider the stage of pupil development, as well as their age when managing behaviour.

School Rules

**Be kind
Keep Safe
Work together**

In order to be inclusive, our school rules are simple. We worked as a staff team and with the parents and pupils to create these.

In class, the adults work with the children to develop class rules, that provide clearer detail at an appropriate level - but all of our rules feed into these three principles. We may use the pupils IEP targets to help target and support their behaviour development (if appropriate).

What does this look like in individual classes:

Our school is split into 12 classes, over 2 sites. These classes follow a pathway model, to allow us to group the children with age related peers, in a class that has a pedagogic approach that is designed to best meet their needs - outlined on their EHCP.

Knowing the pupils as individuals is essential to us being able to meet their academic needs, but also to help manage their behavioural needs. Our focus is to develop well rounded, independent individuals, who are able to manage their own behaviour – with a focus on being active citizens as adults.

Our Classes:

The Sensory Phase -

Red 2
Yellow 2 lower KS2
Blue 2 Upper KS2

EYFS and Key stage 1 -

Purple
Red 1
Red 3

Lower key stage 2 -

Yellow 1
Yellow 3
Yellow 4

Upper key stage 2 -

Blue 1
Blue 3
Blue 4

Whole School Rewards and Recognition



Superstar Learner Awards

Every week a child from each class receives a Superstar Learner Award. These children receive a certificate in Assembly and have the opportunity to celebrate and share their successes with a member of the Senior Leadership Team. Their names will also appear in the Monthly Newsletter.

House Points

All children at Two Rivers Primary are placed into one of our four houses. House points are awarded for hard work, kindness, good manners and other special achievements, with the children being given a gold coin to add to their house box. All members of the house with the most coins at the end of half term will get a treat. This is a fantastic opportunity for children to experience working as a team.



Whole School Behaviour Support: Therapies



At Two Rivers we believe in helping your child to develop emotionally, socially, independently and academically.

Holistic therapies - Many of our Teaching Assistants are trained therapists in massage and children at Two Rivers Primary have the opportunity to visit The Therapy Room. These may be regular, timetabled sessions or ad-hoc visits to support pupils at times when we feel it may be beneficial to their wellbeing.

Rebound therapy - Each class has a designated time each week to use our onsite trampoline room for Rebound therapy. Here they are able to develop their communication and interaction skills, as well as physical skills.

Animal therapy - We have a small petting farm within the school grounds that is home to chickens, rabbits and guinea pigs. All classes have the opportunity to visit the farm each week so that the children can enjoy handling and helping to look after the animals.

Music Therapy— Throughout the year teachers in the Blue Phase may decide 1:1 Music therapy may be beneficial for your child's wellbeing. With your permission Children will take part in 1:1 sessions in the Wellbeing Lodge.



In our Sensory Phase - How behaviour is taught and managed:

Red 2/ Yellow 2/ Blue 2 - **Due to needs of pupils these expectations are adult modelled and supported.**

Our aspirational Positive Behaviour Expectations

- * To sit for short periods to access the curriculum in adult led activities
- * To take turns
- * To share central resources
- * To communicate needs appropriately through a range of communication systems such as Makaton, PECS PODD
- * To use sensory circuits to support self-regulation
- * To behave appropriately with peers, positive interactions with others.
- * To stay in the classroom during class activities
- * To move around the school safely.
- * To access outside equipment safely.
- * To sit at the table to eat their dinner
- * To eat their dinner encouraging the use of utensils
- * To have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To accept adult support with self-help skills/ changing
- * To follow class routines
- * To have kind hands and feet

Strategies we employ to enable the pupils achieve these expectations

- * Continuous adult modelling
- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ PODD Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum - utilising expertise and expectations set out in the EHCP
- * Adult supported activities
- * Horse shoe tables - to encourage communication and interaction
- * High interest motivators
- * High adult to pupil ratio
- * High levels of adult supervision
- * Sensory diets, that are continuously accessible, Physical activities
- * Access to outdoor environments/ Dark room, Rebound room
- * Table place mats and specialised equipment
- * Classroom Zones for different activities
- * Individual Behaviour Support Plans-These support individual needs, identify behaviour communication so needs can be met before behaviour escalates

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

- * Pupil receives a favourite toy
- * Pupil can choose a favourite activity
- * Tangible reward such as food/ access to IPAD (motivator for individual pupil)
- * Free choice, once task completed
- * Adult attention/ praise
- * Superstar learners
- * House points

Improving pupils understanding through Responses to Misbehaviour

- * Follow individual behaviour support plans - which outlines the best approach for individual
- * Using distractions/ redirection
- * Visual signs including no, not available or stop sign
- * Change of environments
- * Change of staff/ peer group - we call this strategy change of face
- * Giving pupils more space
- * Giving pupils structured choice
- * Remove pupil from situation/ activity give them time to calm with an adult
- * If outlined in IBSP, planned ignoring of unwanted behaviours
- * Physical activities/ Rebound/ Sensory diets
- * The use of Social stories
- * Planned and adhoc therapeutic interventions
- * Time to calm in a different space - this is always adult supported, it could include access to the playground, or going on a walk
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * If outlined on IBSP - Withdraw activity preferred stimulus for a short period
- * Parents contacted to discuss challenging behaviours, to triangulate behaviour triggers, and develop common approach to support

Focus on the individual - Strategies implements to address individual needs

- * Update IBSP, with parents and senior staff
- * Risk assessment to be put in place. This will protect pupils from themselves or others. This is completed and stored on SOLAR
- * Plan for assessment and intervention support from outside agencies advice/ medical services/ appointments
- * Emergency Annual Reviews, to ensure needs are clearly identified in EHCP and level of support is recorded clearly
- * Reduced timetables, utilised as a last resort - ensuring educational offer is appropriate and delivered by trained school staff
- * In line with our behaviour policy as a final measure, once all other areas are exhausted suspension or exclusion

In our Key Stage 1 - How behaviour is taught and managed:

Red 1/ Red 3 - **Due to needs of pupils these expectations are adult modelled and supported.**

Our aspirational Positive Behaviour Expectations

- * To sit for short periods to access the curriculum in adult led activities
- * To take turns
- * To share central resources
- * To communicate needs appropriately, this may include a range of communication systems such as Makaton, PECS PODD
- * To use sensory circuits to support self-regulation
- * To behave appropriately with peers
- * To move around the school safely
- * To line up quietly when moving around the school
- * To access outside equipment safely and take turns using the equipment
- * To sit at the table to eat their dinner
- * To eat their dinner using cutlery
- * To use good manners, be polite, say please and thank you.
- * To be willing to have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To listen to the adults and listen to their peers during activities
- * To accept adult support with self-help skills/ changing
- * To become more independent at managing their own needs.
- * To ask for help if it is needed
- * To follow class routines
- * To have kind hands and feet
- * To be kind to other children in the class
- * To help others
- * To talk quietly inside the classroom
- * To do their best in their work
- * To listen when sitting on the carpet and put their hands up to answer questions
- * To look after the classroom equipment and environment
- * To look after their own belongings
- * To apologise if they have done something that has caused distress to others.
- * To follow school rules
- * To allow others to learn
- * To accept adult direction

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

- * Pupil receives a favourite toy
- * Pupil can choose a favourite activity
- * Tangible reward such as access to IPAD
- * Free choice once task completed
- * Golden time
- * Adult attention/ praise
- * Stickers
- * Superstar learners and House points, Celebrating success with parents and other staff

Strategies we employ to enable the pupils achieve these expectations

- * Adult modelling
- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ PODD Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum - Adult supported activities
- * Horse shoe tables - to encourage communication and interaction
- * High interest motivators
- * High adult: pupil ratio
- * High levels of adult supervision
- * Sensory diets, accessed in a planned approach
- * Support and teaching about emotional development
- * Circle time and class discussions
- * PHSE Curriculum - Jigsaw
- * Physical activities
- * Access to outdoor environments/ Dark room, Rebound room
- * Table place mats and specialised equipment
- * Classroom Zones for different activities
- * Individual Behaviour Support Plans - These support individual needs, identify behaviour communication so needs can be met before behaviour escalates.

Improving pupils understanding through Responses to Misbehaviour

Responses to Misbehaviour

- * Follow individual behaviour support plans
- * Using distractions/ redirection
- * Visual signs including no or stop symbol
- * Teaching calming strategies to enable behaviour change
- * Emotional coaching to support self-regulation
- * Change of environments, change of staff/ peer group
- * Giving pupils space, or giving pupils structured choice
- * Direct pupil to move away from situation/ activity give them time to calm
- * Depending on IBSP, planned ignoring unwanted behaviours.
- * Physical activities/ Rebound/ Sensory diets
- * Social stories
- * Therapeutic interventions
- * Time to calm in a different space that is always adult supported
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * Withdraw activity preferred stimulus for a short period.
- * Parents contacted to discuss challenging behaviours.

In our Key Stage 2 Phases - How behaviour is taught and managed:

Yellow Phase 1,3,4 and Blue 1,3,4 - **Due to needs of pupils these expectations are adult modelled and supported.**

Our aspirational Positive Behaviour Expectations

- * To sit for periods to access the curriculum in adult led activities
- * To become more independent when working in the classroom and then around school (in years 5 and 6)
- * To take turns and to share central resources
- * To communicate needs appropriately this may include a range of communication systems such as Makaton, PECS PODD
- * To use sensory circuits to support self-regulation
- * To behave appropriately and safely with peers
- * To listen to others points of view
- * To move around the school safely and quietly
- * To line up quietly when moving around the school
- * To access outside equipment safely and take turns using the equipment
- * To sit at the table to eat their dinner
- * To eat their dinner using cutlery.
- * To use good manners, be polite, say please and thank you
- * To be willing to have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To listen to the adults and listen to their peers during activities
- * To accept and direct adult support with self-help skills
- * To become more independent at managing their own needs
- * To ask for help if it is needed
- * To follow class routines
- * To show kindness in their interactions, including to use kind words to other children in the class
- * To help others
- * To talk quietly inside the classroom
- * To do their best in their work
- * To listen when sitting on the carpet and put their hands up to answer questions
- * To look after the classroom equipment and environment
- * To look after their own belongings.
- * To apologise if they have done something that has caused distress to others
- * To follow school rules
- * To allow others to learn
- * To accept adult direction

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

- * Pupil receives a reward in class. They may be a reward chart that a pupil moves along to achieve a class reward.
- * Pupil can choose a favourite activity, Adult attention/ praise
- * Tangible reward such as access to IPAD
- * Access to a happy box of preferred objects.
- * Free choice once task completed
- * Golden time, stickers, Superstar learners and House Points

Strategies we employ to enable the pupils achieve these expectations

- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ PDD Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum - Adult supported activities
- * High interest motivators
- * High adult: pupil ratio
- * High levels of adult supervision
- * Sensory diets, accessed in a planned approach
- * Support and teaching about emotional development
- * Circle time and class discussions
- * PHSE Curriculum - Jigsaw
- * Physical activities
- * Access to outdoor environments/ Dark room, Rebound room
- * Table place mats and specialised equipment
- * Classroom Zones for different activities
- * Individual Behaviour Support Plans-These support individual needs, identify behaviour communication so needs can be met before behaviour escalates.

Improving pupils understanding through Responses to Misbehaviour

Responses to Misbehaviour

- * Follow individual behaviour support plans
- * Using distractions/ redirection
- * Visual signs including no or stop symbol
- * Teaching calming strategies to enable behaviour change
- * Emotional coaching to support self-regulation
- * Time to reflect and restorative activities
- * Identification next safe steps/actions
- * Change of environments, change of staff/ peer group
- * Giving pupils space, or giving pupils structured choice
- * Direct pupil to move away from situation/ activity give them time to calm
- * Depending on IBSP, planned ignoring unwanted behaviours.
- * Physical activities/ Rebound/ Sensory diets
- * Social stories
- * Therapeutic interventions
- * Time to calm in a different space that is always adult supported
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * Withdraw activity preferred stimulus for a short period.
- * Parents contacted to discuss challenging behaviours.

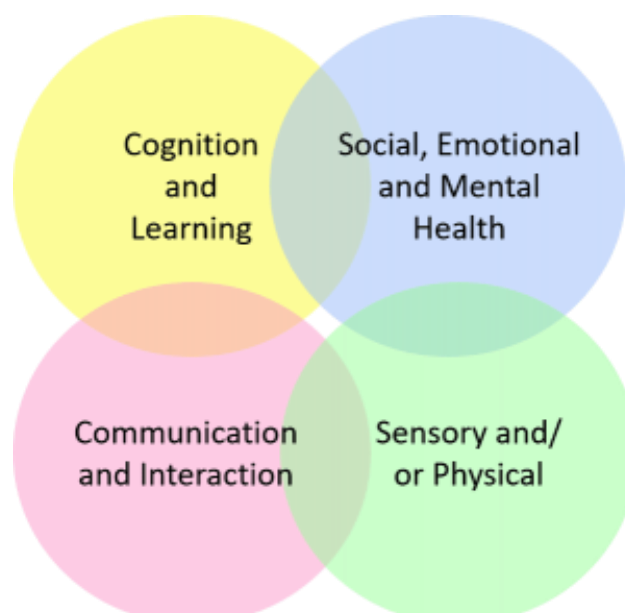
When behaviour is very challenging, and our planned approaches are not having the impact we would expect to see:

Sometimes pupils behaviour is very challenging, we need to be able to operate safely at school. At Two Rivers Primary we work hard to reduce behaviour incidents, by getting the approach and support right for each pupil.

When this is not working, we will call on specialists to support our planned approaches. In order to best support the pupils and their families in these instances we have an approach that we use:

Common approach across all of school is to focus on the individual - Strategies implements to address individual needs

- * Update IBSP, with parents and senior staff
- * Risk assessment to be put in place. This will protect pupils from themselves or others. This is completed and stored on SOLAR
- * Plan for assessment and intervention support from outside agencies advice/ medical services/ appointments
- * Emergency Annual Reviews, to ensure needs are clearly identified in EHCP and level of support is recorded clearly - we will ensure that we keep the Local Authority up to date with and include them in any decisions about provision that we make.
- * Reduced timetables, utilised as a last resort - ensuring educational offer is appropriate and delivered by trained school staff
- * In line with our behaviour policy as a final measure, once all other areas are exhausted suspension or exclusion



Home-School Communication

Home-school communication is very important to us and we value opportunities to work together to support the children in every phase. Every parent will have the chance to communicate with their child's class teacher on a daily basis via the endeavour App. We also use this to send home photos and information about learning and events that have taken place at school, so you can share these at home too.

We hold two formal Parents Evenings each year in the Autumn and Spring Terms. We also offer an informal Coffee Morning in the Summer Term. These meetings provide an opportunity for you to discuss your child's IEP targets and look at the work in their books. In addition to these, you will be invited to an annual EHCP Review meeting and will receive a written report detailing your child's progress.



Parents



Evening

Our aim is for school and home to work as a partnership.

If there are any problems that need to be discussed, please discuss these initially with your child's Class Teacher. If the issue is still not resolved, a member of the Senior Leadership Team will be happy to help. Should you wish to arrange a meeting with the class teacher, please do not hesitate to contact the office or send a message on the endeavour app and your child's class teacher will contact you at their earliest opportunity. You are welcome to call the office on 01827 426123 to discuss any of this.



For further information contact:

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Educate, Communicate, Celebrate

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Created in collaboration, by the staff and children at Two
Rivers Primary School.

