

# BEHAVIOUR POLICY

## Introduction

The school is committed to being happy, hardworking and successful. We will provide a broad, balanced and enriched curriculum and we will celebrate and value the contribution made by each individual. We aim to meet the needs of the pupils of the school. We believe that all pupils are to be encouraged to develop, achieve and learn. We actively recognise diversity. The school is responsible for the safety and well-being of all pupils, staff and others attending the school.

There is a responsibility on every person working within the school and on behalf of each pupil to constantly review and evaluate their role in working towards these aims and objectives.

The school will work towards enabling all pupils to behave acceptably with others within the school and the community at large. The task of school staff is to develop each pupil's ability to recognise and maintain standards of behaviour and attitudes that will enable them to live positive lives within school, at home and in the community. At the relevant time, pupils will be made aware that there are consequences to their inappropriate behaviour and that this behaviour affects others.

All pupils will be challenged to work to their full potential. All pupils have the right to be made aware of the difference between right and wrong, acceptable and unacceptable behaviour and to experience positive affirmation for efforts made towards achieving those goals. Behaviour strategies will be developed to meet the individual needs of pupils.

The school is committed to providing a climate of warmth and support. In which self confidence and self-esteem can grow and in which all pupils feel valued and able to make mistakes as they learn, without fear of sustained criticism.

## Code of Conduct

We are committed to assisting pupils to become good citizens and helping individuals to understand that each has a responsibility to act in a socially acceptable manner for the overall benefit of everyone in the community. Staff abide by the County Council Code of Conduct to positively promote this belief.

It is considered important that the school community shares a common set of shared values that are easily recognisable and understood by all who learn and work at the school. Each child's behavioural needs are complex and personal to the individual – they will arise from their own experiences at home, within the community and at school. However, in order to create a consistent, positive and ordered environment a set of values that is shared by all is essential.

By having a clear set of values within the school environment, it is hoped that these will support society's expectations of individuals who want to live a positive and productive life with every opportunity to experience all that life has to offer.

The school feels that it is important that any pupil code of conduct should be phrased positively wherever possible and displayed appropriately throughout the school. The aim of a code of conduct is to give every member of the school community a clear understanding of what is, and therefore is not, acceptable.

Carlton Digby School has considered the views of staff, pupils, parents and governors in compiling the following expectations of pupils:

# Carlton Digby School Code

Do your best  
Listen carefully  
Be kind to each other  
Help others  
Look after our school

## Rewarding Positive Behaviour and Attitudes

Carlton Digby School believes that rewards for positive behaviour and attitudes are vital. It is acknowledged that each pupil is individual and that different strategies will need to be employed at different times.

Individual teachers will have to include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of pupils. It is important that each class has its own clearly defined set of expectations i.e. class code of conduct according to teacher, age group and pupils within that class.

As a school we believe also in public displays of reward for both positive behaviour and achievement that are known and understood by everyone connected with the school. We encourage good behaviour as a school by:

- being positive and giving praise
- telling others of achievements
- giving rewards for good behaviour and achievement

The different types of rewards given at Carlton Digby School include (but not limited to):

- smiles and verbal praise
- demonstrative actions e.g. clapping
- stickers
- badges
- certificates
- privileges e.g. free choice, special activities outside school
- achiever of the week certificates given at a weekly assembly
- marking work
- jobs and responsibilities awarded
- letters, certificates, diary entries to parents
- rewards relevant to the individual, given from a class reward box
- praise postcards
- Head teacher and Deputy head teacher awards

## The Role of School Personnel

A positive behaviour strategy will only be successful if all school personnel work as a closely knit, flexible team providing positive role models by demonstrating good behaviour and attitudes towards one another.

### **The Governing Body**

The Governing Body plays an important role in its general responsibility for the overall conduct of the school. This could be described as the ethos of the school and its general atmosphere and philosophy. It has a responsibility to support staff in maintaining high standards of discipline and for helping to formulate and offer guidance on the behaviour policy of the school, including school rules and a code of conduct. The Governing Body review the behaviour

policy on an annual basis. Carlton Digby School Governing Body has adopted the Nottinghamshire LA guidance on exclusions and would be fully involved at the appropriate time if exclusion was considered necessary for a pupil.

### **The Head Teacher**

The head teacher has a number of duties regarding children's behaviour and discipline, in addition to the power to exclude a child. These duties include:

- promoting self-discipline and proper regard for authority among pupils
- encouraging good behaviour and respect for others
- securing that the standard of behaviour of pupils is acceptable
- determining measures including the making of rules and making these known within the school
- acting in accordance with any written statement of general principles provided by the Governing Body
- providing relevant training for staff

### **The Teacher**

The teachers' role, in promoting positive behaviour, is paramount to its' success. It is acknowledged that where classroom teaching is good and well planned, discipline problems are fewer. The classroom and its organisation are integral to learning.

An effective curriculum, appropriately differentiated to stimulate and engage the pupil is a key factor in motivating pupils and in maintaining an orderly learning environment. Teachers need to have high expectations of their pupils, in terms of both achievements and of behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. Pupils are likely to behave and learn better when they feel capable of success.

It is important that the teacher establishes a clear understanding of the 'classroom code of conduct'. This should be discussed with the pupils and revisited at regular intervals to ensure that pupils know what is expected of them.

The teacher is responsible for ensuring that any significant issues are brought to the attention of the senior leadership team.

The teacher, with support from the Behaviour lead and senior leadership team where necessary, is responsible for writing and ensuring the implementation of 'Positive Behaviour Plans' (PBPs) as required, and for ensuring that everyone working with the pupil is informed and advised on the contents of the plan once it has been signed by the parents.

It is, however, acknowledged that there will be instances of disruptive behaviour. It is important that there is a system in place for dealing with such instances and that it supports staff confidence in dealing with disruptive situations. Staff dealing with challenging behaviour should always follow the school procedure, PBPs and record behaviour incidents as soon as possible.

### **Support Staff**

Support Staff who work with the class have a crucial role to play in the implementation of any classroom organisation, strategies and positive behaviour plans. They have an equal responsibility for ensuring that the school code of conduct and agreed guidelines are implemented positively throughout the school and with pupils.

Support staff should play a full role in discussion and development of positive behavioural approaches and guidelines, value others' contributions and recognise the need for a corporate approach to any delivery.

The Behaviour lead has a responsibility to analyse pupil behaviour incidents and keep these records up to date for submission to the head teacher and governors as required.

All staff are expected to be involved in training to improve knowledge and ways of supporting pupils to achieve their full potential.

### **Mid-day Supervisors**

Mid-day supervisors (MSA's) have an important role to play in the area of pupils' personal and social development.

They must have knowledge of, and regard for, any policies and PBPs that are being implemented. They have a system enabling positive behaviour to be rewarded immediately and have direct contact with teaching and support staff in order to access information and support when necessary. They are responsible for following the code of conduct and for attending training as agreed.

All MSA's have daily access, where necessary, with a member of the senior leadership team and have a responsibility to share any concerns or incidents with them.

## **The School**

### **Environment**

All staff working within the school should create opportunities that help pupils to develop positive attitudes within the school environment by:

- modelling positive behaviour
- consistency of approach
- sharing skills and effective practice
- considering the person separately from the behaviour
- listening to pupils
- avoiding judgements about home backgrounds, including comparisons with brothers and sisters
- valuing pupils' cultures
- making professional judgements rather than emotional responses to pupils' behavioural difficulties
- demonstrating an interest and commitment to the whole pupil
- showing each pupil that he or she is valued
- fostering a pupil's self esteem
- providing support and guidance to individual pupils
- encouraging the development of a harmonious school community

### **Classroom**

In the classroom all staff should use a variety of approaches to encourage improvements in behaviour through:

- courteous and respectful contact with pupils and each other
- use of pleasant humour
- low key responses to early signs of difficulties
- clear messages of enjoyment of being with the group
- frequent appraising and valuing of achievement
- structured and well prepared activities taking place in a friendly atmosphere
- use of diaries to involve pupils in their personal organisation and to encourage home contact.
- working in partnership with support staff
- providing opportunities for personal group reflection in an accepting atmosphere
- skilful diffusion of confrontational situations
- creating physical and emotional space for individual pupils.
- giving pupils the opportunities to make choices, explore feelings, attitudes, clarify values, work collaboratively, develop skills
- recording and valuing contributions and achievements

- helping pupils to take responsibility for the outcomes of their behaviour
- being realistic about behaviours to prioritise
- acknowledging improvements in a pupil's behaviour and building positively upon them

### **Staff strategies**

- stay positive and calm
- plan approaches carefully, share and be consistent
- use a few clear rules and apply them consistently e.g. class code of conduct
- be supportive towards each other
- split lessons into manageable segments, for which pupils can be rewarded
- do not threaten sanctions that cannot be carried out
- Follow pupil PBPs

## **Curriculum**

Curriculum content plays a very important role in the development of attitudes. Topics that enable pupils to explore their own attitudes and abilities are a vital part of the work offered. The curriculum also provides opportunities to present positive role models and to demonstrate positive recognition.

Personal and Social education permeates the whole curriculum. It is wider than any timetabled programme and is essential in supporting the development of the whole child.

The school's commitment to promoting positive behaviour should be evidenced in every activity that takes place on behalf of the school whether in the classroom, the community or during extra curricular activities.

Carlton Digby School is continually developing its PSHCE curriculum. Built into these schemes of work are opportunities to encourage pupils to discuss and explore the role of being a good citizen. This will in turn then give timetabled support to the school's aims of preparing the pupils for life in the community.

Staff are expected to ensure that work offered to pupils provides them with differentiated opportunities for success which engages and motivates them to remain on task.

## **Working with Parents**

The school work closely with parents and carers to ensure that they are be recognised as partners with the school in the education of their child/children. We aim to reassure parents that their child is safe, happy and that their children's needs are being met.

Parents and carers have a vital role in fostering good behaviour. Pupils need parental encouragement and support to participate fully and positively in their everyday school work and in the wider life of the school and community.

Contact with parents is considered an integral part of school life and is encouraged in several ways:

- Parents' Evenings
- Parents' Workshops
- Home/School diaries
- Voluntary work within school
- Fundraising activities
- Social events
- Newsletters

- School website
- EHCP Review Meetings
- Transition Planning Meetings
- Text alerts / phone contact

Carlton Digby School believes that an active partnership between parents and school offers great benefits. A shared understanding of home and school circumstances, attitudes and acceptable behaviours means that the pupil does not receive mixed messages and that a corporate approach to encouraging positive behaviour is delivered.

Parents are encouraged to discuss both positive behaviour and issues that may arise as a result of undesirable behaviour with relevant members of staff. Support will be offered to everyone involved in an endeavour to reduce unwanted behaviours, if appropriate.

Parents are encouraged to be involved in all aspects of their child's education. If there are any concerns about a pupil's level of co-operation or behaviour, parents will be contacted personally by telephone or a letter, and invited to discuss matters with school staff. Any decisions about individual positive behaviour plans will be discussed with parents before they are implemented.

### **Working with other Professionals**

On occasions, it will be judged appropriate to ask for support from one or more of the following agencies when dealing with particularly difficult issues:

- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Unit / Family Service
- Educational Psychology Services
- Behavioural Support Team
- Social Services
- Inclusion Support Autism Team
- Continuing Health Care Team
- Health staff
- NCC Physical Intervention Team
- Any other professional support that might be appropriate for the individual pupil

At a practical level their involvement might take one or more of the following forms:

- discussion with parents
- discussions about individual cases with school staff
- advising staff generally
- observation of individual pupils
- contributing to meetings arranged on behalf of individual pupils
- discussion with individual pupils
- chairing meetings between professionals
- contributing to parent workshops/consultation evenings
- contributing to training for staff

Carlton Digby School is committed to securing the best possible advice and support in order that every pupil has the best possible opportunity to develop the skills necessary to live a positive life.

### **Undesirable behaviours**

Behaviours are undesirable if they:

- cause offence to others
- injure other people or self
- damage property
- cause disruption to learning

It is acknowledged that some of the following behaviours may be exhibited by a pupil as part of a medically recognised condition. They are, however, unacceptable behaviours and therefore should be managed in a way that will attempt to reduce their occurrence:

- verbal aggression
- throwing things
- hitting
- kicking
- pushing
- hair pulling
- scratching
- biting
- shouting
- not being on task
- bullying
- spitting
- rude responses
- ignoring requests
- damaging property
- racist, sexist or other forms of derogatory behaviour
- self harm
- sexualised behaviour

When looking at behaviours it is imperative that the individual needs of pupils are examined and appropriate strategies for that individual employed.

## **Self-injurious behaviours**

### **Definition**

Self-injurious behaviour is any behaviour initiated by the individual which results in physical harm to that individual. Physical harm includes scratching, biting, head banging, bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage. Behaviours such as: self-induced vomiting which can be life threatening, repetitive pulling out of hair, persistent eating of non-food items (pica) are also included.

### **Support to Pupils**

We recognise that self-injurious behaviour is probably the most difficult behaviour to support as it is highly resistant to change and is emotionally draining for all involved. Self-injurious behaviour should be supported using the same calm, consistent and low arousal approaches as any other behaviour that give rise to concern. The communicative intent of the behaviour should be ascertained **if possible** and the child or young person taught other, less damaging, ways to achieve his or her aims.

PBPs should be devised as appropriate with the class teacher, Behaviour lead, SLT and relevant agencies. **The level of staff intervention for these behaviours will be detailed on a pupils PBP.**

All instances of self-injurious behaviour must be carefully noted and recorded in writing using the school behaviour system and listed as behaviours on a pupils PBP.

*(Reference: National Autistic Society and The Royal College of Psychiatrists)*

## **Dealing with undesirable behaviours**

- keep calm and speak quietly
- check basic needs (Maslow's hierarchy of needs : APPENDIX - A)
- follow individual PBP if the child has one
- if necessary call for help using 'vocera'
- follow the Response Model as taught in MAPA training
- keep language to a minimum and use short sentences
- talk to the pupil about the behaviour (if appropriate)
- verbally reprimand
- give attention to other members of the group
- re-arrange seating or playing arrangements
- divert attention (give a responsibility, or different task)
- remove from situation
- time away from the lesson for a short period
- stand outside the head teacher's office if appropriate for individual
- remove the class from the area
- Use the designated 'time out' areas. Follow guidelines for use of these areas (**see below**) in conjunction with individual PBP

**All pupils are different and reference must be made to the Positive Behaviour Plan if in place.**

## **Class room Pods and the 'Safespace'**

### **Introduction**

Classroom Pods and the Safespace can be used as part of an overall strategy for dealing with undesirable and challenging behaviour when it has been specified in a pupil's PBP and individual risk assessment.

The use of the pod or Safespace needs to be seen as part of the overall package of support mechanisms within school designed to help our pupils to manage their behaviour and gain greater self-control. The use of the pod and Safespace seeks to reduce the level of stimulation of the child by isolating him/her from other stimuli.

In the classroom, the Safespace and Pods can facilitate a rapid response to incidents, and can quickly provide pupils with a calm environment which will ensure safety of themselves and others. Use of the Safespace or Pod as an allocated space for pupils to access time away from a situation must be included in a pupil PBP which is reviewed and agreed by parents. The PBP must be followed when using these spaces and staff should record incidents including length of time and monitor the pupils through a viewing panel.

### **Class room pods**

All non-specialist class rooms have internal pods. These areas can be used in a number of ways and are often used for quiet 1:1 work, chill out spaces, reading spaces, small group work or space allocated for pupils to access time away from a situation.

### **'Safespace'**

The TEACCH and intervention room has a 'Safespace' within it. A Safespace provides a low stimulation area for pupils to calm down, or have quiet time. Pupils can use the Safespace as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising or staff can allow a child to use the safe space when they see early signs of undesirable behaviour. Use in this way can dramatically reduce the incidence of crisis situations. When a crisis situation occurs, the Safespace can reduce the extent and frequency of physical intervention and reduce the risk of injury to all. It can mean that relationships with staff members are less likely to be damaged by more restrictive practices (e.g. physical intervention).

## **Physical intervention between staff and pupils**

**This section will be updated when further information has been received from the LA regarding 'Coping With Risky Behaviours'.**

Physical intervention (MAPA) must only be used to prevent injury to any person or serious damage to property. Physical intervention should not be considered in isolation but in the overall context of individual pastoral support plans and the situation in hand.

Physical intervention must only be used by authorised and trained staff who maintain their skill level by attending annual update training. In cases of emergency, The Education Act allows all classroom staff at a school to use reasonable force. Physical intervention must only be undertaken after consultation and in the presence of more than one adult, except in extreme emergencies.

Before physical intervention takes place staff must have good grounds for believing that immediate action is necessary to prevent a pupil from injuring themselves or others, or serious damage to property.

If, as a school, we are aware that a pupil is likely to behave in such a way that may require physical control or restraint, a pastoral support plan must be prepared. The planning needs to address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, the type of physical support or restraint to be used following the Positive Options RESPONSE model)
- parental involvement in order to ensure that they are clear about what specific action the school might need to take
- staff involvement (what action has been agreed, including any necessary training)
- additional immediate support mechanisms (how additional support should be summoned)
- any medical considerations that may need to be taken into account

**Staff must be familiar with the following when physical intervention is being considered:**

- any other strategies available
- the purpose of intervention is to restore safety
- only minimum force should be used
- restraint should not continue longer than necessary

**Staff must be familiar with the following during and after physical intervention:**

- ensure, where possible, that more than one adult is present
- seek to avoid injury to child or self
- pupils are seen by the school nurse/head teacher or deputy to record any marks that may have occurred during the incident
- parents are informed
- behaviour watch incident forms and accident forms (as required) should be completed as soon as possible after the incident

### **Application of physical intervention**

At Carlton Digby School staff are trained to use the Positive Options RESPONSE model within the MAPA framework. Physical intervention can take several forms.

In exceptional circumstances, where there is an immediate risk of injury or serious damage to property, a member of staff may need to take action that is consistent with the concept of 'reasonable force': for example to prevent a pupil from running onto a busy road or to prevent a pupil hitting someone, or throwing something.

Staff must always consider carefully whether physical intervention is the right approach or is appropriate to the situation. Staff should always try to deal with a situation through other strategies before using force.

The following are examples of what would **not** be regarded as acceptable:

- striking a pupil
- pulling a pupil's hair
- squeezing a pupil's neck
- shaking a pupil
- forcing a pupil's arm up behind his/her back

### **Recording incidents of physical intervention and positive handling**

A Behaviour Watch incident log must be completed each time that a pupil needs to be positively handled. It should be completed by the member of staff directly involved in the incident and must include a full description of the details of the handling, who was involved, why the pupil needed to be handled and witness statements. Parents must be informed using a de-personalised letter generated by the office informing them about the incident and inviting them to contact school. Class staff must ensure that the letter is sent home to parents.

Only incidents deemed to be serious are to be written online on the OSHEN online system within 1 week of the incident occurring. If any child was the victim of inappropriate behaviour from another pupil, the parents / carers of the victim must be informed by a depersonalised letter. For extreme behaviour or behaviour of sensitive nature, parents / carers will be telephoned and invited to visit school.

### **Sanctions**

If sanctions are to be used they must be appropriate to the pupil's age, level of ability and the undesirable behaviour. The types of sanctions that would be appropriate are:

- completion of missed work
- interruption of break or lunch time privileges
- withholding privileges
- putting right the damage that has been caused
- temporary or permanent exclusion

If a sanction is applied, everyone involved with the pupil must be informed of the sanction and the reason for its occurrence. This should be recorded on a behaviour record form.

### **Recording of incidents**

Behaviour incidents requiring a MAPA intervention must be recorded on Behaviour Watch as soon as possible.

#### **Procedure for recording incidents**

- Behaviour incidents must be recorded on Behaviour Watch
- The office will write a letter to be sent home with the perpetrator and the victim
- Any injury to a pupils or staff must be recorded on an accident form
- Incidents causing significant injury must be recorded on the OSHEN online reporting system

### **ABC Diary (see appendix C)**

An ABC behaviour diary is available for staff to use if they have any concerns or notice any significant changes from a child's day to day behaviour seen in school.

The diary will be used as and when is felt necessary and parents will be informed if this is going to start. The diary will be used for 1-2 weeks to monitor behaviours, note any triggers seen before the behaviours and record the interventions or consequences put in place following displayed behaviours. Hopefully this way we can spot any patterns occurring.

Following the use of a behaviour diary conversations will take place with class staff, the behaviour lead, SLT (if necessary) and parents/carers to discuss support plans and any interventions or reward systems that will be put in place.

### **Managing difficult behaviour**

The school work as a team to systemically support the reduction of undesirable behaviours. Meetings will be coordinated by a member of the senior leadership team but the class team will be expected to have considerable input into any meeting. It will be an essential part of that meeting to have recorded evidence of the type of behaviours/incidents that are causing concern.

### **Support for those involved (staff and pupils)**

The school recognises that providing support and care for people who engage in any form of undesirable behaviour can be emotionally and physically demanding.

All staff will receive high quality training, advice and guidance.

Staff must prepare themselves for dealing with challenging situations and must make sure they are aware of and understand the PBP of each child for whom they have responsibility.

Staff must always report incidents and concerns regarding pupil behaviour directly to the senior leadership team, focussing on early intervention.

It is expected that there should be some level of follow up support for the victim, pupil and staff members dealing with the undesirable behaviour.

### **Staff**

For staff, this support could come in the form of (but not limited to):

- time away from the group
- staffing swaps
- discussion with class staff
- discussion with line manager
- discussion with senior leadership team
- discussion with outside agencies directly involved with the child (e.g. CAMHs specialist)
- well-worker support line
- union support
- GP support
- occupational health
- Schools Advisory Service

Staff should be able to recognise when they need additional support following an incident (e.g. time away) and request further support from others (as above) if they deem it necessary.

## **Pupils**

For pupils, this support could come in the form of (but not limited to):

- time away from the group
- discussion with class staff
- social stories

Staff will need to recognise when pupils require additional support following an incident and deal with according to their knowledge of the individual pupil. It is also important for staff to deal with any pupil victim appropriately.

## **Positive Behaviour Plans (APPENDIX B)**

Positive Behaviour Plans (PBPs) support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward for all who are working with the pupil.

If a pupil requires time out in the learning pod or Safespace, this must be included on the PBP. Use of the pod/Safespace, including the length of time, should be recorded and monitored. The time limit for a pupil to be in the Safespace or Pod must be on the PBP. If this time is exceeded, this must be discussed with the class team and SLT.

The plan should:

- include clear and unambiguous statements
- de-escalation strategies
- provide information about the child's triggers
- clearly prioritise the behaviours that are being dealt with giving graduated responses
- contain short term goals for achievement
- have the name of specific staff who will be in direct contact with the child
- have a review date that is agreed by everyone
- details of appropriate interventions for that behaviour
- be signed by parents/carers
- any updates made to the PBP must be dated

## **External Support**

Where there are a number of incidents of difficult behaviour a case conference may be helpful to all involved with the pupil. If this is considered appropriate then a member of the School Leadership Team will co-ordinate and chair the meeting. Advice will be sought from a range of external personnel, after consultation with all interested people within the school. If there are external conditions imposed on the school from external agencies, the school will endeavour to follow guidelines to ensure the safety of all pupils and staff.

## **Exclusion**

The Governing Body has adopted the LA's arrangements for exclusion, a copy of which is available in school for inspection. Exclusion will only be considered as a last resort, after the school has taken all reasonable steps to manage any disruptive difficult behaviour. It might be felt necessary to include 'exclusion' in individuals Positive Behaviour Plans.

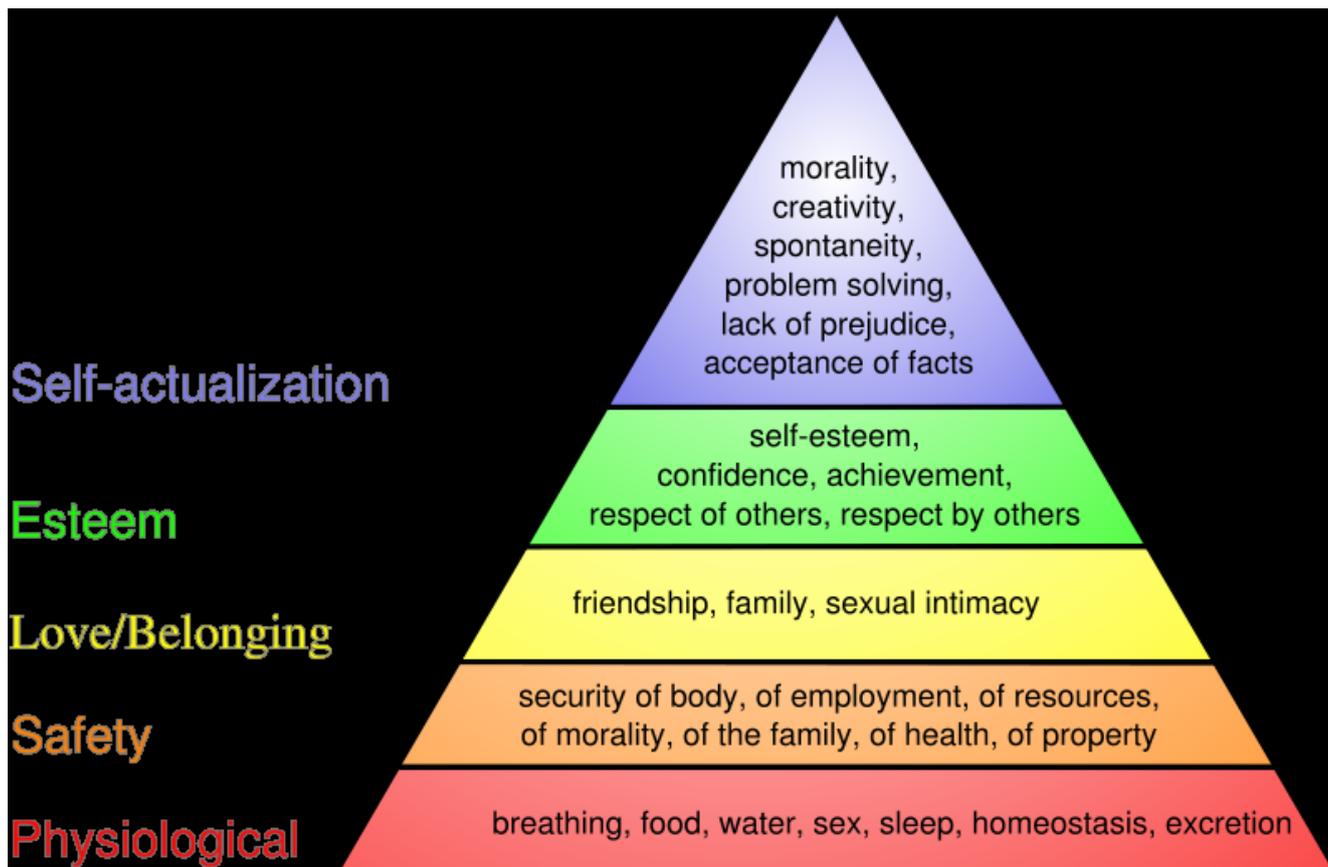
## **Staff Training and Development**

Staff training and development needs for this area will be reviewed on an annual basis by the Senior Leadership team. Decisions made will be incorporated into the school training plan.

**Review date: September 2018**

**To be reviewed: September 2019** (or earlier if the need arises)

APPENDIX A – Maslow’s hierarchy of needs



**APPENDIX B – Positive Behaviour Plan template**

**My Support Strategies**

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to keep Child x in a positive place for as much time as possible.	What Child x does, says and looks like that gives us clues that he is calm and relaxed.
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to stop the situation from escalating further and return Child x to the proactive phase as soon as possible.	What Child x does, says and looks like that gives us clues that he is becoming anxious or aroused.
<ul style="list-style-type: none"><li>•</li></ul>	

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What Child x does, says and looks like when he is challenging or distressed.
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



## **APPENDIX C – Carlton Digby School ABC behaviour diary**

This ABC diary can be used to record any new/challenging/concerning behaviours. Please keep the diary for at least a week so that any patterns can be seen.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track (in notes) of where and when the behaviour occurred to help in identifying any patterns.

**ABC Behaviour Diary**

Name:

Class:

Date commencing:

<b>Day, Date and time</b>	<b>Antecedent (triggers)</b>	<b>Behaviours seen</b>	<b>Consequence (interventions, what happened after)</b>	<b>Staff involved</b>	<b>notes</b>

