Bishop Wood Junior School Behaviour Policy

Policy Review

Status:	Statutory
Approved by:	FGB
Date Approved:	November 2022
Next Review Date:	November 2023

Bishop Wood Junior School - Behaviour Policy

Status - Statutory

This policy was approved by the Governing Body and is subject to annual review. There are opportunities for staff and governors to review the policy at other times and to make amendments as and when the need arises.

Scope

This policy applies to all Bishop Wood pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing Bishop Wood at an event).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Headteacher can use their discretion (in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where they consider it is justified in the best interests of that or another pupil, of a member of staff or of the school.

The Headteacher may use their discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment).

Relationship to other policies;

This Behaviour Policy is linked to and should be read in conjunction with Greenway's:

- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Policy
- Online Safety & Data Security Policy

Equality Impact

This policy acknowledges Bishop Wood's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND).

The practices within this policy will ensure that the school fulfils its general duty to:

- Eliminate unfair discrimination (by applying reasonable adjustments, as necessary);
- Advance equality of opportunity for all pupils
- Foster good relations between all pupils

INTRODUCTION

Purpose and Principles

The school is committed to providing a consistently safe, positive, stimulating and happy environment where children thrive and learn.

Bishop Wood has a therapeutic approach to behaviour, underpinned by Hertfordshire STEPS, which is the local authority's initiative and their preferred approach. STEPS is based on the following shared principles:

- Focus on inclusion
- Shared values and beliefs about understanding behaviour
- Open communication
- Commitment to diversion and de-escalation
- Risk reduction planning
- Reparation, reflection and restoration

Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in both social and learning behaviour. Children have a right to learn and teachers have a right to teach.

Vision and Ethos

At Bishop Wood Junior School our Christian faith and values form the basis of everything we do. As a Church of England school, our vision can be summed up in four words: Wisdom, Hope, Community and Dignity. We believe that these four words underpin all that we strive to achieve.

Educating for wisdom, knowledge and skills

"A wise man who built his house on rock." (Matthew 7:24)

- Provide opportunities for all members of the school community to grow in wisdom as we reflect upon who we are as God's children
- Help our pupils to develop the love of learning that will prepare them for secondary school and open doors for their future
- Celebrate the gifts of the Spirit while learning new skills for the future

Educating for Hope and Aspiration

"For the law of the Spirit of life in Christ Jesus has set you free." (Romans 8:2)

- Encourage all members of the school community to face challenges with faith, courage and determination
- Encourage pupils, staff and governors to inspire others by their example
- Maintain a school where staff and pupils share a commitment to live God's love

Educating for community and living well together

"Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." (Matthew 25:40)

- Provide a loving school where children can learn, grow together and live well, caring for each other
- Develop an ethos that values service in our Parish
- Broaden our understanding of who is our neighbour by celebrating the diversity of the global community

Educating for dignity and respect

"You are the body of Christ. Each one of you is part of it." (1 Corinthians 12)

- Maintain a school in which mutual respect and relationships are rooted in treating others as we would wish to be treated ourselves
- Ensure that all members of our community, inspired by the teachings of Christ, feel valued as members of one body
- Walk together on our spiritual journeys

The Governing Body's Statement on Behaviour

The Governing Body expects high standards of positive behaviour from all adults and pupils at Bishop Wood. It expects all adults to consistently role model pro-social behaviours and for pupils to be supported to do the same on the basis that this delivers the most effective and safest environment for quality teaching and learning.

Support at school, as outlined in this policy, will give pupils the tools they need to develop self-regulation of their own behaviour moving forward (i.e. to make the right choices for themselves), which is critical not only for lifelong learning but also for their lifelong wellbeing.

Adults, including parents/carers and other visitors to school, as well as pupils, are expected to be kind, considerate, constructive, respectful, inclusive and well-mannered in all their interactions.

Praise and recognition for success, effort and other pro-social behaviour is a priority at Bishop Wood as is clarity and consistency about school rules, values and expectations. Pupils are also supported to learn about the behaviour choices available to them, with a structured and consistently applied framework of interventions for any anti-social behaviour.

Teaching staff are enabled to deliver a stimulating curriculum in which pupils can positively engage with their learning. Pupils are encouraged to focus and try hard in all they do, as well as to take pride in their own and others' achievements and in their school environment. They are expected to develop an understanding of personal responsibility, respect, citizenship, and of right and wrong; honesty, integrity and a growing understanding of their own and others' contribution as part of wider society, is supported and encouraged consistently throughout school.

Parents/carers are enabled to support school and their child(ren) through a shared understanding of the Behaviour Policy and its aims. They are supported to do that by having access to suitably detailed guidance and clearly defined expectations as well as by other partnership arrangements, such as Home/School Agreements, consultation and reasonable access to staff.

Bishop Wood is an inclusive school and its community should be free from unfair discrimination of any sort. A clear and comprehensive Anti-Bullying policy will give confidence that measures are routinely in place to identify and prevent bullying and that any allegations will be taken seriously so that incidents can be addressed promptly and firmly to reduce the risk of harm and repetition. Measures to protect pupils from unfair discrimination as a result of gender, race, ability, sexual orientation or background will also be clearly set out, and as with bullying, these will be regularly monitored for their effective implementation.

Monitoring of the effectiveness of the Behaviour and Anti-Bullying policies will be a matter for SLT consideration at least every term and more regularly if/as required and findings will be shared with Governors for discussion as a routine part of the Head Teacher's termly report.

Aims - What does 'effective' look like?
We believe that the policy is working well and that its aims are being met when:
- Parents, staff and pupils are positive about behaviour and safety;
- Pupils' pro-social behaviour is what we see in a 'normal' school day;
- High levels of progress are achieved as a result of pupils' pro-social behaviour;
- Pupils demonstrate that they understand and accept that choices have consequences;
- Pupils' attitudes to learning are exemplary;
- Pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice-based bullying, and how to respond to it;
- Pupils and staff feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including online safety.

ROLES, RESPONSIBILITIES & RIGHTS
Headteacher's Responsibilities
It is the responsibility of the Headteacher to lead behaviour management, generally by modelling the behaviour that they wish to see in their staff, and also to:
- Ensure that this policy is available to and understood by staff, volunteers, visitors (where appropriate), parents/carers and pupils, including on the website, discussed as part of 'Meet the Teacher';
- Ensure the consistent and reasonable implementation of this policy throughout the school;
- Ensure that staff receive appropriate training and support to manage behaviour;
- Ensure the application of statutory guidelines that relate to pupil discipline;
- Promote the health, safety and wellbeing of all staff and children at this school;

- Report the effectiveness of this policy to the Governing Body;
- Retain records relating to all significant anti-social behaviour (see Appendix 1);
- Manage the process to issue fixed-term and/or permanent exclusions to individual children (only once all other procedures have been followed and always in accordance with the law and statutory guidance, see section on exclusions).

All Staff's Responsibilities

It is the responsibility of *all* staff to model pro-social behaviour, and to support the Headteacher by consistently responding to behaviour according to the approach established in this policy.

It is also the responsibility of *all* staff to respond reasonably in the circumstances of each individual incident and to consider whether any behaviour they observe gives cause to suspect that a child is suffering or likely to suffer significant harm or is at risk of radicalisation. Where there is a concern, staff *must* follow the steps set out in the school's Safeguarding and Child Protection policies.

Parents'/Carers' Responsibilities

As for all adults in school, parents/carers are expected to model pro-social behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:

- Support the pledges in the Home School Agreement, including by discussing these at home before signing them, so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership;
- Support the Behaviour Policy, by taking account of the approaches used in school so that children receive a consistent response (see Appendix 3);
- Offer information to staff about anything that may impact on a child's education or behaviour at any time (e.g. a parent working away from home, parents separating, a change of carer, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed;
- Actively support homework completion and punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.
- Raise any issues or concerns with staff first and do nothing that could harm the reputation of a pupil, parent/carer, member of staff or the school itself.

Governors' Responsibilities

It is the responsibility of the Governing Body to:
- Publish and keep under review a Statement of Behaviour Principles;
- Assist the school in achieving its policy objectives, most specifically where individual governors:
  - o Provide a positive role model for behaviours in the school's Golden Values;
  - o Celebrate pupils' and the school's successes; and

- o Support responses as requested.
- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions;
- Ensure appropriate procedures for dealing with bullying and complaints about bullying;
- Evaluate the impact of this Behaviour Policy by:
  - o Establishing a Link Governor(s) to monitor the policy and be responsible for an annual review of effectiveness.
  - o Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:
    - ✦ The number of incidents of significant anti-social behaviour recorded with detail such as the number of children involved in each incident and a breakdown of type including specific information about the basis for/focus for all incidents concerning discrimination and bullying;
    - ✦ The number and duration (including cumulative duration if the same child has been excluded already in a term) of any exclusions;

Everyone's Rights

All members of our school community, as well as visitors to Bishop Wood, have the *right* to:

- Feel secure, safe and happy
- Be treated with kindness and understanding
- Be treated fairly and consistently without discrimination and with equality of opportunity
- Be listened to (at an appropriate time)
- Be treated with respect and politeness

PRO-SOCIAL BEHAVIOUR - APPROACHES AND RESPONSES
A whole-school approach to pro-social behaviour

Behaviour at Bishop Wood is supported through positive learning experiences; promoting self-esteem through recognition of potential and effort; development of positive relationships with the children; and use of positive behaviour management strategies to promote pro-social behaviours. We believe this can be achieved in a safe, enabling environment where children feel valued, supported and listened to.

We aim for children to develop positive and pro-social behaviours through:

1. Clear and high expectations
2. Good role models in both children and adults
3. Clear and consistent boundaries.

To achieve this, we work closely with the school community including parents/carers, to:

- Promote pro-social behaviour, self-discipline, self-regulation (Zones of Regulation) and respect for others;
- Ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life;
- Focus on de-escalation and preventative strategies;
- Have understanding and awareness of what behaviour might be communicating;
- Recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child);
- Recognise that some children may internalise and some may externalise their behaviour;
- Manage disruptive, difficult or dangerous behaviour if and when it arises;
- Offer restorative support (to reflect, repair and restore)

Golden Values

The Golden Values underpin our expectations for behaviour. These were developed by pupils, staff and governors:

We *RESPECT* people, property and ourselves.	• We are polite. • We set a good example to others. • We let teachers teach and others learn. • We show our school at its best. • We keep our school and belongings tidy.
We *LISTEN* to instructions.	• We do what we are asked first time. • We do not answer back. • We keep ourselves and others safe.
We *TRY* our best and try again.	• Mistakes are okay, they are part of learning. • We don't give up. • More effort means more success.
We take *RESPONSIBILITY* for our own behaviour.	• We learn from what we have done. • We accept what we have done. • We do not blame others. • We can say sorry for our own behaviour.

What is Pro-social behaviour?

At Bishop Wood, we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them, such as:

- Acknowledgement of own feelings
- Identify, understand and accept mistakes as learning opportunities, and use a Growth Mindset to persevere and challenge themselves to complete difficult tasks
- Identify, reflect and repair anti-social behaviour choices

- Respect for their right and the rights of others to learn, and their responsibility to ensure their behaviour choices don't negatively impact upon this

Responding to and promoting pro-social behaviour

Staff will encourage pro-social behaviour and will respond positively to any on display, including (*as appropriate to the pupil and situation*) by:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, house points, star charts and postcards home
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Celebration assembly
- Awarding specific 'Star of the Week' certificates for learning and behaviour
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions
- Class 'social time' (i.e. a set time to develop social skills through a range of activities that are supported /modelled by staff)
- Governor Awards
- House Points

ANTI-SOCIAL BEHAVIOUR - APPROACHES AND RESPONSES

What is anti-social behaviour?

Anti-social behaviour is any behaviour that is disruptive, difficult or dangerous from low level to significant. It includes behaviour that causes harm to others, to a community and/or the environment; behaviour that has negative personal impact causing injury, harassment, alarm or distress; and behaviour that infringes or violates the rights of others.

Preventing anti-social behaviour

In addition to promoting pro-social behaviour, staff will aim to actively prevent anti-social behaviour by:

- Having an inclusive ethos and positive learning environment
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a change of environment to access a range of resources to help regulate their emotions/de-escalate their anxiety (noting that this is not a sanction or punishment)
- Offering verbal and non-verbal reminders of the expectations placed on them
- Giving pupils specific and limited choices
- Identifying the basis of feelings that may drive anti-social behaviour through Roots and Fruits analysis (Appendix 4) and/or the Early Prognosis Tool (Appendix 4a) if required
- Predicting and preventing escalation through Anxiety Mapping as needed (Appendix 5)
- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy. These may include: Educational Psychologist (EP); a

member of the Child and Adult Mental Health Team (CAMHS); a school counsellor; Dacorum Educational Support Centre (DESC); the Herts County Council Behaviour Support Team (STEPS Central Supervision); the SEND Communications and Autism Specialist Advisory Services, Paediatricians and other medical professionals.

De-escalating incidents

When anti-social behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult or dangerous, staff must remain calm and de-escalate using any or all of the following:

• De-escalation scripts (see Appendix 6) which are used consistently by all staff
• Using positive phrasing (e.g. "walk slowly to be safe", "when you are calm, we can talk about this", "you need to …..")
• Giving pupils specific and limited choices (e.g. "phonics inside or outside…")
• Disempowering the behaviour – usually by focusing on children demonstrating prosocial rather than on the individual demonstrating anti-social behaviour (e.g. "I can see you're listening….")
• Using STEPS moving and handling strategies to steer the child to safety
• Resources (such as Anxiety Mapping and Roots and Fruits Analysis) to inform development of a Risk Reduction Management Plan (see Appendix 7).

Differentiated responses

At Bishop Wood, we recognise that there are times when a differentiated response to antisocial behaviour will be necessary based on the individual circumstances of the child.

We acknowledge that disruptive, difficult or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma, fear and fear of failure, because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, school will use tools (e.g. Anxiety Mapping and/or Roots and Fruits) to seek to understand this better and may adapt the prevention and de-escalation strategies as well as the consequences chosen as necessary.

Where anti-social behaviour has become very significant, an Individual Risk Reduction Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs (see template at Appendix 7).

Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, the desired effect (e.g. for a pupil who is persistently displaying significant anti-social behaviour). In such instances, staff work with agencies and take their guidance to ensure that as comprehensive an understanding of underlying issues (including any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues) have been identified as possible, so that appropriate intervention strategies are put in place at the earliest reasonable opportunity.

Consequences for anti-social behaviour

Following an incident of behaviour that is disruptive, difficult or dangerous, staff will issue a consequence.

Consequences must be reasonable in all the circumstances and may only be issued:

- by a paid member of school staff (or other person, such as a volunteer, but only if expressly authorised by the Head Teacher and only where they have been specifically referred to the requirements contained within this policy);
- on school premises or while the pupil is in the charge of a member of staff;
- where it is compliant with all other legislation (e.g. relating to disability, special educational needs, race or other equalities and human rights); has taken account of all of the above plus age and any special religious requirements affecting the pupil;

Guidelines for responding to instances of anti-social behaviour are set out in Appendix 1 and Appendix 2. However, in all instances, the response should be appropriate to both the circumstances and to the individual concerned; at its most extreme, a differentiated response may need to be considered. ***Consequences should also always be logical, meaningful and have purpose and can be either protective or educational***, as follows:

Protective consequences

These are actions taken by staff to ensure that all children and adults feel safe in the school environment. These may include but are not limited to:

- Reduction in time spent with peers to reduce harm
- Increased staff-ratio and or re-deployment of staff
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space or being taught outside of the classroom
- Adaptation of access to school trips or extra-curricular activities

Protective consequences are further supported through Reflect, Repair and Restore (see below). This gives the children an opportunity to learn from their experience.

Educational consequences:

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalising pro-social alternatives and avoiding repetition of anti-social behaviours. These may include, but are not limited to:

- Rehearsing or teaching about pro-social responses so the freedom can be returned
- Modelling pro-social behaviour through:
  - Third-person role play to understand other pupils'/staff feelings
  - Social stories

- ▪ Behaviour related research that shows how and why actions have impacted others
- Restorative meetings with the child and/or with them and their parent/carer
- Being supported to complete or re-do tasks to the expected standard for the child
- Modelling pro-social behaviours to younger peers

Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued primarily for the purposes of applying a sanction. The use of detention as a sanction is not considered compatible with the therapeutic approach taken by staff at Bishop Wood and is not used in this school.

Significant anti-social behaviour
The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Headteacher or a member of SLT. In addition, or as an alternative to a consequence as set out above, this may also result in:

- A phone call home
- A letter sent to parents/carers.
- An Individual Risk Reduction Plan being written (see Appendix 7).
- Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (e.g. with the express permission of the parent/carer, a reduced timetable may help where steps to prevent and address anti-social behaviour have been exhausted with limited or no success).

Staff may seek guidance or advice from STEPS Central Supervision Team in determining the most appropriate response to any given instance.

Reflect, Repair and Restore
Where protective consequences are used as well as following any incident of significant antisocial behaviour, circumstances allowing, we reflect, repair and restore by:
- Revisiting the experience with the child when they are calm, relaxed and reflective
- Spending time **with an adult** to purposefully repair the anti-social behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)
- Re-telling the story **with an adult** what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time

At all times, discussion about the incident will focus on the anti-social behaviour (i.e. the act) and *not* the child.

Bullying
Bullying has the capacity to create lasting damage to all concerned. At Bishop Wood we take allegations and evidence of possible bullying very seriously and once established, it will always be considered a significant anti-social behaviour and responded to accordingly.

We work with our school community so that they know:
- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support is available to help identify bullying, to support victims of bullying and also to work with those who bully

Exclusions

Exclusions are not desirable in any school. They will almost always follow the break-down of considerable measures that have been put in place to support improved behaviour and, in all instances, will only be considered for significant anti-social behaviour of the type set out in Appendix 1. Bishop Wood School will do everything in its power to avoid the use of exclusions (permanent or fixed).

Managed Moves and Alternative Provision

A managed move is a voluntary formal agreement between two schools, parents/carers and a pupil, for the pupil to change school under controlled (initially trial) arrangements. It will not be used as a threat to avoid removing the pupil from their current school but is often used as an alternative strategy where there is a risk of permanent exclusion; where there is no prospect of success for the pupil in their current setting; and where all concerned agree that this is in the best interests of the pupil's education.

In contrast, school has the power (under S23(3) of the Education Act) to direct a pupil to be sent to another premises for their education. This provision will be used to support the improvement of behaviour and although the permission of parent(s)/carer(s) is not required, it will ordinarily be sought, to ensure that there is the greatest prospect of successful reintegration back into school once completed. The use of alternative provision is strictly time limited and there are clear guidelines about how it must operate, what information must be given to parent(s)/carer(s) and the process for monitoring success.

Restrictive Physical Intervention

Every effort is taken to avoid the need for restrictive physical intervention (RPI), yet very occasionally incidents occur where a member of staff is required to use force intentionally to restrict a child's movements against their will. This is covered in the Restraint and Restrictive Intervention Policy

Search for and Confiscation of inappropriate items

Staff are allowed to search for and confiscate, retain or dispose of a pupil's property as a consequence of rule-breaking, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated item provided staff have acted lawfully. However, other than for items of very small value (such as sweets or stationery) no item will be retained permanently or disposed of by staff without the approval of the Head Teacher.

Staff also have the power to search without consent for 'prohibited items'. These include: weapons; alcohol; drugs; stolen items; tobacco or cigarette papers; fireworks; pornographic images; and any article that has been or is likely to be used to commit an offence, cause personal injury/harm or damage to property. Weapons and knives and extreme or child pornography that has been confiscated must always be turned over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

The Headteacher (and staff authorised by them) can use such Physical Intervention as is reasonable in the circumstances when searching a pupil for 'prohibited items' outlined above.

Staff also have the Headteacher's formal permission to seize or search electronic devices such as mobile phones to examine content, where there is good reason to do so and parental permission is not required to do this. Any images or posts relating to a suspected offence or an extreme or child pornographic image will be retained, and the device will be given to the police as soon as is reasonably practicable. Where there is no evidence to suspect a criminal offence (in the view of the teacher) they have the discretion to delete material or to retain it as evidence of a breach of school discipline, particularly breaches of the school's anti-bullying policy.

Appendix 1: Guidelines for responding to significant anti-social behaviour

Definition of Significant Anti-Social Behaviours *(This not an exhaustive list)*	Staff will respond in the following ways:
• Knowingly swearing, using inappropriate or discriminatory language or other verbal abuse intended to cause offence, hurt or fear • Acts of racism, homophobia or discrimination on grounds that relate to personal identity (also known as 'protected characteristics') including sex, religion or belief, disability (including SEN) and sexual orientation • Actual or threatened violence (against other pupils or staff) • Sexually-orientated indecent behaviour • Intentional serious damage to property/vandalism (e.g. defacing property with graffiti or smashing windows) • Intending to cause physical harm (e.g. scratching, kicking, slapping or punching, biting and spitting) • Stealing • Defiant, repeated or persistent instances of any of the behaviour types set out in Table 1a • Truancy or leaving the school grounds without permission • Making malicious accusations against other pupils or staff • Bullying (see separate Anti-Bullying Policy) • Misuse of technology where the pupil has intended significant harm or where the outcome is of significant concern (e.g. hacking, virus spreading, possession of pornographic images or cyberbullying) – refer to Online Safety Policy and ensure that all breaches are logged/reported according to the requirements therein) • In possession, using or supplying an illegal drug or a drug that is harmful and detrimental to good order (e.g. a legal high) • In possession of an offensive weapon	1. Generic or personalised de-escalation script used by adult (Appendix 3) 2. Child to be offered a safe and calm space 3. Incident to be investigated and all involved to be listened to by identified member of staff 4. Discussion with child about the anti-social behaviour and the subsequent protective and/or educational consequences 5. Parents/carers called/informed 6. Follow up with child to discuss consequence. What has the child learnt?

Appendix 2 – Guidelines for responding to low level anti-social behaviour

Low level anti-social behaviour type *(This not an exhaustive list)*	Staff will respond in the following ways:
• Interrupting learning (e.g. calling out; not listening; not following instructions) • Being disrespectful towards peers or staff including deliberate defiance, rudeness, ignoring and teasing • Refusal to focus on learning or to complete work/learning or not doing so to the expected standard • Lying to a member of staff • Provoking peers to get a reaction • Inappropriate language/swearing • Misuse of technology - refer to Online Safety Policy and ensure that all breaches are also logged/reported according to the requirements therein. • Damaging property (e.g. drawing on a table, wall or resources)	1. Reminder given of the expectations for learning and/or Golden Values, with an explanation of how their behaviour is negatively impacting on them or others 2. If continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place if antisocial behaviour continues (e.g. "Are you going to complete the task in a different area of the classroom or in another classroom?" or "Are you going to complete the task in another classroom or in your own time such as playtime?") 3. Where this process has been followed and a child continues with low level anti-social choices, the child will be given a further educational consequence appropriate for the behaviour (e.g. completing the work in their social time) Note that if *positive* changes are seen after any reminder, this will be acknowledged with praise (i.e. "Thank you for listening, it's great to see you're ready to learn") and no further consequence is required.

Appendix 3 - Useful Strategies For Promoting Positive Behaviour

Modelling Desired Behaviour
Public Praise/Private Criticism
Being consistent and clear
Adopting a Growth Mindset
Demonstrating pro-social behaviours
To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a non-exhaustive list showing how children might demonstrate pro-social behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

De-escalation tactics and phrases
- Use the child's name
- "*I can see something is wrong*"
- "*I am here to help you*"
- *"Talk and I will listen"*
    - *"Come with me and we'll talk about it..."*

Using Language of Choice and Assertive Discipline
Script 1: Statement of Reality (i.e. simply tell them what you see)
"*Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)*"
Script 2: Tell them the behaviour you want to see
"*Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)*"
Script 3: Statement using Language of Choice
"*Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]*"
Script 4: Reinforce and depersonalise
"*Fred, at Bishop Wood we respect and listen so that everyone can learn*"
Limited Choice

- "*Put the pen on the table or in the box*"
- "*Talk to me here or in the playground*"
- "*Are you going to wear shoes or wellies?*"

Disempowering the behaviour

- "*You can listen from there*" [under the table]
- "*Come and find me when you come back/feel calm*"
- "*Come over/down/in in your own time*"

The Importance of Restoring a Relationship
We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to *reflect* on what happened, to *repair* any damage (to themselves or others) and to *restore* (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (*Next time I will...*)
- What would you like to happen next?

- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

Appendix 4 and 4a: Roots and Fruits and Early Prognosis Tool

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Context (home and school)

- Complete if required

Diagnosis
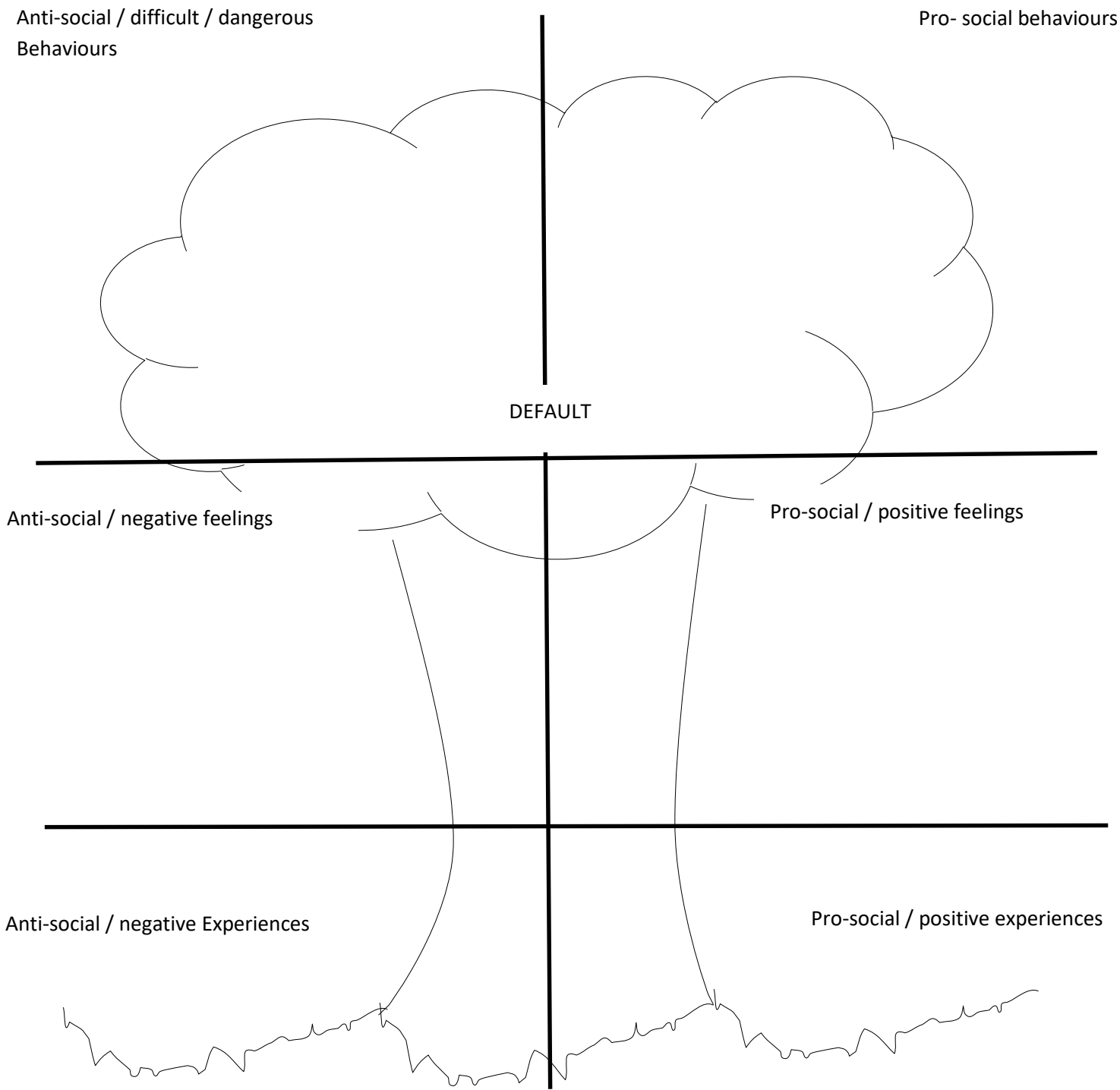
- Complete if required

The behaviour

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Hypothesis:

Cultural expectations

- Complete if required

Action:

Appendix 5: Anxiety Mapping

Anxiety

+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5

Time / location / staff / activity etc.

		Anxiety Mapping Analysis and Evidence of Differentiation	
	Score	**Staff/Location/Activity/Peer/Time** **Predict it**	**Evidence of action** **Prevent it**
Raised Anxiety	**+2** – **+ 5**	**These items overwhelm the pupil** • • • •	**Planned Differentiation required to reduce anxiety** • • • •
	+ 2	**These items run the risk of overwhelming the pupil** • • •	**Monitoring needed** • • •
	0		
Increased dependency	**-2**	**These areas run the risk of developing an over reliant** • • •	**Monitoring needed** • • •
	-2 – **-5**	**These areas have developed an over reliance** • • •	**Differentiation needed to reduce this over reliance** • • •

Appendix 6: De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach and helps to avoid an emotional response.

De-escalation Script

- **Child's name**

- **I can see something has happened**

- **I am here to help**

- **Talk and I will listen**

- **Come with me and…**

Appendix 7: Risk Reduction Plan

Individual Risk Reduction Plan

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	**Strategies to respond**
Crisis / DANGEROUS behaviours	**Strategies to respond**

Post incident recovery and debrief measures

Signature of Plan Co-ordinator………………………………… Date ……………..