



OFFORD
PRIMARY
SCHOOL

BEHAVIOUR POLICY

Written by:	Senior Leadership Team
Approved by:	Governing Body
Review Cycle:	Annually
Last review:	September 2024
Next review:	September 2025



INTRODUCTION

At Offord Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Offord Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to, and use of language for, managing behaviour.
- Increase pro-social behaviour and reduce anti-social behaviours, including bullying, through planned responses.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Be therapeutic: an approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.
- Promote the use of restorative approaches in place of punishments.
- Promote pupils' self-esteem that praises effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as after-school clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.



Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Key Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance, or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.



Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Prosocial Behaviour

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Rules, routines and consistency are vital principles followed by staff and children. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours.

We acknowledge the importance of explicitly teaching children what expected pro-social behaviour looks like. At Offord Primary School this is achieved through:

- Consistent teaching and modelling of learning behaviour expectations (eg STAR learning).
- Explicit teaching of routines and systems to create positive social norms.
- Regular assemblies promoting prosocial behaviour.
- Explicit teaching of feeling words and vocabulary to ensure the children are emotionally literate so they can articulate their feelings and relate this to their behaviour.
- Consistent and clear language to describe expected behaviours and respond to unsocial and antisocial behaviour.

The expectations of prosocial behaviour which are explicitly taught and reinforced can be found in Appendix A.

Adult Strategies to Develop Excellent Behaviour

At Offord Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect.
- Explicitly **TEACH** behaviour.
- **MODEL** the behaviour we are expecting.
- **PRACTISE** behaviour.
- **NOTICE** excellent behaviour.
- **CREATE** conditions for excellent behaviour.

Unsocial behaviour

This section explains that unsocial behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. To determine the level of support pupils receive, the Therapeutic Thinking Graduated Response will be used (see Appendix E).

Antisocial Behaviour

Responses and consequences for anti-social behaviour

Anti-social behaviour includes anything that causes harm to others in the school community or the school environment. Anti-social behaviour can be difficult or dangerous. This policy supports staff to respond predictably, promptly and confidently where any anti-social behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

Difficult behaviour

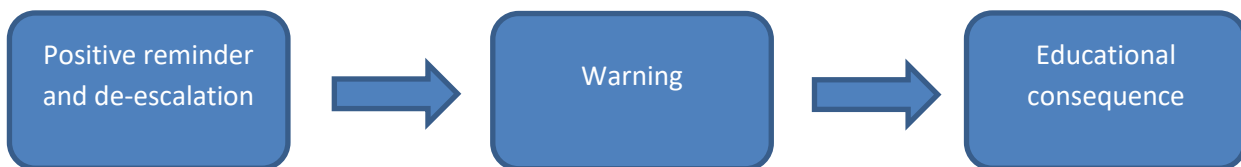
Difficult behaviour is anti-social, but not dangerous. Examples include:

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing lack of respect to each other or staff.

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age-appropriate teaching and reflection about what we do and why we do it.

Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will:



Dangerous behaviour

Dangerous behaviour is behaviour which will predictably result in injury or harm. It may include:

- Abusive language that could be considered threatening or discriminatory.
- Yelling, shouting and screaming.
- Throwing items.
- Physical aggression.
- Property misuse/damage.
- Absconding from the classroom/site.
- Criminal behaviours.

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated.

This could be a classroom, corridor or playground.

If the pupil has a risk management plan in place, the plan will be used to de-escalate the behaviours, otherwise a standard de-escalation script will be implemented.

All dangerous behaviours should be referred to a senior leader.

Bullying

There are various definitions of bullying, but most have the following in common:

- It is **planned** hurtful behaviour.
- It is **persistent** and continues over some time.
- There is an imbalance of **power**.

Offord Primary School has in place an Anti-bullying Policy which explains clearly how we discourage bullying and our response when it does occur. This includes clear definitions of bullying. The policy can be found on our website [here](#).



Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored, and the logbook is kept with the Headteacher, to ensure close monitoring. Pupils understand that this behaviour is not tolerated. Staff ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. When reporting incidents (both verbal and written) the detail must always be specific e.g. child x threw 3 chairs towards the teachers, and then ripped out 2 pages of three books and then threw these on the floor. Helpful conversations follow a script (see Appendix B) and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

Consequences

A consequence is a logical, explainable response to a pro-social or anti-social behaviour. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts. At Offord Primary School we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents. This may also include meeting with parents and sharing the behaviours seen. (see Appendix C).

Consequences should be:

- Timely – begin within 24 hours.
- Relevant – they should be linked to the behaviour demonstrated.
- Proportionate and take into account the child's age.
- Consistent, fair and recorded.
- Used alongside restorative conversations.

Educational consequences

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences may include:

- Time learning outside of the classroom in a break-out space.
- Time completing learning in another classroom.
- Time at break or lunchtime to make up lost learning time.
- Time at break or lunchtime to hold a restorative conversation with an adult.
- Removal of roles of responsibility e.g. librarian, school councillor, buddy.
- Other consequences following discussion between class teacher, parents and headteacher.
- Fixing/repairing mess or damage.

Protective consequences

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour.

Protective consequences may include:

- A separate playtime in or outdoors with a small group/adult e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children.



- Removal of a resource used inappropriately e.g. a child who uses scissors dangerously will have the scissors removed.
- Completing an activity with an adult e.g. a child who pushes children in the line will walk alongside an adult.
- Removal of independent access to a space/part of school e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings.
- A personalised timetable.

Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on building trust between parties.

Restorative approaches:

- View conflict as an opportunity for learning experiences that strengthen relationships.
- Allow everyone involved to express their thoughts and feelings.
- Are inclusive and collaborative.
- Hold people accountable - they are required to take responsibility for their actions and repair harm.
- Attend to the needs of those that have been harmed.
- Aim to resolve underlying issues and root causes.
- Separate people from their behaviours.

The role of the parent

At Offord Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents should be spoken to face-face, phone call or email.

Physical Attacks on Adults

At Offord Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. These incidents should be recorded in the blue book.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on My Concern. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation



and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Confiscation

Mobile phones and other electronic devices, if brought to school, must be handed in to the class teacher and be collected at the end of the day. If a child brings something into school which is inappropriate or harmful or detrimental to school discipline, the item will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Incidents that occur out of school directed activities

The school will discuss any incidents reported during school time with relevant parties but will not introduce school sanctions for behaviour that has taken place off the school site and is not a school-directed activity. The school is happy to support parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raised that creates safeguarding concerns, these will be considered in line with the safeguarding policy.

Any illegal activity will be reported to the police.

Recording, Reporting and Communication

The school collects and analyses data on both unsocial and anti-social behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school.

School staff use behavioural logs and/or My Concern (depending on severity and whether there are any safeguarding concerns) to report an incident of unsocial or anti-social behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the behaviour/risk reduction plans of individual pupils. (See Appendix D).

Reports of unsocial and antisocial behaviour are monitored regularly by SLT and additional adaptations, staffing and interventions planned in response.

Children with Additional Needs

Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:

- Members of staff working with the SENCo to follow the Therapeutic Thinking Toolkit to seek to deepen understanding of behaviour, triggers, effective responses etc.
- A risk management plan which considers how to de-escalate and teach better emotional or physical control. These plans may be applicable for children with an EHCP.
- An individual behaviour plan.

Individual Behaviour Plans

Individual behaviour plans may be implemented by the class teacher and/or SENCO where a child is regularly demonstrating anti-social behaviour and it is agreed that further adaptations are required. These plans are not for children that display violent behaviour.



Individual behaviour plans recognise that there are some children in school who need different support in order to behave in line with our expectations of pro-social behaviour. For these children, the whole school system requires specific consideration and tailoring.

The behaviour plan will be completed with the child and signed and agreed by both them and their parents. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions.

As part of the plan, there is a simple chart for recording daily behaviours and a box for a comment reflecting on their behaviour across the week. The plan should be sent home with the child at the end of each week and signed by parents. If they have had a particularly good / bad week then the parents are telephoned or spoken to in person about this to try and find out more information and consider strategies for the following week.

Individual Behaviour plans are not designed to be used with children subject to an EHC Plan as they already have a different level of support and targets in place.

Suspension and Exclusion

Only the Headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods up to 45 days in any school year. The headteacher may also exclude a pupil permanently.

If the headteacher suspends or excludes a pupil, they must inform the parents as soon as possible, giving the reason for the suspension or exclusion.

The Headteacher must also inform the Local Authority and Chair of Governors as soon as possible.

Offord Primary School follows the guidance from the Department for Education set out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (July 2022)'. All decisions about exclusion must be made with reference to this document which outlines statutory responsibilities and guidance.



Appendix A - Prosocial Behaviour Expectations

	In assembly	In corridors	Classroom Behaviours	Playground	When eating
Reception and Key Stage 1	<ul style="list-style-type: none"> • STAR Sitting • Bottoms on the floor • No talking • Hands up to answer questions • Join in with singing • Sit in a line • Exit quietly in a line/lines • Stand up quietly • Say 'Good Morning, (Name) when greeted by the person leading the assembly • Say thank you when receiving a certificate 	<ul style="list-style-type: none"> • As a class, walk quietly in a line. • Single file line. • Independently, e.g. if going to another area of the school • Knock on a door before entering 	<ul style="list-style-type: none"> • STAR sitting/learning • Sit on carpet spaces • Whiteboards and pens stay on the floor until needed • Hands up to ask and answer questions • All 4 legs of a chair on the ground • Push chairs in • At desks be responsible for tidying away own pencils etc. • Use these questions: 'Please may I borrow your....?' 'When you are finished with ..., please could you pass it to me?' • Belongings are put on pegs. • Greet teacher at door • Keep hands to yourself • Use a voice of appropriate level for the task • Stay in seats when directed by teacher • Follow the teacher's instructions when using equipment. • Stop speaking and be ready for whole class learning when teacher gives signal 	<ul style="list-style-type: none"> • Learn to ask: Please may I join your game? It was an accident, I'm sorry. I didn't see you. Are you finished playing with this...? Could I use this? • Choose it, use it, put it away • Taking turns with equipment • Tell an adult if you need help eg with friendship or first aid • Ask an adult if you need to go in to the building • 	<ul style="list-style-type: none"> • Put hand up when help is needed • Use a knife and a fork for school dinners • Eat with a closed mouth • Speak when finished eating (Don't talk when eating) • Say please to request food choice • Say thank you to the servers • Line up nicely to clear plates/trays. • Hand up to ask to turn tray around to eat pudding • Wait until told to clear plate/tray • Put litter in the bin



Lower Key Stage 2		<p>As above and:</p> <ul style="list-style-type: none"> As a class walk quietly in lines and give way to adults at doors. Independently walk and greet familiar adults Hold doors open for those coming behind you Ensure look where going 	<p>As above and:</p> <ul style="list-style-type: none"> Greet teacher at the gate/door Talk to learning partner Use quiet voices for partner talk and appropriately loud voices for whole class to hear Use STAR sitting and learning Keep hands 'quiet' when teacher is talking. Stay in seats during input and independent work 	<p>As above and</p> <ul style="list-style-type: none"> Invite others to join in games Report broken or lost equipment Offer to help with equipment, with those who are younger, etc. Role model to younger classes how to line up. 	<p>As above</p>
	Upper Key Stage 2	<p>As above and:</p> <ul style="list-style-type: none"> Year 6: Sit sensibly on benches. 	<p>As above and:</p> <ul style="list-style-type: none"> As a class, walk quietly in lines and give way to adults and smaller groups of children at doors. Independently begin to greet familiar adults by name 	<p>As above and:</p> <ul style="list-style-type: none"> Greet teacher at the end of the day. Eh Have a good evening. Thank you for today. etc. Only get out of their chair is to collect equipment or next steps. Speak and listen with respect, about one another's learning. During independent learning, work silently unless clarifying something quickly with a learning partner 	<p>As above</p>
Say please and thank you					



Appendix B – Consequences

Consequences			
Gentle approach - use child's name - down to child's level (if appropriate) - make eye contact - deliver message - walk away!			
Steps 1 & 2			
Behaviour	Action to be taken		
Low level disruptive behaviours e.g. <ul style="list-style-type: none"> • Inappropriate calling out • Rocking on chair • Inappropriate talking • Fiddling • Distracting others • Not listening to instructions • Running in school • Throwing small objects (rubbers, pencils, rulers...) 	1. REMINDER (reinforce expectations, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to ... (state relevant expectation). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)		Example - 'I notice that you're running. We expect you to walk so you can keep everyone safe. Please walk. Thank you for listening.'
	2. FINAL WARNING: I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to not follow our expectations again, you leave me no choice but to ask you to move to ... / go to the quiet area, etc. so as to avoid disrupting other learners. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)		Example - 'I have noticed you are not ready to do your work. We expect you to try our best. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
Step 3 – 5			
Behaviour	Action to be taken: Space to Cool Off/Calm Down: 3. In Classroom 4. Somewhere Else 5. With the Headteacher		
Behaviour which is directed at others e.g. <ul style="list-style-type: none"> • Answering back 	3. IN CLASSROOM I noticed you chose to ... (state the noticed behaviour).	Example - 'I have noticed you chose to use rude words. You are not following our expectations of	<ul style="list-style-type: none"> • Child sent to designated area of the classroom. • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.



<ul style="list-style-type: none"> • Spitting • Hitting Peers • Offensive or derogatory name calling • Lying • Damage to others property • Swearing 	<p>You need to go to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, etc). I will come and speak to you in two minutes.</p>	<p>using kind words. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<ul style="list-style-type: none"> • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. • If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with other teaching staff, head and/or SENCO: consider Behaviour Intervention.
<p>Behaviour that shows complete disrespect e.g:</p> <ul style="list-style-type: none"> • Walking out of the classroom without permission • Walking away when an adult is speaking • Throwing with intent to hurt others • Refusal to comply • Persistent lying <p>Purposeful /vindictive behaviours (all to be recorded on My Concern) e.g:</p> <ul style="list-style-type: none"> • Racism • Bullying 	<p>4. SOMEWHERE ELSE</p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>You need to go to ... (state the other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p>	<p>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the chair outside the staffroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</p>	<ul style="list-style-type: none"> • Child escorted to space / follow up to check child has arrived. • Remainder of lesson working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. If not or if child refuses, move to Step 5. • Record in behaviour log and consider recording on My Concern if possibly safeguarding concerns. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with other teaching staff, head and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern.
<ul style="list-style-type: none"> • Violence / verbal threats to an adult • Swearing at an adult • Stealing • Damage to school property • Persistent violation of 	<p>5. SENT TO HEAD</p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to</p>	<p>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Miss Matthews and you will need to complete your learning in her office. I will come and speak to you at the end of the day. Thank you.</p>	<ul style="list-style-type: none"> • Child escorted to / collected by appropriate adult. • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime – a consequence appropriate to the behaviour. • Teacher must provide work / activity for child to complete as soon as possible after removal.



<p>the school rules</p> <ul style="list-style-type: none"> • Unprovoked attack on peers 	<p>you at the end of the lesson / next break / end of the day.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p>		<ul style="list-style-type: none"> • Record in behaviour log and consider recording on My Concern if possibly a safeguarding concern. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with other teaching staff/SENCO/Head as appropriate. • Parents informed of withdrawal by teacher or SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.
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SPECIFIC PLAYGROUND Consequences.

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.
 You need to.... And I will come and speak to you in two minutes (Ensure that you do!)
 3. Sit on the wall
 4. Stand by a member of staff
 5. Go inside to outside the staffroom

The following behaviours must be reported to the Head Teacher as soon after the incident as possible and recorded on MyConcern: bullying, prejudice related incidents, child-on-child abuse, where a child has deliberately hurt another child/adult, allegation against staff, serious incident.

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
- 5. Who has been hurt / upset (affected) by the incident?**
6. How have they been affected?
- 6. What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

If a child has an IBP, they may have an individualised learning plan which needs to be followed. On the rare occasion that a child does not complete enough work that they are capable of, they may miss a few minutes of break to make up for loss of learning time, however, children are never to be kept back after school.



Appendix C - Consequences: Dealing with Anti-social Behaviour

Antisocial behaviours are difficult or dangerous. They cause harm to an individual, the community or the environment. A difficult behaviour is not dangerous, e.g. calling out, kicking a radiator, pushing a chair over. A dangerous behaviour is a behaviour that will result in injury to self, others, damage to property, or would be considered criminal if the person was the age of criminal responsibility.

When a child displays dangerous behaviours, we need to be reflective and learn. Questions that we could ask are:

- What was the build up to the behaviour?
- What did the adult do and say during this behaviour? Could the adult have done something differently?
- What escalated the behaviour?
- What de-escalated the behaviour? Could we use these de-escalation strategies earlier in future?
- Can we communicate what we have learnt with others who work with the child?

(Please add any of these reflections to the action taken on My Concern)

	Examples of the behaviour	Examples of what to say	Examples of what to do	Examples of Protective Consequence guides	Examples of Educational Consequence Guides
Difficult behaviours	Pushing over chairs	Go to (place of adults choosing) thank you.	Gage if other children need to leave the classroom. Stand at a safe distance. Repeat 3-4 times. Then say, your choice: safe space or trim trail now. Otherwise, I will ask someone to help me escort you out.	Child to be removed from class to allow time for emotional recovery. Return when calm and showing appropriate learning behaviours.	Reflect on feelings of child at time. What should the child have done with that feeling? What are the consequences? How do others feel? What could have happened? Draw a picture/act out/create a social story for next time. What is the purpose of chairs?
	Kicking radiators or other furniture				Reflection on the noise and how they feel and how others feel. Educate about the difference in pleasant noises and unpleasant noises. Discuss possible consequences of kicking furniture.
	Knocking coats off pegs, etc.				Reflection on how they feel about their special things. How would they feel if it was thrown on the ground? How did others feel?



	Rolling on floor	Sit up or go to (appropriate place of adults choosing), thank you.			Reflection on why they were lying on ground and how this is difficult in class (but not at home).
	Refusing to leave classroom when disruptive.	Go to (place of adults choosing) thank you.			Reflection. Do they know how they were disrupting others learning? Do they know why they were asked to leave? How did you feel when you left? Create a plan for next time.
	Opening and closing doors disruptively	Sit on the wall now. Thank you.	Teachers lock doors from inside.	Child to be educated in safe space for the rest of that session.	Reflection. You were you opening and closing doors/windows? How did others feel? What are the dangers? How is that disruptive?
	Banging on windows.	Sit on the wall now. Thank you.	Teachers to close blinds from inside. Ask for support from SLT		
	Spitting	That is unacceptable. No.	Stay back	N/A	When calm, child to clean up their spit. Reflection. Education: why is it inappropriate. What is in our saliva?
	Licking others		Stay back		
	Inappropriate touch of own private areas		Fill in My Concern – this behaviour has a safeguarding concern.		
	Exiting the school building without permission	When you are ready, we will go to your safe space.	Give child space. Engage child with distracting questions.	N/A	Reflection – You left the school property? Why is that not OK? What happened before? Was there something that was worrying you?
	Refusing to re-enter school building/follow adult instructions.	It seems like you need 5 minutes to regulate – I'll give you 5 minutes. Then we will go to your safe space.	Take walkie-talkie. Give 3 reminders about what is happening. Then head towards the safe space – keep an eye on the child	N/A	Reflection. You did not follow instructions. Why must we follow instructions when asked? Introduce a variation of Simon Says. Discuss how adults instructions often keep us safe.



			that they are safe.		
	Making rude/inappropriate noises	I see that something is upsetting you. We will talk about it when you are ready.	Stay calm. Don't be offended!	N/A	Do you remember what you said? Or what noise you made? Can you think about why you did that? How did it make you feel? Reflect on why it is inappropriate and what we can say instead. Educate children on positive things to look for in others.
	Inappropriate language		Wait until child is ready to reflect.	N/A	
	Telling adults to shut up or similar			N/A	
	Threatening to kill others/saying they hate someone			N/A	
	Ripping children's work	A simple choice e.g. outside or library.	Avoid being an audience to avoid escalation.	Educated in quiet space for the rest of the session.	Education on feelings of own possessions and how others feel about their possessions. How do we feel when they are destroyed?
	Emptying bookshelves, pencil pots, etc.		Move obvious dangers out of way.		
	What	Examples of What to say	Examples of What to do	Protective Consequence Guide: How can we make people feel safe?	Educational Consequence Guide
Dangerous behaviours	Climbing fences/leaving property	School is a safe place.	Don't pull child off the fence. Don't run after them. Walk at a safe distance. Let office/SLT know.	The child is likely to need time to 'recover'/de-escalate from heightened behaviours. The rest of the children might need some time to feel safe again. An adult may need time to recover from an incident. Child spends rest of day in a different part of the school.	Child educated about better response to feelings. Dangers of fences and roads, etc.
	Climbing on furniture	We want you to be safe. Can I help you down?	Evacuate the classroom if necessary		Reflect with child what the dangers were. The effect on other children, etc.
	Chasing children around classroom	Name, stop, outside now.	Evacuate the classroom if necessary. Inform SLT.	The child needs time to learn how to be safe in those scenarios.	What were dangers?
	Hitting, thumping, biting, kicking staff	Stop. We respect adults. Adults are here to help.	Inform SLT.	While they are learning the following may be put in place in consultation with SLT:	Adults are here to help.



	Throwing objects at staff	Stop. We respect adults. Adults are here to help.	Move a safe distance away. Inform SLT.	<ul style="list-style-type: none"> - Risk assessments and plans put in place. - Child spends rest of day in a different part of the school with the offer of a different adult for the rest of the day/some of the day. - Child is not free to be in that situation again for 2 – 4 sessions (dependent on age, severity, circumstances etc). 	Adults are here to help.	
	Hitting, thumping, biting, kicking children	Stop. We are kind.	Inform SLT		Ensure other children are safe.	Taught why we don't hit. Dangers of hitting. Why we might hit and what to do instead.
	Throwing objects at pupils					
	Pushing/Knocking over children					
	Using trolleys or similar to bash people/the school building.		Inform SLT Ensure other children are safe. Evacuate if necessary			
	Intentionally 'wrecking' a lesson (Child states intention)		Evacuate classroom. Inform SLT			
	Deliberately destroying school property					



Appendix D – Reporting Via My Concern

We use MyConcern for safeguarding concerns, including behaviour.

All members of staff have a MyConcern log in and relevant documentation is available for them to sign, e.g. Safeguarding Policy

Logs should be filled in as soon after the incident as possible and by the person who witnessed the incident or using notes written by the person who has most knowledge of the incident. These should be scanned in.

When recording a concern, keep summary very short. In details state what your concern is. *My concern is that the parents.... My concern is that the child has an issue with...*

When assigned a task, as well as adding to the chronology/action taken, change the status to **complete**. You are likely to be given 24-48 hours to complete a task.

Many of the actions of a safeguarding concern are to speak to parents and record what they say. As long as it is not urgent, you could fill in the concern, the action that you have taken and the parental response at the same time. Class Teachers may be made Case Owners so that you can see the concern and add feedback to the chronology if it is too long for the action box.



We record behaviours so that we can look for patterns, pupil triggers and to have a record of child-on-child concerns.

For a behaviour concern:

- In the concern summary: simply write: *Behaviour*
- Record **all** children who were involved – add involvement (victim, perpetrator, etc).
- In the details: what was the trigger; what was the concerning behaviour.
- In action taken include consequences, reflection sheet completed, SLT involvement, parents informed

Behaviours which are recorded are:

- Where children hurt one another/an adult
- Where child has put themselves or others in danger
- Where property is damaged through aggressive acts
- Where a class has to be evacuated
- Where the behaviour is very unusual for the child.

When a concerning behaviour is logged, class teachers or the SENDCo will be put as case owners to inform them and to ensure that they know the details of the incident. They can then add to the chronology if parents have been informed, etc.

Names should be used, not initials when recording a concern.

Keep logs factual based, not opinion based. Only state opinion if the concern is not clear. *E.g. Bob was late for school and extremely quiet. In my opinion this is a concern because it is out of character for him.*



Appendix E – Therapeutic Thinking Graduated Response

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and identify valued behaviours. <input type="checkbox"/> Include the above within pupil induction. <input type="checkbox"/> Create and monitor staff code of conduct. <input type="checkbox"/> Identify content of behaviour curriculum. <input type="checkbox"/> Identify opportunities for learning and create supporting plans. <input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.
<p style="text-align: center;">Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policy reflects DfE guidance. <input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy. <input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review all information within Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective and educational consequences. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Use all analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are reviewed. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. <input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.