

**BEHAVIOUR AND RELATIONSHIPS POLICY**  
**ANSTEY FIRST SCHOOL**

**Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed on behalf of the Governing Body on 7 December 2021. It is due for review in December 2022.

The Governor completing the review was: Amy Myers

Signature ..... Head Teacher

Date .....

Signature ..... Chair of Governors

Date .....

## **Behaviour and Relationships Policy**

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school. Good teaching and learning promote good behaviour and good behaviour promotes good learning. All children have the right to learn and to achieve their potential and all staff have the right to teach.

At Anstey First School, we have the responsibility to operate an effective policy that encompasses preventative strategies for tackling inappropriate or harmful behaviour. All staff need to have an understanding of what challenging behaviours might be communicating.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection Policy
- Staff Code of Conduct Policy
- Inclusion Policy
- Reducing the Need for Restrictive Physical Intervention Policy
- Whistleblowing Policy

### **STATEMENT OF PRINCIPLES**

At Anstey First School, we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.) It is our intention to promote behaviour that enables all children to achieve their potential and develop academically, socially and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our children, both in relation to their education, as well as their behaviour. Staff will support this 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. Our strong school ethos and values system underpins everything we do at Anstey First School and we encourage our children to be caring, supportive and demonstrate our values at all times. We provide them with a safe enabling environment where they feel valued, supported and heard.

### **AIMS OF OUR POLICY**

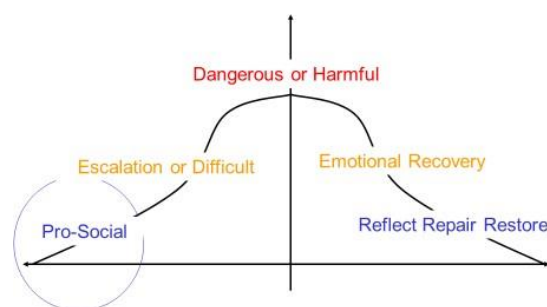
- to ensure there is a culture within Anstey First School that values all pupils; allowing them to feel a sense of belonging where children are able to seek emotional and wellbeing support from practitioners
- to ensure that every pupil at Anstey First School is given equity of opportunity to develop socially, to learn and to develop from life experiences
- to help our children make pro-social behaviour choices, subsequently learning responsibility and to be accountable for their actions
- to encourage consideration for others by promoting our school values of Respect, Responsibility and Resilience to develop self-belief in their own ability and pride in the school through effort as well as achievement
- to ensure that pro-social behaviours are taught, encouraged and positively acknowledged
- to use protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions. These will be evaluated so that further support can be given to the child where identified
- to enhance our positive working relationship with parents where both parties collaborate to support the needs of the children
- to create a calm and safe learning environment where children feel empowered to believe in themselves and strive to be the best they can be

## OBJECTIVES OF OUR POLICY

- Staff will provide equal access to learning, through the adaption of the curriculum to meet the needs of each child
- Children are given the opportunity to recognise and develop pro-social behaviours through teaching, peer-interactions and teacher/child relationships and understand the impact of their behaviour upon others
- Our holistic approach to teaching and learning is underpinned through our school values allowing children the opportunity to internalise pro-social behaviour choices, working with the children's own experiences and feelings in order to promote positive self-worth and an internalised discipline, resulting in long-term change
- All stakeholders to agree and follow a positive Home/School Learning Agreement;
- Pro-social interactions between children, staff and parents ensure a positive working relationship between all those working around the child
- A therapeutic approach to behaviour management encompassing protective and educational consequences using the 3Rs (Reflect, Repair and Restore) is embedded.
- Where necessary, protective and educational consequences to be delivered and evaluated so that further support can be given to the child where identified
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement and attainment
- If required, de-escalation strategies are used by all staff following the STEPS script and supportive physical intervention is utilised in accordance with STEPS guidelines if a child puts themselves or others at significant risk

## UNDERPINNING OUR APPROACH THROUGH HERTFORDSHIRE STEPS

***Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative behaviour.***  
***(Hertfordshire Steps, 2016)***



We plan for three phases of behaviour progression: Pro-social, Escalation or Difficult and Dangerous or Harmful (see diagram above.) When pupils are engaged and learning, we need to 'catch them getting it right.' This can be by recognising and rewarding their efforts through praise, certificates, or anything that has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and brings about positive experiences and feelings in others.

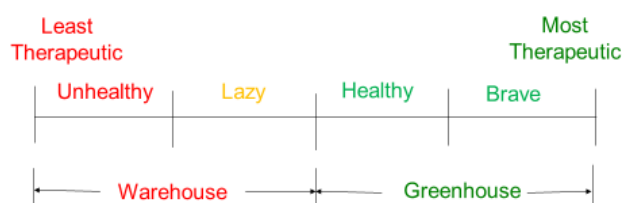
External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts, routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

## THERAPEUTIC CONTINUUM

This illustration shows a continuum of interventions for behaviour.

The most therapeutic structure is one that works to internalise pro-social behaviour by focusing on the experiences and feelings of everybody within the dynamic. As a result, the pro-social behaviour of the individual is based within his or her own values, motivations and feelings.



If behaviour is controlled, the individual becomes dependent on the staff or system that controls them; this approach can be described as WAREHOUSING (storing the student). If the individual controls the behaviour, they grow towards the independence they will need in later life e.g. secondary school or further education. This approach can be described as GREENHOUSING (growing the student).

## WHAT IS PRO-SOCIAL BEHAVIOUR?

Pro-social behaviours are any actions that benefit others around them or society as a whole.

For example:

- establishing and maintaining positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledging own feelings, communicating this to elicit positive support ('I am feeling anxious; I need space' or 'I'm feeling cross')
- identifying, understanding and accepting mistakes as learning opportunities, and using a Growth Mindset to persevere and challenge themselves to complete the task
- identifying, reflecting and repairing anti-social behaviour choices
- respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Pro-social behaviour acts as a strong motivator in education as it provides students with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, children can struggle to make connections with others, which can subsequently lead to a disconnection, which can negatively influence a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for pro-social behaviour in education and social learning, then they can illustrate that what children are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

## TEACHING AND PROMOTING PRO-SOCIAL BEHAVIOUR

Our emphasis is on teaching and promoting pro-social behaviour. It is important to show appreciation of the children who always display pro-social behaviours. The whole school community aims to promote pro-social behaviour through praise and unexpected reward. At Anstey First School, praise must adhere to the principles of Growth Mindset e.g. praise is given to the action or effort and recognises pro-social behaviours and avoids phrases such as, 'good boy/girl' as this does not fully expand on what it is that is 'good'.

## Relationships

At Anstey First School, we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained pro-social feelings within our children. This is achieved

through daily, positive interactions with all members of the Anstey school community as well as specific activities such as circle time, assemblies, PSHCE, reflection time, etc.

### **Role Modelling**

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

### **Positive Phrasing**

At Anstey First School, we disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply:

- *Stand next to me*
- *Put the pen on the table*
- *Walk in the corridor*
- *Switch the computer screen off*
- *Walk with me to the library*
- *Stay seated in your chair*

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor.'

Limited choices often follow directly from positive phrases; e.g. 'Peter we are going inside. Do you want to walk on your own or with me? On your own or with me, Peter?' Other examples include:

- *Where shall we talk, here or in the library?*
- *Put the pen on the table or in the box*
- *I am making a drink, orange or lemon?*
- *Are you going to sit on your own or with the group?*
- *Are you starting your work with the words or a picture?*

### **Scripts and Routines**

At Anstey First School, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time.

In order to disempower the behaviour, we use the de-escalation script (Appendix 2):

#### ***Child's name ...***

- ***I can see something has happened***
- ***I am here to help***
- ***Talk and I will listen***
- ***Come with me and.....***

### **Zones of Regulation** (see Appendix 3)

At Anstey First School, we teach 'The Zones of Regulation' which is geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in different states called "zones," with each of four zones represented by a different colour. Through teaching, children learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

### **Consistency**

Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the Behaviour and Relationships Policy. Pupils benefit from a consistent approach as it means, regardless of the behaviours, they will get the same calm and predictable reaction from any member of staff. This helps to create a calm, safe and secure environment.

At Anstey First School, we achieve consistency through:

- Shared beliefs
- Shared values
- Shared aims
- Shared actions
- Shared responses
- Shared policy and practice

### **Planning**

We make sure that responses to likely negative behaviours are planned for in advance to ensure that staff know what to do and are not taken by surprise. We use the following planning tools to inform and plan appropriate responses:

1. Anxiety Mapping (Appendix 4)
2. Roots and Fruits (Appendix 5)
3. Conscious/sub conscious Checklist (Appendix 6)
4. Risk Assessment Calculator (Appendix 7)
5. Risk Reduction Management Plans (Appendix 8)
6. ABC (Antecedent, Behaviour and Consequence) Forms (Appendix 9)

*All of the above documents can be found in the Appendices with accompanying guidance.*

The important principle is that we *ANALYSE* children's behaviour and not *MORALISE* about it. We ask ourselves the question, 'What is the behaviour telling us?' Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

### **Rewards and Positive Reinforcement**

Our emphasis is on promoting pro-social behaviour. Praise must adhere to principles of Growth Mindset. The whole school community aims to promote pro-social behaviour through praise and unexpected reward.

We aim to promote pro-social behaviour through recognition including:

- giving verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours
- role-modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- celebration and sharing of learning in whole school assembly
- incidental rewards and praise including the use of extra play, stickers and Star of the Week awards

### **Celebration Assembly**

A child is nominated from each class by their Class Teacher, each week to celebrate pro-social behaviours, learning behaviours and personal achievements. During the whole school assembly, the nominated children are invited out to the front (this is not an expectation if a child does not feel comfortable) so that achievements can be celebrated by being awarded the Star of the Week. EYFS will hold weekly celebrations in their classrooms.

### **Feedback and Recognition**

It is essential that all staff give children feedback about their behaviour and recognition is given to the pro-social behaviours they display. This must adhere to the principles of Growth Mindset. For example, 'Thank you for holding open the door'; 'You have shown lovely manners, thank you'; 'I liked the way you segmented that word and blended phonics to read it.'

### **Reflect, Repair and Restore**

Staff and pupils will have the opportunity to revisit situations and where necessary and appropriate to help 'repair' any of the damage done resulting from any episode of challenging behaviour taking into account the age, understanding, and competence of the individual pupil. Any protective or educational consequences should have social validity and have natural consequentiality so that the pupil can be helped to understand the link between behaviour and its consequences.

Once the child is calm, relaxed and able to be reflective, the experience can be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings. The adult will ask the child questions to determine:

- What happened? (tell the story)
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How we can repair relationships?
- What we have learnt so we are able to respond differently next time?

(Appendix 11 for Reflect, Repair and Restore questions.)

This is an important phase to enable forgiveness of the behaviour and to help the child to understand the link between the behaviour and its consequences. Also, to help the child to understand how to respond to stressful situations differently in the future. Restorative activities such as: supported thinking, social stories, role play, discussions around emotions or using a 'Roots and Fruits' tree will complete the therapeutic process. This knowledge is intended to help adults and the child to consider the underlying causes of negative behaviour choices, which need to be understood rather than suppressed.

### **Comfort and Forgiveness**

Once the Reflect, Repair and Restore process is complete, it is important that the child is forgiven and s/he is given another opportunity to 'get it right.'

### **UNSTRUCTURED PLAYTIME PROCEDURES**

Playtime can be a difficult time for some children and we aim to make it as positive and stimulating as possible, whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation. Children will be reminded regularly of expectations of pro-social behaviour whilst on the playground and when they are in the care of staff.

Following an incident, staff may put in place a protective consequence by the removal of a freedom. This must be linked to the anti-social behaviour. This may be, for example, that the

child cannot play with a particular peer or with a ball for a given length of time or on a particular playground. For behaviour such as verbal or physical aggression, a senior member of staff will decide upon an appropriate protective consequence. The incident will be recorded in the Unstructured Playtime Incident Log. The class teacher will be informed by the member of SLT (Senior Leadership Team). If deemed appropriate by the member of SLT, parents will also be informed. An educational consequence will also be given. The SLT **must** be informed of bullying, racist, homophobic or violent behaviour. Bullying will be recorded in accordance to the procedures set out in the Anti-Bullying Policy.

To support the children to be 'ready to learn' before going into classroom after an unstructured break, all staff come out promptly to the playground to collect classes. After break and lunch-time a staff member will ring the bell. All pupils will line up quietly until his or her year group/class is told to go into class. Children should then walk quietly and calmly to their classroom. The expectation is that a class is lined up quietly and calmly, facing the class teacher. Once children have met these expectations, they will come into the school building in the same quiet and calm fashion. Teaching and support staff will also help and support pupils with that transition in the cloakroom until they have reached their classrooms so they arrive ready to learn.

### **EDUCATIONAL CONSEQUENCES:**

These are consequences put in place by staff to teach the child to rehearse and learn about their actions to aid internalisation of pro-social actions to avoid repetition. It is important that any educational consequence that is taken matches the context and anti-social behaviour shown.

These may include:

- third person role play to understand peer/adult feelings
- Home/ school communication
- social stories
- behaviour-related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carers (if appropriate)
- completing or redoing tasks to the expected standard for the child
- modelling pro-social behaviours to younger peers

### **PROTECTIVE CONSEQUENCES:**

These are actions taken by staff to ensure all children and adults feel safe in the school environment.

These may include one or more of the following:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes (See Lunchtime Reflection)
- differentiated teaching space or learning
- work requiring completion to be sent home, and supported by parents/carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room/space
- exclusion from an area or school

It is important that any protective consequence matches the context and anti-social behaviour shown. For example, if a child hurts other children whilst playing football, s/he would not be given permission to play football until they show desired pro-social behaviour during a monitored and phased return to the activity. Protective consequences are further supported through the 3Rs (Reflect, Repair and Restore) which provide an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices using various behaviour analysis tools (Roots and Fruits; Anxiety Mapping, Conscious & Sub-conscious Checklist etc. Refer to Appendices for resources)



## **DIFFERENTIATED RESPONSE**

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour, we use a range of behaviour strategies to help support the individual child to adhere to the pro-social behaviour model.

Strategies may include:

- Regular meetings between teacher and parents/carers
- Home – School contact book
- Meetings with a member of the SLT
- Roots and Fruits exercise
- Anxiety Mapping
- Sub-conscious and conscious behaviour checklist
- ABC Form to log behaviour and analyse patterns
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

It may be necessary to seek guidance from specialist educational agencies to formalise strategies that differ from policy. These may include a RRP (Risk Reduction Plan) or a reduced timetable.

External agencies might include:

- Herts County Council Behaviour Support Team (STEPS Central Supervision)
- Educational Psychologist
- Child and Adult Mental Health Team (CAMHS)
- The Rivers Educational Support Centre (DESC)

School staff have received 'Step On' behaviour training from members of the SLT who are trained by advisors from Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.). This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation.

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

**We expect all children to be aware of and respect the Anstey First School Values.** As much as possible, we expect children with special educational needs to follow the school behaviour policy. However, this will be more difficult for some children at certain times.

In order to support children with behaviour difficulties on the SEN Register to meet these expectations, additional measures may include:

- Regular meetings between teacher and parents/carers
- Home – school contact book
- Setting specific targets to reduce incidents of anti-social behaviour
- Meetings with the Inclusion Lead to discuss progress
- Roots and Fruits exercise
- Anxiety Mapping

- ABC Form to log behaviour and analyse patterns
- Sub-conscious and conscious behaviour checklist
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations maybe made in consultation with the child, the class teacher, SENCo and parents/carers.

For some children it may be that the school will request an appropriate outside agency to support a child and offer the school advice. It is important to note that we have a duty of care to all pupils; therefore, if despite support, behaviours impact adversely on the safety and well-being of other pupils or adults, the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

## **RECORDING AND REPORTING ANTI-SOCIAL BEHAVIOURS**

### **Pastoral Support Programme**

A Pastoral Support Plan (PSP) is a school-based programme, which is meant to help a child to improve their social, emotional and pro-social skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the process. Copies of the PSP form can be found on the Teachers drive: Behaviour: General

When a PSP is thought to be required a PSP meeting should be held. The teachers and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs are usually reviewed every 2-4 weeks and usually run for about 16 weeks. If the child has other existing plans, then the PSP should be integrated with these and not used in isolation.

A PSP may be necessary if a child's behaviour at school means that they are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

### **Behaviour Incidents**

Children should report any incidents of hurtful and anti-social behaviour to the most readily available adult who might be:

- the adult on duty
- their class teacher
- member of the support staff or office staff
- a member of the Senior Leadership Team
- an older child who they trust who will support them to immediately tell an adult.

Information about the incident should be shared with the class teacher who will establish the seriousness of the incident. At this point, the incident could be dealt with using an educational or protective consequence but if, in their judgement, they need further information an initial investigation will be conducted. The information from this investigation will be recorded on the Initial Investigation into Hurtful Incident/Allegation of Bullying Form

(See Appendix 12.) Parents/carers will be informed of all significant incidents that involve harm/hurtful behaviour and they will be provided with sufficient information to enable them to support their child appropriately while investigations are ongoing.

### **Communicating Anti-Social Behaviours**

The SLT and Class Teachers will decide when parents are informed about incidents. Parents will need to be informed if:

- A child is consistently displaying the same anti-social behaviours
- A child has been physically marked or significantly hurt another
- A child has used inappropriate language e.g. swearing, violence, hurtful comments
- A child has damaged school property
- There are any allegations of racism, homophobia, bullying etc (See Anti-Bullying Policy)

Where pupils are responsible for bullying, violence, aggression or damage to the school environment, a 'Notification of Anti-social Behaviour Letter' (See Appendix 13) will be sent home. If a child has received three letters in a half term, it is expected that Roots and Fruits, Anxiety Mapping, Conscious/ Sub-conscious checklist and, if needed, a Risk Reduction Plan will have been completed. A fourth letter may result in a Fixed Term Exclusion.

Staff have received 'Step On' behaviour training from a Hertfordshire County Council recognised provider. This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation.

### **Staff Statement**

After a serious incident, staff will be asked to document what happened in a staff statement. Statements should be factual and should not give an opinion. Staff should describe only what they said and heard. All statements must be dated and signed (Appendix 14 Staff Statement of Serious Incident.).

### **EXCLUSIONS**

The Headteacher may decide to exclude a pupil for a fixed term or permanently in line with this policy and DfE guidance, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

### **PHYSICAL INTERVENTION AND POSITIVE TOUCH**

All school staff have received 'Step On' behaviour training from members of the staff Herts Steps trained trainers (Mrs Myers, Mrs Tilbury). They have been trained by advisors from Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.). This enables staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation or if they put themselves or others at the risk of harm.

'Positive touch' means that staff members are able to physically guide or prompt children in appropriate ways at the appropriate times. It is extremely important that staff understand and appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so. Staff have been trained using the Hertfordshire 'Step On' training (see Appendix 15 and training materials on the Teachers' Drive: Behaviour: Step On Trainer Documents.)

### ***Why Do We Use Positive Touch?***

We may choose to use positive touch with children for a variety of reasons, but in general, we would normally do so to either comfort or to congratulate. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

## ***How Do We Use Touch?***

### **Hugging**

At this school, we encourage staff who are using positive touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders.

This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves towards the adult. This can be done either standing or sitting.

### **Hand holding**

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.

### **Lap-sitting**

At our school, we actively discourage sitting on laps. Children should be taught to accept comfort/ attention through other means, e.g. the school hand hold or hug. If a child attempts to sit on a staff member's lap, they must explain to them that this is not what is done at school. The staff member can ask the child to sit next to them if it is appropriate. At times, children maybe in such crisis or distress that they hold staff members in a way which is not described as above (e.g. 'front on' hug/lap-sitting). If this should happen, staff members should inform a senior member of staff. Staff may be asked to make a note of this. This will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that, although we believe that positive touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

### **Pastoral Care for School Staff:**

The Governors would expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers. In addition, the Bullying and Harassment Policy and Child Protection Policy sets out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

### **Inclusivity and Equality:**

As an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community (children, parent/carers, teachers, teaching assistants, non-teaching support staff and governors) should be free from discrimination, harassment and bullying. These will not be tolerated in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. All members of the school community have a right to be listened to and responded to.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Relationships policy and through our Anti-Bullying policy and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to

meet behaviour expectations. Children will be supported to positively develop their social, emotional and behaviour skills.

The school will identify those children who may require extra support due to circumstances out of their own, or the school's direct control. Where appropriate, the school staff should work positively with outside agencies.

### **RESTRICTIVE PHYSICAL INTERVENTION**

Restrictive interventions are only used in an unforeseen emergency where there is potential risk/damage to others, self or property. For pupils with known needs, a Risk Reduction Management Plan is written. Staff should also refer to the 'Restricted Physical Intervention Policy'.

Staff have a duty of care towards all students in their care. Therefore, if a student is likely to be at risk from harm if a staff member does not physically intervene in an emergency, they must take action. The action they take will be dependent on the dynamic risk assessment that they take at that moment in time.

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others;
- to prevent or stop a child from causing serious damage to property;
- to prevent a child from committing a criminal offence.

All staff at Anstey First School are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including all use of force.

### **ANTI-SOCIAL BEHAVIOUR OUTSIDE OF SCHOOL**

Teachers have the power to challenge pupils for misbehaving outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education Guidance. This means that under the behaviour policy teachers may discipline pupils for misbehaviour when the pupil is:

- being educated off site
- taking part in any school-organised or school-related activity or
- travelling to or from school
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or poses a threat to themselves, another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

### **Home/School Agreement (See Appendix 16)**

The Home/School Agreement will be an important part of communicating our approach to positive behaviour, so that parents/carers can be encouraged support their child. The responsibilities of children, parents/carers and all school staff, with respect to their and their children's behaviour, is outlined in the Home School Agreement. This Agreement should be signed by the children, parents/carers and teachers when a pupil joins the school. This is an undertaking by every member of the School Community to adhere to the principles of pro-social behaviour.

**Monitoring and review**

This policy will be reviewed annually by the Behaviour Lead (Mrs Myers) and the Governing Body, and will be publicised to parents and carers via the schools' website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy and whether they need further training.

# Appendices

Appendix 1 Governor Statement

Appendix 2 De-escalation Script

Appendix 3 Zones of Regulation

Appendix 4 Anxiety mapping with guidance

Appendix 5 Roots and Fruits with guidance

Appendix 6 Conscious and sub-conscious Checklist

Appendix 7 Risk Assessment Calculator

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Appendix 9 ABC (Antecedent, Behaviour, Consequence) Form

Appendix 10 Reflect, Repair and Restore Conversation

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Appendix 13 Notification of Anti-Social Behaviour Letter

Appendix 14 Staff Statement following a Serious Incident

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# **“Be the best you can be”**

## **Anstey First School– Statement of Behaviour Principles**

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide and support the Headteacher in drawing up the school’s behaviour policy to promote good behaviour and ensure continuity for imposing sanctions.

*The document ‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.*

### **The Governors’ Values, Beliefs and Principles**

Anstey First School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. Our school core values are ‘Respect, Responsibility and Resilience.

#### **Right to feel safe at all times:**

All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

#### **High standards of behaviour:**

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. All children have the right to learn and to achieve their potential and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour, which are required during the school day, can have a positive effect on the life of young people outside school in encouraging them to become successful citizens. All members of the school community should model positive behaviour. All members of the school community are expected to accept and implement the behaviour policy.



## **De-escalation Script**

**Child's name ...**

- **I can see something is wrong**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

# THE ZONES OF REGULATION

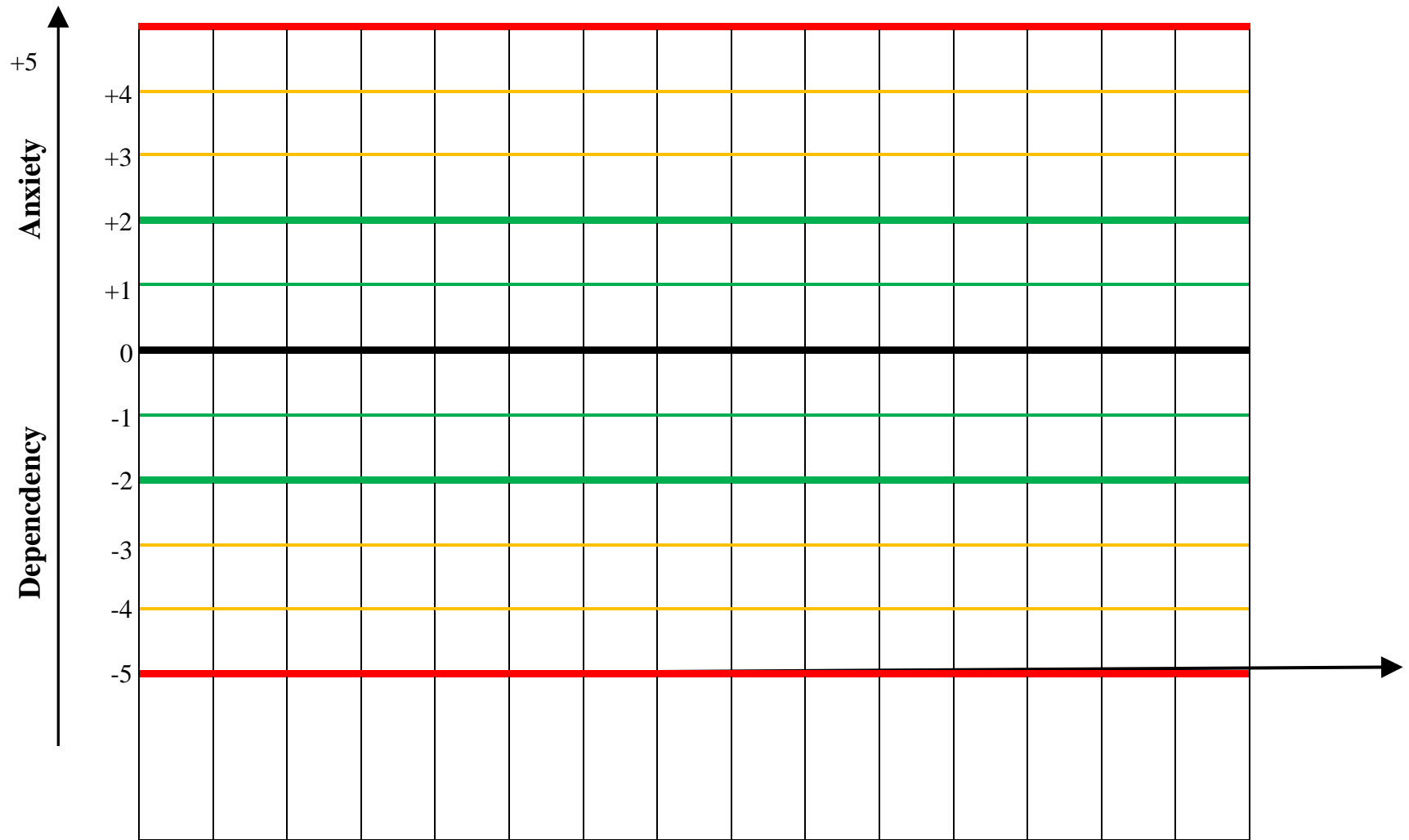
<p><b>Blue Zone</b></p> <p>sad      tired</p> <p>sick      moving slowly</p> <p>tired</p>	<p><b>Green Zone</b></p> <p>happy</p> <p>calm</p> <p>feeling ok</p> <p>focused</p> <p>ready to learn</p>	<p><b>Yellow Zone</b></p> <p>frustrated</p> <p>worried</p> <p>silly/wiggly</p> <p>excited</p> <p>loss of some control</p>	<p><b>Red Zone</b></p> <p>mad/angry</p> <p>terrified</p> <p>yelling/hitting</p> <p>elated</p> <p>out of control</p>

**Use tools to get in the green zone**

<p>drink of water</p>	<p>count</p>	<p>deep breaths</p>	<p>squeeze and release</p>	<p>wall push ups</p>	<p>use fidgets</p>	<p>draw</p>	<p>write this</p>	<p>talk with adults</p>
<p>take a break</p>	<p>self talk</p>	<p>take a walk</p>	<p>stretch</p>	<p>volcano breath</p>	<p>lift something heavy</p>	<p>ask for a snack</p>	<p>think of a calm place</p>	<p>listen to music</p>

*Well done – you are learning to self-regulate*

# Anxiety Mapping



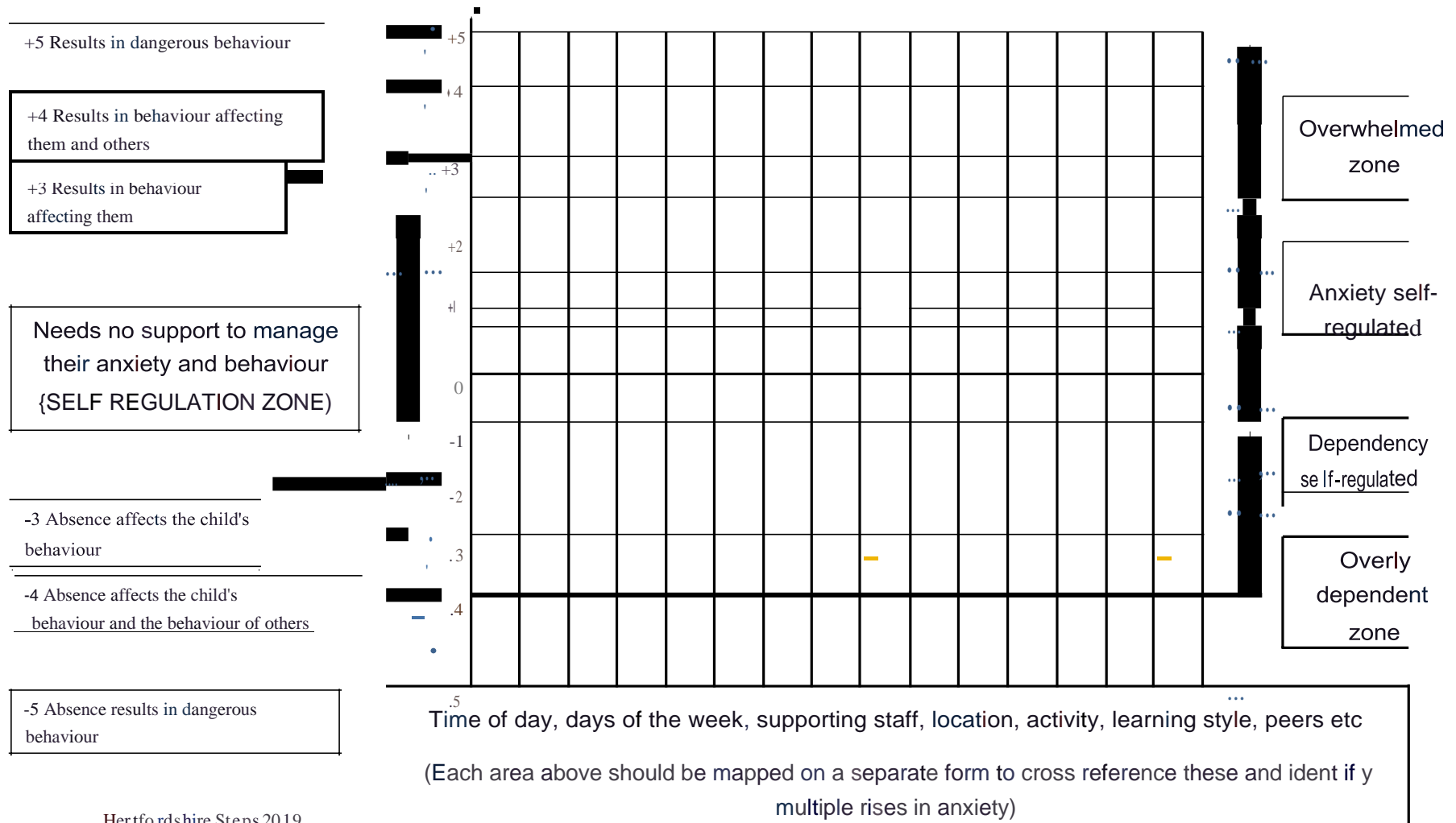
Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

### Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <b><u>Predict it</u></b>	Evidence of action <b><u>Prevent it</u></b>
Raised Anxiety	<b>+2</b> - <b>+5</b>	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	<b>+2</b>	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	<b>0</b>		
Increased dependency	<b>-2</b>	These areas run the risk of developing an over reliance 9. 10. 11.	Monitoring needed 9. 10. 11.
	<b>-2</b> - <b>-5</b>	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

## Anxiety mapping guidance

### Anxiety Mapping



## Anxiety mapping guidance

### Anxiety Mapping Guidance

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the student's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

	Score	Description
Raised Anxiety	<b>+2 to + 5</b>	Reflects raised anxiety where the individual would need differentiation or support to cope with the experience and feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.
	<b>0 to + 2</b>	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	<b>0</b>	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	<b>0 to – 2</b>	Would reflect factors that calm or soothe the individual where its absence could be managed without needing assistance or differentiation.
	<b>-2 to -5</b>	Reflects an overwhelming reliance on a factor which if removed or absent the child would need differentiation or support to cope with the experience or feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.

**An experience or person or time that is -3 for one child may be -2 in another child.**

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.



## Appendix 5

### Roots and Fruits guidance

#### Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Running inside the school building</li> <li>Refusing to start a task in literacy</li> <li>Calling out when the teacher is talking</li> <li>Throwing pencils in class</li> <li>Putting equipment in their mouth</li> </ul> | <ul style="list-style-type: none"> <li>Pushing over chairs</li> <li>Kicking staff</li> <li>Going under the table</li> <li>Racially abusive Language</li> <li>Intimidating younger pupils</li> <li>Hiding in the toilet block</li> <li>Climbing the outside of the building</li> </ul> |
|--|---|

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

#### Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Walking while inside the school building</li> <li>Starting a task independently</li> <li>Putting their hand up to answer a question</li> <li>Using only the specified equipment</li> </ul> | <ul style="list-style-type: none"> <li>Staying at their work station for 10 mins</li> <li>Asking staff to help with a task</li> <li>Coming in off the playground when asked</li> <li>Participating in an adult led game with peers</li> </ul> |
|---|---|

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

#### Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Helpless</li> <li>Anxious</li> <li>Blamed</li> <li>Shamed</li> <li>Uninspired</li> <li>Disliked</li> <li>Rejected</li> <li>Isolated</li> <li>Controlled</li> <li>Forced</li> </ul> | <ul style="list-style-type: none"> <li>Worried</li> <li>Bored</li> <li>Irrelevant</li> <li>Rejected</li> <li>Hungry</li> <li>Pain</li> <li>Confusion</li> <li>Embattled</li> <li>Worthless</li> <li>Embarrassed</li> </ul> |
|---|--|

#### Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Liked</li> <li>Involved</li> <li>Safe</li> <li>Included</li> </ul> | <ul style="list-style-type: none"> <li>Valued</li> <li>Inspired</li> <li>Needed</li> <li>Understood</li> <li>Respected</li> <li>Motivated</li> </ul> |
|--|--|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

#### Anti-social / negative Experiences (No.2)

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

*DfE mental health and behaviour in schools document. Page 14-15 risk factors should be considered when completing the above*

#### Anxiety analysis

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

#### Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

#### Anxiety analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan

# Roots and Fruits

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**



## Appendix 6

### Subconscious Behaviours - behaviours that choose us

Behaviours that are evident without any thought or planning.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.)

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

### Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>provide support/structure</b> so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support them</b> to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we <b>manage this stimulus</b> ? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

**Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that are the result of thought or planning**

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.



### Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

## Appendix 7

## Risk Assessment Calculator


Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

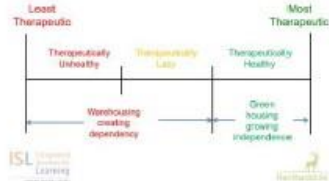
Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The risk of harm is persistent and constant
3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

## Risk Reduction plan - Guidance

Name	DOB	Date	Review Date
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  <p><b>Anti-social behaviour - difficult or dangerous</b></p> <p>Labelled, Ostracised, Stigmatised, Ignored, Marginalised, Targeted, Rejected, Unimportant, Isolated, Involvement, Ignored, Exclusion, Missing out on stuff, Pseudo Brave, Labelled, Stigmatised, Abuse, Neglect, Poverty, Bullying, Difference, CLA, EAL</p> <p><b>Pro-social behaviour</b></p> <p>Comfortable, Respected, Included, Safe, Motivated, Involved, Connected, Respected, Needed, Inspired, Liked, Appreciated</p> <p><b>Pro-social experiences</b></p> </div> <div style="width: 65%;"> <p><b>Risk reduction measures and differentiated measures (to respond to triggers)</b></p> <p><b>What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours</b></p> <p>Once it is written into the risk reduction plan, the information becomes the agreed actions which <b>must</b> be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following any other policy or job description. (A risk reduction plan states strategies that either differentiate from or add to the practice stated in policy.)</p> <p><b>Conscious and Subconscious</b> – this analysis needs to be completed before writing a risk reduction plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.</p> <p><b>Roots and fruits</b> – this needs to be completed before trying to write a risk reduction plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.</p> <p><b>What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.</b></p> <p><b>Anxiety maps</b> – Staff should aim to complete a number of anxiety maps on key areas for the child. We recommend completing anxiety maps for activity, staff, peers and time. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.</p> <p>If the anxiety map shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? <b>Identified opportunities to lower anxiety should form part of the provision here.</b></p> <p><b>All of the above should be written as the job description for managing these experiences consistently by all.</b></p> </div> </div>			

Therapeutic continuum \*



Ensure that the experiences here have considered how it will make this child feel

## Examples of differentiated experiences or additional directed strategies could be

- Now and next timetable
- Jobs/responsibilities
- Small withdrawal groups
- Time with a TA/Teacher/caretaker
- Rotation activities
- Differentiated curriculum
- Sensory circuits
- Designated self-directed time/activities
- Forest school
- Intervention withdrawal group
- Comic strip conversations
- Symbols
- Activities
- Tasks

All these differentiated activities or experiences need to be explained in detail as the 'job description' for how these are used, and should be clear unambiguous descriptions which include:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change

At times, the reason for the differentiation may be of a confidential nature. We do not need to explain why they are doing any of the above in order to expect compliance from all staff working with or supporting the named individual.

### Example statement 1

#### Sam will be become possessive of 1:1 worker

Throughout all activities Sam will be supported one-to-one. One-to-one staff use red badge system (the staff member who is working with Sam wears a red badge to identify themselves, staff are to reinforce to Sam that this is the person he is working with and who will attend to his needs (SCRIPT - .....is wearing the red badge,.....will help you)

The designated 3 staff will be rotated at least every 45 mins. One-to-one will be allocated by the senior management team before the start of each day, the staffing timetable for Sam will be displayed on the staff allocation board.



<p>Protective consequences: *</p> <ul style="list-style-type: none"> <li>• Removal of a freedom to manage harm</li> </ul> <p>Educational consequences:</p> <ul style="list-style-type: none"> <li>• The learning, rehearsing or teaching so the freedom can be returned</li> </ul> <p>ISL <small>International School of Learning</small></p> <p><small>Learning for All</small></p>	<p><b>Example statement 2</b></p> <p><b>Busy, noisy environment</b></p> <p>Sam does not eat lunch in the communal dining area, he has his lunch at the breakfast bar in the kitchen with 1 member of staff. One-to-one will be allocated by the senior management team before the start of each day, the staffing timetable for Sam will be displayed on the staff allocation board. Kitchen staff will bring Sam's dinner to the classroom between 5 and 10 past 12. Sam does not enjoy social interaction while eating so supervising staff should not instigate conversation with Sam until he has finished eating. If there is any mess caused staff should not react but simply ignore the mess which will be cleaned by kitchen staff when Sam returns to his timetable.</p> <p><b>Consequence</b></p> <p>As well as differentiated measures, protective or educational consequences which are part of the risk reduction plan should be included as a consistent response to the behaviour and provide the child with certainty.</p> <p>Consequence acts on internal discipline - it creates a learning opportunity by directly relating the anti-social behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in an anti-social way in the future.</p> <p>Protective consequences are a logical limit to the freedoms enjoyed by the majority of children. The educational consequences are experiences including conversations that motivate, up-skill or inspire the child to have any removed freedoms returned.</p> <p><b>What limits to freedom are necessary for safety or well-being following an incident? How is the harm removed?</b></p> <p><b>How long will these need to be in place? (Normally protective consequences are outcome rather than time limited)</b></p> <p><b>What are the educational consequences? What does the child need to learn? What do you need to teach them? How are you going to teach them?</b></p> <p>It is essential that there is always an educational consequence and that educational consequences that differentiate from the policy are included in the risk reduction plan. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.</p> <p><b>Example Statement 3</b></p> <p>If Sam uses racially abuse language while on the playground (see equity and diversity policy) directed towards any pupil, regardless of perceived resulting harm, Sam should be escorted back to class by the senior on duty. They should escort him back and remain with him until he can be handed over to the class teacher. Sam should continue to have breaks and lunch time supervised until he has completed the word sorting activity in his folder which helps him reflect on which words he can use when upset or angry with other pupils. The class teacher should decide when he is ready to access the word sorting activity and should provide a supported or unsupported play activity for the remainder of his breaks. The class teacher should decide when they believe Sam is ready to attempt break and lunch with the other children on the playground. Sam should return for 5 minutes for the first return break increasing by 5 mins each time he is successful. The class teacher will supervise and celebrate his successful reintegration with the (SCRIPT – Sam, you remembered not to use the words that hurt people, we are all proud of you)</p>
--	---



## Pro social / positive behaviour



**What does it look like when they are stable and displaying pro-social behaviours?**

**What words or actions should trigger a pro-social interaction from staff?**

**What are the small achievable behaviours we know may be displayed and could be encouraged, recognised and celebrated? These should be specific to the pupil**

- Walking inside the school building
- Putting their hand up when a question is asked
- Sitting where directed by an adult
- Sharing the resources on activity table
- Showing an adult their handwriting
- Working with a peer
- Sharing an activity with an adult
- Starting their work independently (without targeted staff interaction)
- Working for 5 minutes independently
- Coming in off the playground within 2 minutes of other children
- Finishing a task and moving on to the next topic
- Remaining quiet in assembly
- Changing into wellies at breaktime
- Eating in the canteen

**These should be small specific and observable behaviours. An observer should be able to stand in the back of the room and see what is written within the plan and monitor without asking questions. The aim is accurate and non-ambiguous statements so avoid broad or vague statements such as:**

- Interacting with their peers
- Engaged in learning
- Working
- Being polite

## Strategies to respond

**What do you want staff to say or do when they observe each of these positive behaviours?**

The strategies should be used as the direction for ALL staff to say or do something consistently. These should be specific to the child

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from. Use the bullet points below to ensure each response is specific and observable.

Script ..... be clear about the words you want used.

### Avoid vague undefined language

The aim is accurate and non-ambiguous statements, so avoid statements such as:

- Praise
- Encourage
- Remind
- Check in
- Direct

**These will not be understood or repeated the same by all staff**

**For each strategy remember to state:**

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

**Ensure any recognition or reward is not a bribe or a threat. Private recognition as opposed to public**

These are not specific or observable and are open to interpretation or moralisation.

#### Example Statement 4

Sam enters the class at any time and goes directly to his work station and remains at his work station for 15 minutes, his comments are quiet enough not to disturb other learners. Respond regardless of engagement with staff directed activity.

#### Example Statement 4

SCRIPT - Sam you are being very helpful today, would you like to stay and continue till the end of the lesson or would you like a 10 min break with (.....allocated classroom assistant) on the playground?

Whichever option he chooses should be supported. (SCRIPT – Sam, well done for choosing)

### Anxiety / DIFFICULT behaviours

These should be the first signs (words or actions) that indicate the individual is becoming antisocial due to either conscious or subconscious reasons. The individual no longer displays the prosocial behaviour. The behaviour has become difficult but there is no imminent risk of harm to self or others or risk of damage to property.



#### Low level anxiety behaviours

- Stopping participating in the adult directed task
- Refuses to start the activity
- Rocking back on their chair
- Poking peers
- Going under the table
- Mouthing their sleeves
- Putting equipment in their mouth
- Shouting out answers without waiting to be asked
- Refusing to share allocated class equipment
- Refusing to come into class
- Refusing to change activity
- Wandering around the room

This section should capture/explain or identify the low level behaviours that you want staff to notice and respond to

### Strategies to respond

What do you want staff to say or do when they observe each of the listed anxiety, antisocial or difficult behaviours?

The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from and again use the bullet points below ensure each response is specific and observable.

Script ..... be clear about the words you want used.

The aim is accurate and non-ambiguous statements so avoid statements such as:

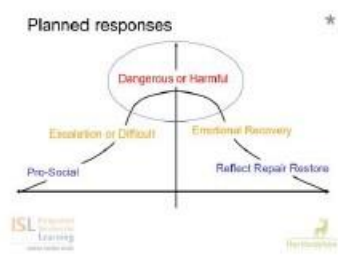
- Redirect
- Distract
- Offer help

The responses here are about diverting, distracting, re-engaging and encouraging the child to return to pro-social behaviours where we can then praise them and encourage them through positive recognition.

For each strategy remember to state:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.



<p><b>High anxiety behaviours, where there is not imminent danger</b></p> <ul style="list-style-type: none"> <li>• Swearing (using specified words F**K or C**T)</li> <li>• Pushing children away who come close</li> <li>• Kicking at the wall</li> <li>• Spitting on the floor</li> <li>• Shouting go away at the staff</li> <li>• Throwing small objects onto the floor</li> <li>• Leaving the premises and sitting by the road</li> </ul> <p><b>Example Statement 5</b></p> <p>Sam is pushing other children who are within reach.</p>	<p><b>This section can include pro-active physical interventions from Policy.</b></p> <p><b>Example Statement 5</b></p> <p>Any adult in the room can direct other children to move away and join other groups. Once Sam is at the activity on his own the general classroom assistant should join in the activity with Sam and role model sharing the equipment.</p>
<p><b>Crisis / DANGEROUS behaviours</b></p>  <p><b>This box should be left empty if there are no dangerous behaviours.</b></p> <p>A dangerous behaviour is a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.</p> <p>The dangerous behaviours should be listed in terms of explaining the behaviour and the listing the harm to themselves, others or property.</p> <p>Punching windows – causing lacerations to wrists  Attacking staff/peers – leading to hospitalisation  Headbutting walls – leading to head wounds requiring hospitalisation  Throwing computer screens – leading to loss of essential learning aids  Inserting objects under the skin (self-harm) – requiring ambulance</p> <p>Once these dangerous behaviour have been identified then we should revisit our planning with the aim to reduce the likelihood of this harm through differentiating expectations, staff, peers, activities, locations etc in line with anxiety maps and roots and fruits.</p>	<p><b>Strategies to respond</b></p> <p><b>What do you want staff to say or do when they observe each of the listed crisis, antisocial dangerous behaviours?</b></p> <p><b>The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable</b></p> <p>The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from and again use the bullet points below ensure its specific and observable</p> <p>The responses here are about diverting, distracting, re-engaging and reducing the risk of harm</p> <p>Script ..... be clear about the words you want used.</p> <p>The aim is accurate and non-ambiguous statements so avoid statements such as:</p> <ul style="list-style-type: none"> <li>- Remove</li> <li>- Restrain</li> <li>- Distract</li> </ul> <p><b>For each strategy remember to use:</b></p> <ul style="list-style-type: none"> <li>• Times and durations</li> <li>• Planned scripts</li> <li>• Planned activities</li> <li>• Who is doing what?</li> <li>• When are they doing it?</li> <li>• Where are they doing it?</li> <li>• How long are they doing it for?</li> <li>• Which adults will be involved?</li> </ul>

**Example Statement 6**

Sam is hitting at the windows with heavy objects liable to break the windows or frames such as large sticks, sports bats, chairs etc. (please remember the windows are all safety glass and will not break if hit by hand or with small missiles)

- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

**Commonly used strategies include:**

- Use the de-escalation script
- Remove the other children
- Alert an identified member of staff
- Remove yourself to a safe distance away from the harm

**This section may include physical and restrictive physical interventions from Step on/up, in line with policy, if it is the last resort and the only option to prevent imminent risk of harm.**

**If restrictive physical intervention is needed, it should state which technique will be used linked to the individual's completed audit of need document.**

**Example Statement 6**

Adults must immediately direct all children to leave the area, stating a specific destination of either the library, the gym or the dining hall. It does not matter if these are in use at the time.

One member of staff should withdraw, preferably out of sight and monitor from a distance, There should be no attempt to engage Sam in conversation. All available senior staff should make themselves available on request, Meetings or responsibilities within school can be disturbed for this eventuality. Only SLT will be responsible for directing or instigating restraint (in line with policy) Restraint will only be used if the level of attach suggests imminent critical property damage (broken glass or broken frames)

Following an incident of this magnitude Sam should be removed from general circulation and be in the presence of SLT for the remainder of the school day.



## Post incident recovery and debrief measures

**What are structured conversations will they need, and who is best placed to have these. How long after an incident should these occur?**

**State the structure of the recovery period, including protective consequences, remembering to state:**

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

**State the structure of the de-brief conversation:**

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

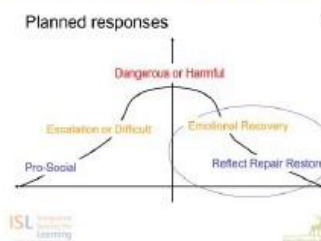
**Do you need any of the following differentiated communication tools:**

- Translation for EAL
- Comic strip conversations
- Feeling cards
- Puppets
- Symbols

**Any protective consequence put into place should have a link to this box in terms of the discussion you have of what support you will offer so they can have that freedom returned.**

**Emotional recovery and reflect, repair and restore are two essential stages following any crisis or dangerous behaviour.**

**If it is considered that the student is unable to access this process then it must be accepted that they are unable to take any responsibility for their behaviour, therefore any negative response in the way of consequence or worse sanction or punishment would be unacceptable.**



More simply, it involves asking: \*

- Explore what happened? (tell the story)
  - Explore what people were thinking and feeling at the time?
  - Explore who has been affected and how?
  - Explore how we can repair relationships?
  - Summarise what we have learnt so we are able to respond differently next time?
- ISL Inclusive Learning

### Example Statement 7

Following any incident and response from the crisis, antisocial dangerous behaviours section Sam should be removed from timetable and normal school routines. Sam will be supported by one of the SLT as directed by the Head, or Deputy, in the absence of the Head, in a space allocated by the Head or Deputy. Once allocated, Sam will remain in the allocated space for the remainder of the day including breaks and lunch if necessary. Any other staff Intending to use the allocated space will be reallocated elsewhere. The role of staff supporting Sam is to support his recovery from the traumatic events of the day. Sam should not be given work tasks but should be given an activity which requires minimal staff engagement such as Lego or drawing. Staff should only engage with simple polite direction and redirection.

Mrs Brown (Sam's Mum) should be informed by and reassured by the SLT. This should be done by phone in the presence of Sam. Sam should remain in school until normal home time. Mum should arrive as normal. De-brief will be completed by the SLT who has supported Sam's recovery with Mrs Brown present. Standard de-brief policy should be used. Sam can access a verbal de-brief but will need a soft toy to fiddle with and look at. Eye contact should not be expected or demanded.

SLT will assess the risk and inform staff of the expectations and plan for the following day.

# Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

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

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

Appendix 9

### ABC Monitoring Chart

<b>Setting/ Activity Event</b> (Describe the setting where the behaviour occurs)	<b>Antecedent</b> (Describe what happens right before the behaviour occurs)	<b>Behaviour</b> (Describe the behaviour)	<b>Consequence</b> (Describe what happens as a consequence of the behaviour)
<i>Example: 10:20am 10/3/10; Reading Circle</i>	<i>Example: Teacher asks students to move into reading groups.</i>	<i>Example: Child X starts whistling very loudly</i>	<i>Example: Other students act annoyed, reading circle is delayed</i>



### **Guide to use:**

This form is designed to initially record baseline information for inappropriate, challenging or problematic behaviours

**Antecedent:** This is the thing that happens immediately before the behaviour occurs e.g. staff say "no, you can't have...."

You should include information on: **Setting:** This is the environment where the behaviour takes place e.g. an art classroom, in the playground at school etc.

**Activity:** This is the task or activity the child is engaged in prior to the behaviours e.g. transitioning from one class to another, playing with peers, eating dinner etc.

**Behaviour:** This should define exactly the form the behaviour takes e.g. child scream and lies on the floor. You could include information on:

**Frequency:** Record exactly how many times the behaviour occurs e.g. hits head with fist three times, throwing equipment on the floor.

**Duration:** If frequency is an inappropriate measure then record the overall duration (time) of the behaviour e.g. cried for 5 minutes

**Intensity:** A measure of how intense the behaviour is on a scale of 1-5 e.g. hit very hard, intensity = 5.

**Consequence:** This is the things that happens immediately after the behaviour occurs e.g. Removed from the room, Detention, group activity stopped, sent home etc.

## **Repair and Rebuild Conversation**

**Are you ready to talk about what happened?**

**What were you thinking at the time?**

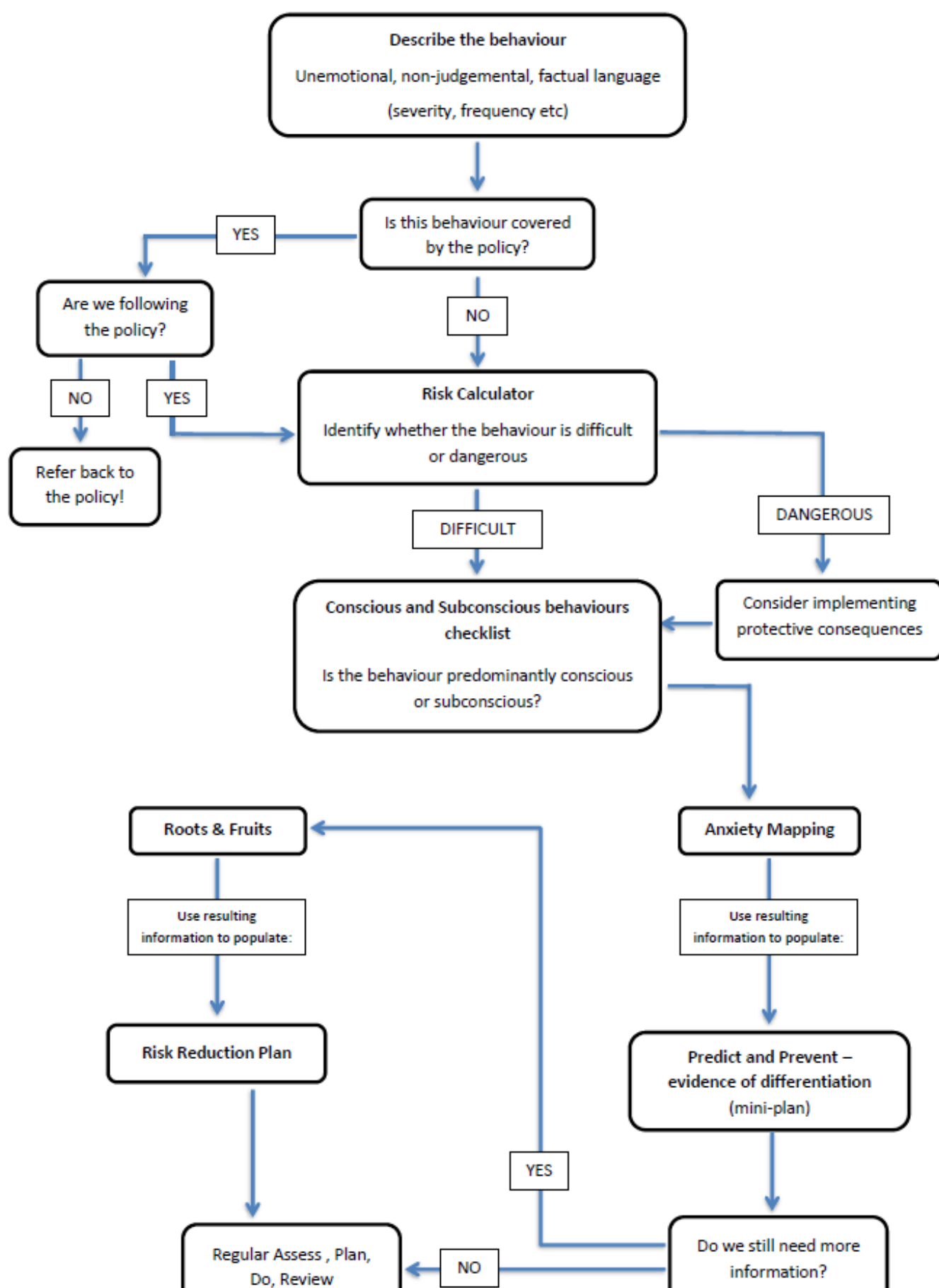
**How did you feel when ..... happened?**

**How was ..... affected by what happened?**

**How do you think that ..... was feeling?**

**What do you think that you could do fix things?**

**If you found yourself in the situation again, what do you think you could do differently?**



## **Initial investigation into hurtful incident or allegation of bullying**

---

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

## Factors to help determine if incident constitutes bullying

### ☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

### ☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other \_\_\_\_\_

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

## NOTIFICATION OF ANTI-SOCIAL BEHAVIOUR

DATE:

***Please remember that 4 notifications of anti-social behaviours in one half term is likely to result in a fixed term exclusion.***

Dear

I am sorry to have to inform you that your child has displayed anti-social behaviours at school today.

### **What happened:**

### **Consequence :**

We have spent time discussing the incident and what could be done to improve the situation. If you need further information, please see the Class Teacher or a member of the Senior Leadership Team.

Signed \_\_\_\_\_

**ANSTEY FIRST SCHOOL**  
**STAFF STATEMENT – Serious Behaviour incident**

<b>Child's Name Involved:</b>			<b>Year/Class:</b>		
<b>Member of Staff Name</b>		<b>Day &amp; Date:</b>		<b>Time:</b>	
<b>Other Children involved:</b>		<b>Year/Class:</b>	<b>N/A</b>		
<b>Names of Other members of Staff Involved:</b>					

**Please write clearly brief details of the incident:**

**STAFF SIGNATURE:** \_\_\_\_\_

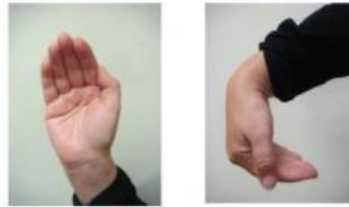
**DATE:** \_\_\_\_\_

## Appendix 15

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offering an Arm



Supportive Arm



Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort - Paired





