



Policy title	Encouraging Prosocial Behaviour
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Policy owner	Principal

Status	Approved
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Review date	1 September 2024

1. Purpose/aims

The Local Governing Board and Staff at Holmbush Primary Academy are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Our therapeutic approach to behaviour management has been inspired by Therapeutic Thinking. This policy outlines the purpose, nature and management of behaviour and safety in our school in line with this approach. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. It provides a framework that enables all staff to use consistent language and methods when dealing with Behaviour and Safety.

The aim of this policy is to:

- Enable children to grow socially, personally and academically.
- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To encourage consideration for others within and outside of the school community by promoting our school values of respect, resilience, reflection and empathy
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement
- To ensure that pro-social behaviours are taught, encouraged and recognised
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- To ensure there is a culture within Holmbush Primary Academy that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren).

2. Legislation and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- 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

3. Definitions

At Holmbush we believe in a therapeutic approach to behaviour management. Our aim is that children leave our academy with the skills to be positive members of the community and an understanding of the intrinsic reward that pro-social behaviour brings. (See Annex A for further definitions)

Behaviour: Everything a person says or does. How you act or conduct yourself, especially towards others.

Pro-social Behaviour: Behaviour which is positive, helpful, and values social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Prosocial behaviour benefits other people or society.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a growth mind-set to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Antisocial Behaviour: Behaviour that causes harm (either physically or emotionally) to an individual, a group, to the community or to the environment. This could be behaviour that is likely to cause injury, harassment, alarm or distress and violates the rights of another person.

The therapeutic approach to encouraging good behaviour works in conjunction with our Trust and Academy values, the British values, children's rights and the zones of regulation.

Bullying: Repeated behaviour with the intent of hurting another person physically or emotionally. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour.

Key Rights:

Your right to say your ideas and be listened to.

Your right to be kept safe.

Your right to learn at school.

Your right to be the best you can be.

Your right to relax and play.



4. Policy Statement

Children, prosocial behaviour and learning

We are particularly concerned with prosocial behaviour and providing good role models for the children. Prosocial behaviour is encouraged in every area of school activity and children are helped to recognise examples of prosocial behaviour at all times. We know young children learn best when they are clear about what is expected of them and when prosocial behaviour is continually and consistently encouraged and rewarded.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The benefits of pro social behaviour

At Holmbush Primary Academy we believe that because staff, children and parents value prosocial behaviour;

Children

- learn what prosocial behaviour means
- develop self control
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their learning and make good progress

Teachers

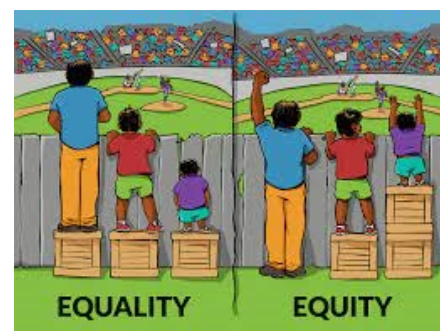
- teach effectively with fewer behaviour difficulties
- meet the needs of all children
- make positive contacts with parents

Parents

- feel confident that their children are growing personally, socially and academically
- know that the school will work with them to ensure their children receive support when they need it
- feel welcome in school to discuss their children's progress in a positive atmosphere

How we promote prosocial behaviour and discourage antisocial/unsocial behaviour

At Holmbush Primary Academy, we believe in equity. We recognise that there are times when a differentiated response is needed. If pupils 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.



Rewarding prosocial behaviour

We acknowledge prosocial behaviour through:

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Praising positive behaviour. Using positive phrasing and reminding - be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following)
- 'I have noticed
- Increased responsibilities given to children
- Increased privileges

- Housepoints (with an explanation of why this has been awarded)
- Whole class system (team triangle, marbles in the jar, reward display). This may be linked to the 'value of the term'.
- Certificates
- Stickers
- Phonecalls/notes home
- Headteacher Awards

School Reward

The whole school is split into four houses. Children can gain Housepoints from all members of staff and these are totalled each week. The house with the most points at the end of a week will be able to wear home clothes on the Monday.

Consequences and Sanctions

At Holmbush Primary Academy adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour. We use positive phrasing, limited choices, disempowerment of behaviour and de-escalation (see Annex C).

Examples of low level unsocial/antisocial behaviours are:

- calling out
- not listening to adults
- disrupting other children's learning
- breaking a class rule
- talking during assembly
- running in the corridor

If a child behaves in an unsocial or antisocial manner, the following approaches may be used:

- Positively reminding child of the expectation – 'put your pen down, thank you'
- Limited choices – 'Put it on the table or give it to me'
- Disempowerment – 'You can choose to finish it later'.

If all of the above has been used, the child will be given a protective or education consequence. Examples are:

- Being asked to stay behind at breaktime to complete their work
- Needing to walk with an adult in the corridor
- Being referred to SLT

Dangerous antisocial behaviours can be classified as:

- biting
- swearing
- hurting someone else in any form, e.g. push, kick, punch, pinch etc
- lying to anyone
- speaking to any member of staff in a way they wouldn't to another, this includes disrespect and arguing back

- leaving an area without permission

Consequences for this behaviour may include:

- Conversation and exploration of the behaviour outside of learning time
- Limit to outside space
- Being escorted during social situations
- Restricted off site activities
- Time spent with SLT

Teachers keep records on CPOMS so we can help and support children who are consistently displaying unsocial/antisocial behaviours. These are monitored by our leadership team on a termly basis so that as a school we can look at the cause and effects of behaviour and put in place strategies to reduce the amount of inappropriate behaviour.

Informing parents/carers

- Class teacher will discuss with parent informally any child showing frequent unsocial or low level antisocial behaviours.
- Patterns of unsocial/antisocial behaviour will be reported to the Senior Leadership Team who may decide to meet with parents more formally and draw up a plan to support that child.

If a child is sent to a member of the leadership team they will investigate the incident and decide on any consequences that need to be applied.

How the Playground is involved in our plan

We believe it is important for staff and children to see that playtime behaviour is included in the academy policy and therefore the same approach will be used. Should a situation not be resolved on the playground, it is referred to the child's class teacher.

Expectations for behaviour must be consistent in and around school and with all members of the school community.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means an adult must take responsibility for teaching them, for modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. This will be carried out during the school day, during assemblies and explicitly during PHSCE lessons.

Strategies for resolving conflict:

It is agreed that:

- Everyone should listen without interruptions.
- Everyone is encouraged to maintain eye contact.
- Everyone has a turn to say:
 - a) what the other child has done to upset them,
 - b) how they feel about it, and
 - c) how they would like them to behave in the future.

d) Children need then to apologise to each other and accept their apologies.

- No one is allowed to interrupt or argue. The adult is there to help the children resolve the conflict. If the children cannot resolve the issue, the adult takes appropriate action.
- Staff need to be sensitive to children who find eye contact difficult as it may go against their cultural tradition or be in line with a special educational need.
- When playing team games in the playground, children are asked to shake hands before and after a game.

Restorative Chat

We will always refer to every child's rights when discussing their behaviour with them and as part of this work we use Restorative Chat. This is a consistent way of speaking with the children about their behaviour.

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do differently next time?

It may be that a Restorative Circle needs to take place, particularly if there has been bullying.

Restorative Circle Script:

- What happened?
- What were you thinking? What do you think now?
- Who has been affected and how?
- What needs to happen to put things right? What do you need from the Circle?

If a contract is formed:

What do you need on the contract? What might they need on the contract?

Bullying

Our academy uses the following definition of bullying.

Bullying involves repeated behaviour with the intent of hurting another person physically or emotionally. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult for victims to defend themselves against.
- It can take many forms, these include,
- Physical – hitting, kicking, taking another's belongings
 - Verbal – name calling, insulting, making offensive remarks
 - Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
 - Cyber - sending malicious emails or text messages on mobile phones/social networking sites. Spreading/Sharing rumours/inappropriate and or personal information on any social networking platform
- Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will also have an awareness of the below types of bullying:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities and/or belong to vulnerable groups

Details of our academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Pupil's conduct outside the school

The Academy Behaviour Code and associated consequences identified in this behaviour policy, will equally apply in response to all non-criminal poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil
 - Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online anti-social behaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal, DSL or DDSL will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [\[insert link\]](#).

5. Roles and responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected at Holmbush Primary Academy
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Local Governing Board and Principal are responsible for:

- Monitoring and Evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not

reoccur.

- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct. Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Utilising Religious Education and PSHE (including Circle Time) to promote prosocial behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents in CPOMs on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or

sanctions when appropriate.

- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

6. Procedures

Individual Behaviour Plans/ Risk Reduction Plans

At Holmbush, we believe in equity of opportunity. We talk about our behaviour 'choices' and teach the children how they can control the choices they make. However, we recognise that all children have strengths and areas for development. Children who find reading difficult receive extra support with reading and the same is true for behaviour. There are times when we may need to differentiate according to whether the behaviour is conscious or subconscious (see annex).

Children can experience a period of time when they need extra support in taking control of their behaviour. This can be because of changes within the school, home, and/or friendship groups. In such times, we might use the Therapeutic Thinking Toolkit to assess the child's needs and an Individual Behaviour Plan (IBP) or a Risk Reduction Plan (RRP) may be put in place. A child may move from an IBP to a RRP when there is a higher risk of exclusion. This will be discussed with the parent.

The child on an IBP or RRP is given a clear focus on what behaviour needs to change and additional strategies are outlined to support the child to achieve this. They could be a mixture of any of the following:

- Use of a home/school behaviour book
- Carry out a target sheet in school time
- A minimized timetable
- Additional support from the learning mentor
- Anger Management sessions
- Circle of Friends intervention
- Indoor play provision
- Nurturing groups
- Marvellous Me sessions

This is not an exhaustive list of interventions used, other interventions may be used to meet individual children's needs.

Exclusion

In very rare cases it may be necessary to exclude a pupil, for example if there has been a serious attack on another person or if a child is a danger to themselves or others, for example leaving the school site or classroom. This will only ever be considered after all possible avenues have been explored. This will be used as a time to plan support for the pupil and not simply as a punishment. Only the Principal can exclude a child. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. For further information please go to <https://resources.finalsite.net/images/v1598536373/brightonacademiestrustorguk/mwuieambdbzvncmfuue/policy-b6-exclusions.pdf> to read our Exclusion Policy.

Pupils who are found to have made malicious accusations against school staff will be subject to disciplinary action. A meeting will also be held between SLT and parents/carers.

Use of Reasonable Force

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified. For further information, refer to Physical Contact Policy.

Searching, Screening and Confiscation

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Reference: DFE document Searching, Screening and Confiscation Advice for Headteachers, school staff and governing bodies. January 2018

7. Monitoring arrangements

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the academy behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This behaviour policy will be reviewed by the Principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Principal and Chair of the Local Governing Board.

8. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Online Safety Policy

Annex A – Definitions

The following definitions are definitions for the language used within the Therapeutic Thinking approach.

Being Therapeutic: An approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic. School policy establishes the methodology by which prosocial behaviour replaces antisocial behaviour through planned and sustained prosocial experiences.

Behaviour is everything a person says or does, which is everything we see or hear. The spectrum of behaviour goes from the most prosocial to the most extreme antisocial behaviour. A behaviour policy should increase prosocial behaviour and reduce antisocial behaviours through planned responses and give a clear, detailed and unambiguous set of instructions and planned responses for all staff to follow.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Behaviour which benefits other people or society.

Unsocial Behaviour: Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. This includes quiet communication of anti-social feelings.

Antisocial Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Dynamic is any group of people brought together through choice, circumstance or obligation.

Difficult: Behaviour that is antisocial, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. Daniel continually shouting out is difficult within a group teaching activity)

Dangerous: Behaviour which is antisocial and will predictably result in imminently injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). 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, e.g. 3 children required, first aid for minor bruising as a result of Jane's kicking.

Conscious: Behaviours that are the result of thought and planning, a behaviour a child is unwilling to contain. The CYP is unwilling to moderate or self-regulate.

Subconscious: Behaviours which are present without any thought or planning, a behaviour the child is unable to contain. The CYP is unable to moderate or self-regulate.

Introvert: An introvert is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions. They tend to avoid public recognition and attention. They are inward looking and likely to re-charge through solitude.

Extrovert: Extroverts are naturally collaborative and competitive; they tend towards social interaction. Extroverts seek and are motivated by public recognition. They are outward looking and likely to recharge batteries by interaction with others.

Externalising: is where your natural response to antisocial feelings is to act on the world around you, this can lead to physical and verbal responses that effect the wellbeing of others. Such as fighting, bullying, property damage etc.

Internalising: is where your natural response to antisocial feelings is to withdraw from the world around you, this can impact the wellbeing and opportunity of the individual concerned. Such as refusal to communicate, self-isolation, school refusal, self-harm etc.

Therapeutic continuum: a continuum of interventions for behaviour from the most 'therapeutically healthy' practice to 'therapeutically lazy' practice to 'therapeutically unhealthy' practice.

Consequence: is a logical, explainable response to a prosocial or antisocial behaviour. A consequence is a logical outcome of something occurring earlier. A conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts. For example, a CYP who completes their work will obviously go out to play. If a CYP is rude to adults staff may think that the CYP might be abusive towards members of the public therefore offsite events may be disallowed until a plan can be put in place.

Protective consequences: Removal of a freedom to manage harm. E.g. staying in at lunchtime to keep others safe.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned. E.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

Punishment: Is 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. For example, being made to stand outside the staffroom door; detentions or isolation.

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

Reward is a desirable object or experience given to celebrate outcomes already achieved.

Discipline: The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. (noun)

Train oneself to do something in a controlled and habitual way. (verb)

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation. Internal behaviour is teaching behaviour.

External discipline: Is authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour. External discipline is controlling behaviour.

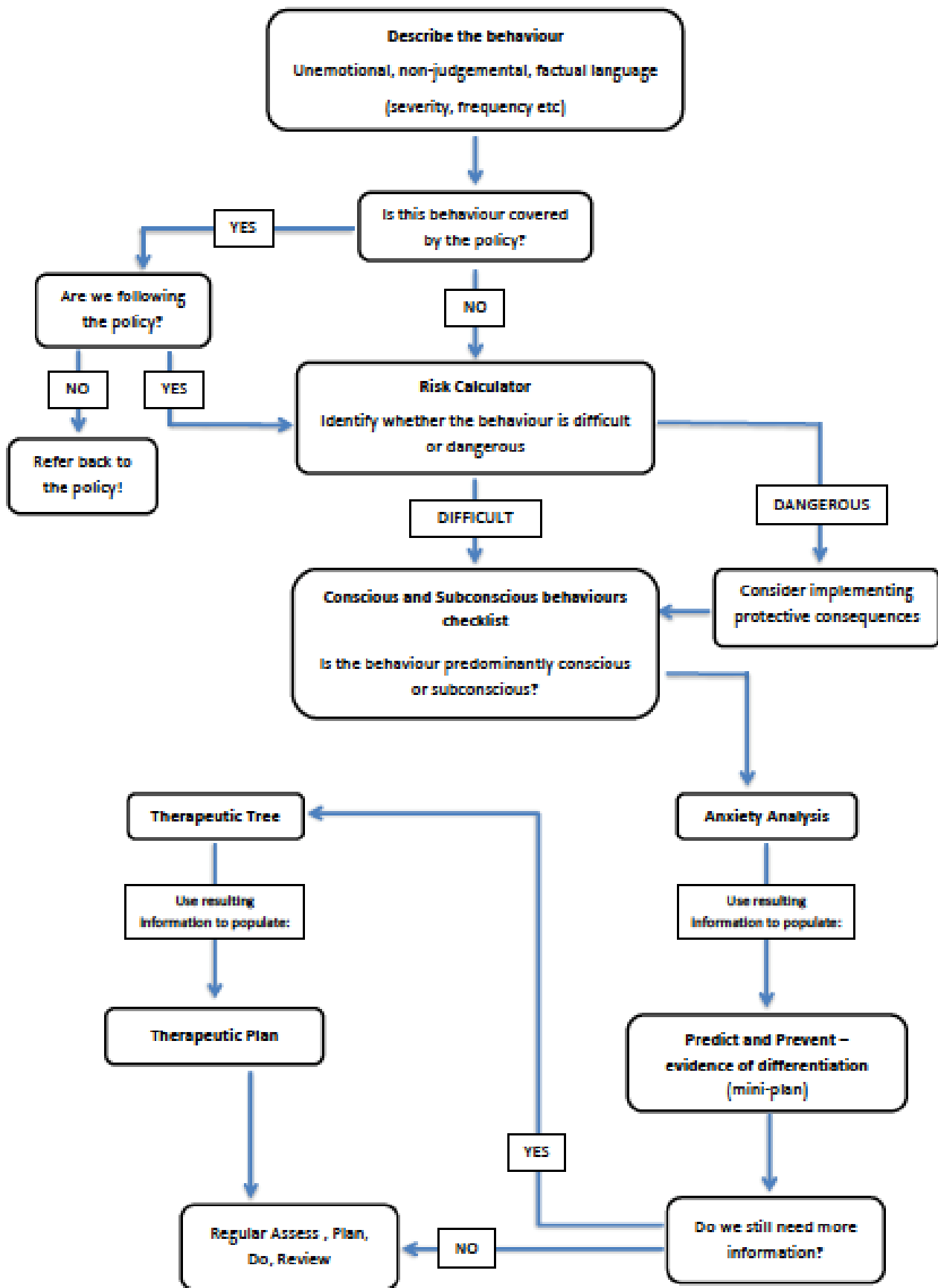
Equality: Equality is affording people the same, equal status, rights, and opportunities – treating everybody the same.

Equity: Equity is the differentiated measures to provide equal opportunities. It is giving everyone what they need to be successful.

Inclusive settings create equality by striving to provide the same pro social experiences for all children, and equity by differentiating support and resourcing to remove the relevance of difference.



Annex B – Flowchart



Annex C – Example Responses

	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours If you become frustrated by this and 'hector' the child, you can cause them to become anti-social – are we expecting them to 'obey'?				
Leaving their desk without permission	<p>'Stay seated in your chair... (name).'</p> <p>'Who else can I see sitting well at their desk?'</p>	<p>'Are you going to sit on your own or with the group?' (repeat).</p> <p>'Would you like to sit on the chair at this desk or that desk?' (repeat)</p>	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me? ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	<p>'I know you want to do first I need you to, then you can</p> <p>'Can you tell me..../show me?'</p>	<p>'I can see you are not ready to do Maths now, so we can do or and come back to Maths when you are ready.'</p> <p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at the table or book corner?' (repeat)</p> <p>'Are you starting your work with the words or a picture?' (repeat)</p> <p>'You can work with a friend or on your own.' (repeat)</p>	'You can choose to finish it later.'	<p>Rehearsing and practising</p> <p>Completing tasks</p> <p>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</p>
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit. ' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would		'You can choose to have another go later.'	'We will check you understand how to.... Before you go out to break.'

	<p>you like me to explain again after the lesson?’</p> <p>‘Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.’</p> <p>‘Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.’</p>			
Rocking on their chair	‘Put the 4 chair legs on the floor.’	‘Do you want to sit on the chair or the carpet?’ (repeat)		‘We may need to practise how to sit on the chair safely before breaktime.’
Calling out/talking to a friend	<p>‘We are taking it in turns to listen. Who else can I see listening carefully?’</p> <p>‘I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?’</p>			‘We can check you understand what to do before you go out to break.’
*Playing/fiddling with equipment (Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)	<p>‘I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.’</p> <p>‘Put the ruler/rubber/pen on the table.’</p>			
*Not sitting ‘appropriately’ for learning (Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair –	‘You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can (eg sit in your favourite way.)’			

try and offer times when they choose their best listening position and offer this on occasion eg storytime)				
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	Positive Phrasing (Can include distracting/redirecting)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
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Antisocial Behaviours Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention

Continued interruptions	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or? ' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Aggressive shouting/calling out disruptively	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			
Answering back/mimicking	'I can see you know the answer but at the moment it is 's turn to share their thoughts.'			
Swearing	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom. ' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Name calling	'I can see you are upset.'			
Lying	'We can talk when you are ready.'	'We will carry on when you are ready.'		
		'We can talk when you are ready – who would you like to talk to, me or? ' (repeat when calm)		
Refusal to carry out an adult's request	'Put the pen on the table.'	'Walk with me, to the library or the book corner. ' (repeat)		Rehearsing and practising

	<p>'I can see you are not ready to do this right now.'</p> <p>'I can see something is wrong, if you want to talk I will listen – I am here to help.'</p>			Completing tasks
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom. ' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising Completing tasks
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or? ' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom. ' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box. ' (repeat).		Research the real world implications

Dangerous Antisocial Behaviours may need SLT support after following the script

Leaving the school building – continually moving to places they cannot be seen or being a danger to themselves	<p>'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'</p> <p>'Name, you have left the school premises, so I am calling the police.'</p>	<p>'I can see there is something wrong. Do you want to come inside and talk to Mrs Riley, Mr Abery, Miss Hunter, Mrs Hunter, Mrs Ross? (give a choice of 2 – whichever most appropriate/available).</p> <p>'When you come in would you like to go to the carpet or your safe space?' (repeat)</p>		<p>Conversation and exploration</p> <p>Possible limit to outside space</p> <p>Escorted in social situations/breaktimes</p> <p>Restricted off-site activities</p>
Leaving the premises				

Spitting (directly at another)	‘Your actions have hurt me/child’s name. Use your words and I will listen.’	‘I can see there is something wrong. Do you want to come inside and talk to Mrs Riley, Mr Abery , Miss Hunter, Mrs Hunter, Mrs Ross? (give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	‘Child’s name....., I can see something has happened.’ ‘I am here to help.’ ‘Talk and I will listen.’ ‘Come with me and’	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion
Hair pulling				
Pushing aggressively				
Scratching				
Pinching				
Hitting				
Kicking				
Fighting				
Biting				
Punching				
Throwing furniture				
Physical or verbal bullying (see Bullying Policy for definition)				

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section

Examples of responses;

‘Name, you have used your safe space, well done.’
‘You are making a good effort with your learning.’
‘Thank you for telling me how this made you feel.’
‘Thank you for being honest with me and telling me the truth.’
‘I can see that you are upset...your body language is showing me you are cross’
‘I can understand how that could be upsetting/annoying...’

Post incident recovery and debrief measures (Restorative Practice)

‘It is time for a chill and chat’
‘Tell me what happened when...’
‘How were you feeling when you....?’
‘Who has been affected...?’
‘How can you help to put this right?’
‘So let’s practise what we have learnt so that we can do things better next time.’