

Behaviour Policy



Introduction

At Holbrook, we want every member of the school community to feel valued and respected. We are a caring community, whose values are built on mutual trust and respect for all. We believe that children learn best when behaviour is good and that by teaching positive behaviours we can make a difference.

Our Behaviour policy is designed to create an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and positive interactions that support staff and learners. Our policy is underpinned by the principles of Therapeutic Thinking (see below).

We recognise that some conditions e.g Autism, do affect a child's ability to adhere to behaviour guidelines. We are committed to making reasonable adjustments and individual plans to ensure that any pupil with SEND can be fully included in our teaching and learning of positive behaviour. However, as a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that the overwhelming majority of children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour policy and we will share it with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach *pro-social* behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are fully trained to implement it.
5. Staff will work closely with the Assistant Headteacher (Inclusion) to ensure that pupils at risk receive specialist support when necessary.

What is Therapeutic Thinking?

The Therapeutic Thinking approach is characterised by an inclusive culture, where positive experiences create positive feelings and these feelings create prosocial behaviour.

Therapeutic Thinking focuses on how all children are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours.

Planning and managing children's behaviour creates a link between children's mental health and behaviour, as seen in the influential document *Mental Health and Behaviour in Schools* (DfE November 2018).

Aims

We aim to:

- Create a calm, orderly and purposeful learning community that supports individual progress and high standards of behaviour
- Foster a culture of positive (pro-social) behaviour: for learning, for community and for life
- Ensure that all children are treated fairly, shown respect and to promote good relationships
- Help children self-regulate their behaviour and be responsible for the consequences of it
- Build a community that values kindness, care, respect and empathy for others
- Encourage children, staff and parents to have a sense of pride and ownership in their school

Expectations

At Holbrook Primary School, we have high expectations of children's work and behaviour and provide pupils with what they need to succeed in their learning. We endeavour to create a culture that inspires a love of learning through emotional and social intelligence, self-discipline and respect for others. This is reflected in our values and Golden Rules.

The whole school, children and adults work towards upholding the school's values of

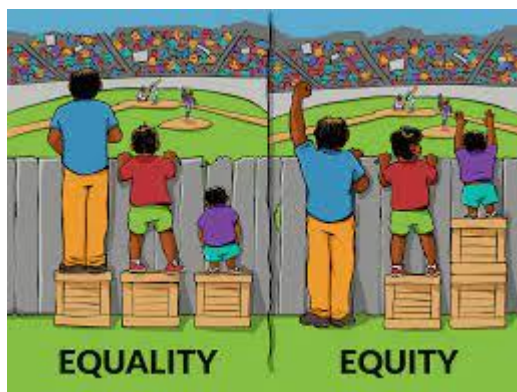
Co-operation Honesty Respect Responsibility Tolerance

and our Golden Rules

Be kind and considerate

Be safe and sensible.

Equality and Equity



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what is needed to achieve success.

At Holbrook, we advocate for each child to receive the resources, experience, appropriate interventions and support in their learning to achieve their full potential.

Equity = Equality

External discipline is controlling behaviour ...Internal discipline is teaching behaviour
To create change we need to understand, not simply suppress, the behaviour

Types of Behaviour

We recognise that behaviour can be a mixture of both conscious and subconscious thoughts/actions.

Subconscious behaviour – unable to moderate or self-regulate

Conscious behaviour – unwilling to moderate or self-regulate

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

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.

Pro-social behaviour is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people, and which benefits other people or society. The best examples include a demonstration of our school values (co-operation, honesty, respect, responsibility, tolerance) and golden rules (be kind and considerate, be safe and sensible). Prosocial behaviour will be recognised and celebrated by all staff.

Unsocial behaviour is often low-level behaviour that is not to the detriment of others. It can also be seen as not enjoying or behaving sociably in the company of others.

Examples include; not listening to instructions, refusing to get complete work set, leaving the room without permission etc. Unsocial behaviour will be addressed by class teachers.

Anti-social behaviour can cause harm to an individual, group, community or the environment. It is likely to cause injury, harassment, alarm or distress, and could infringe the rights of another person.

Examples include; answering back, name calling, refusal to carry out an adult's request, distracting others, disrupting others' learning, throwing small equipment, pinching, pushing, hitting etc

Anti-social behaviour will be addressed by Phase Leaders in the first instance.

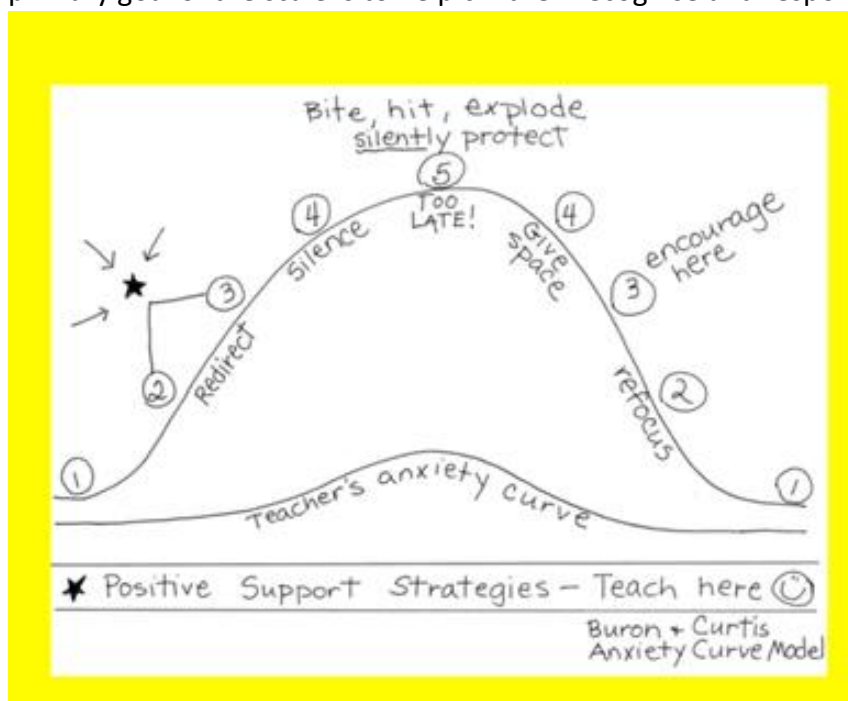
Dangerous behaviour is anti-social behaviour that causes serious physical harm to another child/adult or the child concerned. Examples include; leaving the school premises, throwing furniture, aggressive behaviour that causes hospitalisation etc

Dangerous behaviour is likely to need support/intervention from the Assistant Headteacher, Deputy Headteacher or Headteacher.

We recognise that all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state, possibly due to factors outside of school.

Anxiety Curve model

This visual illustrates the escalation of anxiety, point of explosion and the de-escalation phase. The primary goal of the scale is to help children recognise and respond to their emotions and behaviour.



Pro-social Behaviours

This grid sets out the expectations we have of everybody in our school. In addition, teachers work with their classes at the start of each academic year to discuss in detail how these are applied in practice. We manage the development of internal discipline to gradually replace external discipline using an approach based on self-direction and self-motivation.

We expect children to:	We will teach pro-social behaviour by:	If these expectations are not met we may:
<ul style="list-style-type: none"> • Be ready to learn • Actively engage in their learning by listening, questioning, responding & thinking • Respect and respond positively to feedback about how to improve and develop • Work and play with other pupils cooperatively and respect different opinions • Communicate with other pupils and adults in a respectful way • Learn to recognise and take responsibility for their own feelings and behaviour • Walk quietly and safely around the school • Be responsible for their belongings • Adhere to our uniform policy • Respect the school by keeping it tidy • Not physically or verbally hurt others 	<ul style="list-style-type: none"> • Relationships - getting to know our children and families really well as the more we know about a child, the more therapeutic we can be • Role modelling and teaching the required pro-social behaviours • Being consistent (equity) • Having routines (with flexibility for individuals) • Recognising, praising and rewarding pro-social behaviours • Feedback and recognition (especially when something has not been asked for) • Forgiveness and understanding - every day is a new start and tomorrow can be different • Allowing time for unsocial and low-level behaviours to stop without attention • Using positive language that reflects what the pro-social behaviour we would like to see • Delivering a curriculum that is relevant, challenging and engaging • Providing prompts and reminders – visual and verbal e.g Zones of Regulation • Using PSHE to explore behaviour for learning • Modelling and teaching pupils positive ways to deal with differences of opinion or conflict • Encouraging pupils to be polite and confident in responding to other pupils • Restorative practice that follows up the un/anti-social behaviour 	<ul style="list-style-type: none"> • Give a reminder, positively phrased, about what is expected • Use a graduated response to give a logical consequence relevant and proportional to the pupil's action • Use behaviour scripts to caution, and restorative conversations to express feelings whilst reinforcing behaviour expectations • Log behaviour <i>on CPOMS*</i> (informing Phase Leader, Assistant Head, Deputy Head and Head) • Inform Parents/Carers • Provide structured playtimes to support pupils who do not meet playtime expectations • Create an Individual Behaviour Plan • Make referral for support from other agencies (See also Anti Bullying and SEND policies) <p>Refer to Consequence Ladder, scripts and restorative conversation</p>

We recognise that:

- There are always reasons behind why a child is unable to learn effectively and displays behaviour that is affecting learning
- Behaviours that hinder learning for an individual can also hinder the learning for other pupils
- The needs of pupils are all different and we will provide consequences personalised to individual pupils and focus on supporting the pupil's needs
- Additional support may be required from outside agencies

*CPOMS – Child Protection Online Management System

Rewards

Often the most effective reward for work well done or a positive approach to something is a verbal comment from an adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including by reflecting on how pupils might meet or exceed the Holbrook Expectations.

We will recognise and reward pro-social behaviour through:

- | |
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| <ul style="list-style-type: none">• Verbal and non-verbal praise• House points recognise children demonstrating our School Values and Golden Rules• TEAM soft toys recognise children demonstrating our Learning Skills• Headteacher/Gold Award recognises excellence in learning and/or positive role models• Kindness/playtime awards chosen by the House Captains recognise those children who demonstrate kindness and playing well outside the classroom• Praise in front of peers/adults, e.g assembly, will be with the child's consent• Other strategies include Maths Mentor lanyards, Karate Spelling awards, Multiplication badges and Always Club membership and badge |
|--|

Consequences

An important part of the school's role is to help pupils make appropriate choices about their behaviour and ensure that high standards of behaviour and safety are maintained. Consequences can be a good way for children to learn from their behaviour.

- Consequences do not work in isolation and should be balanced with positive support
- Consequences do not have to be severe to be effective
- Consequences should aim to resolve and 'put right' the initial unsocial or anti-social behaviour
- Parents will be informed of more serious incidents

Logical consequences

A logical consequence is something given from the adult/parent/carer and respectful to everyone involved. It should be related to the behaviour, age and stage appropriate, be kindly and firmly enforced and be reasonable from the child's point of view, as well as the adult's. Examples could include

- Children who have deliberately made a mess in the classroom will have the opportunity to tidy it up
- A child who has wasted learning time in class will be encouraged to catch up with their learning at an appropriate opportunity e.g break time
- A child who has been rude to another pupil will choose how to make amends

Educational consequences (educating behaviour)

An educational consequence helps children develop new skills or new ways of thinking through discussion, debrief activity or rehearsing related to their unsocial, anti-social or dangerous behaviour. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Protective consequences

A protective consequence is an action that will ensure that no further harm (physical or emotional) occurs in the short term. For example, separating a child from the situation particularly if they remain dysregulated

The Graduated Response (Appendix 1) is used in all classrooms and around the school to consistently reinforce prosocial behaviour and to apply logical consequences. The most appropriate consequence is one designed to put matters right and to encourage better behaviour from that child in the future.

Internal Suspension

An internal suspension may involve the child spending time away from their class in another part of the school to protect themselves or others. Teachers will set appropriate work for children to complete during the internal suspension. The school will explore what extra support might be needed to identify and address the needs of children to reduce the risk of a fixed-term suspension.

Fixed-term Suspensions

Fixed-term suspensions are permitted by law as a tool for maintaining a safe learning environment. Where appropriate, any decision to suspend a pupil for a fixed period will be taken in consultation after the Head Teacher (or Deputy Head in their absence) has given due consideration to all factors concerning the individual case. It will be made clear to the individual that s/he is still valued but that the extreme behaviour cannot be accepted for reasons of safety and/or the well-being of other children and adults. In all circumstances, the school will follow the DfE guidance see <https://www.gov.uk/government/publications/school-exclusion>

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from Holbrook School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy. Any decision will be taken in consultation with the Governing Board, and in line with the government guidance.

Use of Reasonable Force

We have 6 members of staff, including HT, DHT, AHT, who have been trained using the positive behaviour management strategies called Team Teach. The training included verbal and non-verbal de-escalation techniques for dealing with difficult or dangerous behaviours, which reduce the need for physical intervention. As a last resort, the training also taught positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents
- Never be used as a form of punishment

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the behaviour expectations in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it
- Establishing and maintaining high expectations at all times and praising when these (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
- Developing positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising and responding to bullying behaviours 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”

Pupils

Pupils have a role in shaping and promoting the school’s behaviour policies. They contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies and consequences. This is achieved through pupil leadership responsibilities such as the School Council, Anti-Bullying ambassadors, class meetings, year group meetings, and in lesson time.

Pupils are responsible for:

- Being positive role models
- Working to the best of their ability and allowing others to do the same
- Co-operating with other children and adults
- Showing respect for each other as well as school and each other’s property and resources
- Taking responsibility for their own actions and recognising the consequences they will have
- Becoming increasingly responsible for the school environment, their own learning and behaviour
- Following instruction, the school values, Golden and class rules

Staff

The Headteacher, with other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain the school’s ethos and encourage positive behaviour. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently.

Staff are responsible for:

- Being a positive role model
- Creating a safe and pleasant environment, physically and emotionally
- Forming good relationships with children and parents
- Enabling pupils to take an increasing responsibility for their own learning and conduct
- Encouraging children to be responsible for their own behaviour
- Implementing behaviour guidelines using the school systems for rewards and consequences
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through clear expectations and pre-empting, where possible, when situations may arise
- Recognising, valuing and planning for the needs of individual pupils according to social and academic ability to enable them to achieve their full potential
- Ensuring there is effective supervision of pupils at all times

- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct
- Liaising with parents about matters which affect their child by keeping parents well informed and attending meetings when requested
- Delivering a programme of Religious Education and PSHE to promote prosocial behaviour
- Ensuring focused activities are used regularly and robustly to help children learn how to behave appropriately in social environments
- Recording incidents on CPOMS, where a child's behaviour is deemed to have a serious effect on themselves and others

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of school, which they can positively influence through working together with the school to support the school's Behaviour Policy. The school is committed to involving parents/carers in all aspects of their child's education through clear communication, building a supportive dialogue between home and school and informing parents immediately if we have concerns about a child's welfare or behaviour.

Parents are responsible for:

- Being positive role models
- Treating children and school staff with respect
- Being aware of the school's Behaviour policy, values and Golden Rules
- Making their child(ren) aware of appropriate behaviour in all situations
- Encouraging independence, self-discipline and self-regulation
- Supporting the school in the implementation of this policy
- Agreeing to and signing the Home School Agreement when their child joins the school
- 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

If the school has to use reasonable consequences with regard to behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact (in order) the Phase Lead, Assistant Head, Deputy Head, Headteacher and then the governing body. If these discussions cannot resolve the problem, a formal grievance can be implemented.

Governors

The governing board has the responsibility for these general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines, as well as monitoring, reviewing and evaluating the impact of the policy.

Headteacher

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline. Where incidents are referred to the Headteacher, the Headteacher will decide on the appropriate course of action based on both the incident being considered, and known prior incidents. Where appropriate, this will be in consultation with the Governing Board.

Leadership team

The Headteacher and Leadership Team will monitor the effectiveness of the policy, supported by the School Council.

The Leadership Team are responsible for:

- Being positive role models
- Establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil is 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 the behaviour policy throughout the school
- Recording and monitoring incidents of a serious nature on CPOMS, 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

November 23

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Appendix 1



Graduated Response

This is our stepped response to ensure that high standards of behaviour are maintained. These steps are for guidance, and may follow in this order. However, different children and different circumstances/behaviours may cause steps to be taken in a different order or initiated at a different point. Some children will have their own Therapeutic Plan.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction. Look of disapproval. Recognition of positive behaviours from others.
2) Reminder	A reminder of the School Values/Golden Rules delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use agreed script.
4) Time Out	Give the child a chance to reflect away from others using the parallel class. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral and Reparation	At this point the child will be sent to a Phase Leader's class for the remainder of the lesson. A restorative conversation should take place ideally before the next lesson or whenever practical. In most cases the Class teacher will inform parents. Use blue cards. Record on CPOMS.
6) Formal Meeting	A meeting with the Assistant Headteacher (Inclusion), teacher, child and parents to discuss concerns that will be monitored and reviewed over a short period of time. This may involve the development of an individual Therapeutic Plan. Record on CPOMS.
7) Second Formal Meeting	A meeting with the parents and Deputy Head or Head teacher. Record on CPOMS.

More serious incidents such as dangerous behaviour (both physical and verbal) will be dealt with by the Headteacher, Deputy Headteacher or Assistant Headteacher.

Suspensions

A Fixed Term Suspension will be the ultimate consequence after the Head Teacher (or Deputy Head Teacher in their absence) has given due consideration to all factors concerning the individual case. It will be made clear to the individual that s/he is still valued but that the dangerous behaviour cannot be accepted for reasons of safety and/or the well-being of other children and adults.

Appendix 2

Step 3 Caution - Script

I noticed you are choosing to ...

This is a problem because...

I expect you to...

Do you remember last week when you...

Can you make a better choice?

Thank you

Step 5 Reparation - Restorative conversation script including Zones of Regulation

What happened?

How did you feel before/while it happened?

How did you feel after it happened? What have you thought since?

Who was affected?

How did it make the other person/people feel? Did it move them into a different zone?

What should we do to put things right?

What could you do next time to stay in the green zone?

Appendix 3

Therapeutic Behaviour for excellent teaching and learning – One page summary

Prosocial behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The **Golden Rules** and **School Values** should be on display and referred to in conversations around conduct.

Consistencies – at Holbrook we;

- 1 **Model** positive behaviours and build relationships.
- 2 **Deliver** lessons that engage, challenge and meet the needs of all learners.
- 3 **Use** a system for **positive recognition** in each classroom throughout the lesson.
- 4 Refer to **Golden Rules** and **School Values** in conversations about behaviour.
- 5 Be **calm** and give 'take up time' when going through the steps. **Prevent** before consequences.
- 6 **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
- 7 **Never ignore** or walk past poor behaviour.

Graduated Response

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction. Look of disapproval. Recognition of positive behaviours from others.
2) Reminder	A reminder of the School Values/Golden Rules delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use agreed script.
4) Time Out	Give the child a chance to reflect away from others using the parallel class. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral and Reparation	At this point the child will be sent to a Phase Leader's class for the remainder of the lesson. A restorative conversation should take place ideally before the next lesson or whenever practical. In most cases the Class teacher will inform parents. Use blue cards. Record on CPOMS.
6) Reparation	A restorative meeting should take place before the next lesson. The teacher may call on support from the Leadership Team who will support the reparation process. Use blue cards. Record on CPOMS.
7) Formal Meeting	A meeting with the Inclusion Lead, teacher, child and parents to discuss concerns that will be monitored over a short period of time. Record on CPOMS.
8) Second Formal Meeting	A meeting with the parents and Leadership Team member. Record on CPOMS.

More serious incidents such as aggressive/violent behaviour (both physical and verbal) or refusal to follow instructions will be dealt with by the Headteacher, Deputy Headteacher or Assistant Headteacher.

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

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

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

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical/natural 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.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or. 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 e.g 'three children required first aid for minor bruising as a result of Jane's kicking'.

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

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

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

Equity: The differentiated measures to provide equal opportunities.

External discipline: 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.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

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

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

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

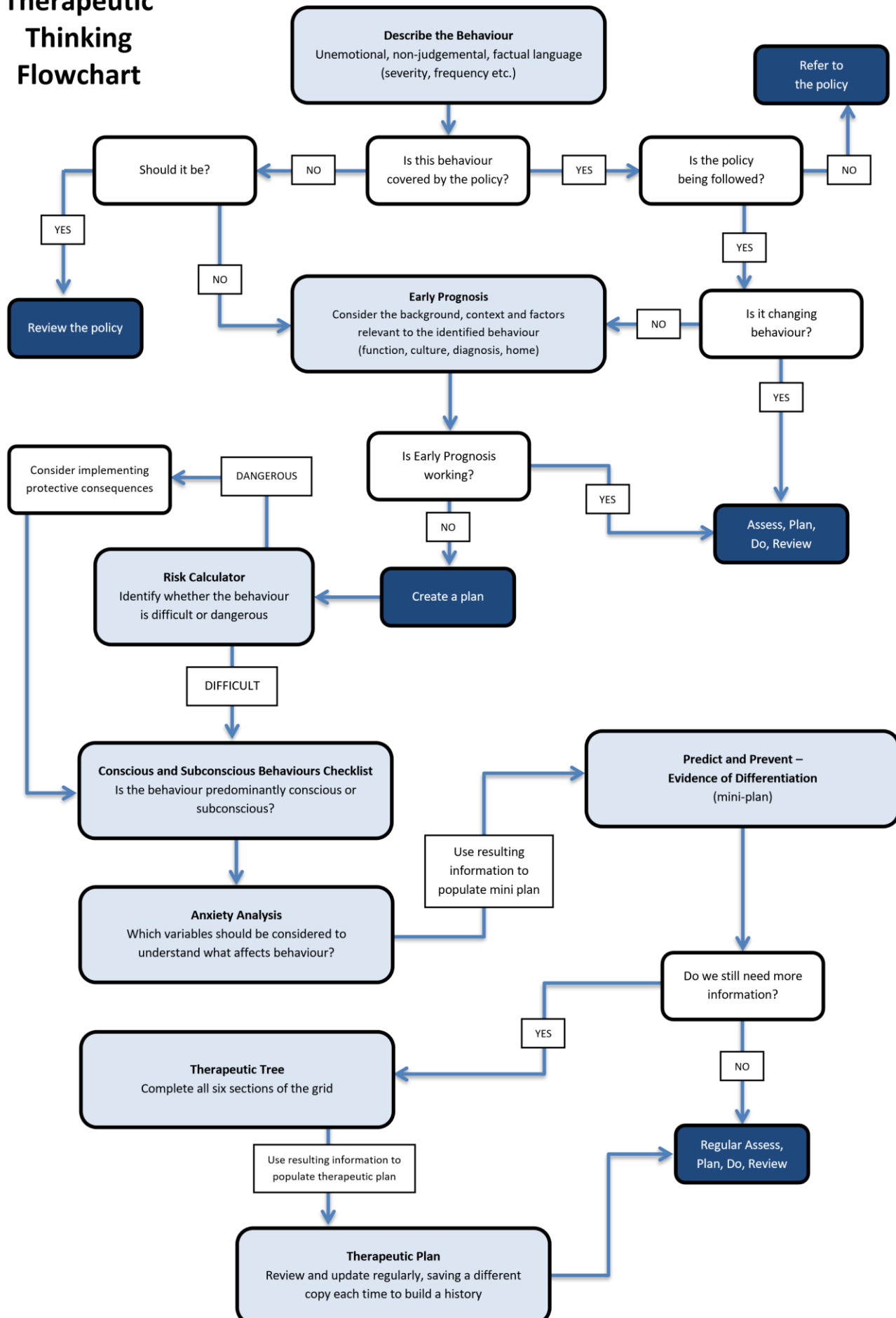
Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. It is designed to suppress and control behaviour within a specific context.

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

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

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

Therapeutic Thinking Flowchart



Appendix 6

Prosocial behaviours

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

To encourage prosocial feelings and behaviour we will:- Create a calm and well-ordered environment for teaching and learning and fostering a pride in it. Ensure lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

We value the prosocial behaviours encapsulated by our School Values; Co-operation, Honesty, Respect, Responsibility, Tolerance

And our Golden Rules; Be kind and considerate & Be safe and sensible

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following) e.g 'I have noticed
- Stickers – can be given for particular encouragement
- Peers encouraging each other
- House Points
- Inform parents – verbally at pick up time, phone call, emails and notes home
- Send to another teacher in the team or their previous teacher
- Send to Assistant Headteacher/Deputy Headteacher/headteacher to show good work

Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Such acts as tidying up, picking up litter, holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.

Unsocial behaviours				
Behaviour	Positive Phrasing (including distracting/re-directing)	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational consequence
Leaving their desk without permission	‘Stay seated in your chair... (name).’ ‘Who else can I see sitting well at their desk?’	‘Are you going to sit on your own or with the group? ’ (repeat). ‘Would you like to sit on the chair at this desk or that desk? ’ (repeat)	‘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	‘I know you want to do first I need you to, then you can’ ‘Can you tell me..../show me?’	‘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.’ ‘Let’s see if we can do this in the book corner?’ ‘I wonder if we will be faster at the table or book corner? ’ (repeat) ‘Are you starting your work with the words or a picture? ’ (repeat) ‘You can work with a friend or on your own. ’ (repeat)	‘You can choose to finish it later.’	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
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 like me to explain again after the lesson?’ ‘Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.’		‘You can choose to have another go later.’	‘We will check you understand how to.... Before you go out to break.’

	'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'			
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'	'You can choose to do this now or later '. (repeat)	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand what to do before you go out to break.'
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	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'
*Playing/fiddling with equipment	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me '. (repeat)		<i>(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i>
*Not sitting 'appropriately' for learning	'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.)'			<i>(Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)</i>

Anti-social behaviours				
Behaviour	Positive Phrasing (including distracting/re-directing)	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational consequence
Continued interruptions	<p>'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.'</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> <p>'I can see you know the answer but at the moment it is 's turn to share their thoughts.'</p>	<p>'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?' (repeat).</p>	<p>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.</p> <p>Ignore and speak later to individuals.</p>	Conversation and exploration
Aggressive shouting/calling out disruptively				
Answering back/mimicking				
Swearing	<p>'I can see that you are not happy at the moment.'</p> <p>'I can see you are upset.'</p> <p>'We can talk when you are ready.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</p> <p>'We will carry on when you are ready.'</p> <p>'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)</p>	<p>'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).</p>	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				
Lying				
Refusal to carry out an adult's request	<p>'Put the pen on the table.'</p> <p>'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'</p>	<p>'Walk with me, to the library or the book corner.' (repeat)</p>	<p>'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).</p>	<p>Rehearsing and practising</p> <p>Completing tasks</p>
Distracting and/or disrupting others' learning by shouting,	<p>'I can see that you are not happy at the moment and you are not ready to learn/play.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I</p>	<p>Rehearsing and practising</p> <p>Completing tasks</p>

banging, making noises			will listen.’ (then ignore until they are ready).	(catch-up hub)
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 behaviours				
Behaviour	Positive Phrasing (including distracting/re-directing)	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational consequence
Leaving the school building	'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.'	'I can see there is something wrong. Do you want to come inside and talk to Mrs X or Mr Y? (give a choice of 2 – whichever most appropriate/available).		Conversation and exploration Possible limit to outside space
Leaving the premises	As above 'Name, you have left the school premises, so I am calling the police.'	'When you come in would you like to go to the carpet or your safe space?' (repeat)		Escorted in social situations/breaktimes Restricted off-site activities
Serious physical harm	'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 X or Mr Y? (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 -Internal Exclusion -Suspension
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.'		