



Behaviour Management Policy

Our Approach to Behaviour Management – a Brief Summary

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

We have high expectations of our children's behaviour in St Matthew's, as set out in our Five Golden Rules. Fundamentally, we believe that children are responsible for their own behaviour and that children, staff and parents should work in partnership to help them develop the skills, dispositions and attitudes to manage their behaviour successfully in school and out, preparing them for their life after school.

This policy outlines the approach to behaviour management we employ in school. This approach was developed by staff and governors of St. Matthew's Primary School following training in the Cambridgeshire Therapeutic Thinking model which informs some of our practice.

We believe that all members of our school community – children, staff, parents and carers – have fundamental rights and responsibilities. Our policy and practice is designed to ensure we all have access to our rights and come to understand our responsibilities and how to meet them. Doing so helps our school community thrive.

Among those rights are the following:

- everyone in the school community has the right to be safe,
- children have a right to learn,
- staff have a right to teach.

Where those rights are being undermined, staff will take appropriate action. It is important that children see that their rights will be enforced.

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We want children to learn that their behaviour has consequences, that these consequences can be good or bad. We want children to learn to value their good behaviour because of the positive consequences that come directly from it (e.g. being successful in lessons, having positive relationships with peers). We may use some extrinsic rewards like stickers or certificates to support children to recognise when their behaviour has been helpful and positive – this can reinforce learning.

We know children (and adults) will make mistakes in their behaviour. They will learn best from these mistakes if they are helped and supported to understand why their behaviour was wrong, what has happened as a consequence and how they can work to put things right. We use a restorative approach for dealing with conflict to help children understand this, try to make consequences link directly to the inappropriate behaviour. We avoid punishments that try to make children feel bad, lower their self-esteem as in the end these create more negative feelings, make it more likely children will behave badly in the future, get in the way of the children really learning why their behaviour was wrong.

All adults working in school have the authority and the responsibility to implement this behaviour policy. We rely on our staff members to behave in a certain way to achieve its purpose.

The following pages give more detail about all of the above.

Our Curriculum for Behaviour

We believe that a vital part of school is children learning to behave in a way that supports their learning, psychological wellbeing, relationships and safety.

This policy and the practice it describes is a vital part of this learning. There are also parts of our planned lessons within our curriculum that also directly impact on this learning.

Examples are:

- Relationship, Health and Sex Education
- eSafety
- Values Education
- Oracy and Mrs Wordsmith (which develop the children's vocabulary and skills to express themselves and listen to others, understanding alternative viewpoints).

This list is not exhaustive and all areas of the curriculum present opportunities to explore issues of identity, respect, history, emotional literacy and to look at a range of scenarios and consider how it is appropriate to behave.

Rights and Responsibilities

All members of our school community have rights and with those rights come responsibilities.

Rights	Responsibilities
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.
All have a right to be listened to with respect.	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure.	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and for following our "Five Golden Rules".



Our Five Golden Rules

In St Matthew's Primary School we have Five Golden Rules. These give us boundaries to our behaviour to help us all meet our responsibilities and secure our rights.

1. Listen and follow adult instructions.
2. Keep hands, feet and objects to yourself.
3. Respect everyone's property.
4. No swearing, teasing or name-calling.
5. Be in the right place, at the right time, doing the right thing.



Routines and Expectations

We believe that the overwhelming majority of children will want to behave well. We need to set out clear expectations and routines in our classes and around the school so they know what valued behaviour looks like. Some examples of these expectations and routines are set out below.

- Corridors/Movement around School
 - Walking, not running
 - Not pushing past others/through doors
 - Walking on the left hand side
 - Class groups should walk in silence around school. When coming in from the playground, the “silence” rule comes into effect once entering the building
 - Children should not be coming into school without permission during playtimes – this will need a specific consequence.
- Cloakrooms
 - All items should be hung up or on a shelf after every break etc.
 - Children need to be taught this – some children may need more teaching than others, but we should not accept them leaving items on the floor
 - Teachers need to monitor children using the cloakrooms at start of day/end of day and end of breaks to reinforce the expectation
 - Children should get into the classroom as quickly as possible
- Assemblies
 - Start arriving for KS1 assembly from 9:55 for a 10am start
 - Arrive and sit in silence while waiting for assembly to start
 - Class teacher or other member of staff taking class should stay with the class until assembly ready to start
 - This latter enables teacher to sort appropriate positioning of children (i.e. not sitting next to a child that where they may find it difficult to manage their behaviour, including children in other classes sat next to theirs).
- Classroom Expectations – Movement Around the Classroom
 - Clear protocols about what can get out of seat for independently and what need permission for
 - Expectation of returning to seat as soon as completed activity that caused child to leave seat (e.g. getting a resource, getting a drink).
 - Water bottles
 - class teacher to decide whether in a central area by the sink or at table
 - Should be clear to children when they are allowed to get a drink
 - If centrally held, only one child should be accessing the water bottles at any one time
 - Children may need planned movement breaks if they have been sat for a long period of time
- Classroom Expectations – Noise Levels
 - We will teach different noise levels as follows:
 - No voice
 - Whisper
 - Table/Group Talk
 - Presenter
 - Ouside
 - Children should use the voice level for the activity as designated by the teacher

- Children may need talking breaks (like movement breaks) if there has been a prolonged period of time of no talking on an activity.
- Toys in School
 - Toys not allowed in school, except:
 - May be brought in for Golden Time if class teacher agrees
 - This may be planned, e.g. a particular fidget toy (if agreed by class teacher) or comforting toy
- End of Playtimes/Lunchtimes
- An air-horn sounds at end of playtimes/lunchtimes
 - All children stop when air-horn goes and then walk to line up– this to address issue of KS1 children not returning to class at 1pm
- Playground
 - Ball games only on netball court, squares (where children play “champ”) and the cage.
 - Balls can only be kicked in the cage
 - Friday is “No Ball Friday” to encourage children to develop a wider variety of games to play.

Behaviour as a Choice

We want our children to make good choices about their behaviour and understand that the choices they make have consequences for themselves and others.

We recognise that there are behaviours which are ‘conscious behaviours’ – ones which we choose. These are behaviours that are the result of thought or planning. For example: A child who uses disruption when faced with a difficult task may choose to shout out continuously if they believe it will serve them by being asked to leave. The child may have no motivation to stay as staying will be uncomfortable and no support is expected. The child may prefer the consequences of leaving to the consequences of remaining.

Some behaviours are ‘subconscious behaviours’ – ones which choose us. These are behaviours which are present without any thought or planning. For example: A child who has been constantly embarrassed when asked a question in lessons may experience a rapid increase in anxiety when faced with this or similar situations. They are unable to manage these feelings which may drive a subconscious fight or flight response.

Young children may learn through schemas and play. This is where they may continually repeat an activity – such as throwing toys in order to process information. It may have nothing to do with challenging authority and everything to do with learning where the toys may land.

Before dealing with behaviour, our staff will consider which type of behaviour the child is displaying and then respond appropriately (see below and appendixes describing terms used in this policy).

Valued Behaviours

“Valued” behaviour is behaviour that enables all children and staff to have full access to their rights and where everyone is fulfilling their responsibilities. It can be positive, helpful and values social acceptance.

In St Matthew’s, this may be a child who follows the 5 Golden Rules and is able to understand, recognise and apply the school values (see above).

In a classroom, we may see valued behaviour when:

- A child puts up their hand to answer a question
- A child is able to turn-take
- A child is able to share resources with a peer
- They will stop what they are doing and listen to an adult when asked
- They will be able to stay focussed on a task for a given time.
- Offer to help an adult or peer, or encourages them.
- Use manners

Around the wider school, we may see valued behaviour when:

- A child holds a door for another person
- A child who apologises if they accidentally bump into someone
- A child who will move out of the way to let someone pass
- A child who is able to line up to wait for their lunch
- A child who will help another child who is hurt or upset, or include them
- A child upholds one of the Values
- Respects the school environment and resources

Intrinsic Rewards

An intrinsic reward is a consequence that results naturally from a valued behaviour. The behaviour produces a consequence that is a reward in itself.

Some examples...

- Sense of pride in a good piece of work
- Positive relationships with peers
- Quick resolution of conflict
- Sense of achievement and belonging when working successfully in a group Hearing what the teaching is saying and so understanding the lesson and making good progress
- The children around the child also being able to focus well on the lesson and make good progress
- The teacher being able to focus on the teaching.
- A happier, positive learning environment.

We want children to be aware of the natural consequences of their valued behaviour. This reinforces learning by making the children more conscious of the choices they are making and the positive effect of them.

All staff have a responsibility to notice and praise valued behaviour in class and around the school. Using our school values is a powerful way to do this.

Values – A Statement of Principles

The behaviour we expect from children and all in our school community come from personal characteristics that we value. Our values also shape how we *manage* behaviour in school. In St. Matthew's Primary School we value...

1.	Kindness	Kindness is caring for each other in all we do and say.
2.	Empathy	Empathy is putting yourself in someone else's shoes and imagining how they feel.

3.	Forgiveness	Forgiveness is letting go of anger or resentment when we feel we have been treated badly.
4.	Thankfulness	Thankfulness is noticing and appreciating what you have and those around you.
5.	Respect	Respect is treating people, places and things with care and consideration, including oneself. This includes being polite in our words and actions.
6.	Curiosity	Curiosity is when you are eager to know or learn something new.
7.	Creativity	Creativity means using our knowledge in new ways to solve problems, imagine new things and express ourselves.
8.	Independence	Independence is being able to get on with something on your own, without relying on help or support from others
9.	Co-operation	Cooperation is working with others positively and helpfully
10.	Responsibility	Being responsible is knowing something is your job and getting on and doing it.
11.	Perseverance	Perseverance is keeping on going even when something is difficult.
12.	Self-awareness	Being self-aware is having an honest and accurate view of yourself, your emotions, your thoughts and beliefs.
13.	Assertiveness	Assertiveness is standing up for yourself and what you believe in while being respectful of others.
14.	Integrity	Integrity is acting in a way you know to be right in all situations.
15.	Enthusiasm	Enthusiasm is enjoyment of and motivation for an activity or goal.

Staff will acknowledge a value when displayed through a behaviour, using an

1. opening phrase,
2. the value used and
3. how the value was shown.

For example:

- That took a lot of resilience to go back and try that problem again.
- “Well done, you have all listened and concentrated well today and so we have all learned...”
- “I noticed that you...”.
- “Remember to be peaceful as you line up.”

Staff will teach children the positive feelings valued behaviour creates, by asking them to notice how they are feeling when something has gone well.

This is crucial in order to motivate valued behaviours.

“Extrinsic” Rewards

An extrinsic reward is something like a sticker or certificate given for a valued behaviour. It is “extrinsic” because it is not a natural consequence of the behaviour itself but something in addition to that natural consequence.

We will use some extrinsic rewards where we think they are a useful tool to support a child, a group or a class to recognise their success and so help make learning more concrete and embedded. They can also be a good link between school and home if a child has been finding it difficult to manage their behaviour. An extrinsic reward should be used AS WELL AS not instead of making the natural consequences of the valued behaviour explicit.

However, we do not want children to become dependent on extrinsic rewards for their valued behaviour – “I will only sit on the carpet and listen if I get a sticker”. When this happens, the sticker is becoming a bribe rather than a reward. “If you do this, you can have a sticker” is a bribe which is very different to, for example, praising a child or a class *after* they have behaved well. We do not want children to come to value a sticker instead of the positive consequences of their behaviour.

Some Examples of Positive Consequences/Extrinsic Rewards that we Use for Individuals

- “Tidy Up Superstars” – name goes on the screen if noticed working particularly hard at tidy up time; get to get home things first
- Beat the Timer – followed by praise
- Listening owl – gets to sit on the quiet table
- Specific praise for child to parent
- Valued rewards – e.g. opportunity to do something positive for someone (e.g. litter picking, supporting a classmate)
- Positive Notes - ad hoc notes or certificates related to value of the week or other achievements that are sent home
- Opportunity to show work to a senior leader
- Note re Early Years – rewards may be more regular and for more “expected” behaviour in Early Years as trying to make concrete and reinforce good habits that should become established as progress through school
- Recognition Board. Names of children displaying positive behaviour written on board, not the other way around. Choose one behaviour you will be focussing on (Hands and Feet to yourself).
- Staff can share valued behaviour with other adults in the school, including members of SLT.
- If valued behaviour has been noticed by an adult in school other than the child’s class teacher (such as midday supervisors, teaching assistants, office staff, SLT or specialist teaching staff), staff should share this with the teacher. The teacher can then acknowledge and consolidate this behaviour.

Some Positive Rewards used for Groups or Whole Classes

- Marbles in a jar to recognise collective effort
- Whole class sticker chart (actions of whole class or particular individuals may also contribute to the gaining of stickers for a whole class)
- Game/2 mins early to lunch/other treat at end of the day if worked hard and “gained” time
- Go Noodle / 5 a Day
- Filling a bucket for showing behaviours that exemplify particular values (may be dependent on need/issue in a class)
- Asking a Senior Leader to visit class to hear praise

Golden Time/Project Time

On a Friday afternoon all classes from Year One upwards enjoy a period of Golden Time. How this operates from class to class varies. For example, Golden Time may involve some free choice of activities, a directed project or the whole class taking part in a special activity together.

Golden time is a positive experience designed to help children engage socially, develop skills of cooperation and negotiation. It is not a reward and so the loss of Golden Time should not be used as a punishment.

The only reason a child may miss some or all of their Golden Time would be if they had behaved in such a way that it was felt that it was not safe for them to participate (this is not a punishment but a logical consequence of their behaviour), or if Golden Time was a suitable time for the child to be carrying out some activity as reparation for their behaviour.

Detrimental Behaviours

This policy talks about three forms of detrimental behavior that we may need to manage:

1. **Difficult behaviour** – behaviour which is detrimental to the wellbeing of self or others, the good functioning of the school, but is not dangerous
2. **Dangerous behaviour** - behavior which will imminently result in injury 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.
3. **Unsocial behaviour** - Unsocial behaviour is behaviour which is not to the detriment of others, but may be quiet non-compliance.

Managing Difficult Behaviour

Initial Strategies to Address Difficult Behaviour

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. We recognise that people make mistakes with their behaviour. Initially we will seek to address difficult behaviour quickly and directly to prevent issues escalating and give the children the opportunity to correct their behaviour and put things right.

Strategies we might use to do this would include:

- a quiet, discrete reminder;
- a direct instruction;
- taking an item that is being used inappropriately;
- praise for children doing the right thing
- distraction - asking a work-related question, staff engaging with the child and their work; redirecting a child to another activity;
- stopping a class to re-teach a routine or expectation
- **an opportunity for immediate reparation (e.g. picking up books that have been thrown on the floor, apologising for an act of unkindness)**. For the majority of children, a clear reminder about the right behaviour would be appropriate and sufficient for the child to correct their behaviour.
- Some anti-social behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise valued behaviour. When doing this, staff will focus on praising the children who are already showing valued behaviour.

Consequences of Difficult Behaviour

We aim for children to learn about the consequences of their mistakes so that they are motivated to correct them in the future. This happens best when the consequences are related directly to the harm caused and to the necessary steps to prevent further harm.

We recognise the need to use two different types of consequences.

Protective Consequences

A protective consequence prevents the consequences of a difficult or dangerous behaviour from occurring again. They may be a removal of freedom in order to manage.

Some examples of protective consequences are:

- Being asked to leave a classroom for a period if a child is preventing the teacher teaching or other children learning
- Increased staff ratio
- Limited access to outside space
- Being escorted in social situations
- Different teaching space
- Exclusion, fixed-term or permanent, from school

Educational Consequences

These are the learning, rehearsing or teaching, so the freedom can be returned and may include:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Restorative meetings

We want consequences to be predictable and simple. This means children can understand them, predict the consequences of their actions and so make informed choices about their behaviour. It also supports all staff being consistent across the school in how they deal with difficult behaviours.

Appendix 1 outlines a hierarchy of escalating response to managing behaviour. Put at its simplest, the consequences for difficult behaviours are as follows:

First, you will get a reminder
Then you will get a choice
Then you will get a consequence
Then you will get a chance to talk about it and make things right.

Remember:

If you keep stopping yourself or other children learning in the classroom, you will have to leave the classroom

If you keep on being unsafe, hitting or hurting children in the classroom, you will have to leave the classroom

If you keep on being unsafe, hitting or hurting children in the playground, then you will miss your next playtime

If you cannot correct these behaviours, the result may be spending further time out of the classroom or not being able to go into the playground.

Appendix 2 outlines some typical responses to particular behaviours.

Consequences in the Playground

1. Redirecting children to the right behaviour/value
2. A reminder about the positive consequences of the right behaviour
3. A clear rule reminder, e.g. “remember we keep hands, feet and objects to ourselves”
4. A reminder of the negative consequence that will result if the behaviour continues
5. Send child to play in a different part of the playground
6. Staff member asks child to stay with them until they have calmed and are ready to behave appropriately or go through “restorative questions” (see below).
7. If child refuses to follow redirection, seek support from SLT (see “Getting Support from Other Staff” below).

These consequences are not viewed as sanctions or punishments – they are the natural, logical consequences of the inappropriate behaviour. Staff may use the phrase: “you were not safe **so obviously**, you cannot be on the playground **until** we know you can behave safely.” The consequence should have an end point, which the child needs to understand and know what they need to do to repair what has gone wrong.

Teaching children the valued behaviour they need in order to repair what has gone wrong. This should be linked to the Value they could have used in the situation. This may mean working with them on walking 'peacefully', or gradually re-introducing them to the playground over a period of time in order for them to be successful.

Persistent Difficult Behaviour

Repeated use of negative consequences can have unwanted effects:

- unnecessary conflict,
- damage to relationships between staff and children;
- diminishing effect of the consequence;
- an undermining of the staff member's "authority"
- impact on self-esteem of the child and their belief that they can behave.

This is why those strategies outlined ahead of using a consequence are so important. Consequences are used if these strategies are not being effective.

However, if the rights of others are being affected by difficult or dangerous behaviour, staff should not come to tolerate the behaviour because they are worried that the consequence is being overused, is challenging to implement or will not "work". It is important to be consistent and address difficult/dangerous behaviours.

If consequences need to be used repeatedly with no effect, then an individual plan may be needed for the child/group/class.

Dangerous Behaviour

This is where the child is behaving in a way that could cause harm to themselves or others. If the child will not remove themselves from the situation and take themselves to a place to calm down safely, then staff endeavour to remove other children and adults away and send for support from SLT (see "Getting Support from Other Staff" and "Severe Difficult/Dangerous Behaviour").

Severe Difficult/Dangerous Behaviour

The following behaviours need to be reported to an Assistant Head or the Head Teacher:

- physical violence or verbal abuse to an adult
- regular violence or abuse to other children
- prejudiced related abuse or any other discriminatory behaviour
- damage to school property

Staff may decide that a child will be isolated for a limited period either from their class by working in another class or on their own away from other children. The child may also need an Individual Behaviour Management Plan to help with their behaviour.

De-escalating Severe Difficult/Dangerous Behaviour

When responding to harmful behaviour, adults seek to cool down, repair, reflect and restore.

Adults' responses to challenging behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the courtyard"

- Disempowering the behaviour e.g - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong” Tell them why you are there – “I am here to help”
- Offer help – “Talk to me and I will listen” Offer a “get-out” (positive phrasing) – “Come with me and.....”

Managing Unsocial Behaviour

Unsocial behaviour is behaviour which is not to the detriment of others, but may be quiet non-compliance. This is behaviour which does not impact others’ learning. Whilst extraverts may communicate their feelings through high levels of interaction (anti-social behaviour), introverts may communicate their feelings through quiet non-compliance. Staff should interpret unsocial behaviour as a communication of negative feelings.

Unsocial behaviour may be:

- Refusal to come into school
- Refusal to come into the classroom/playground
- Refusal to do tasks/join activities
- Not enjoying or needing to behave sociably in the company of others.

Staff should acknowledge that these responses are essential to allow an introvert to communicate negative feelings, and so should be responded to appropriately.

Staff should acknowledge that the child is finding something difficult at that moment, and provide time and space for the child before exploring this.

I am wondering if you are feeling ...at the moment, would you like to?

Staff should work with parents, trusted adults and the child to discover how they can support the child to reduce negative feelings.

Restorative Approaches to Behaviour Management

Where possible and appropriate, we aim for a child to be able to “put right” something that has happened because of inappropriate behaviour, e.g. by cleaning a desk that they have written on. It is important that this is not viewed as a punishment, but as positive behaviour that helps to make good the damage done.

As a school we believe that a “restorative approach” to behaviour management gives children an opportunity to learn that unacceptable behaviour is damaging to the well-being of themselves and others. The approach gives children an opportunity to accept responsibility for their actions, problem solve the situation, repair as best they can any damage they may have done, help mend any damaged relationships and learn how to put their behaviour right in the future.

At the centre of the approach are the following questions, **some or all of which** will be used to help children talk about an issue.

1. What happened/what’s happening?
2. What were you thinking/feeling at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did? or How were you affected?
5. In what way have they been affected?
6. What do you think needs to happen next?

The questions gives the children the opportunity to work out a solution for themselves with the support of an adult, peer mentor. As they learn about the process, they can use it independently for themselves.

It is important that children understand that this is a “no hitting, no hitting back” school. Physical violence to another child will not be tolerated under any circumstances, including hitting back.

It is important for all children to learn to resolve conflict safely and calmly this is what underpins the restorative approach to behaviour management. For some children an Individual Behaviour Plan may be needed to help the child to learn to manage their behaviour.

Getting Support from Other Staff

At times, other staff may be needed to help manage a child’s behaviour. This may be because:

1. An issue needs to be dealt with immediately and the first member of staff dealing with the issue is not in a position to deal with it at that moment;
2. Behaviour is preventing a lesson, or is presenting a danger to the child or others, and is not stopping despite staff member’s best efforts.
3. The nature of the situation requires more than one member of staff to deal with the issue.
4. The staff member is unsure what to do and needs some help.
5. The staff member is feeling upset, distressed or angry and does not feel able to manage the behaviour appropriately at that time.
6. The child may have a behaviour plan and other adults have specific roles outlined in that plan.
7. The behaviour raises safeguarding concerns and therefore needs the involvement of one of the designated child protection officers.

When seeking support from another member of staff, care should be taken that one does not undermine one’s own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help. Here is an example. A child is disrupting lessons by shouting out and won’t stop. The teacher has told the child to take their work to the classroom next door to complete. The child is refusing to go. The teacher sends for a senior colleague to take the child. When the senior colleague arrives, they say, “Thank you for coming, Mr D. Can you take *Child X* to the classroom next door for me while I teach the rest of the maths lesson?” This shows the teacher is in control of the situation, not Mr D. Mr D is actually being instructed by the teacher. This is much stronger than, “Mr D, *Child X* is ruining the lesson for all of the children and won’t go next door even when I said I was going to send for you”.

Please remember: Children should not be sent to more senior colleagues as a punishment or for a “telling off”. This is because:

- If we do this, it undermines our own authority and makes it more difficult for us to manage behaviour of that child in the future;
- It tells the child, “you might not do the right thing for me, but you will do it for my colleague”
- It says, “My colleague is more important than me, their telling off matters more than mine.”

Behaviour of Staff – Our Key Principles

- At the heart of all of our behavior management practice are good relationships. These are achieved by making all interactions positive, including those dealing with difficult

behaviour as outlined in this policy. It is also strengthened by taking an interest in the children (e.g. knowing what interests them in and outside school), greeting the children positively when they enter the classroom in the morning.

- We expect all of our staff to exhibit fairness, unconditional respect, compassion, praise, empathy, listening and encouragement. Staff are role models of the types of behaviour that we would want children to have and demonstrate throughout their lives, even in challenging circumstances. Staff should be in control of their emotions when addressing behaviour. No annoyed face, tone, shouting, pointing. Be shocked by nothing.
- Staff will be consistent in following the approaches set out in this policy so that all children experience a similar approach from all adults.
- “Stop, notice, remind and move on”. ALL staff have a responsibility to address difficult/dangerous behaviours and should feel empowered to intervene, without creating conflict, according to this policy, e.g. ‘I need to walk away. You know the rule about running in the corridor. Thank you for listening.’
- Poor behaviour should be corrected in private wherever possible.
- We do not use “group punishments” where a wider group of children face a negative consequence due to the behaviour of one or two children.
- We do not use systems such as “Traffic Lights”, “Sunshine and Cloud” or the writing children’s names on the board to record reminders and warnings. The original underlying purpose of these systems - to remind children that they have had a reminder about their behaviour - is just as easily achieved by talking to the child briefly.
- It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and implement plans to support that child.

Additional Support

Some children may need additional support to manage their behaviour and learn to consistently demonstrate valued behaviours. St Matthew’s has a senior leader for behaviour and mental health. She supports and advises staff to help them to develop behaviour management plans for individual children who continue to exhibit difficult or dangerous behaviours despite the usual teaching and support. She also coordinates other additional counselling support that the school may draw upon to support children and their families.

We want all learners to have a consistent experience of behaviour management in St Matthew’s, and shared expectations of good behaviour. However, we recognise that in response to individual need, we may see differentiation within classrooms in order to meet those needs and support the children’s learning about their behaviour. Staff are allowed to make reasonable adjustments to the policy, but these should be to meet short-term needs of the children. Examples of such adjustments may be:

- sitting in a special space, or in a different way to others
- having a sensory break
- supported play
- time with a trusted adult.
- Access to toys for sensory/SEMH needs
- Using a personalised reward system
- A personal plan for playtime/lunchtime, such as lunch club
- Reducing positive praise for a child who is not capable of receiving it
- Logical consequences needing to be planned carefully in order not to shame a child

We also recognise that there are certain classroom management techniques that may cause anxiety to some children. These include:

- Using a random system (such as 'lollysticks' to select a child to answer a question. We recognise that for some learners, this will induce a high level of anxiety, and they will not be able to process the learning. Some children will need time to build a relationship of trust where they feel safe to answer questions in front of others. Staff can help develop this, by providing the child with the question they will be asking before the lesson, so they can rehearse and practise their answer.

Only when staff are confident that all children should they use these systems.

- Asking children to get into pairs/groups. Whilst we acknowledge this is a skill in itself, we also understand that for many children this can reinforce publically that they do not yet have strong friendships, and are always passed over. It also does not provide the opportunity for children to experience working with a range of children across the class. Staff will determine pairs/groupings the majority of times, and be specific about the learning objective when asking children to do so independently.

For some children, behaviour management and responses need to be personalised and designed to a much greater degree to meet the specific needs of the individual child. To enable change, we need (and ultimately the child needs) to understand the causes of the behaviour, not just suppress the behaviour.

Children who may need a behaviour plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

The process of developing a behaviour plan may involve using additional assessment tools. The school uses a range of these depending on the specific needs of the child. Some are listed below.

- ABC Form
- Classroom Observation
- Low Level Behaviour Analysis
- Functional Behaviour Analysis
- Early Prognosis
- Risk Calculator
- Subconscious Behaviour Checklist
- Conscious Behaviour Checklist
- Anxiety Analysis
- Roots and Fruits
- Sexualised Behaviour Risk Assessment

Outside agencies such as Specialist Teachers and Educational Psychologists may also contribute to the development of a behaviour plan. If a child has other special educational needs, the SENDCo may also be involved in planning and coordinating support.

Confiscation

Staff have the authority to confiscate a child's property if it is interfering with their learning or another child's learning, if it is thought to be a potential health and safety risk or if it has previously been prohibited from being brought into school. The adult confiscating any item will usually give this item to the child's class teacher or a member of the senior management team for safe keeping. In most instances the item will be returned to the child at the end of the school day, or if it is felt to be more appropriate, to the child's parent or carer at the next mutually convenient opportunity.

Mobile phones which are brought into school need to be handed to the class teacher at the beginning of the day and turned off. They will be given back to the child at the end of the day. The school cannot accept responsibility for the loss of any child's property that is brought onto school premises. Please see Mobile Phone Policy.

Staff have the authority to search without consent for certain "prohibited items" (a full list of prohibited items can be found in the DfE guidance, "Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) . Legislation sets out what must be done with prohibited items found as a result of a search and any staff member confiscating a prohibited item must always report this to a senior member of staff. Otherwise it is for the teacher to decide if and when to return a confiscated item.

Valued Touch and Anti-social Touch

School recognises that there may be occasions when children need support and encouragement to follow instructions.

Staff will not use anti-social touch with any child.

Staff understand that anti-social touch would be where it causes:

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation
- This includes pulling or dragging child, containing a child in room by themselves, or holding them in a manner which could restrict breathing.

As a school we may use valued touch in situations such as:

- Lap sitting (early years and primary)
- Physically separating a child from their parent
- Carrying
- Physically comforting a child
- Steering, guiding or escorting a child
- Restraining a child (restrictive physical intervention)

Physical intervention should be in the student's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings

Regardless of age, physical intervention should not provide intimacy within a transient relationship.

We follow the guidance set out in the STEP ON training, and staff will use 'Open Mitton', 'Closed Mitton', or 'Supportive Hug' should they need to redirect a child.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to restrain or remove a child from a situation to prevent a child committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is extremely rare and will only be used where all other strategies have been considered and the member of staff judges that there is no other option available.

For some children, their Behaviour Management Plans will include plans for physical intervention that may be necessary. Where this is the case, the planned intervention should be:

- Agreed in advance by a multidisciplinary team in consultation with the student and their parents or carers
- Planned in advance including strategies for supporting the student's behavioural difficulties
- Used under the supervision of an identified member of staff
- Subject to recording (in an incident report), reporting, monitoring and, if necessary, investigation

In all circumstances:

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

Following any incident of restrictive physical intervention, the student will be debriefed as it is essential to safeguard the emotional well-being of all involved at these times. The purposes of the debriefing are:

1. To re-visit the experience by re-telling and exploring the story with a changed set of feelings.
2. During the incident the student's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.

Parents will always be informed if restrictive physical intervention has been necessary.

Staff involved will also be debriefed to ensure that their emotional well-being is protected.

Unforeseeable Behaviour or Need

School recognises that there may be behaviours not covered by policy, never previously experienced, or so historic that it was believed they would not reoccur.

Staff may have to judge risks to themselves and those around them when responding. It is recognised that if the risk is high, staff may need to use restrictive physical intervention. In dangerous situations, staff may need to call emergency services.

When possible, staff will seek support and send for SLT for help.

Staff will report any incidents of unforeseeable behaviour or need, which has not been covered by policy, to the SLT. They will record this behaviour on an incident report form to be saved in Child's file on Staff Share.

Reporting and Recording

Incidents involving behaviour should be recorded in the first instance on the 'Record of Incident' form by staff dealing with the incident. These should be emailed to the relevant unit leader and/or SENCO, and saved in the Child's file in the "Curriculum" drive.

Where behaviour needs to be analysed, staff may be asked to complete more detailed reports which can be used for tracking, analysing, planning and reviewing. These may include a low-level behaviour record or an ABC form. Staff will be directed by a member of SLT if this is the case, who will be involved in planning support for that child. They will also direct staff on who these forms need to be passed on to.

Parental Involvement

We believe it is important that the staff of the school, the children and their parents and carers all work together to make St. Matthew's Primary School a happy and safe place to be.

Parents can help us by:

1. Talking to their child about the school rules.
2. Asking them what they think the each rule means.
3. Asking them what they must do to follow each rule.
4. Supporting staff in their actions in implementing this policy.

If we have concerns about a child's behaviour we will contact parents so that we can work together to solve any difficulties. Likewise, we ask that parents contact us if they have any concerns.

Meetings with parents should be recorded on a Record of Meeting Form and saved in the Child's file on Staff Share.

Special Educational Needs

All children are expected to work to meet their responsibilities as outlined in this policy and to follow our Five Golden Rules. Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our inclusion policy and procedures. A child may have targets on the class inclusion plan, an Individual Risk Management Plan or support from outside agencies to help their learning in this area.

We recognise that children with SEND may need the policy differentiated to meet their individual needs, and this will be recorded in their EHCP, or provision map.

Anti-Bullying

The school has a separate Anti-bullying Policy. The principles and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

The Use of Exclusions

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the health and safety of staff or children, adversely affects the education of other children or the smooth running of the school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached. A permanent exclusion may be used where the school judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate, safe behaviour cannot be made.

Where possible, this decision will be made by the Head Teacher, but can be made by the Assistant's Heads when it is not.

Incidents Occurring Out of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Teachers may use any of the procedures set out in this policy in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes behaviour which happens when the child is taking part in any school-organised or school-related activity, when they are travelling to or from school; when they are identifiable as a pupil at the school, when the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Parents should however remember that they are primarily responsible for the safety, well-being and behaviour of their children out of school and it can be difficult for the school to get an accurate picture of events that happen outside of the school.

Monitoring the Policy

The impact of this policy is monitored through formal and informal classroom observations and observations around the school, individual behaviour plans, incident reports and children's IEPs. This work is carried out by the Senior Leadership Team of the school and, in the latter case.

Various aspects of our policy and practice are also reviewed by children and staff as part of our ongoing RHSE Curriculum.

Appendix 1 – Consequences of Difficult/Dangerous Behaviour

Below is a hierarchy of typical consequences responses when addressing a behaviour. Note the strategies to use before resorting to using these consequences (page 10).

	Action	Purpose
1	Reminder of behaviour / routine/ expectation	Gives an opportunity for the child to take responsibility for and correct their behaviour
2	Explanation of Choice	If behaviour has continued, child is able to make an informed choice about their behaviour. They are more likely to accept the consequence and understand that the consequence is their responsibility.
3	Educational/ Preventative consequence	Child sees that their behaviour has a logical consequence that they can understand. They can use this information in the future to make better choices. They see that staff will be consistent in their response to behaviour.
4	Preventative consequence	If behaviour has continued despite the above, then a preventative consequence may be needed to enable learning to continue or to maintain safety and wellbeing of children
5	Reparation, debrief, explanation, teaching	This is very likely to be necessary if a consequence has been used. It can <ul style="list-style-type: none"> ● Rebuild relationships that have been damaged (with staff member or other children) ● enable the child to better understand what they have done wrong and how it has affected others ● give some guidance as to how to get it right next time. It may be brief and done at the time, or the child may need some time and distance from the event before being able to have the conversation.

The following behaviours need to be reported to an Assistant Head or the Head Teacher:

- physical violence or verbal abuse to an adult
- regular violence or abuse to other children
- prejudiced related abuse or any other discriminatory behaviour
- damage to school property

Appendix 2 – Typical Responses to Certain Behaviours

	Initial School Response Intervention; Educational/Preventative consequences						Communication			School Response – Where Initial Responses and Support have been Ineffective				
	Adult intervention - reminder	Separation from situation	Missing some/all of next playtime/other consequence	Sent to another class – part of lesson; debrief	Sent to another class – rest of session; debrief	Sent to Unit Group Lead /SLT	Informal contact with parent	Record Incident – Incident Form/Persistent Difficult Behaviour Form /ABC for Analysis	Formal Meeting with Parent	Appropriate Preventative Consequence	Therapeutic Plan	Internal Exclusion if appropriate	Fixed Term Exclusion	Permanent Exclusion
Not completing work														
Disruptive behaviour														
Difficult behaviour at playtime														
Dangerous behaviour at playtime														
Refusal to follow adult instructions														
Verbal abuse to child														
Physical aggression to pupil (mild)														
Physical aggression to pupil (severe)														
Targeted abuse to child (assumes habitual or persistent)														
Physical aggression to adult (mild)														
Physical aggression to adult (severe)														

Verbal abuse to adult	Green	Yellow	Yellow	Yellow	Orange	Orange	Green	Yellow	Yellow	Yellow	Yellow	Orange	Red	Red
Inappropriate touching or other apparently sexualised behaviour (NB: age-appropriate response)	Green	Green	Green	White	White	Green	White	Green	Green	Green	Yellow	Orange	Red	Red
Discriminatory Behaviour/Abuse	Green	Green	Green	White	White	Green	White	Green	Green	Yellow	Orange	Red	Red	Red
Damage to Property	Green	Yellow	Yellow	Orange	Orange	Yellow	Yellow	Orange	Orange	Orange	Orange	Orange	Red	Red
Inappropriate language/gesture	Green	Yellow	Yellow	Yellow	Yellow	Orange	Yellow	Orange	Orange	White	White	Orange	White	White

Where an issue persists over time, a teacher will initially put in place some additional support or plan according to the Whole School Provision Map (See Appendix Three).
 Where this does not address the behaviour needs of the child, a referral may be made to the Senior Leader for Behaviour and Mental Health.

Initial/Early	Becoming habitual/persistent in a situation	Persistent over time			Last resort/extreme	
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FINDS – Frequency, Intensity, Nature, Duration, Situation of a behaviour can mean it is appropriate to escalate a response to a behaviour more quickly than captured above.

Appendix 3 – Provision Maps for Behaviour and Mental Health

Mental Health					
Need	Step 1 Universal	Step 2 Targeted	Step 3 Enhanced	Outcomes	
<p>IF THERE ARE SAFEGUARDING CONCERNS, PLEASE ENSURE YOU HAVE COMPLETED A LOG OF CONCERN AND SPOKEN TO A DSL</p> <ul style="list-style-type: none"> ◆ Experiencing difficulty in remaining on task, inattentive ◆ Inability to follow instructions and routines ◆ Presenting as significantly unhappy anxious or stressed ◆ Seeking frequent adult support/attention ◆ Failure to make the progress anticipated across many areas of the curriculum ◆ Showing signs of frustration and early indications of disaffection or disillusion ◆ Difficulty in making and maintaining healthy relationships with peers ◆ Presenting as withdrawn or tearful ◆ Poor or sporadic attendance ◆ Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours) ◆ Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm) ◆ Placing self or others at risk of harm ◆ Uncooperative or defiant 	<ul style="list-style-type: none"> ◆ Lunchtimes supervised by TAs ◆ Regular home/school planner ◆ Motivators in place ◆ Pupil and parent involvement ◆ Increased structure, routine and guidance ◆ Environmental adaptation e.g. social seating and proximity to teacher ◆ Calm areas within the classroom ◆ Identify and build on preferred learning styles ◆ Assessments and monitoring of learning and social emotional wellbeing and associated behaviour ◆ Differentiated and additional learning activities to engage and motivate ◆ Implementation of a whole school framework to support social emotional and mental health ◆ Keep Your Head resources ◆ Young Minds resources ◆ Mindfulness activities ◆ Relaxation techniques ◆ Circle times ◆ PSED lessons ◆ RSHE lessons ◆ World Mental Health Day - October 10th ◆ Mental Health Awareness Week - May ◆ Time to Talk Day – February ◆ Children's Mental Health Week – February ◆ MHST workshops signposted to parents ◆ EIFA drop in sessions signposted to parents ◆ Parents Evenings ◆ PACE approach ◆ Worry boxes available throughout school ◆ Wellbeing Days ◆ Social Stories ◆ Study Skills lessons re: formal assessments ◆ MHST Transition Sessions 	<ul style="list-style-type: none"> ◆ Small, carefully thought out group settings or one-to-one working e.g. talk, listen and reflect ◆ Calm Space in and out of the classroom ◆ Lunch Club ◆ Now and Next/First & Then choices to engage and motivate ◆ Emphasis on social emotional engagement, safety and learning ◆ Mindfulness activities e.g. colouring ◆ Incident Forms 	<p style="text-align: center;">SEEK ADVICE FROM BEHAVIOUR & MENTAL HEALTH LEAD</p> <ul style="list-style-type: none"> ◆ Involvement / Referral to external agencies e.g.: ◆ Keep Your Head ◆ Kooth ◆ Centre 33 ◆ Referral to Younited ◆ Lifeline Plus ◆ Lifecraft ◆ Qwell ◆ This May Help ◆ Boxall Profiling ◆ Strength and Difficulties Questionnaires (SDQs) ◆ MHST referral for small group / 1:1 Support ◆ Risk Calculator ◆ Identify protective and education consequences ◆ Complete Subconscious and Conscious checklists ◆ Complete Anxiety Analysis ◆ Additional Predict, Prevent, Progress ◆ Additional cycle APDR ◆ Complete Therapeutic Tree ◆ Complete Therapeutic Plan ◆ Consider group dynamic options ◆ Temporary Reduced Timetable 	<ul style="list-style-type: none"> ◆ A sense of belonging ◆ Pupils that feel safe in school ◆ Reduced risk-taking behaviour ◆ Confident and resilient learners ◆ Emotionally aware pupils who can self-regulate ◆ Pupils with a positive perception of themselves ◆ Positive engagement and participation in learning ◆ Increased levels of independence within pupils ◆ Improved concentration and attention ◆ Positive social interactions and relationships with others resulting in improved friendships and relationships ◆ Able to work collaboratively and independently ◆ Self-aware reflective learners ◆ Reduction in feelings of anxiety, fear, anger ◆ Able to identify emotions that are both comfortable and uncomfortable ◆ Better able to manage uncomfortable feelings such as anger ◆ Good attendance ◆ Positive educational and social outcomes ◆ Accelerated progress and good levels of attainment ◆ Improved emotional and mental health 	
		<p>Step 2 Targeted Plus</p>			<p style="text-align: center;">SEEK ADVICE FROM BEHAVIOUR & MENTAL HEALTH LEAD</p> <ul style="list-style-type: none"> ◆ Referral to Behaviour & Mental Health Lead ◆ ABCs to record incidences and look for patterns and triggers ◆ Time to Talk ◆ Play Based discussions ◆ Friendship group ◆ CPFT referral ◆ Centre 33 ◆ Ormiston Families ◆ Pinpoint ◆ Dynamic Support Register ◆ Time to Talk ◆ MHST workshops ◆ Zones of Regulation ◆ Yoga group ◆ Sensory Circuits ◆ Regular Check ins with Beh. & Mental Health HLTA

Behaviour

Need	Step 1 Universal	Step 2 Targeted	Step 3 Enhanced	Outcomes
<p>IF THERE ARE SAFEGUARDING CONCERNS, PLEASE ENSURE YOU HAVE COMPLETED A LOG OF CONCERN AND SPOKEN TO A DSL</p> <ul style="list-style-type: none"> ◆ Experiencing difficulty in remaining on task, inattentive ◆ Inability to follow instructions and routines ◆ Seeking frequent adult support/attention ◆ Frequent low-level disruptions ◆ Failure to make the progress anticipated across many areas of the curriculum ◆ Showing signs of frustration and early indications of disaffection or disillusion ◆ Difficulty in making and maintaining healthy relationships with peers ◆ Poor or sporadic attendance ◆ Placing self or others at risk of harm ◆ Uncooperative or defiant ◆ Taking risks ◆ Verbal outbursts ◆ Avoidance / escape ◆ Behaviour that has the potential to be dangerous ◆ Behaviour that would be classed as criminal if child was of age ◆ Dangerous behaviour 	<ul style="list-style-type: none"> ◆ Lunchtimes supervised by TAs ◆ Constructive verbal feedback ◆ Reinforcement of expectations through visual prompts and role modelling good behaviour ◆ Motivators in place ◆ Pupil and parent involvement ◆ Increased structure, routine and guidance ◆ Environmental adaptation e.g. social seating and proximity to teacher ◆ Calm areas within the classroom ◆ Positive language to re-direct, reinforce expectations e.g. use of others as role models ◆ Identify and build on preferred learning styles ◆ Assessments and monitoring of learning and social emotional wellbeing and associated behaviour ◆ Differentiated and additional learning activities to engage and motivate ◆ Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) ◆ Implementation of a whole school framework to support social emotional and mental health ◆ Audit of classroom environment to consider organisational changes to support ◆ Classroom visual timetable ◆ Warnings prior to transition ◆ Timetables to be shared with families ◆ Changes to be shared with class in advance, including rationale, where appropriate ◆ Classroom Behaviour Contract ◆ Golden Rules ◆ Visual support to include symbols / drawings / written ◆ Timers ◆ Chunking of tasks ◆ PACE approach 	<ul style="list-style-type: none"> ◆ Calm space in and out of the classroom ◆ Small, carefully thought out group settings or one-to-one working e.g. talk, listen and reflect ◆ Transition information gathered about triggers etc. ◆ Class and school consistent mediation strategies e.g. restorative practice ◆ Consistent calming strategies, including for example, use of 'thinking time' ◆ Identify, highlight, understand and build on areas of progress about SEMH ◆ Incident Forms <hr/> <p style="text-align: center;">Step 2 Targeted Plus</p> <hr/> <p style="text-align: center;">SEEK ADVICE FROM BEHAVIOUR & MENTAL HEALTH LEAD</p> <ul style="list-style-type: none"> ◆ Referral to Behaviour & Mental Health Lead ◆ ABCs to record incidences and look for patterns and triggers ◆ Lunch Club ◆ Sensory Circuits ◆ EIFA workshops ◆ MHST workshops ◆ Play based discussions ◆ Small group conflict resolution ◆ Peer Mediation ◆ Predict, Prevent, Progress 	<p style="text-align: center;">SEEK ADVICE FROM BEHAVIOUR & MENTAL HEALTH LEAD</p> <ul style="list-style-type: none"> ◆ Risk Calculator ◆ Identify protective and education consequences ◆ Complete Subconscious and Conscious checklists ◆ Complete Anxiety Analysis ◆ Additional Predict, Prevent, Progress ◆ Additional cycle APDR ◆ Complete Therapeutic Tree ◆ Complete Therapeutic Plan ◆ Consider group dynamic options ◆ Involve multi-agency colleagues e.g. Specialist Teacher Team ◆ Temporary Reduced Timetable ◆ Involve CTT team 	<ul style="list-style-type: none"> ◆ Improved staff confidence in managing behaviour that challenges ◆ Pupils that feel safe in school ◆ Reduced risk-taking behaviour ◆ Confident and resilient learners ◆ Emotionally aware pupils who can self-regulate ◆ Positive engagement and participation in learning ◆ Increased levels of independence within pupils ◆ Improved concentration and attention ◆ Positive social interactions and relationships with others resulting in improved friendships and relationships ◆ Able to work collaboratively and independently ◆ Self-aware reflective learners ◆ Reduction in feelings of anxiety, fear, anger ◆ Able to identify emotions that are both comfortable and uncomfortable ◆ Better able to manage uncomfortable feelings such as anger ◆ Good attendance ◆ Positive educational and social outcomes ◆ Accelerated progress and good levels of attainment ◆ Improved emotional and mental health

Appendix 4 - Glossary of Terms

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

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

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

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

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

Dangerous behaviour - behavior which will imminently result in injury 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.

Difficult behaviour – behaviour which is detrimental but not dangerous

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 on 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.

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

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

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

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