



**Greenway Primary
& Nursery School**

PUPIL BEHAVIOUR POLICY

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GREENWAY'S PUPIL BEHAVIOUR POLICY
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GREENWAY'S PUPIL BEHAVIOUR POLICY

APPLICATION

Status

Statutory

This policy was approved by the Governing Body and is subject to annual review. There are opportunities for staff and governors to review the policy at other times and to make amendments as and when the need arises.

Scope

This policy applies to all Greenway pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing Greenway at an event).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Head Teacher can use her discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where she considers it is justified in the best interests of that or another pupil, of a member of staff or of the school.

The Head Teacher may use her discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment).

Relationship to other policies;

This Behaviour Policy is linked to and should be read in conjunction with Greenway's:

- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Policy
- Online Safety & Data Security Policy

Equality Impact

This policy acknowledges Greenway's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND).

The practices within this policy will ensure that the school fulfils its general duty to:

- Eliminate unfair discrimination (by applying reasonable adjustments, as necessary);
- Advance equality of opportunity – generally for all pupils and specifically between pupils who share relevant protected characteristics and those who don't; and
- Foster good relations – generally for all pupils and specifically between pupils who share relevant protected characteristics and those who don't.

INTRODUCTION

Purpose and Principles

The school is committed to providing a consistently safe, positive, stimulating and happy environment where children thrive and learn.

Greenway has a therapeutic approach to behaviour, underpinned by Hertfordshire STEPS, which is the local authority's initiative and their preferred approach. STEPS is based on the following shared principles:

- Focus on inclusion
- Shared values and beliefs about understanding behaviour
- Open communication
- Commitment to diversion and de-escalation
- Risk reduction planning
- Reparation, reflection and restoration

Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in both social and learning behaviour. Children have a right to learn and teachers have a right to teach.

Vision and Ethos – see Annex A

The existing motto 'Caring to Learn and Learning to Care' remains fundamental to Greenway. Working from that, the school applies the following Vision to its pupils as it strives to develop:

Confident, curious and successful individuals who are developing a life-long love of learning and who are all active and valued participants in a happy, caring and well-mannered community.

The Governing Body's Statement on Behaviour

It is a requirement that the school's Governing Body publishes a statement of general principles on behaviour and that the Head Teacher takes account of these when drawing up and implementing the school's Behaviour Policy. While the Head Teacher retains responsibility for the Behaviour Policy and its operational implementation, the purpose of

this statement is to ensure that the policy reflects the shared aspirations and beliefs of Governors, staff, parents/carers and pupils, as well as taking account of law and guidance (including that published – and updated from time to time - by the Department for Education and Hertfordshire County Council) on behaviour matters.

As Greenway's Governors have worked with the school in developing and agreeing this policy, the statement that follows is silent on matters including exclusions, screening and searching pupils, contact with the police, dealing with malicious allegations against staff, use of reasonable force and application of the policy beyond the school gates. These are instead covered in detail, and to the satisfaction of Governors, within the policy. In other regards, the Governing Body states as follows:

The Governing Body expects high standards of positive behaviour from all adults and pupils at Greenway. It expects all adults to consistently role model pro-social behaviours and for pupils to be supported to do the same on the basis that this delivers the most effective and safest environment for quality teaching and learning.

Support at school, as outlined in the policy, will give pupils the tools they need to develop self-regulation of their own behaviour moving forward (i.e. to make the right choices for themselves), which is critical not only for lifelong learning but also for their lifelong wellbeing.

Adults, including parents/carers and other visitors to school, as well as pupils, are expected to be kind, considerate, constructive, respectful, inclusive and well-mannered in all their interactions.

Praise and recognition for success, effort and other pro-social behaviour is a priority at Greenway as is clarity and consistency about school rules, values and expectations. Pupils are also supported to learn about the behaviour choices available to them, with a structured and consistently applied framework of interventions for any anti-social behaviour.

Teaching staff are enabled to deliver a stimulating curriculum in which pupils can positively engage with their learning. Pupils are encouraged to focus and try hard in all they do, as well as to take pride in their own and others' achievements and in their school environment. They are expected to develop an understanding of personal responsibility, respect, citizenship, and of right and wrong; honesty, integrity and a growing understanding of their own and others' contribution as part of wider society, is supported and encouraged consistently throughout school.

Parents/carers are enabled to support school and their child(ren) through a shared understanding of the Behaviour Policy and its aims. They are supported to do that by having access to suitably detailed guidance and clearly defined expectations as well as by other partnership arrangements, such as Home/School Agreements, workshops, training opportunities and reasonable access to staff.

Greenway is an inclusive school and its community should be free from unfair discrimination of any sort. A clear and comprehensive Anti-Bullying policy will give confidence that

measures are routinely in place to identify and prevent bullying and that any allegations will be taken seriously so that incidents can be addressed promptly and firmly to reduce the risk of harm and repetition. Measures to protect pupils from unfair discrimination as a result of gender, race, ability, sexual orientation or background will also be clearly set out, and as with bullying, these will be regularly monitored for their effective implementation.

Monitoring of the effectiveness of the Behaviour and Anti-Bullying policies will be a matter for SLT consideration at least every term and more regularly if/as required and findings will be shared with Governors for discussion as a routine part of the Head Teacher's termly report.

Aims - What does 'effective' look like?

We believe that the policy is working well and that its aims are being met when:

- Parents, staff and pupils are positive about behaviour and safety;
- Pupils' pro-social behaviour is what we see in a 'normal' school day;
- High levels of progress are achieved as a result of pupils' pro-social behaviour;
- Pupils demonstrate that they understand and accept that choices have consequences
- Pupils' attitudes to learning are exemplary;
- Pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice-based bullying, and how to respond to it;
- Pupils and staff feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

ROLES, RESPONSIBILITIES & RIGHTS

Head Teacher's Responsibilities

It is the responsibility of the Head Teacher to lead behaviour management, generally by modelling the behaviour that she wishes to see in her staff, and also to:

- Ensure that this policy is available to and understood by staff, volunteers, visitors (where appropriate), parents/carers and pupils, including on the website, discussed as part of 'welcome to your class', and on visible displays throughout school;
- Ensure the consistent and reasonable implementation of this policy throughout the school;
- Ensure that staff receive appropriate training and support to manage behaviour;
- Ensure the application of statutory guidelines that relate to pupil discipline;
- Promote the health, safety and wellbeing of all staff and children at this school;
- Report the effectiveness of this policy to the Governing Body;
- Retain records relating to all significant anti-social behaviour (see Table 1b);

- Manage the process to issue fixed-term and/or permanent exclusions to individual children (only once all other procedures have been followed and always in accordance with the law and statutory guidance, see p15).

All Staff's Responsibilities

It is the responsibility of **all** staff to model pro-social behaviour, and to support the Head Teacher by consistently responding to behaviour according to the approach established in this policy.

It is also the responsibility of **all** staff to respond reasonably in the circumstances of each individual incident and to consider whether any behaviour they observe gives cause to suspect that a child is suffering or likely to suffer significant harm or is at risk of radicalisation. Where there is a concern, staff **must** follow the steps set out in the school's Safeguarding and Child Protection policies.

Parents'/Carers' Responsibilities

As for all adults in school, parents/carers are expected to model pro-social behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:

- Support the pledges in the Home School Agreement, including by discussing these at home before signing them, so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership;
- Support the Behaviour Policy, by taking account of the approaches used in school so that children receive a consistent response (also see Annex B);
- Offer information to staff about anything that may impact on a child's education or behaviour at any time (e.g. a parent working away from home, parents separating, a change of carer, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed;
- Actively support homework completion and punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.
- Raise any issues or concerns with staff first and do nothing that could harm the reputation of a pupil, parent/carer, member of staff or the school itself.

Governors' Responsibilities

It is the responsibility of the Governing Body to:

- Publish and keep under review a Statement on Behaviour (see p2) for Greenway;
- Assist the school in achieving its policy objectives, most specifically where individual governors:

- Provide a positive role model for behaviours in the school's Golden Values;
- Celebrate pupils' and the school's successes; and
- Support responses as requested.
- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions (see p15);
- Ensure appropriate procedures for dealing with bullying and complaints about bullying (see separate Anti-Bullying Policy)
- Evaluate the impact of this Behaviour Policy by:
 - Establishing a Link Governor(s) to monitor the policy and be responsible for an annual review of effectiveness.
 - Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:
 - The number of incidents of significant anti-social behaviour recorded (see Table 1b) with detail such as the number of children involved in each incident and a breakdown of type including specific information about the basis for/focus for all incidents concerning discrimination and bullying;
 - The number and duration (including cumulative duration if the same child has been excluded already in a term) of any exclusions;

Everyone's Rights

All members of our school community, as well as visitors to Greenway, have the **right** to:

- Feel secure, safe and happy
- Be treated with kindness and understanding
- Be treated fairly and consistently without discrimination and with equality of opportunity
- Be listened to (at an appropriate time)
- Be treated with respect and politeness

PRO-SOCIAL BEHAVIOUR - APPROACHES AND RESPONSES

A whole-school approach to pro-social behaviour

Behaviour at Greenway is supported through positive learning experiences; promoting self-esteem through recognition of potential and effort; development of positive relationships with the children; and use of positive behaviour management strategies to promote pro-social behaviours. We believe this can be achieved in a safe, enabling environment where children feel valued, supported and listened to.

We aim for children to develop positive and pro-social behaviours through:

1. Clear and high expectations
2. Good role models in both children and adults
3. Clear and consistent boundaries.

To achieve this, we work closely with the school community including parents/carers, to:

- Promote pro-social behaviour, self-discipline, self-regulation and respect for others;
- Ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life;
- Focus on de-escalation and preventative strategies;
- Have understanding and awareness of what behaviour might be communicating;
- Recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child);
- Recognise that some children may internalise and some may externalise their behaviour;
- Manage disruptive, difficult or dangerous behaviour if and when it arises;
- Offer restorative support (to reflect, repair and restore)

Golden Values - LEARN

The Golden Values underpin our expectations for behaviour. These were developed by pupils, staff and governors, and create the acronym LEARN; this is what our pupils say they come to school to do.



Based on the idea that children learn best in an environment in which they can develop Resilience (in persevering, learning by having a go, and staying focussed), Resourcefulness (in making the most of what's available to them and of opportunities that arise), Reflectiveness (in planning and thinking about themselves and their learning) and

Reciprocity (in collaborating, listening and learning from others) the children established the core values that form the 'LEARN' acronym. These were the values by which pupils said that a 'perfect learning day' could best be achieved.

At Greenway we build on positive patterns of behaviour that the pupils have learnt already, and we help them to develop pro-social behaviours supported by our Golden Values:

Lock on to Learning – work hard, focus, avoid distraction...

Engage – be curious, have a go, find creative solutions...

Aim Higher – plan-ahead, reflect, review, rise to challenges...

Respect – listen, value (people and property), include, collaborate, be honest...

Never give up – take risks, be strong (inside and out), always aspire...

What is Pro-social behaviour?

At Greenway we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them, such as:

- Acknowledgement of own feelings
- Identify, understand and accept mistakes as learning opportunities, and use a Growth Mindset to persevere and challenge themselves to complete difficult tasks
- Identify, reflect and repair anti-social behaviour choices
- Respect for their right and the rights of others to learn, and their responsibility to ensure their behaviour choices don't negatively impact upon this

Responding to and promoting pro-social behaviour

Staff will encourage pro-social behaviour and will respond positively to any on display, including (*as appropriate to the pupil and situation*) by:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, house points, star charts and postcards home
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Awarding specific 'Star of the Week' certificates for learning and behaviour
- Recognising care and respect of the learning environment (e.g. by taking Billy Bear home in Nursery)

- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions
- Weekly class 'social time' (i.e. a set time to develop social skills through a range of activities that are supported /modelled by staff)

ANTI-SOCIAL BEHAVIOUR - APPROACHES AND RESPONSES

What is anti-social behaviour?

Anti-social behaviour is any behaviour that is disruptive, difficult or dangerous (from low level to significant). It includes behaviour that causes harm (to others, to a community and/or the environment); behaviour that has negative personal impact (causing injury, harassment, alarm or distress); and behaviour that infringes or violates the rights of others.

Preventing anti-social behaviour

In addition to promoting pro-social behaviour, staff will aim to actively prevent anti-social behaviour, including (*as appropriate to the pupil and situation*) by:

- Having an inclusive ethos and positive learning environment
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a change of environment (e.g. by offering time in the 'Meadow' room where pupils are able (with or without adult support as deemed appropriate) to access a range of resources to help regulate their emotions/de-escalate their anxiety (noting that this is not a sanction or what is sometimes referred to in other schools as 'isolation' or 'seclusion').
- Offering verbal and non-verbal reminders of the expectations placed on them
- Giving pupils specific and limited choices
- Identifying the basis of feelings that may drive anti-social behaviour through Roots and Fruits analysis if required (see Appendix 1)
- Predicting and preventing escalation through Anxiety Mapping as needed (see Appendix 2)
- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy. These may include: an Educational Psychologist (EP); a member of the Child and Adult Mental Health Team (CAMHS); a school counsellor; Dacorum Educational Support Centre (DESC); the Herts County Council Behaviour Support Team (STEPS Central Supervision); the SEND Communications and Autism Specialist Advisory Services, Paediatricians and other medical professionals.

De-escalating incidents

When anti-social behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult or dangerous, staff will aim to remain calm and/or de-escalate, using any, or all of the following:

- De-escalation scripts (see Appendix 3) which are used consistently by all staff
- Using positive phrasing (e.g. "walk slowly to be safe", "when you're calm, we can talk about this", "you need to")

- Giving pupils specific and limited choices (e.g. “phonics inside or outside...”)
- Disempowering the behaviour – usually by focusing on children demonstrating pro-social rather than on the individual demonstrating anti-social behaviour (e.g. “I can see you’re listening....”)
- Using STEP On moving and handling strategies to steer the child to safety (noting that all school staff who come into contact with children are trained in these techniques) (see Appendix 4)
- Resources (such as Anxiety Mapping and Roots and Fruits Analysis) to inform development of a Risk Reduction Management Plan (see Appendix 5).

Differentiated responses

At Greenway, we recognise that there are times when a differentiated response to anti-social behavior will be necessary based on the individual circumstances of the child.

We acknowledge that disruptive, difficult or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma, fear and fear of failure, because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, school will use tools (e.g. Anxiety Mapping and/or Roots and Fruits) to seek to understand this better and may adapt the prevention and de-escalation strategies as well as the consequences chosen as necessary.

Where anti-social behaviour has become very significant, an Individual Risk Reduction Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs (see template at Appendix 5).

Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, the desired effect (e.g. for a pupil who is persistently displaying significant anti-social behaviour). In such instances, Greenway staff work with agencies and take their guidance to ensure that as comprehensive an understanding of underlying issues (including any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues) have been identified as possible, so that appropriate intervention strategies are put in place at the earliest reasonable opportunity.

Consequences for anti-social behaviour

Following an incident of behaviour that is disruptive, difficult or dangerous, staff will provide a consequence.

Consequences must be reasonable in all the circumstances and may only be provided:

- by a paid member of school staff (or other person, such as a volunteer, but only if expressly authorised by the Head Teacher and only where they have been specifically referred to the requirements contained within this policy);
- on school premises or while the pupil is in the charge of a member of staff;

- where it is compliant with all other legislation (e.g. relating to disability, special educational needs, race or other equalities and human rights); has taken account of all of the above plus age and any special religious requirements affecting the pupil; and is without recourse to corporal punishment (i.e. physical force as a punishment) which is illegal.

Guidelines for responding to instances of anti-social behaviour are set out in Tables 1a (low level incidents) and 1b (significant incidents) below. However, in all instances, the response should be appropriate to both the circumstances and to the individual concerned; at its most extreme, a differentiated response (see above) may need to be considered. Consequences should also always be logical, meaningful and have purpose and (beyond simple reminders about expected behaviour) can be either protective or educational, as follows:

Protective consequences

These are actions taken by staff to ensure that all children and adults feel safe in the school environment. These may include but are not limited to:

- Reduction in time spent with peers to reduce harm
- Increased staff-ratio and or re-deployment of staff
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space or being taught outside of the classroom
- Adaptation of access to school trips or extra-curricular activities
- Use of Meadow room with or without adult support

Protective consequences are further supported through the 3R's (see p12) which provides an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices (including through the use of various behaviour analysis tools such as Anxiety Mapping and Roots and Fruits).

Educational consequences:

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalising pro-social alternatives and avoiding repetition of anti-social behaviours. These may include, but are not limited to:

- Rehearsing or teaching about pro-social responses so the freedom can be returned
- Modelling pro-social behaviour through:
 - Third-person role play to understand other pupils'/staff feelings
 - Social stories
 - Behaviour related research that shows how and why actions have impacted others
- Restorative meetings with the child and/or with them and their parent/carer
- Being supported to complete or re-do tasks to the expected standard for the child*
- Modelling pro-social behaviours to younger peers

** Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued primarily for the purposes of applying a sanction. The use of detention as a sanction is not considered compatible with the therapeutic approach taken by staff at Greenway and is not used in this school.*

Significant anti-social behaviour

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Head Teacher or a member of SLT. In addition, or as an alternative to a consequence as set out above, this may also result in:

- A phone call and Level Letter sent to parents/carers (see below and sample Level Letter at Appendix 6).
- An Individual Risk Reduction Plan being written (see template at Appendix 5).
- Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (e.g. with the express permission of the parent/carer, a reduced timetable may help where steps to prevent and address anti-social behaviour have been exhausted with limited or no success).
- A fixed-term or permanent exclusion from school (see below).

Staff may seek guidance or advice from STEPS Central Supervision Team in determining the most appropriate response to any given instance.

Level Letters

Where 5 letters are written in one term, this will normally demonstrate persistent significant anti-social behaviour and result in a short fixed-term exclusion in line with the arrangements for Exclusions set out below.

The issuing (or otherwise) of Level Letters does not affect the Head Teacher's right to take immediate action to exclude (for either a fixed-term or permanently) if the circumstances are sufficiently serious as to meet the qualifying criteria (see Exclusions below).

3Rs - Reflect, Repair and Restore

Where protective consequences are used as well as following any incident of significant anti-social behaviour, circumstances allowing, we reflect, repair and restore by:

- Revisiting the experience with the child when they are calm, relaxed and reflective
- Spending time **with an adult** to purposefully repair the anti-social behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)
- Re-telling the story **with an adult** what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time

At all times, discussion about the incident will focus on the anti-social behaviour (i.e. the act) and *not* the child.

Table 1a Guidelines for responding to low level anti-social behaviour

<p>Low level anti-social behaviour type <i>(This not an exhaustive list)</i></p>	<p>Staff will respond in the following ways:</p>
<ul style="list-style-type: none"> • Interrupting learning (e.g. calling out; not listening; not following instructions) • Being disrespectful towards peers or staff including deliberate defiance, rudeness, ignoring and teasing • Refusal to focus on learning or to complete work/learning or not doing so to the expected standard • Lying to a member of staff • Provoking peers to get a reaction • Inappropriate language/swearing • Misuse of technology - refer to Online Safety Policy and ensure that all breaches are also logged/reported according to the requirements therein. • Damaging property (e.g. drawing on a table, wall or resources) 	<ol style="list-style-type: none"> 1. Reminder given of the expectations for learning and/or Golden Values, with an explanation of how their behaviour is negatively impacting on them or others 2. If continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place if anti-social behaviour continues (e.g. “Are you going to complete the task in a different area of the classroom or in another classroom?” or “Are you going to complete the task in another classroom or in your own time such as playtime?”) 3. The child will then be given a limited choice consequence (as they have already established at Step 2). 4. Where this process has been followed and a child continues with low level anti-social choices, the child will be given a further educational consequence appropriate for the behaviour (e.g. completing the work with a member of SLT) <p>Note that if <i>positive</i> changes are seen after any reminder, this will be acknowledged with praise (i.e. “Thank you for listening, it’s great to see you’re ready to learn”) and no further consequence is required.</p>

Table 1b Guidelines for responding to significant anti-social behaviour

Definition of Significant Anti-Social Behaviours <i>(This not an exhaustive list)</i>	Staff will respond in the following ways:
<ul style="list-style-type: none"> • Knowingly swearing, using inappropriate or discriminatory language or other verbal abuse intended to cause offence, hurt or fear • Acts of racism, homophobia or discrimination on grounds that relate to personal identity (also known as ‘protected characteristics’) including sex, religion or belief, disability (including SEN) and sexual orientation • Actual or threatened violence (against other pupils or staff) • Sexually-orientated indecent behaviour • Intentional serious damage to property/vandalism (e.g. defacing property with graffiti or smashing windows) • Intending to cause physical harm (e.g. scratching, kicking, slapping or punching, biting and spitting) • Stealing • Defiant, repeated or persistent instances of any of the behaviour types set out in Table 1a • Truancy or leaving the school grounds without permission • Making malicious accusations against other pupils or staff • Bullying (see separate Anti-Bullying Policy) • Misuse of technology where the pupil has intended significant harm or where the outcome is of significant concern (e.g. hacking, virus spreading, possession of pornographic images or cyberbullying) – refer to Online Safety Policy and ensure that all breaches are logged/reported according to the requirements therein) • In possession, using or supplying an illegal drug or a drug that is harmful and detrimental to good order (e.g. a legal high) • In possession of an offensive weapon 	<ol style="list-style-type: none"> 1. Generic or personalised de-escalation script used by adult (Appendix 3) 2. Child to be offered a safe and calm space which may be Meadow room or another space/room 3. Incident to be investigated and all involved to be listened to by identified member of staff 4. Discussion with child about the anti-social behaviour and the subsequent protective and/or educational consequences 5. Level Letter produced and parents/carers called* 6. Level Letter follow up work (3Rs and carrying out the protective or educational consequences) with identified member of staff. 7. Day after Level Letter, child to be ‘set up’ by identified member of staff, to ensure a fresh and positive start to the day with reminders of pro-social behaviour expectations <p>* Noting that, other than in exceptional circumstances, 5 Level Letters in one term will lead to a short fixed-term exclusion and that <i>any</i> single incident of significant anti-social behaviour (with the exception of Truancy where the response is unlikely to ever be to exclude) – if it is sufficiently serious – can lead to a fixed term or even permanent exclusion without the need for the Head Teacher to first take any of Steps 1-7. Such an incident may also lead directly (at the Head Teacher’s discretion) to police involvement where a criminal offense has taken place or is suspected.</p>

Bullying

Bullying has the capacity to create lasting damage to all concerned. At Greenway we take allegations and evidence of possible bullying very seriously and once established, it will always be considered a significant anti-social behaviour and responded to accordingly.

We work with our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support is available to help identify bullying, to support victims of bullying and also to work with those who bully

We have a separate detailed Anti-Bullying Policy which is monitored by the Governing Body, reviewed regularly by school and which is available on the website or from the school office on request.

Exclusions

Exclusions can be for short fixed-term periods of time or permanent.

Exclusions are not desirable in any school; they will almost always follow the break-down of considerable measures that have been put in place to support improved behaviour, and in all instances will only be considered for significant anti-social behaviour of the type set out in Table 1b. A permanent exclusion would only ever be considered if this standard was met *AND* if allowing the child to remain in school would seriously harm the education or welfare of that child or others in the school.

The final decision to exclude a pupil can only be made by the Head Teacher, following statutory guidelines. Before making such a decision, the Head Teacher will always ensure that there has been a thorough investigation in which the child and others concerned have been able to give their version of events and written statements/a record of actions have been kept. For any child with an Educational Health Care Plan (EHCP) the Head Teacher will call for a multi-agency review where there is a risk of permanent exclusion.

The current guidelines to which the Head Teacher must have regard are:

- The statutory guidance issued by Department for Education – ‘***Exclusion from maintained schools, Academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion***’ (dated September 2017*) and
- Hertfordshire County Council’s current guidance – ‘***Exclusions Guidance Supplement***’ (dated September 2017*)

**These sets of guidance documents are revised and updated from time to time, so care must always be taken to ensure that the current ones are being used.*

Parents/carers of an excluded pupil may also find the above sets of guidance of use. In any event, they will always be informed of the Head Teacher's decision without delay (i.e. usually by telephone at the time and always confirmed in a letter within 24 hours). The letter to parents/carers is a formal legal document that will also provide the following information:

- The reasons for the exclusion; and
- The duration of the fixed term exclusion, *or* the fact that the exclusion is permanent and the date from which it applies/d; and
- Parents' right to make representations about the exclusion to a named member of the Governing Body's Pupil Disciplinary Committee (PDC) and how the pupil may be involved in this;
- How any representations should be made; and
- In circumstances where there is a legal requirement for the PDC to consider the exclusion, that parents have a right to attend the meeting, to be represented at the meeting (at their own expense) and to bring a friend.

Either in that letter, or separately, parents/carers must also be notified (again without delay) about:

- The legal requirement for them to ensure that an excluded child is not present in a public place during school hours without reasonable justification; and
- Sources of relevant free and impartial information (see Hertfordshire's guidance); and
- Details of any alternative provision for full or (with the permission of parents/carers) part-time education.

Note that from the 6th day of any exclusion it is a statutory requirement that full or (with the permission of parents/carers) part-time education is provided for the child. However, before then, every effort will always be made for disruption to the child's education to be kept to a minimum. Therefore, where appropriate, parents will also be notified about arrangements for setting and marking any work done at home or elsewhere during the period of exclusion.

After a period of fixed term exclusion – usually on the first morning after the exclusion has expired - a reintegration meeting will take place to review the incident/behaviour that led to the exclusion and so that the parent(s)/carer(s) and pupil (where appropriate) are clear as to the expectations of behaviour moving forward and to cover any special arrangements for the pupil being properly readmitted back into school.

Managed Moves and Alternative Provision

Exclusions guidance (referred to above) additionally provides detail about both managed moves and the school's right to direct a pupil to alternative provision.

A managed move is a *voluntary* formal agreement between two schools, parents/carers and a pupil, for the pupil to change school under controlled (initially trial) arrangements. It will not be used as a threat to avoid removing the pupil from their current school but is often used as an alternative strategy where there is a risk of permanent exclusion; where there is no prospect of success for the pupil in their current setting; and where all concerned agree that this is in the best interests of the pupil's education.

In contrast, school has the power (under S23(3) of the Education Act) to direct a pupil to be sent to another premises for their education. This provision will be used to support the improvement of behaviour and although the permission of parent(s)/carer(s) is not required, it will ordinarily be sought, to ensure that there is the greatest prospect of successful reintegration back into school once completed. The use of alternative provision is strictly time limited and there are clear guidelines about how it must operate, what information must be given to parent(s)/carer(s) and the process for monitoring success.

INTERVENTIONS & SEARCHES

Positive Physical Intervention

All staff who have legal control of pupils at Greenway receive (STEP On) training in physical intervention to ensure that, where practiced, it is safe and appropriate (see Appendix 4). Staff will use positive physical intervention to support pupils, including in (but not limited to) the following ways:

- Open mitten (i.e. open hand with closed fingers) to guide a pupil to a safe area
- To give recognition, praise and/or to re-focus pupils (e.g. by a high five or a tap on the shoulder)
- To reassure a pupil if they are upset (e.g. by sitting close/next to the child or offering an alongside 'supportive hug'). Staff will not allow children to sit on their laps.
- Hand over hand activities, which allow staff to model and support a pupil using a range of resources and equipment (e.g. guiding using scissors or PE equipment)
- Moving, handling and self-care (e.g. nappy changing). Some children will have individual care plans where procedures are clearly highlighted.

Restrictive Physical Intervention

Every effort is taken to avoid the need for restrictive physical intervention (RPI), yet very occasionally incidents occur where a member of staff is required to use force intentionally to restrict a child's movements against their will.

The use of RPI is permitted only in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others

- to prevent a child from causing serious damage to property

In all instances, staff are required to use their best judgement (i.e. dynamic risk assessment); to ensure that their action is necessary, reasonable and proportionate; and in ways that best maintain the safety and dignity for all concerned.

Following any incident in which RPI is used, a written record must be made and stored on school internal recording system, and within 24 hours parents/carers must be notified. The record must include an assessment of ongoing risk, with STEPS Central Supervision Team notified and advice sought if a repeat incident is assessed as being likely.

Search for and Confiscation of inappropriate items

Staff are able (under general powers to discipline) to search for and confiscate, retain or dispose of a pupil's property as a consequence of rule-breaking, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated item provided staff have acted lawfully. However, other than for items of very small value (such as sweets or stationery) no item will be retained permanently or disposed of by staff without the approval of the Head Teacher.

Staff also have the power to search without consent for 'prohibited items'. These include: weapons; alcohol; drugs; stolen items; tobacco or cigarette papers; fireworks; pornographic images; and any article that has been or is likely to be used to commit an offence, cause personal injury/harm or damage to property. Weapons and knives and extreme or child pornography that has been confiscated must always be turned over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

The Head Teacher (and staff authorised by her) can use such Physical Intervention as is reasonable in the circumstances when searching a pupil for 'prohibited items' outlined above (but it will not be used to search for items which not allowed under school rules).

Staff also have the Head teacher's formal permission to seize or search electronic devices such as mobile phones to examine content, where there is good reason to do so and parental permission is not required to do this. Any images or posts relating to a suspected offence or an extreme or child pornographic image will be retained, and the device will be given to the police as soon as is reasonably practicable. Where there is no evidence to suspect a criminal offence (in the view of the teacher) they have the discretion to delete material or to retain it as evidence of a breach of school discipline, particularly breaches of the school's anti-bullying policy (also see the Online Safety Policy, Appendix G, for Guidance on the Process for Responding to Cyber Bullying Incidents).

ANNEX A

GREENWAY'S VISION AND ETHOS

Greenway's vision is to develop:

Confident, curious and successful individuals who are developing a life-long love of learning and who are all active and valued participants in a happy, caring and well-mannered community.

At Greenway the children are at the centre of everything we do. Our motto is '*Caring to Learn and Learning to Care*'. Children come to our school to learn; to be happy; to make their contribution; and to enjoy success.

Our team of staff is dedicated to making a positive difference to every child by stretching their knowledge, skills and attitudes within a supported, inclusive and safe environment. We encourage our children to be confident about learning and to achieve success.

We believe that every child has talents, skills and abilities to discover. We explore, develop and celebrate these, understanding that they are key to establishing quality learning relationships. We show kindness and consideration to one another, respecting the value that each person brings. We promote an understanding of differences and respect well-mannered and honest behaviour.

The Greenway School community shares a vision that every child deserves to be successful. We challenge children to become inquisitive; to manage risks and to be resilient. Through a rich and varied theme-based curriculum we stimulate and inspire children to have high expectations for themselves. We want Greenway pupils to develop a life-long love of learning.

Supported by our families and the wider community and as part of a constructive and collaborative network of schools in Berkhamsted, Greenway pupils understand the value of the contribution that they and others can make; they are supported to develop positive self-esteem and a strong sense of citizenship.

ANNEX B

USEFUL STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Introduction

School staff take-part in regular training on behaviour management. Information is given here about some of the key strategies that they are trained to use to support and encourage positive behaviour.

This annex supports our Behaviour Policy and promotes consistency of application. This is how staff at Greenway seek to develop and drive pro-social behaviour for pupils. It is also shared with parents/carers because many of you told us that you would find it helpful to have practical information about how behaviour issues are approached at school. We also know that strategies used at school will always be most effective when pupils understand that they are supported (and particularly where they are also adopted) by parents/carers at home.

Modelling Desired Behaviour

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Criticism

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour, or correction in public, can often be very damaging. Usually, drawing any attention to anti-social behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Being consistent and clear

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger anti-social behaviour.

Adopting a Growth Mindset

An individual's 'mindset' is now recognised as key to achievement and success in all walks of life, including in education. The idea that we have either a fixed or growth mindset has developed out of decades of research by leading psychologist Professor Carol Dweck and helps to explain what is required for improved resilience, behaviour and achievement.

It is important that children relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve well, not only at school but also in their future lives as adults.

We know that in order to fulfil their potential and encourage children to become confident and resilient learners we, as a team of parents/carers and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.

Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. In Professor Carol Dweck's research, the characteristics of learners with a fixed and a growth mindset have been identified as follows:



Key aspects of growth mindset that we apply at Greenway include:

- Celebrating mistakes and learning from them;
- Never giving up – perseverance is necessary to succeed;
- Collaborating to learn from each other;
- Seeking inspiration but not comparing ourselves to others;
- Challenging ourselves, taking risks and continuously improving our performance;
- Remembering that our brains are making new connections and growing all the time

The following videos explain the concept in more detail:

- 'Growth Mindset v Fixed Mindset' (Hand drawn cartoon by MinuteVideo) 5 mins at https://www.youtube.com/watch?v=KUWn_TJTrnU
- 'The Power of Belief – Mindset and Success' with Eduardo Briceno (TEDx Talk) 10 mins at <https://www.youtube.com/watch?v=pN34FNbOKXc>

For further information and practical ideas on how to encourage confident and resilient learners at home, you can look for works published by Professor Carol Dweck or have a look at the links below:

- <https://www.mindsetworks.com/parents/growth-mindset-parenting><https://www.oxfordlearning.com/growth-mindset-tips-for-parents/>
- <http://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>

Demonstrating pro-social behaviours

Anti-social behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Pro-social behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate pro-social behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

De-escalation tactics and phrases

Sometimes when children display anti-social behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help (and that teachers at Greenway use), when that happens:

- **Use the child's name** when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- **"I can see something is wrong"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- **"I am here to help you"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- **"Talk and I will listen"** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- **"Come with me and we'll talk about it..."** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

Using Language of Choice and Assertive Discipline

In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term.

Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example *"If you don't stop talking now, you'll get a 'time out'!"* you are directly prompting one of two natural responses, which is either to:

- Resist the demand (and create conflict)
- Accede/Give in to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

Given below are sample scripts giving the sort of language and guidance that teaching staff at Greenway have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the

circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

- **Script 1: Statement of Reality (i.e. simply tell them what you see)**

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

- **Script 2: Tell them the behaviour you want to see**

"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Be assertive and avoid starting or ending with 'please'. Use 'I need you to...' and end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

- **Script 3: Statement using Language of Choice**

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that *they* are responsible for the consequences of their actions; that what has happened so far and what will follow is *their* choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

“Well done/Thank you Fred, you made the right choice”

Should the child choose not to do as you have asked, then you *must* follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

- **Script 4: Reinforce and depersonalise**

“Fred, at Greenway we respect and listen so that everyone can learn”

Repeatedly referring to whole school expectations (i.e. Golden Values or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Other options for dealing with challenging behaviour

With a therapeutic approach to behaviour management, adults are always seeking to de-escalate challenging behaviour calmly so will need to be able to call on a range of techniques, depending on the situation. Additional ones (to the ones set out above) used by Greenway staff include:

- Limited choice e.g.
 - *“Put the pen on the table or in the box”*
 - *“Talk to me here or in the playground”*
 - *“Are you going to wear shoes or wellies?”*
- Disempowering the behaviour e.g.
 - *“You can listen from there” [under the table]*
 - *“Come and find me when you come back/feel calm”*
 - *“Come over/down/in in your own time”*

The Importance of Restoring a Relationship

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to *reflect* on what happened, to *repair* any damage (to themselves or others) and to *restore* (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (*Next time I will...*)
- What would you like to happen next?
- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

Sources of Support on Behaviour

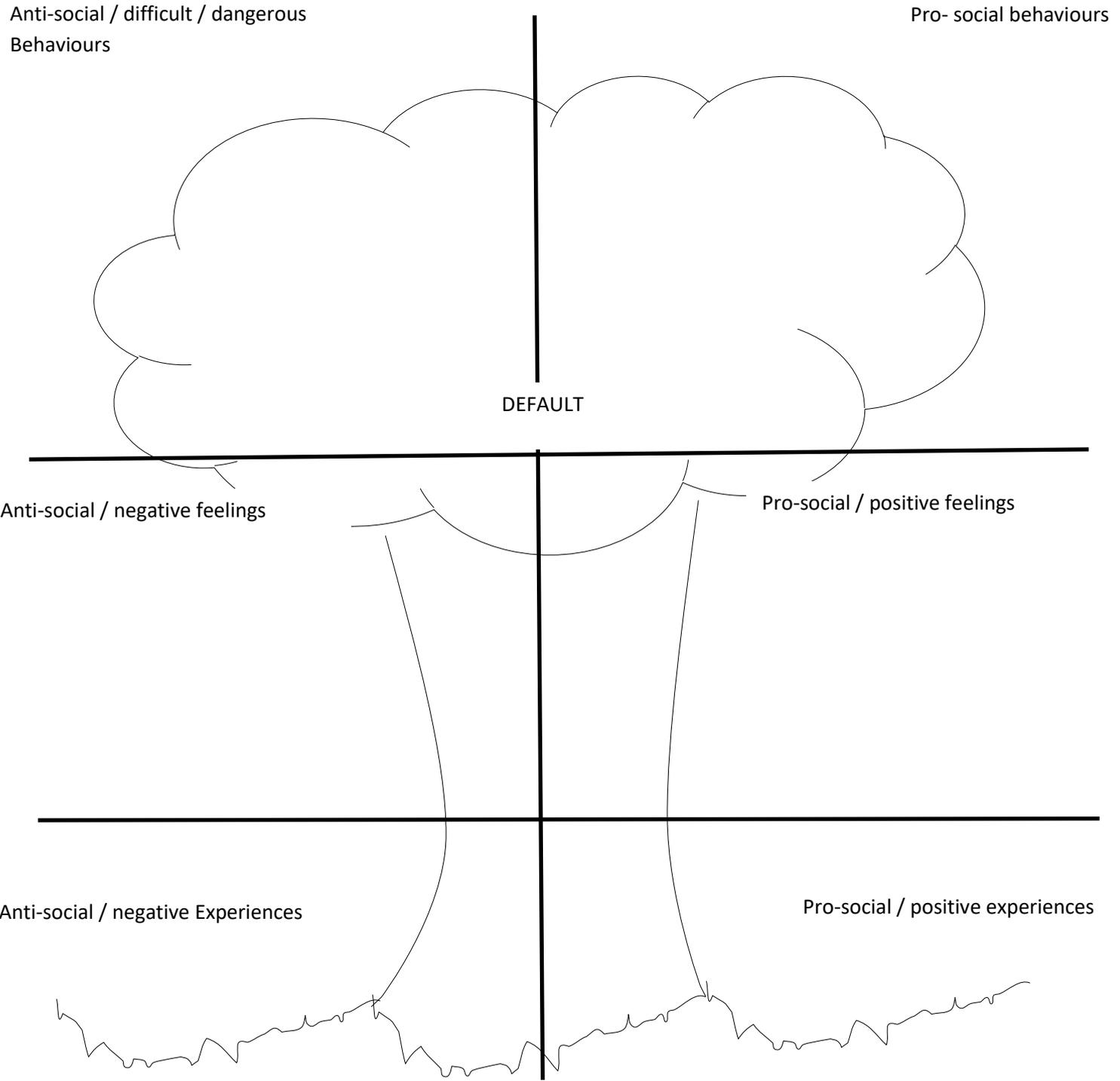
We have shared above some of the key approaches used at Greenway, including those from the Department for Education and Hertfordshire County Council's 'STEPS' training for schools.

If you have concerns about behaviour at school or your own child's behaviour, we would ask that you speak with your child's class teacher, the Head Teacher or a member of the Senior Leadership Team (SLT) Deputy Head in the first instance. School will treat what you say in confidence and will always aim to be as supportive and constructive as possible.

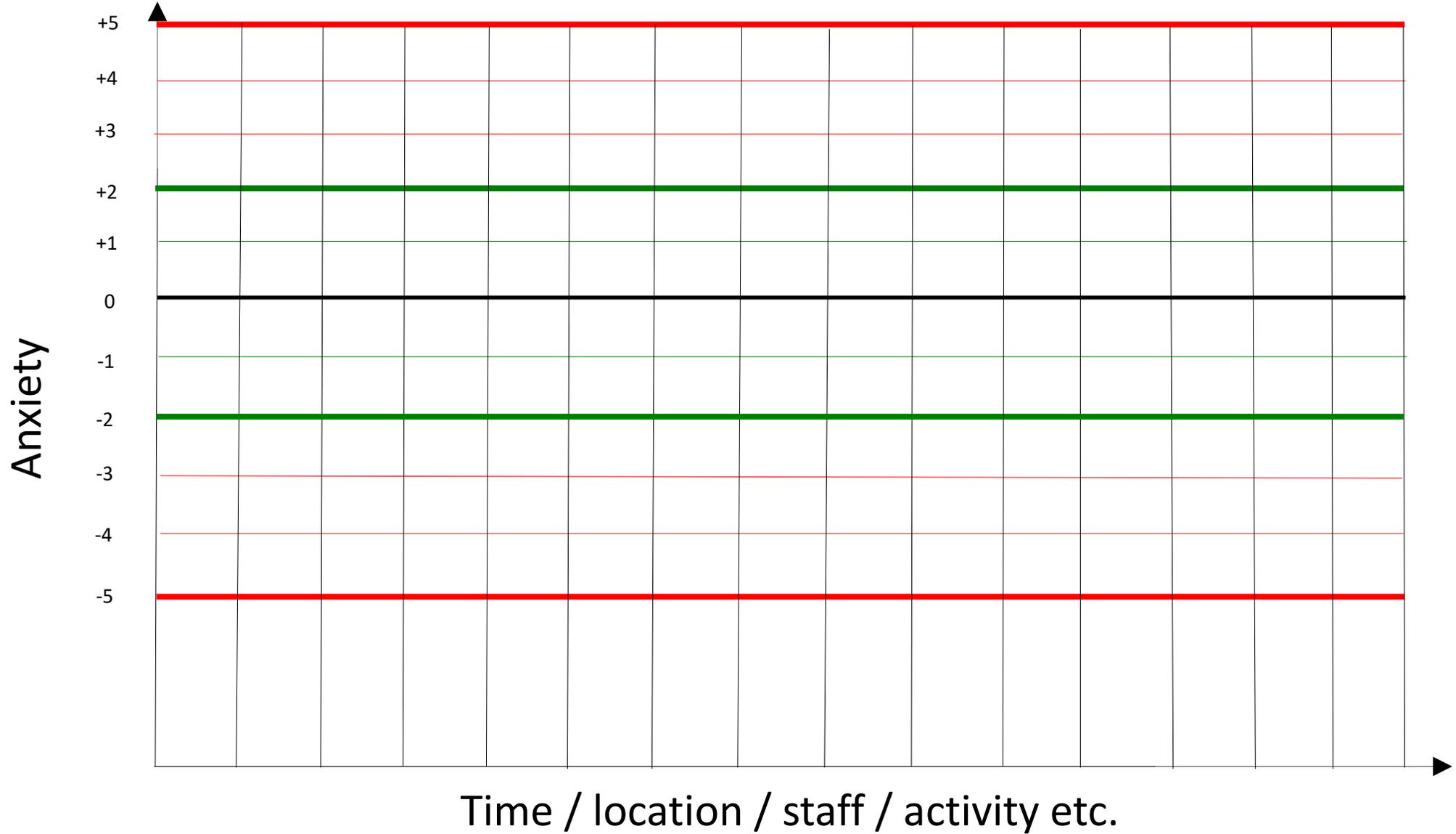
From time-to-time, we will also send home information about training sessions to support behaviour improvement or issues that are available locally to all our parents/carers.

Appendix 1: Roots and Fruits Analysis

Name	
Supporting Staff	
Date	
Review Date	



Appendix 2: Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation			
	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - + 5	These items overwhelm the pupil • • • •	Planned Differentiation required to reduce anxiety • • • •
	+ 2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

Appendix 3: De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

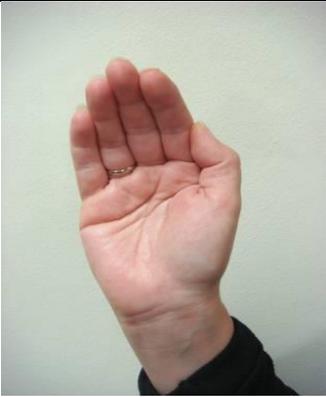
Using a de-escalation script gives a focussed, calm and consistent approach and helps to avoid an emotional response.

De-escalation Script

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

Appendix 4: STEP On Moving and Handling Strategies

The following are sample images from Hertfordshire's STEP ON programme showing appropriate techniques used in respect of physical intervention.

<p>Open mitten – used to move a child away</p>	 A close-up photograph of a hand held palm up with fingers spread, representing the 'open mitten' technique.	 A photograph showing a hand in the 'open mitten' position being used to gently touch or move a person's arm.
<p>Closed mitten – used to draw a student close</p>	 A close-up photograph of a hand held palm up with fingers slightly curled, representing the 'closed mitten' technique.	 A photograph showing a hand in the 'closed mitten' position being used to gently touch or draw a person's arm towards the hand.
<p>Supportive hug – to communicate and reward</p>	 A photograph of a woman with long dark hair hugging a young boy from behind.	 A photograph of a man kneeling on the floor, hugging a young child from the front.

Open mitten escort – to escort a child to safety



Paired escort - to escort a child to safety



Appendix 5: Risk Reduction Plan

Individual Risk Reduction Plan			
Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour		Strategies to respond	
Anxiety / DIFFICULT behaviours		Strategies to respond	
Crisis / DANGEROUS behaviours		Strategies to respond	
Post incident recovery and debrief measures			
Signature of Plan Co-ordinator..... Date			

Appendix 6: Example Level Letter

(Always sent home on Headed Letter Paper)

Dear

Date:

Your child has been sent to a member of the Senior Leadership Team (SLT) today because they did not demonstrate pro-social behaviour as referred to in the school's behaviour policy.

(brief description of the behaviour)

Our positive behaviour policy is in place to ensure a safe learning environment and can only work if it is supported by everyone. Please discuss what happened with your child and explain to them how important it is to demonstrate appropriate behaviour for learning. Then fill in the lower part of this letter and return it to school tomorrow so we know you have discussed your child's behaviour with them.

Receipt of this letter means your child has accrued 1 point against their name in the behaviour book. *Please note that a child gaining 5 points in one term will have an automatic one-day exclusion.*

If you would like to speak to a member of the SLT about today's incident, please telephone the office to make an appointment.

Yours sincerely

On behalf of the SLT

I have read this letter and discussed its contents with my child.

Child's name: _____ Class: _____

Signed: _____

Appendix 7: Risks and protective factors for child mental health¹

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or to life events. Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.

Analysis of data for 16,000 children suggested that boys with five or more risk factors were almost eleven times more likely to develop conduct disorder under the age of ten than boys with no risk factors. Girls of a similar age with five or more risk factors were nineteen times more likely to develop the disorder than those with no risk factors.

Seemingly against all the odds, some children exposed to significant risk factors develop into competent, confident and caring adults. An important key to promoting children’s mental health is therefore an understanding of the protective factors that help children to be resilient when they encounter problems and challenges.

Research suggests that there is a complex interplay between risk factors in children’s lives and promoting their resilience. As social disadvantage and the number of stressful life events accumulate for children or young people, more factors that are protective are needed to act as a counterbalance.

The key protective factors, which build resilience to mental health problems, are shown alongside the risk factors in the table below. The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems

	Risk Factors (the ‘unlucky’ children)	Protective Factors (the ‘lucky’ children)
In the Child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education

¹ The table shown is an extract from Department for Education’s ‘Mental health and behaviour in schools’ advice, March 2016

	<ul style="list-style-type: none"> • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, neglect or emotional abuse • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • Supportive long-term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences •
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities