

WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve



Behaviour and Discipline Policy: Rights and Responsibilities

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Introduction

Purpose

The purpose of Wormley Primary School's *Rights and Responsibilities* policy is to inform all stakeholders of the school's therapeutic approach to pupil discipline. It also intends to make clear to teaching staff how to teach pro-social behaviours and to respond to anti-social behaviour confidently and consistently.

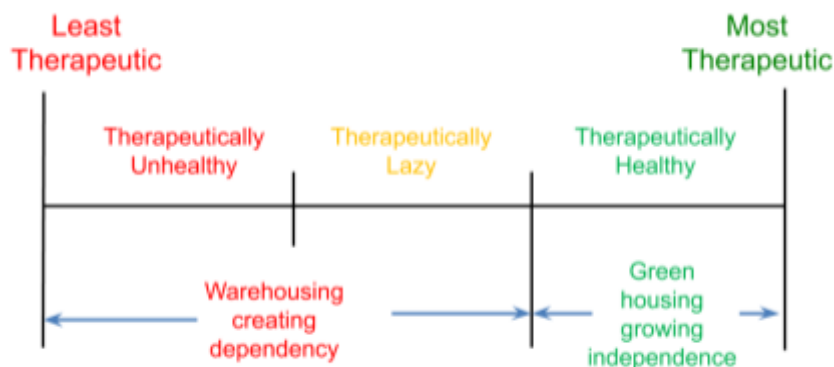
We have chosen to develop a *Rights and Responsibilities* policy because we want pupils to consider the consequences to their choices in the context of what is 'fair' and 'just': the children's *Rights*. The policy emphasises prevention, restoration and reparation as well as applying proportional consequences where appropriate.

We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their internal discipline which leads to long-lasting change. As a church school we believe that we need to teach the children how to forgive and repair situations in a way that helps them value pro-social behaviour. All staff agree to follow the practices set out in this policy and take active responsibility for growing the children's independence and capacity for self-discipline.

The governing body accepts this principle and seeks to create an environment in the school which encourages and re-enforces pro-social behaviour. Furthermore it accepts that society expects pro-social behaviour as an important outcome of the educational process.

Therapeutic approach

All teaching staff are trained in a therapeutic approach to behaviour intervention. This means that every behaviour intervention considers the effect on each individual's feelings. We believe in growing children, not storing them.



Rights and responsibilities

What are our rights?

Our rights are what every human being deserves, no matter whom they are or where they live, so that we can live in a world that is fair and just. Rights are a set of agreements a bit like a set of promises.

Everyone at Wormley has the right to:

- be safe and healthy
- play, learn and achieve
- be respected and treated equally

These rights need to be taught and given protection by all staff. Because these rights are for everybody, we all need to take a little responsibility too.

What is a responsibility?

A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

If we have the right to be **safe and healthy** then *we also have a responsibility* not to bully or harm each other and make healthy choices.

If we have the right to **play, learn and achieve** *we also have the responsibility* to be ready to learn, do our very best and not to interrupt others' playing or learning.

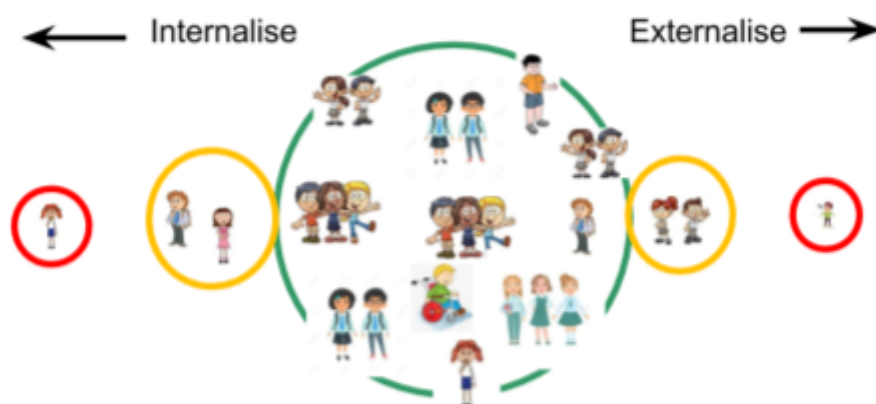
If we have the right to be **respected** and **treated equally** *we also have the responsibility* to be kind and accept one another's differences, to give everyone a chance to be happy and successful whether they are able-bodied or disabled, boy or girl, rich or poor, whatever their religion or belief, or the colour of their skin.

Preventative planning

... 'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.' EYFS 2012

Inclusion

At Wormley we apply an inclusive model that accepts that children have individual needs. Where pupils have a significant difference to their peers, we accommodate this through differentiation.



Although all pupils may at times behave contrary to the will of the adults, the majority (the green circle) represents pupils who present very little risk of harm to themselves, others or property. This group are often thought of as *safe learners*.

The orange circle on the left represents the one or two pupils who may be a risk of harming themselves either physically or by withdrawing. Often very quiet or withdrawn pupils this group represents pupils who are **internalising** their behaviour.

The one or two young people in the orange circle on the right are much more noticeable these pupils display behaviours that harm other people they **externalise** their behaviour and can become a risk of harm to themselves, others and property.

Occasionally, we have a young person who presents a risk of harm beyond that of any other pupil. Usually these pupils have a special need or particularly challenging circumstances. These pupils (represented in red), can not be kept safe by simply following policy and need a differentiated plan in order to be safely included (see [Individual Plans](#)) .

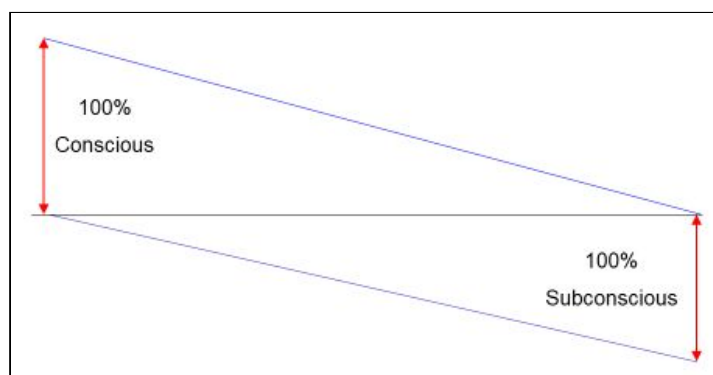
This policy is the plan for the majority of children (green & orange). In addition, some children may require an Individual Risk Reduction Plan ([appendix 5](#)) to formalise strategies that differentiate from the policy.

When differentiating provision, teaching staff need to refer to the model above considering the following:

- Consider the feelings of all children when trying to teach pro-social behaviour. Approaches that create fear turn *green* children *orange*. Give the children what they need to feel the same.
- *Orange* children usually benefit from a nurturing approach however they need to be in separate groups. Those that act-out are likely to heighten the anxieties of those who internalise behaviours.
- Look carefully at the *green* group for potential internalisers. They often seem to be OK and have strategies to avoid being noticed.
- Very few children would be considered dangerous of highly difficult (red). These children will need external professional support and careful plans.

Mental health and well-being

One in ten children have a clinically diagnosed mental health disorder and about one in seven has a less severe problems¹. This policy recognises that some children are more vulnerable to developing mental health issues because of exposure to certain risk factors and a lack of protective factors². The school aims to promote positive mental health by identifying and addressing potential problems at an early stage and build the children's resilience.



Behaviour can be a mixture of both conscious and subconscious choices. Sometimes the behaviour chooses the child such as children with conduct disorders of mental health issues³.

Largely sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. If children are anxious we can help make them more conscious to help them address problems.

Promoting pro-social behaviour

The school aims to prevent or minimise anti-social behaviour by providing the children with a positive memorable learning experience. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the children develop successfully we need to create a school climate that encourages responsibility and promotes pro-social behaviour choices.

Below are examples of how we will do this:

- Acknowledge children for behaving responsibly and positively
- Build positive learning environments
- Provide quality learning opportunities through an engaging curriculum
- Provide regular encouragement and descriptive feedback

¹ DfE (2016) Mental health and behaviour in schools (p.4)

² DfE (2016) Mental health and behaviour in schools (p.8)

³ DfE (2016) Mental health and behaviour in schools (p.8)

- Develop positive and trusting relationships built on mutual respect
- Always greet the children pleasantly
- Build positive relationships with parents
- Take a genuine interest in the children and get to know them and their families
- Model respectful behaviour
- Listen carefully to the children & encourage them to share their thoughts, feeling & opinions
- Provide a safe and enjoyable physical environment
- Develop pupil leadership
- Develop children's understanding of Christian values and through collective & class worship
- Place Wormley's Social Learning Agenda central to all learning

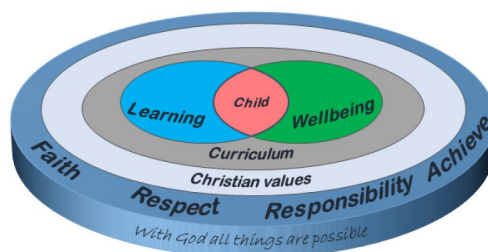
Social Learning Agenda

Our main approach to developing children's responsibility, well-being and personal development is our Social Learning Agenda. By planning together with the Centre of Excellence for Social Learning, governors, staff and children have redefined the school ethos and agreed what we want for the children of Wormley CofE school.

The aims of the Social Learning agenda are to:

- Allow children to **grow in awareness** of themselves and others
- Equip the children with the **knowledge and skills** so they can **successfully navigate** the social world they are a part of
- Maximise **learning potential** in school and increase children's **participation and engagement** in their families and communities

We work towards these aims in a wide variety of ways, providing a wide range of opportunities for the children. The Social Learning Agenda is developed in school through our [Agents](#).



Preferred practices

Wormley has adopted the following preferred practices [appendix 2](#). They have been developed based on the work of Dr Bill Rogers and Angela Glyn. These are designed to increase the sense of shared professional consistency across the school. They might be thought of as a set of behaviour principles to refer to when considering specific strategies for managing children's behaviour.

1. **Consistency:** have a clear and united approach to behaviour intervention
2. **Praise and reward:** promote pro-social behaviour
3. **Good role models:** invite, model and expect respect
4. **Guide the children:** use positive correction
5. **Avoid arguments:** focus on primary behaviour
6. **Time out:** apply a school-wide agreement for calming down and reflection
7. **Apply consequences:** use related and reasonable consequences
8. **Clarity:** establish and revisit common rights, responsibilities and routines

9. Assertiveness: minimise unnecessary confrontation

Behaviour charters for the classroom and playground

To help protect our rights and encourage responsibility the children are supported to develop 'charters' for the classroom or spaces around the school. They are a bit like a set of agreements or rules. Whenever we develop a behaviour charter with the children we should use the following framework to help protect the four agreed rights of everyone at Wormley School. The charters are created with the children and should be referred to whenever promoting pro-social behaviour or correcting bad behaviour choices. They will be on display in the playgrounds and in every classroom.

Framework for developing a behaviour charter

Rights	Responsibilities
We have the right to be safe and healthy	<i>Solving problems:</i> How will we agree to solve problems between each other? <i>Safety:</i> How will we agree to behave and use equipment? <i>Movement:</i> How will we agree to enter, leave and remain in the classroom/playground?
We have the right to play, learn and achieve	<i>Learning:</i> How will we agree to learn and play in classrooms and outside?
We have the right to be respected and treated equally	<i>Treatment Rules:</i> How will we agree to interact and treat each other? <i>Talking and Communication:</i> How will we agree to communicate with others using positive and courteous language?

Classroom plans

The Establishment Phase of the Year

The first few weeks are crucial for developing a smooth running classroom where the children are safe and ready to learn. During these weeks teachers will clarify expectations about behaviour and learning, by establishing the class charter, consequences and routines. These should be developed with the children, modelled and explicitly taught. Although they will be embedded in the first few weeks of the year, they will have to be routinely revisited and re-established throughout the year.

Encouraging and rewarding pro-social behaviour

At Wormley we believe that by providing encouragement and specific feedback to the pupils about their effort is the most effective way to develop pro-social behaviour. In addition there are a range of incentives which we use to encourage and celebrate pupils' pro-social behaviour. Although there is no definitive list, below are the most commonly used rewards.

- ***Verbal acknowledgement*** e.g. feedback, authentic praise and positive cueing (see appendix 4:2)
- ***Public recognition*** e.g. share success with another class or adult; Super Social Learner of the week; HT Award
- ***Class agreed reward*** e.g. personalised reward or point
- ***Inform parents*** e.g. praise pad certificate, conversation at the door, phone call
- ***Special privileges*** e.g. specific responsibilities
- ***Extraordinary privilege*** e.g. chosen to attend special event

Teachers who chose to reward children must consider three key questions:

1. What is the effect of my rewards on every individual in my class?
2. Are the rewards leading to a sense of community?

- Are my rewards developing the children's independence by making choices or are they simply methods to control children?

Individual plans for difficult or dangerous behaviour

Pupils identified as having difficulty making responsible choices or as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes. Teachers should make the SENCo or deputy headteacher aware of any children who need additional and specific support. For a small number of pupils the following support will be offered to teachers to predict, prevent escalation of difficult or dangerous behaviours and communicate solutions to all key adults. Individual risk reduction plans are used to try and prevent future exclusions by minimising the risk of dangerous or highly difficult behaviour.

- Roots and Fruits ([appendix 3](#)) to try and understand the root causes of anti-social behaviour.
- Anxiety map ([appendix 4](#)) to identify factors that increase and decrease anxieties.
- Individual risk reduction plan ([appendix 5](#)) based on the information above.

Responding to difficult or dangerous behaviour

Consequences, restore and repair

At Wormley School we believe it is best to do things *with people*. We always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing harm.

Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced consequences are a necessary part of discipline and behaviour intervention. When pupils do not respond to our positive correction, teaching staff will apply consequences. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and are immediate. Teaching staff, including the leadership team, will use their professional judgement when deciding on the most appropriate consequence.

When establishing behaviour consequences we try to ensure a relatedness between the disruptive behaviour and the consequential outcome. Some behaviours require a *protective* consequence but it is essential that there is always an *educational* consequence. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Example of protective consequences	
<ul style="list-style-type: none"> Move learning space Time out Miss break time Contact parents Yellow Card Increased supervision 	<ul style="list-style-type: none"> Limited access to outside space Escorted in social situations Withdrawn from school trip Differentiated teaching space Fixed-term exclusion Permanent exclusion
Example of educational consequences	
<ul style="list-style-type: none"> 1:1 or group conference (Class Teacher) Small restorative project Cartoon conversations Completing a good deed for a friend 	<ul style="list-style-type: none"> Completing tasks Rehearsing situations Assisting with repairs Restorative meetings

Restorative approaches

Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. [Appendix 9](#) is an example of the types of questions that we ask. They are presented within the framework of De Bono's Thinking Hats which the children are very familiar with. These questions can be used in 1:1 conversations or planned group discussions (conferences). It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

Exclusions

Fixed-term or permanent exclusions may be used as a protective consequence. Only the Head Teacher can exclude a pupil and this must be on disciplinary or safeguarding grounds. In the headteacher's absence, the deputy or assistant headteacher may exclude on the head teacher's behalf. Permanent exclusion will only be used in response to a serious breach or persistent breaches of the schools behaviour policy. All exclusions are conducted in accordance with the DfE guidance.

Physical Intervention

On occasions, staff will interact physically with a child. Examples of expected contact include: guiding, comforting, escorting, reassuring a distressed child, supporting PE and hand-over-hand teaching. All staff are trained using Hertfordshire STEPS Approach for intervening physically with a pupil. Physical intervention should always 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.

In rare circumstances teachers may have to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (see Physical Intervention Policy). This is done in accordance with the DfE guidance.

Equality Impact assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
• <i>age (for staff only)</i>	N/A	N/A
• <i>disability</i>	Yes	Medium
• <i>ethnicity and race</i>	Yes	Medium
• <i>gender (sex)</i>	Yes	Medium
• <i>gender identity and reassignment</i>	Yes	Medium
• <i>pregnancy, maternity and breast feeding</i>	N/A	N/A
• <i>religion and belief</i>	Yes	Medium
• <i>sexual orientation</i>	Yes	Medium

Signed and agreed by:

Governor Representative: _____ ***date*** _____

Leadership Representative: _____ ***date*** _____

Appendix 1: Around school routines and plans

Before school

- The playgrounds are supervised from 8:45am. Children are advised not to arrive before this time.
- Children are not to play football or any other games which may hurt others on the playground such as very young siblings
- Children are to walk bikes or scooters to the bike shed. They are not to be ridden.
- Teachers on duty are to roam the playground ensuring they can monitor all areas for safety
- Children are not permitted on the trim trail or grassed areas
- The whistle is blown at 8:55am for the children to line up
- Teachers need to be on the playground promptly as the children line up
- Conversations with parents need to be brief before school to ensure that the children are well supervised and the children's learning can start promptly
- External doors are closed by the adults after checking that there are no children approaching
- Children arriving after the doors have been closed must report the office

Breaktime

- Children are supervised by at least two adults on duty. Rotas are developed by phase leaders.
- Teaching staff are to roam the playground ensuring they can monitor all areas for safety. This is most efficient if teachers take responsibility for different zones.
- Teaching staff are to be proactive to identify possible disruptive events before they happen and engage with the children to prevent escalation of issues
- A rota for football is to be clearly displayed and enforced
- Whistle will go at 10:45am to end playtime. The children are encouraged to walk to their line
- Teaching staff need to be on the playground promptly as the children line up
- Doors are closed by the adults after checking that there are no children approaching
- If it is wet play, teachers and TAs will share supervising their classrooms

Lunchtime

- Reception and KS1 children are escorted to the lunch hall by teaching staff
- KS2 children follow a rota for lunch times.
- At 12pm KS2 and Year 2 children are supervised by Midday Staff on to the playground
- KS2 enter the dining hall a year group at a time.
- The year groups are escorted in to the dining hall by a designated Midday Supervisor and line up quietly in the corridor. This needs to be managed so the line for dinners is not too long.
- Midday Staff on duty have designated areas to supervise, interact and play with the children
- Support staff with lunchtime responsibilities will liaise with Lead MSA to coordinate support
- Lead MSA should be alerted to any children attending clubs or missing their play time
- Inclusion Leaders will coordinate additional support for children at lunchtime
- When correcting playground behaviour, Midday staff should follow the school's '*preferred practices*' (appendix 4) and the agreed lunchtime procedures (Appendix 12)
- Lunchtime ends at 1pm with a whistle. The children will return equipment and line-up
- Teaching staff need to be on the playground or field promptly as the children line up
- Midday Staff will escort classes inside the building with the teaching staff
- If it is wet play, MSA's will supervise classrooms with the support of volunteering support staff

Appendix 2: Wormley's preferred practices for behaviour intervention

1. Consistency: have a clear and united approach to behaviour intervention

It is important that teaching staff develop and use the well-evidenced approaches outlined in this policy to ensure the children are provided with a consistent approach and to prevent individual teachers feeling structurally or emotionally isolated. Teaching staff need to also be consistent with themselves by always remaining calm and clear.

2. Praise and reward: promote pro-social behaviour

It is more effective to praise and reinforce positive behaviour than it is to correct negative behaviour. Teaching staff should look for opportunities to give the children feedback when they are responding in the right way: catch them being good. This is more likely when the learning environment is positive and the adults are optimistic. Teachers should provide a wide range of experiences in the curriculum that interest the children and make them want to be engaged. If they are excited by their learning they are far less likely to try and make their own entertainment! Arguably the most effective reward for a child is the pleasure of knowing that they are making the right choices and are positively affecting those around them. This is best achieved through descriptive feedback that is honest and specific.

SCRIPT: Name. (Pause) Good listening/walking/reasoning. Thank you/Well done.

3. Good role models: invite, model and expect respect

Respect involves:

- manners
- separate behaviour from child
- allow consequences to do the teaching
- use private reprimands
- re-establish relationship after correction

All teachers actively promote pro-social behaviours with all children through appropriate encouragement and relationships. Children are rewarded using agreed classroom incentives and school-wide rewards that focus on descriptive and specific praise about choices and not the child e.g. '*Name. You are really listening to your learning partner by giving good eye contact*' rather than '*Good boy/girl*', which may imply that they are a bad boy/girl when the opposite is true.

4. Guide the children: use positive correction

When developing and utilising corrective discipline we:

- Plan the 'Language of Discipline' giving some thought to words and meaning of what we are saying. In some cases we may use rehearsed 'scripts' to help the child and assisting adults e.g. '*[Child's name] I can see you are upset. I'm here to help. Shall we talk by the seat or the tree?*'
- Balance 'Language of Discipline' with 'Language of Encouragement',
- Use a least-to-most severe intervention approach when managing and disciplining individuals and groups. This means becoming appropriately assertive where necessary
- Use non-verbal cues
- Use a pleasant yet expectant tone
- Use descriptive reminder '*David. (Pause) You are calling out.*'... '*A number of children are calling out.*'

- Use directional language (Direct: *'Lucy...please walk in the corridor'*) (Conditional directive: *'When you are sitting quietly, then I will call the lunch register.'*)

5. Avoid arguments: focus on primary behaviour

In addressing distracting and disruptive behaviours we seek to keep the focus of our discipline on the 'primary behaviour' or 'primary issue'; avoid arguing or debating 'secondary behaviours' (the sigh, the pout, the frown, the eyes-to-ceiling ...) or 'side issues' and 'last word' ... (wherever possible).

Where necessary we direct the pupil aside from their peers and in a heated conflict situation we always allow cool-off time (this includes formal time-out for the pupil).

Some behaviour consequences will need to be deferred until after 'cool-off' time.

Focus on the behaviour, not the child e.g. *'Name...You are calling out. The agreement on our charter says that we wait our turn to speak'*, not *'Name you are such a disruptive child'*.

Where low level behaviour is taking place, consider tactically ignoring rather than being drawn in to attention seeking actions. One way to do this is by focussing on those making the right choices e.g. *'Thank you Child B for starting so quickly.'* Another is to engage the child without mentioning the negative behaviour e.g. Child A is trying to engage children across the room instead of starting the learning task. *'Child A [pause]. You made a great start to the task yesterday. Would you like some help starting today?'*

Sometimes just a quick rule reminder or direction will work e.g. *'Name [pause]. The class has agreed that we will focus on our learning because everyone has the right to learn. Please start your task or use our checklist of what to do if you are stuck.'*

At times pupils want to engage in arguments so, as the adult, teachers need to avoid this unnecessary confrontation by partially agreeing and moving on.

pupil: "I wasn't talking, I was doing my task"

Teacher: "Ok, maybe you were but now I want you to press on to finish the task".

Another useful strategy for avoiding confrontation is to allow take-up time. This avoids the teacher domineering or creating a win-lose scenario.

'Name ... (pause to gain attention) ... come up here a sec please'. Then deliberately look away ... talk to someone else or move to a quiet area. The child will come in their own time and not lose face. You can then have a quiet word about the behaviour without the show-down.

6. Time out: apply a school-wide agreement for calming down and reflection

All teachers work together to establish appropriate year level, and school wide, processes for exit and time-out. Teachers should agree a suitable area inside and outside the classroom for pupils to have time to cool-off. At times, children will need to go to another class to have time out. This class should be agreed in advance so that teachers share the responsibility and support for one another. Time out must be used as part of the classroom routines and consequences agreed during the establishment phase of the year. Children whose behaviour has necessitated time out from the classroom should be followed up and any harm repaired. Teachers need to agree with the children how long the time out will last and ensure that the children are appropriately ready learn before being permitted to re-join the class. Where children are persistently in time out, teachers will need to reflect on the triggers and be ready to adjust their approach. If this continues the child will need to be referred to senior leaders.

7. Apply consequences: use related and reasonable consequences

When applying behaviour consequences we emphasise the fair, and reasonable, *certainty* of the consequences rather than merely their severity; we remember to always keep fundamental respect intact when applying the consequences.

Although we teach the children that there are natural consequences to behaviour such as feeling unhappy or the loss of trust, we also make it clear that enforced consequences are a necessary part of discipline and behaviour intervention. When pupils do not respond to our positive correction, teaching staff will apply consequences. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and are immediate.

When establishing behaviour consequences we try to ensure a **relatedness** between the disruptive behaviour and the consequential outcome. Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. *Appendix 11* is an example of the sorts of questions that we ask. They are presented within the framework of De Bono's Thinking Hats which the children are very familiar with. These questions can be used in 1:1 conversations or planned group discussions (conferences). It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

8. Clarity: establish and revisit common rights, responsibilities and routines

Each teacher will establish and clarify classroom rules, responsibilities and consequences considering the school's *Rights*. These will be developed with the children in the 'establishment phase' (beginning) of the year.

The teacher will also establish and teach the **core routines** necessary for the smooth running of classroom learning.

9. Assertiveness: minimise unnecessary confrontation

When correcting or disciplining children, teachers must minimise *any* unnecessary confrontation i.e., unnecessary criticism, sarcasm, ridicule, embarrassment or public shaming. Any unintended, hurtful communication by a teacher should *always* entail an apology.

Being assertive means communicating clearly, confidently and calmly. It is about looking for a win-win-win solution: a positive outcome for you; a positive outcome for the child and a positive outcome for any affected peers.

Acting appropriately assertive involves a firm, decisive tone that addresses the behaviour without being personal to the child. This is fundamental to pro-social behaviour intervention (Rogers, 2007).

Appendix 3: Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

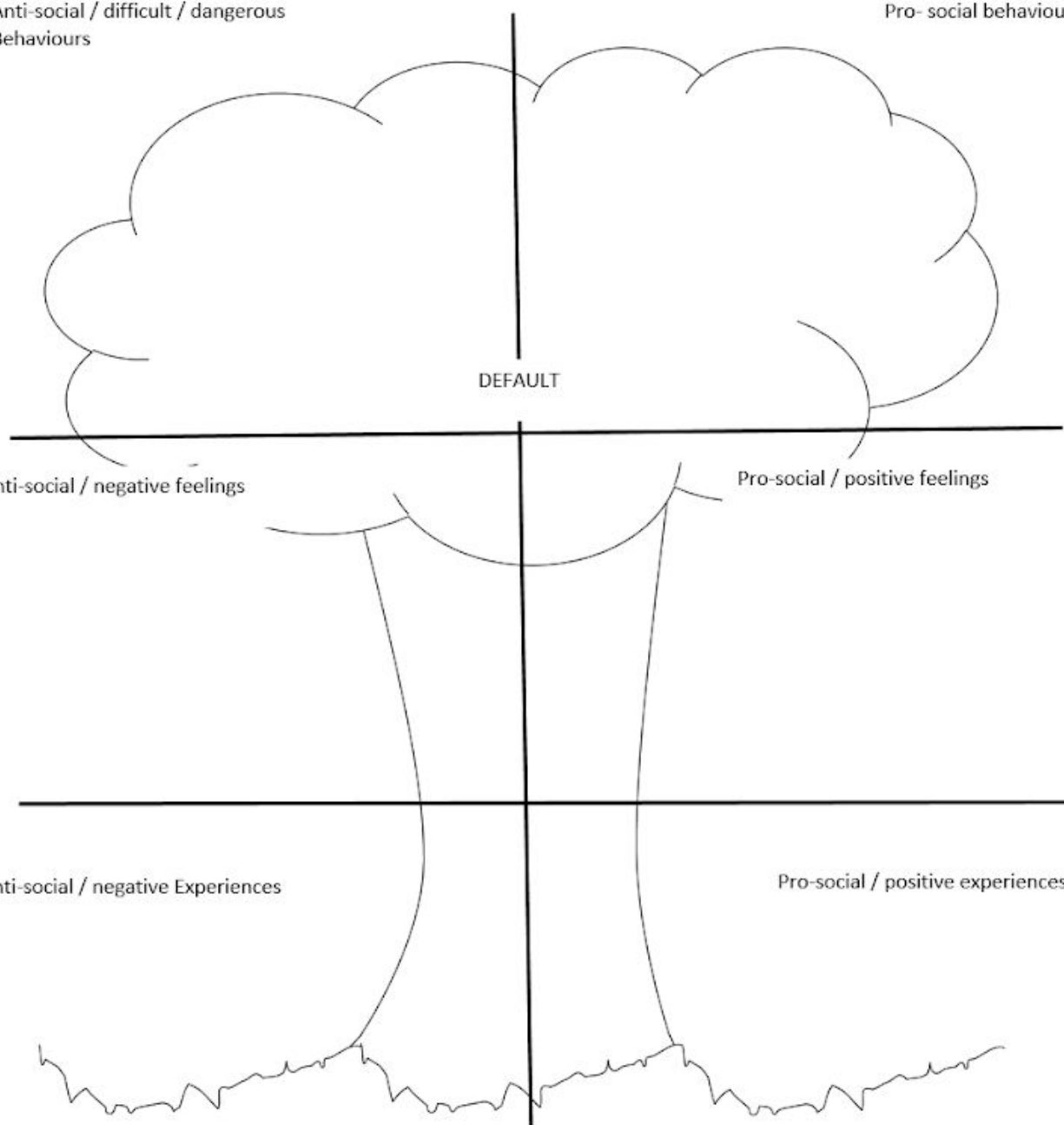
DEFAULT

Anti-social / negative feelings

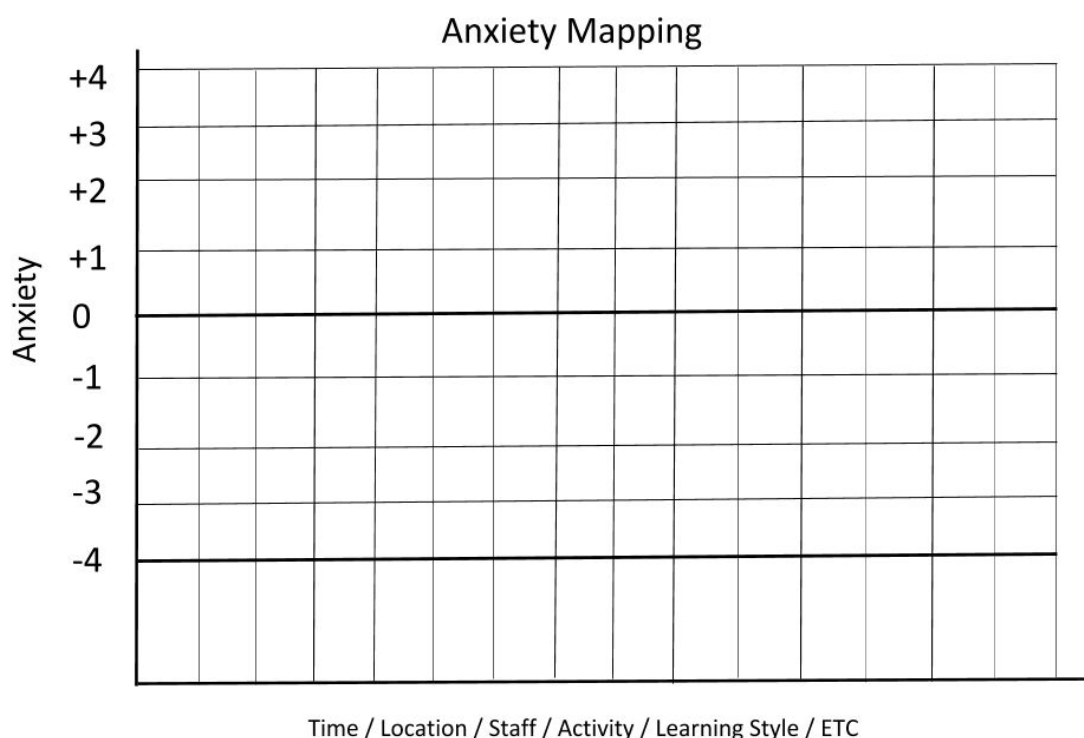
Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences



Appendix 4: Anxiety map



Anxiety Mapping Guidance

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

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

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

Each child or young person's -5 to + 5 would be specific and observable to them and their behaviour.

Appendix 5: Individual risk reduction plan

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

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

Signature of Parent / Carer..... Date

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

Appendix 6: Playground Charter (Developed with the pupils)

Everyone has the right to be **safe and healthy**. So we agree to...

Eat a healthy snack



Play safely- no play fighting



Stay in the designated area and use it properly



Everyone has the right to **play, learn and achieve**. So we agree to...

use the equipment in the correct way



Play fairly



Include others in our play



Everyone has the right to be **respected and treated equally**. So we agree to

Speak kindly



Put rubbish in the bin and recycle



Listen and follow instructions



Appendix 7: Yellow card letter

Today _____ received a yellow card for

<input type="checkbox"/> Persistent low level disruption <input type="checkbox"/> Not taking note of warnings <input type="checkbox"/> Regularly preventing others for engaging fully in tasks <input type="checkbox"/> Swearing	<input type="checkbox"/> Regularly not completing learning <input type="checkbox"/> Moving unsafely school <input type="checkbox"/> Refusal to engage in learning <input type="checkbox"/> Verbal abuse of pupils <input type="checkbox"/> Verbal abuse of adults	<input type="checkbox"/> Minor Pushing/jostling <input type="checkbox"/> Name calling/teasing <input type="checkbox"/> Persistent playground incidents <input type="checkbox"/> Other:
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As a result, your child will receive the following consequence/s:

- ☐ Lose _____ playtimes (protective consequence)
- ☐ Take part in a restorative conversation (educational consequence)
- ☐ Complete a restorative project (educational consequence)
- ☐ Carry-out small jobs around the school to contribute positively to the culture of the school (educational consequence)
- ☐ Other _____

A *Yellow Card* is awarded for **difficult or persistently difficult behaviour** that does not uphold our school's *Rights and Responsibilities*. It is considered a serious warning and is recorded on the school's information system. Further incidents may lead to a *Red Card* and a formal meeting with the Headteacher or Deputy. It is hoped that this warning will help your child to reflect on their unacceptable behaviour and ensure they make positive choices in the future.

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Many thanks for your support.

Mrs Gaiteri/Mr Emmett

Headteacher/Deputy Headteacher

Signed _____ Date _____

Parents comments:

Appendix 8: Red card letter

Today _____ received a Red Card for:

<input type="radio"/> Persistent low level disruption for an extended period of time	<input type="radio"/> Damage to property	<input type="radio"/> Bullying
<input type="radio"/> Strong verbal abuse towards others	<input type="radio"/> Intentionally offensive comments about gender, sexuality, ethnicity or ability	<input type="radio"/> Fighting
	<input type="radio"/> Leaving school premises	<input type="radio"/> Physical assault
		<input type="radio"/> Other

As a result, your child will receive the following consequences:

- ☐ Lose _____ playtimes (*protective consequence*)
- ☐ Take part in a restorative conversation (*educational consequence*)
- ☐ Complete a restorative project (*educational consequence*)
- ☐ Carry-out small tasks around the school to contribute positively to the culture of the school (*educational consequence*)
- ☐ Other _____

A Red Card is awarded for **dangerous, highly difficult or persistently difficult behaviour** that does not uphold our school's *Rights and Responsibilities*. It is considered very serious and is recorded on the school's information system. Further incidents may lead to a *Fixed-Term Exclusion* and a meeting with the integration officer from the Local Authority. It is hoped that the meeting with a member of the leadership team and the related consequence/s will help your child to reflect on their unacceptable behaviour and ensure they make positive choices in the future.

To support your child we have agreed to:

- ☐ Involve the SENCO
- ☐ Make a referral to _____
- ☐ Meet with class teacher on _____
- ☐ Continue with detailed plans already in place
- ☐ Other _____

Please sign and return this form to show that you have been made aware of this incident and have spoken to your child about their behaviour.

Many thanks for your support.

Mrs Gaiteri/Mr Emmett

Headteacher/Deputy Headteacher

Signed _____ Date _____

Parents comments:

Appendix 9: Solving a behavioural incident using the '6 Thinking Hats'

Child/ren:

Adult:

Date:



Who was involved and what happened?



How did/do you feel about what happened? How do you think....was and is feeling?

What were you thinking when....? What was going through your mind?



What would you have liked to happen; what would you have preferred?



What 'barriers or obstacles or difficulties' got in the way and have to be overcome?



What ideas can we come up with to put this situation right?



What can we agree to do to ensure that the 'preferred future' can happen next time?

What consequences need to be part of this plan?