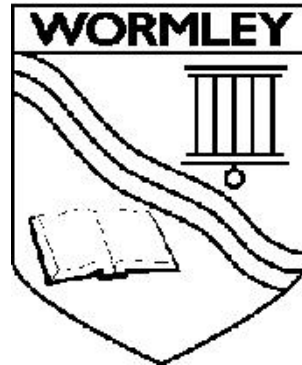


WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve



Behaviour and Discipline Policy: Rights and Responsibilities

Policy approved: February 2023
Policy renewal date: February 2024

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Section 1: Vision & Values

Vision

Each child should **grow in their awareness of themselves and others**, moving forward in their learning journey and **maximising their learning potential** in school and beyond. Our intention is that they come to know that they are loved by God, and therefore, **all things are possible**.

Have **Faith**, Take **Responsibility**, Show **Respect** and **Achieve**

Rights and responsibilities

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. Rights are a set of agreements a bit like a set of promises.

Everyone at Wormley has the right to:

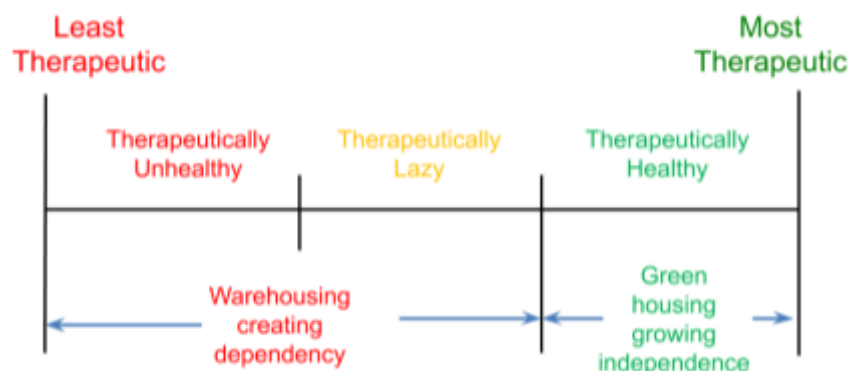
- **be safe and healthy**
- **play, learn and achieve**
- **be respected and treated equally**

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.

Therapeutic approach

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Hertfordshire Steps. This policy outlines the purpose, nature and management of behaviour in our school in line with Hertfordshire Steps.

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.



Section 2: Pro-social behaviour

The school aims to create a culture that encourages responsibility and promotes prosocial behaviour choices. Pro-social behaviours are those that are positive, helpful and socially accepted. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour as they learn any other area of the curriculum.

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
- 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
- Use the Zones of Regulation

Zones of Regulation

The [Zones of Regulation](#) is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels and overall wellness. At Wormley CofE Primary we use Zones of Regulation because it helps children to recognise and communicate their feelings in a safe and non judgemental way. It is a universal approach for all children but some children will need individual or small group support to be able to regulate using these tools with increasing independence.

The four zones are:



How to use the Zones of Regulation

- Each class is to display the Zones clearly in the classroom.
- To start the year, the boards should be empty. Only add an emotion card to the display once it has been discussed. This might arise from situations such as: an assembly, Jigsaw session or event in class, for example.
- Identify the best-fit zone via group discussions, where possible, as there may be multiple colours to match the emotion.
- There are no good or bad zones or behaviours to be in and we all experience these at one time or another. The zones of regulation are intended to be neutral and not communicate judgement.
- For some children who find regulating their emotions particularly challenging, developing an individual board or resource might be appropriate.



Acknowledging 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.

At Wormley we believe that providing encouragement and specific feedback to the pupils about their effort is the most effective way to develop prosocial behaviour. Although there is no definitive list, below is how pro-social behaviours are celebrated and acknowledged.

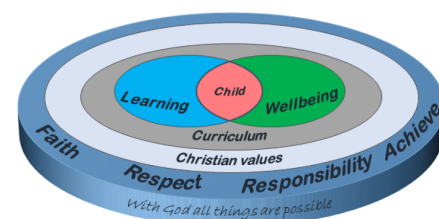
Level	Examples
Individually	<i>Feedback, authentic praise and positive cueing</i>
Class-based	<i>Raffle ticket, marble in the jar, point</i>
Parental	<i>Praise pad certificate, conversation in person, phone call</i>
School-wide	<i>Share success with another class or adult; HT Award</i>
Special responsibility	<i>Sports Leader, lead a club, Buddy,</i>
Extraordinary privilege	<i>Selected to attend a special event</i>

When acknowledging prosocial behaviours the adults 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?*
3. *Are my rewards developing the children's independence by making choices or are they simply methods to control children?*

Social Learning Agenda

Our main approach to developing children's prosocial behaviour is our Social Learning Agenda. 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](#).



Behaviour charters for the classroom and playground

To help protect our rights and encourage responsibility the children are supported to develop a 'charter' for the classroom or and the playground. They are a bit like a set of agreements or rules. 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.

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

Classroom plans

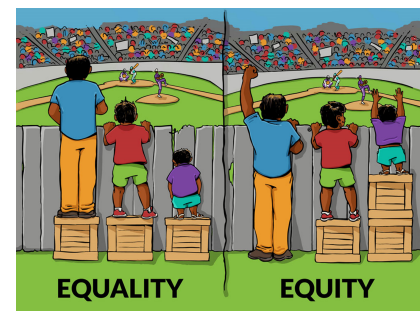
The first few weeks are crucial for developing a smooth running classroom where the children are safe and ready to learn. During these weeks teachers will clarify expectations about behaviour and learning, by establishing the class charter, consequences and routines. These should be developed with the 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.

Section 3: Supporting all learners

... '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

Equity

Equity is giving everyone what they need to be successful. 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 reasonable adjustments and adaptations.



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 is often thought of as *safe learners*.

The orange circle on the left represents the one or two pupils who may be at 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.

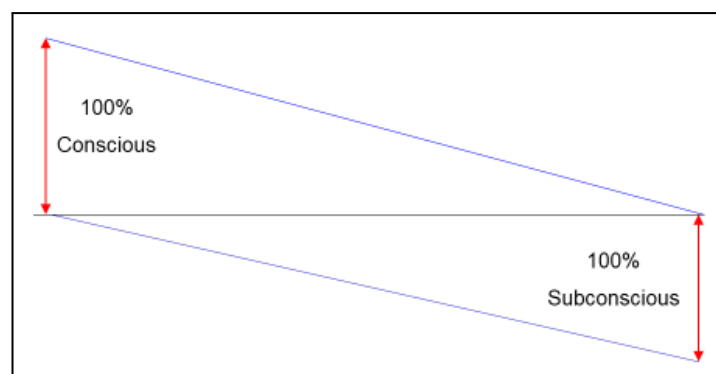
This policy is the plan for the majority of children (green & orange). In addition, some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from the policy.

When making adaptations to 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*.
- *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 or highly difficult (red). These children will need external professional support and careful plans.

Mental health and well-being

One in six 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 or 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.

Section 4: Unsocial behaviour

We acknowledge that some children display and prefer unsocial behaviour. Unsocial Behavior can be defined as not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Teachers who are concerned about a child's unsocial behaviour should speak with parents, senco and colleagues to discuss whether individual plans need to be considered to support the child's mental health and wellbeing.

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)

Section 5: Antisocial behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment is considered anti-social behaviour. Anti-social behaviour can be grouped as difficult or dangerous.

Difficult behaviour is behaviour that is antisocial, but not dangerous. Dangerous behaviour will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

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.

Responding to antisocial behaviour

De-escalation & distraction

Positive language

- 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 reminders. *'Name. (Pause) You are calling out.' ... 'A number of children are calling out.'*
- Use directional language (Direct: *'Name...please walk in the corridor'*) (Conditional directive: *'When you are sitting quietly, then I will call the lunch register.'*)
- Invite, model and expect respect by:
 - o using manners
 - o separate behaviour from child
 - o allow consequences to do the teaching
 - o use private corrections
 - o re-establish relationship after correction

Body language and mindset

- Use non-verbal cues
- Have an open stance
- Consider distance from the child and their personal space
- Tactically ignore rather than being drawn into attention seeking actions. One way to do this is by focussing on those making the right choices e.g. *'Thank you Name 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. *'Name [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.'*
- 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'*.
- Allow cool-off time. Some behaviour consequences will need to be deferred until after 'cool-off' time.
- Partially agree and move on e.g. 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'*.
- 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.
- 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.

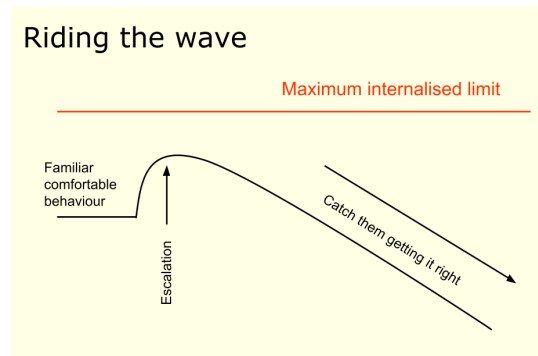
Limited Choices

- Limited choices often follow directly from positive phrases *'Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter?'*
- Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think , process and consider.)
- The choices offered have to be thought through so that you, the adult, are also content with either choice.
- It is also only a choice if both options are things that would be acceptable to the child.
- For example
 - *Where shall we talk, here or in the library?*
 - *Put the pen on the table or in the box*
 - *Are you going to sit on your own or with the group?*
 - *Are you starting your work with the words or a picture?*

Disempower

- Anti social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro social behaviour as soon as it is evident. The message is anti social behaviour is pointless, pro social behaviour is powerful.

- It is an effective strategy to empower other prosocial behaviours in the dynamic while disempowering anti-social behaviours in any individual.
- We can use the metaphor of providing oxygen. We want to provide oxygen to prosocial behaviour and reduce the oxygen given to antisocial behaviour.
- For example:
 - *You can listen from there*
 - *Come and find me when you come back*
 - *Come back into the room when you are ready.*
 - *We will carry on when you are ready.*



Educational Consequences

Restorative conversations

- About putting it right not blame
- Repair relationships
- Giving them the voice and space to make decisions
- By focusing on the victim and their needs will change the behaviour of the wrongdoer
- Punishment likely to generate resentment; restoration likely to cause change
- Not soft. Consequences still applied as part of the process. Tough, but valuable, learning experience
- Trying to tap into the emotional side...Kids begin to care about others
- Different types:
 - *No prep chat*: using key questions to ensure harm is repaired
 - *Restorative Circle*: Everyone affected together to explore harm and agree how to repair harm
 - *Restorative Conference*: For more serious incidents. Requires careful planning and individual discussion first.
 - ★ How are you feeling?
 - ★ What happened?
 - ★ What were you thinking & feeling at the time?
 - ★ What do you think and feel about it now?
 - ★ How might ...be feeling? How would you like them to feel?
 - ★ What do you need to put this right?
 - ★ What will you do differently next time?
- Frameworks that help...*Cartoon conversations, Blob Tree, Solve-It strategy (Jigsaw), Zones of Regulation*
- Putting it right by...*Showing it*: remorse, sorry; *Fixing it*: clear up the mess, repair friendship, get to know each other; *Changing it*: stop the harmful behaviour

Restorative tasks

- Project, e.g., research bullying, make a poster, give a talk to the class
- Carry-out small jobs around the school to contribute positively to the culture of the school, e.g., help in the dining room
- Rehearse and practise, e.g., practise going to a calm area, practise changing behaviour when told to stop ('Do you mean that? *No, sorry.*')

Intervention

- Refer to senco for support
- Refer to external services

Protective Consequences

Class-based

- Time out 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 on 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 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 to 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.
- Limited freedoms inside the classroom, e.g., place to sit, areas of the classroom
- Meet with the parents

Limited freedoms around school

- Miss a breaktime/lunchtime to ensure the safety of others and prevent another incident
- Limited time at breaktime/lunchtime , e.g., gradually earning time on the playground by demonstrating prosocial behaviour in short periods (Mon- 5mins, Tues-10mins, etc.)
- Limited access to spaces, e.g., only play on a section of playground
- Increased supervision, e.g., adult on the playground, child has breaktime in sight of adults inside
- Limited access to activities, e.g., a child is not allowed to go on trip due to previous unsafe behaviour

Formal

- Behaviour Concern Letter
- Suspension
- Exclusion

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.

Individual plans for difficult or dangerous behaviour

In order to support behaviour needs we must have tools that allow us to accurately analyse the experiences and feelings behind a behaviour. Teachers will find guidance on the appropriate tools within the STEPS suite of materials. The STEPS [flowchart](#) acts as a prompt for what to consider when beginning to analyse behaviour and plan for a child. 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.

Exclusions

Suspensions or permanent exclusions may be used as a protective consequence. Only the Head Teacher can suspend or exclude a pupil and this must be on disciplinary or safeguarding grounds. In the headteacher's absence, the deputy or assistant headteacher may suspend or exclude a child on the headteacher's behalf. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 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.

Graduated response to antisocial behaviour

Antisocial Behaviour		Possible Consequences		
Level	Examples	Response	Educational	Protective
Low level harm causing disruption or upset	<ul style="list-style-type: none"> calling out distracting others incomplete learning breaking class charter breaking playground charter 	<ul style="list-style-type: none"> de-escalation support victims adaptations 	<ul style="list-style-type: none"> restorative conversation rehearse prosocial responses finish learning task 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent low level harm causing disruption or upset	<ul style="list-style-type: none"> continuing to display low level antisocial behaviour despite responses and consequence 	<ul style="list-style-type: none"> apply responses and consequences outlined at the minor incident level 		
Minor incident causing minor injury, disruption or upset	<ul style="list-style-type: none"> physical: pushing, dragging, kicking, hitting verbally insulting or harassing child or adult including offensive language minor damage or intent to damage property antisocial behaviour online 	<ul style="list-style-type: none"> de-escalation support victims SLT support behaviour concern letter involve parents adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse prosocial responses referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent minor incidents causing minor injury, disruption or upset	<ul style="list-style-type: none"> continuing to display antisocial behaviour typical of minor incidents despite responses and consequence bullying 	<ul style="list-style-type: none"> apply responses and consequences outlined at the major incident level 		
Major incident causing significant injury, disruption or upset	<ul style="list-style-type: none"> persistent antisocial behaviour despite STEPS analysis and planning physical: attacking pupil or adult, fighting, using an object to harm verbally insulting or harassing child or adult including offensive language minor damage or intent to damage property sexually harmful behaviour bullying hate crime antisocial behaviour online 	<ul style="list-style-type: none"> de-escalation support victims SLT support behaviour concern letter involve parents consider adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse consider referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily potential suspension potential exclusion

Section 6: Communication and recording

Communication within school

Antisocial behaviour, responses and adaptations need to be communicated to all adults who are likely to be supporting or supervising the child. This is ideally done in person however email is more suitable for larger groups or for less urgent situations. Minor and major incidents must be recorded on CPOMS. Low level behaviours will need to be recorded on CPOMS when they become persistent.

If incidents occur at break or lunch times, those on duty should make the class teacher aware so they can appropriately support all the children involved. The adults on duty should make every attempt to resolve the issue before the children return to class to ensure minimal learning time is lost. If the incident is likely to cause further upset or require the teacher to speak with parents, the adults on duty need to make sure the teacher has all the relevant information explained or handed to them as soon as possible.

Communication with parents and carers

Parents and carers should be informed of antisocial behaviour so they can work in partnership with the school to improve the child's prosocial behaviour. When communicating with parents or carers, staff should use the following framework to ensure feedback includes non-judgemental analysis and a well-considered response.

- Describe the behaviour (*'Today, Name hit two children on the playground which did not uphold our right to keep everyone safe and healthy.'*)
- Identify the trigger (*'I think Name was angry and felt left out of the group.'*)
- Explain the action (*'Name will spend playtime tomorrow rehearsing alternative responses.'*)

Teachers will report *low-level or minor incidents* to parents and carers. Typically *major incidents* will be reported to parents by the senior leadership team unless they delegate this task to a teacher. Communication to parents will ideally be in person, however a telephone call is equally acceptable. For some parents, email communication is the most convenient. Teachers may use their class email account rather than their individual work email account.

[Behaviour Concern](#) letters are issued by a member of the senior leadership team as a way of communicating formally that the school is concerned about the anti-social behaviour of a child. If a child receives several behaviour concern letters, a member of the senior leadership team will arrange to meet with parents.

Equality Impact assessment

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

Signed and agreed by:

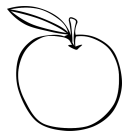
Governor: _____ **date** _____

Leadership: _____ **date** _____

Appendix 1: 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 2: Behaviour Concern letter

Dear parent/carer

We need to make you aware that your child, _____, has been issued with a *Behaviour Concern* letter because of the following reasons ([See p12](#)):

<input type="radio"/> Persistent low level harm causing disruption or upset	<input type="radio"/> Minor incident causing minor injury, disruption or upset
<input type="radio"/> Persistent minor incidents causing minor injury, disruption or upset	<input type="radio"/> Major incident causing significant injury, disruption or upset
Notes:	

As a result, your child will receive the following consequence/s:

Educational

- Take part in a restorative conversation (*e.g., putting things right with the victims*)
- Rehearse or practise pro-social responses (*e.g. assertive responses or reporting to adults*)
- Complete a restorative task (*e.g., positively contributing to pupil wellbeing*)

Protective

- Temporary restriction of freedoms (*e.g., staying off the playground*)

A *Behaviour Concern* is issued for **difficult or persistently difficult behaviour** that does not uphold our school's *Rights and Responsibilities* ([see p3](#)). It is considered a serious warning and is recorded on the school's information system. Further incidents may lead to a formal meeting with a member of the senior leadership team. It is hoped that this letter assists us with working together to help your child to reflect on their antisocial 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.

Many thanks for your support.

Senior Leadership Team

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

Signed _____ Date _____

Parents comments:

Graduated response to antisocial behaviour

Antisocial Behaviour		Possible Consequences		
Level	Examples	Response	Educational	Protective
Low level harm causing disruption or upset	<ul style="list-style-type: none"> calling out distracting others incomplete learning breaking class charter breaking playground charter 	<ul style="list-style-type: none"> de-escalation support victims adaptations 	<ul style="list-style-type: none"> restorative conversation rehearse prosocial responses finish learning task 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent low level harm causing disruption or upset	<ul style="list-style-type: none"> continuing to display low level antisocial behaviour despite responses and consequence 	<ul style="list-style-type: none"> apply responses and consequences outlined at the minor incident level 		
Minor incident causing minor injury, disruption or upset	<ul style="list-style-type: none"> physical: pushing, dragging, kicking, hitting verbally insulting or harassing child or adult including offensive language minor damage or intent to damage property antisocial behaviour online 	<ul style="list-style-type: none"> de-escalation support victims SLT support behaviour concern letter involve parents adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse prosocial responses referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily
Persistent minor incidents causing minor injury, disruption or upset	<ul style="list-style-type: none"> continuing to display antisocial behaviour typical of minor incidents despite responses and consequence bullying 	<ul style="list-style-type: none"> apply responses and consequences outlined at the major incident level 		
Major incident causing significant injury, disruption or upset	<ul style="list-style-type: none"> persistent antisocial behaviour despite STEPS analysis and planning physical: attacking pupil or adult, fighting, using an object to harm verbally insulting or harassing child or adult including offensive language minor damage or intent to damage property sexually harmful behaviour bullying hate crime antisocial behaviour online 	<ul style="list-style-type: none"> de-escalation support victims SLT support behaviour concern letter involve parents consider adaptations record on CPOMS 	<ul style="list-style-type: none"> restorative conversation restorative task rehearse consider referral to SENCo 	<ul style="list-style-type: none"> restricted freedoms temporarily potential suspension potential exclusion

Appendix 3: Glossary of terms

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

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

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

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

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

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

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

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

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

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

Equity: The differentiated measures to provide equal opportunities.

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

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

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

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

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

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

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

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

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

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

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