



# St Mary's C of E (VA) Primary School

Working together  
in an inclusive Christian environment  
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

## Relationship and Positive Behaviour Policy

This policy is GDPR compliant.

Date of issue: Autumn 2024

Last reviewed/adopted: Autumn 2025 (Standards Committee)

Next review date: Autumn 2025

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Introduction

St Mary's C of E Primary School has adopted "Therapeutic Thinking Hertfordshire" (Steps), the local authority's preferred approach to supporting positive behaviour management in schools. We believe that positive behaviour is essential for effective teaching and learning and that both pupils and staff have the right to work in a safe, friendly, peaceful and fair environment. Positive behaviour must be carefully developed and supported. Positive relationships promote valued behaviour, increase self-esteem, benefit emotional well-being and raise attainment.

The fundamental principles upon which our Relationship and Positive Behaviour Policy are based:

- All members of our school community deserve to be treated with unconditional positive regard.
- We must promote and encourage positive behaviour, not just react to unacceptable behaviour.
- Behaviour communicates a need, and when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.
- PIP and RIP - Praise in public, reprimand in private.

The purpose of this policy is to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Build self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

All members of our school community have the right to:

- Feel secure and safe
- Feel happy and be treated with kindness and understanding
- Be treated fairly and consistently
- Be listened to (at an appropriate time)
- Be treated with respect and politeness
- Be treated with empathy

In implementing this Relationship and Positive Behaviour policy, we acknowledge the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations are reflected in all conversations about behaviour
- Consistent **follow-up**: ensuring "certainty" at the classroom and Senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines** for behaviour around the site: classrooms, around the site and at the school reception
- Consistent **environment code of conduct** is evident in the living out of our values: **respect, courage, love, forgiveness, kindness and joy**.

## Key Definitions

- **Valued Behaviours** - Create helpful feelings and show concern for the rights, feelings and welfare of others.
- **Detrimental Behaviours** - Create unhelpful feelings and violate the rights, feelings and welfare of others.

## Promoting Positive “Valued” Behaviour

Our emphasis at St Mary’s is on reinforcing the positive to promote valued behaviour. It is important to recognise those children who demonstrate the expected behaviour and support those who may (at some point) struggle with some of the expected behaviours. Staff strive to model Positive Behaviour at all times. Behaviours such as resilience, respect for others, determination, kindness and teamwork are particularly valued, and both adults and children will acknowledge and praise these. Children are given positive and valuable feedback to improve their learning.

All staff every day will:

- Meet and greet children at the classroom door, check how they are throughout the day and say goodbye at the end of the day (Check-up, check-in, check-out)
- Refer to school expectations and the behaviours they expect to see (Listening ladder, effort-o-meter, learning pit, etc)
- Consistently follow school and classroom routines
- Model positive behaviours and build relationships
- Plan and support lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson (such as clapping, bell or standard phrase)
- Use the agreed mechanisms for praising behaviour (verbal praise, house points, pebble jars)
- Be calm and “give take up time” when going through the steps, aiming to de-escalate heightened behaviours (Be curious, not furious)
- Follow up every time, retain ownership and engage in reflective/restorative dialogue with learners
- Record all incidents on Arbor (or CPOMS if there is a safeguarding concern)
- Never ignore or walk past learners who are making/displaying poor behaviour choices (What you permit, you promote)

## Recognition and Rewards for Effort

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Children should understand why they receive recognition or rewards, i.e. “I’m going to give you a house point because you chose to...”

Classroom level:

- Verbal praise
- Sharing work with peers/adults/SLT/social media
- House point
- Pebble in the jar/pebble jar treat \*
- Mention/Note/phone call to parents

Whole School level:

- “Special Achievers” certificate (weekly)
- House point treat (half-termly)
- “Living Our Values” certificate (half-termly)
- The Golden Broom (weekly)
- Tea and toast \*\* (half-termly)
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\* *Pebble Jar Treat*: Every class has a Pebble Jar used to reward and encourage collective achievement through cooperation and individual effort. The children work together to fill the Pebble Jar, and pebbles may be awarded for various reasons. Once they have filled their Pebble Jar, each class chooses a reward. Teachers should aim to have a Pebble Jar treat once every term. Reception introduces this scheme in the Summer term to support transition. It is important to note that pebbles cannot be removed from the jar, only added.

Pebble jar treat ideas include:

- Picnic
- Water fight
- Bike/scooter session
- Bring in a game from home
- Extra Forest School session
- Movie (max one per year)

**\*\* Tea and toast:** Each half-term, the class teacher nominates two children who have consistently shown valued behaviour to have hot chocolate and toast with the head teacher after registration one morning in the last week of the half-term. Class teachers will ensure that this is shared fairly between class members so that the same children don't always attend.

## **Playground Behaviour**

High behaviour expectations are applicable in all areas of the school community, including the playgrounds and field. Lunchtime staff will communicate to class teachers where behaviour has been positive so children's efforts are recognised. Staff members on duty will also report any less favourable behaviour so that this can be addressed.

## **The Way We Teach Valued Behaviour**

We teach positive behaviours through:

- Collective worship values assemblies
- PSHE lessons
- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement (considering the individual's responses to praise)

## **Consequences**

### **Educational Consequences**

These are consequences put in place by staff to help the child learn, rehearse, or teach about their actions, aiding the internalisation of prosocial actions and avoiding repetition.

These may include, but are not inclusive of:

- Third-person role play to understand peer/adult feelings
- Social stories
- Behaviour-related research is needed to understand how and why actions have impacted others.
- Restorative meetings with the child and parent/carer

### **Logical Consequences**

These are consequences that link directly to the behaviour. For example, if a child throws objects, it does not make sense to ban them from playing football.

Staff can use the word "obviously" to help them assess if a consequence is logical, i.e. "You have been throwing objects in class, so obviously you will have to miss football," vs "You have been throwing objects in class, so obviously we can tidy them up and discuss what could happen if the scissors hit somebody in the eye!"

They should be done "with" the pupil, be proportionate and necessary.

## Protective Consequences

Staff take these actions to ensure all children and adults feel safe in school. These may include, but are not inclusive of:

- An increased staff ratio
- Limited access to outside space
- Specific staff support is given at break and lunchtimes
- Differentiated teaching space or learning
- Work requiring completion to be sent home and supported by parents/carers/carers
- Adaptation of access to school trips, residential or extra-curricular activity
- Exclusion from an area or school
- Calm room/space

*The school reserves the right to suspend pupils in extreme cases or when students or parents have received warnings about banned items, such as:*

- Fire lighting equipment
- Drugs and smoking equipment
- Weapons and other dangerous implements or substances
- Alcohol
- Stolen items
- Pornographic images

## Dealing with low-level, mid-level, difficult, detrimental behaviour

Difficult behaviour does not benefit the individual and others around them.

It may disrupt the learning of others and cause emotional or physical harm that does not require first aid.

Examples of low-level detrimental behaviour	Adult response to behaviour
<ul style="list-style-type: none"><li>• Talking at an inappropriate time</li><li>• Calling out</li><li>• Swinging on their chairs</li><li>• Making inappropriate noises</li><li>• Disturbing the learning of others</li><li>• Unkind remarks and facial expressions</li><li>• Rudeness to others, e.g. mimicking, sarcasm, lack of manners &amp; respect for others</li><li>• Answering back/mumbling under their breath</li><li>• Being out of their seat without permission</li><li>• Playing where they do not have permission to play (inc. toilets)</li></ul>	<ul style="list-style-type: none"><li>➤ Begin with a non-verbal cue for the child if possible.</li><li>➤ Praise the positive behaviour of someone close to the child.</li><li>➤ Verbal reminder: If the above does not work, the adult will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations.</li><li>➤ Verbal reminder with a consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/logical/protective consequences. (Ensure that all children involved know that a consequence has been issued.)</li><li>➤ Children will need time to discuss and reflect on their choices with their class teacher. They may need to do this during playtime or lunchtime. They will also need to ensure the completion of any unfinished tasks. (If children</li></ul>

<ul style="list-style-type: none"> <li>• 'Play fighting' or being involved in 'rough play'</li> <li>• Lying</li> <li>• Throwing objects without intent to harm</li> </ul>	<p>are required to reflect on behaviour during break times, they should receive a break at another time, and this should be communicated to their parents.)</p> <p><b>If positive changes are seen after any reminder, this positive choice will be acknowledged with praise, and no further consequence is required (e.g., "Thank you for listening; it's great to see you're ready to learn.").</b></p>
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<b>Examples of mid-level detrimental behaviour - 'difficult'</b>	<b>Adult response to behaviour</b>
<ul style="list-style-type: none"> <li>• Repetition of any of the above low-level behaviours</li> <li>• Spoiling the work of others</li> <li>• Name-calling or inappropriate harassment of an individual (personal) - including use of racist or homophobic language</li> <li>• Repeated refusal to follow instructions</li> <li>• Swearing (including on digital devices)</li> <li>• Spitting at another person</li> <li>• Making deliberate false allegations</li> <li>• Intimidation &amp; threats towards others</li> <li>• Throwing objects with intent to hurt or damage</li> <li>• Physical aggression against others, e.g. kicking, hitting, slapping, pulling &amp; pushing</li> <li>• Leaving the classroom and going elsewhere in the school</li> <li>• <b>Inappropriate use of school property (including digital devices) that may lead to damage or harm</b></li> <li>• Running out of the school building onto the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reinforce expectations and explain why the behaviour displayed is detrimental.</li> <li>➤ Adult/s must give an educational and/or protective consequence responsive to the detrimental behaviour shown. <b>(Ensure that all children involved know that a consequence has been issued.)</b></li> <li>➤ Incident to be logged on Arbor by the class teacher (or CPOMS if there is a safeguarding concern).</li> <li>➤ The child may be asked to talk to a senior staff member.</li> <li>➤ Class teacher to contact parents/carers/ carers to make them aware of the detrimental behaviour.</li> <li>➤ If there are examples of racist or homophobic language, follow the procedures within the school's child-on-child abuse policy.</li> <li>➤ If mid-level behaviour is repeated, seek support from the Therapeutic Thinking Leads and refer to the Behaviour Toolkit for tools to support understanding of behaviour, e.g. anxiety mapping, conscious &amp; subconscious checklist, Early Prognosis, etc.</li> </ul>

## Dangerous/ Unsafe Behaviour or Circumstances

A dangerous behaviour is a behaviour that will imminently result in injury to oneself or others, damage to property, or behaviour that would be considered criminal for children 10 years and above.

Examples of high-level detrimental behaviour - 'dangerous'	Adult response to behaviour
<ul style="list-style-type: none"><li>• Leaving the school site</li><li>• Fighting with intent to harm by punching, kicking, strangling</li><li>• Continued bullying after SLT intervention</li><li>• Bringing in a dangerous object to school e.g. knife</li><li>• Dangerous use of school property (including digital devices) that lead to damage or harm</li><li>• Sexual violence or harassment</li></ul>	<ul style="list-style-type: none"><li>➤ Call for support and alert a member of SLT</li><li>➤ Use of physical intervention/positive touch in line with policy if needed to keep pupil/s safe</li><li>➤ Ensure that all children involved know that a consequence has been issued.</li><li>➤ Incident to be logged on Arbor by the class teacher (or CPOMS if there is a safeguarding concern).</li><li>➤ SLT to contact parents/carers/ carers to make them aware of the dangerous antisocial behaviour</li><li>➤ Internal or suspension to be decided based on the severity of the incident.</li><li>➤ External agencies consulted as necessary</li></ul>

There are occasions when children's emotions are heightened due to their experiences. Difficult behaviour may also be distressed behaviour. The child may be in crisis.

When they feel this way, they are no longer in control of their behaviour. They may (for example): tip or shove furniture, kick or throw objects, refuse to go to their classroom, leave the classroom (without permission), run onto the school grounds (without permission), attempt to leave the school grounds (without permission), cry uncontrollably, shout at other children or adults. When this occurs, we will use language and phrases to help the child return to an emotional state where they can make helpful choices so that the child feels ready to discuss what has happened. The following tactics and phrases (de-escalation script) should be used to help structure the conversation.

### De-escalation Script

- **Use the child's name when you begin to speak to them**— It addresses them, shows them that you have your full attention, and shows them 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 sanction 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 is on their mind and 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).

When, and only when, the child has moved from the heightened state to one where they can self-regulate, we will talk to them about what has happened. Staff will know when this is because the child will appear physically more relaxed, and they will be willing to engage in conversation that is helpful and moves the situation forward. The restorative discussion will include a reminder to the child about strategies they have learned to help them avoid reaching the heightened state in the future and repairing (for example, apologising if they shouted, putting thrown objects back where they came from, returning furniture that was tipped/moved).

## **Repair and Restore**

Quality time is devoted to talking to children about what has happened and exploring ways to repair and restore the situation for all involved. During this time, we aim to teach and remind children about the skills they need to use on future occasions, which will help them maintain valued behaviour and avoid further problems. Where possible, a restorative approach will be used to support the child in understanding the impact their behaviour has on themselves and others. Children should be helped to understand why their behaviour is unacceptable and what its impact is on other people. If the adult feels this is warranted, the child/ren who has been affected by the behaviour will be supported to talk to the instigator about the impact of their actions and how this made the affected child/ren feel. In a supportive environment, restorative conversations are a powerful tool for making children feel listened to and for making the instigator think about the impact of their actions.

*“I’m sorry is just a statement.*

*I won’t do it again is just a promise.*

*I will make it up to you/make right is responsibility.” Mark Finnis*

## **More Serious Behaviour Problems**

On rare occasions there may be examples of children displaying more serious behaviours. These occasions will always be dealt with by a member of the Senior Leadership Team, and the child will receive appropriate consequences. The incident will be recorded on Arbor (or CPOMS if there is a safeguarding concern), and parents/carers will be informed and invited to a meeting. For these types of behaviour, a personalised behaviour plan to support the child.

Individualised strategies will be implemented to support children who continually find it difficult to follow valued behavioural expectations if those in this policy are considered inappropriate, and parents will be expected to work closely with staff to support the child.

In a minority of cases poor behaviour choices may result in a fixed-term suspension. Reasons for suspensions may include but are not limited to violent/threatening behaviour towards another child/member of staff, racism and persistent violation of school rules.

This does not affect the Headteacher’s right to take immediate action in the case of any serious incident.

## **Supporting Children with Behaviour Difficulties, Including Those on the SEN Register**

A distinction has to be made between developmental/unconscious behaviour and persistently unacceptable, difficult, and inappropriate behaviour. Some children, including those with SEND who have specific behaviour needs, may find it continually challenging to follow the school rules.



We expect all children to follow the school rules. However, we recognise that this will be more difficult for some children at certain times and will provide additional measures to support these children's success.

To support children with behavioural difficulties, including those on the SEN Register, to meet these expectations, additional measures include:

- Adapted provision including but not limited to: regular movement breaks, emotional regulation activities/strategies, agreed safe spaces for regulation
- Regular meetings between teacher and parents/carers
- Home–school contact book (e.g. Good News Book)
- Positive phone calls home
- Identified adults who will work with them if they are displaying crisis behaviours
- Setting targets for improved behaviour on their Pupil Support Plan and EHCP (Education, Health and Care Plan)
- Involvement of external agencies
- Pastoral Support Programme (PSP) for children at risk of suspension/permanent exclusion
- Meetings with the SENDCo to discuss progress.
- The use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Children with an Educational Health Care Plan (EHCP) may need modified expectations to manage their behaviour. Some pupils may need help comprehending the school's rules and structures and may be unable to meet expectations even with additional support.

It is important to note that we have a duty of care to **all** pupils; therefore, if, despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults, the Headteacher and Governors reserve the right to suspend/permanently exclude pupils who put others at risk. (See also the Special Educational Needs and Disability Policy.)

### **Links with Home**

At St Mary's we believe in working to build a partnership with parents/carers so that they can support the school in promoting valued behaviour and well-being. We feel it is essential that parents/carers know the measures taken to promote valued behaviour in school and can participate in their children's education by having two-way communication with the school. Communication is encouraged through various methods, including class emails, newsletters, phone calls home and informal meetings with class teachers.

### **Procedures for Review and Evaluation**

Our Relationship and Positive Behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle.

### **Related Policies**

- Child-on-Child Abuse Policy
- Child Protection Policy
- Complaints Policy Procedure
- Equality & Diversity Scheme
- Fixed Period & Exclusions Policy
- Reducing the Need for Restrictive Interventions in Schools Policy
- Special Educational Needs and Disability Policy

## Appendix 1: Rights and Responsibilities

We value every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all.

Children's rights:	Children's responsibilities:
<ul style="list-style-type: none"><li>• To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.</li><li>• To be treated with respect and consideration</li><li>• To have appropriate access to the school's facilities.</li><li>• To have appropriate access to the teacher's time.</li><li>• To have a safe environment.</li><li>• To be heard and be able to express opinions. To know what is acceptable behaviour and the consequences of unacceptable behaviour.</li></ul>	<ul style="list-style-type: none"><li>• To be co-operative and considerate.</li><li>• To do their work on time.</li><li>• To treat others with respect and consideration.</li><li>• To share equipment.</li><li>• To care for equipment.</li><li>• To try to work independently when asked.</li><li>• To try to be receptive and co-operative.</li><li>• To act in a safe and responsible manner for themselves and others.</li><li>• To speak out, but also to listen.</li><li>• To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.</li><li>• To follow their agreed class rules. To follow the school rules.</li></ul>

Staff rights:	Staff responsibilities:
<ul style="list-style-type: none"><li>• To work in a pleasant and safe environment and to be able to achieve job satisfaction.</li><li>• To have support from within the education system, including other members of staff if required.</li><li>• To be involved in a collaborative decision-making model within the school (curriculum and organisation).</li><li>• To be treated with respect and consideration.</li><li>• To be treated with courtesy by all.</li><li>• To expect that there will be no cultural, gender or physical discrimination against staff members.</li><li>• To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.</li></ul>	<ul style="list-style-type: none"><li>• To play a part in the running of the school.</li><li>• To prepare learning opportunities thoughtfully.</li><li>• To watch for unsafe behaviours.</li><li>• To support the construction of pleasant environments.</li><li>• To provide that support both informally and formally.</li><li>• To consult with each other and reach agreement.</li><li>• To be actively involved.</li><li>• To treat others with respect and consideration.</li><li>• To treat others with courtesy.</li><li>• Not to discriminate or to accept others doing it.</li><li>• Teachers to contact the parents/carers if there is a problem.</li><li>• To provide information consistently.</li><li>• To be approachable, to listen, to make the time, to act on information.</li></ul>

Parent/carer rights:	Parent/carer responsibilities:
<ul style="list-style-type: none"> <li>• To have information on school processes and curriculum.</li> <li>• To be able to participate in school activities and decision-making processes.</li> <li>• To receive and offer information about their children's education and behaviour.</li> <li>• To be treated with respect and consideration.</li> <li>• To expect consistent approaches to codes of behaviour used by staff throughout the school.</li> <li>• To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for information if they are unsure or want to know more.</li> <li>• To make the time and effort to be involved.</li> <li>• To be open and encouraging and willing to listen.</li> <li>• To develop with staff, workable solutions to problems.</li> <li>• To treat others with respect and consideration and abide by the terms of the Home-School Agreement.</li> <li>• To be involved in agreeing school policy.</li> <li>• To let the school know of concerns about behaviour issues.</li> <li>• To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.</li> <li>• Not to discriminate or to accept others doing it.</li> </ul>

## **Appendix 2: Therapeutic Thinking Hertfordshire**

### **A Therapeutic Approach to Behaviour - Scripts and Prompts**

*Ensure that the child's name at the beginning of each interaction.*

Examples use positive phrases:

- Remember to put your hands in your lap, thank you.
- Remember to face your learning partner, thank you.
- Put the pen on the table, thank you.
- Walk in the corridor, thank you.
- Remember to look and listen, thank you.

Examples of giving a limited choice:

- Are you going to put the pen on the table or in the box, thank you.
- Are you going to put hands in your lap or sit by yourself?
- Are you going to start with the words or the picture?
- Are you going to sit on the mat or the chair?

Examples of redirecting behaviour:

- Behaviour - When I see... When you...
- Impact - I feel... It leaves me feeling.... (don't say make or made)
- Need - What I need is... My need is for... (don't say should or shouldn't)
- Request - Would you be prepared to... Would you consider...

Examples of restorative conversation starters:

- What happened? – Story telling
- Who has been affected by this? - Impact
- What needs to happen now? Solution focus
- "I don't know" - What about if you did know?

Examples of disempowering the behaviour and explaining the consequence:

- You can listen from there, but I will check your understanding before lunch.
- You can choose not to do the task now, but you will have to do it in exploring time.
- You can choose not to do the task now, but you will have to do it before you go outside for break.

### Appendix 3: Behaviour and Response Tables (Grab and Go)

Examples of low-level detrimental behaviour	Adult response to behaviour
<ul style="list-style-type: none"> <li>• Talking at an inappropriate time</li> <li>• Calling out</li> <li>• Swinging on their chairs</li> <li>• Making inappropriate noises</li> <li>• Disturbing the learning of others</li> <li>• Unkind remarks and facial expressions</li> <li>• Rudeness to others, e.g. mimicking, sarcasm, lack of manners &amp; respect for others</li> <li>• Answering back/mumbling under their breath</li> <li>• Being out of their seat without permission</li> <li>• Playing where they do not have permission to play (inc. toilets)</li> <li>• 'Play fighting' or being involved in 'rough play'</li> <li>• Lying</li> <li>• Throwing objects without intent to harm</li> </ul>	<p>➤ Begin with a non-verbal cue for the child if possible.</p> <p>➤ Praise the positive behaviour of someone close to the child.</p> <p>➤ Verbal reminder: If the above does not work, the adult will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations.</p> <p>➤ Verbal reminder with a consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/logical/protective consequences. (Ensure that all children involved know that a consequence has been issued.)</p> <p>➤ Children will need time to discuss and reflect on their choices with their class teacher. They may need to do this during playtime or lunchtime. They will also need to ensure the completion of any unfinished tasks. (If children are required to reflect on behaviour during break times, they should receive a break at another time, and this should be communicated to their parents.)</p> <p><b>If positive changes are seen after any reminder, this positive choice will be acknowledged with praise, and no further consequence is required (e.g., "Thank you for listening; it's great to see you're ready to learn.").</b></p>

Examples of mid-level detrimental behaviour - 'difficult'	Adult response to behaviour
<ul style="list-style-type: none"> <li>• Repetition of any of the above low-level behaviours</li> <li>• Spoiling the work of others</li> <li>• Name-calling or inappropriate harassment of an individual (personal) -</li> </ul>	<p>➤ Reinforce expectations and explain why the behaviour displayed is detrimental.</p> <p>➤ Adult/s must give an educational and/or protective consequence responsive to the detrimental behaviour</p>

<p>including use of racist or homophobic language</p> <ul style="list-style-type: none"> <li>• Repeated refusal to follow instructions</li> <li>• Swearing (including on digital devices)</li> <li>• Spitting at another person</li> <li>• Making deliberate false allegations</li> <li>• Intimidation &amp; threats towards others</li> <li>• Throwing objects with intent to hurt or damage</li> <li>• Physical aggression against others, e.g. kicking, hitting, slapping, pulling &amp; pushing</li> <li>• Leaving the classroom and going elsewhere in the school</li> <li>• Inappropriate use of school property (including digital devices) that may lead to damage or harm</li> <li>• Running out of the school building onto the school grounds</li> </ul>	<p>shown. (Ensure that all children involved know that a consequence has been issued.)</p> <ul style="list-style-type: none"> <li>➤ Incident to be logged on Arbor by the class teacher (or CPOMS if there is a safeguarding concern).</li> <li>➤ The child may be asked to talk to a senior staff member.</li> <li>➤ Class teacher to contact parents/carers/ carers to make them aware of the detrimental behaviour.</li> <li>➤ If there are examples of racist or homophobic language, follow the procedures within the school's child-on-child abuse policy.</li> <li>➤ If mid-level behaviour is repeated, seek support from the Therapeutic Thinking Leads and refer to the Behaviour Toolkit for tools to support understanding of behaviour, e.g. anxiety mapping, conscious &amp; subconscious checklist, Early Prognosis, etc.</li> </ul>
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<b>Examples of high-level detrimental behaviour - 'dangerous'</b>	<b>Adult response to behaviour</b>
<ul style="list-style-type: none"> <li>• Leaving the school site</li> <li>• Fighting with intent to harm by punching, kicking, strangling</li> <li>• Continued bullying after SLT intervention</li> <li>• Bringing in a dangerous object to school e.g. knife</li> <li>• Dangerous use of school property (including digital devices) that lead to damage or harm</li> <li>• Sexual violence or harassment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Call for support and alert a member of SLT</li> <li>➤ Use of physical intervention/positive touch in line with policy if needed to keep pupil/s safe</li> <li>➤ Ensure that all children involved know that a consequence has been issued.</li> <li>➤ Incident to be logged on Arbor by the class teacher (or CPOMS if there is a safeguarding concern).</li> <li>➤ SLT to contact parents/carers/ carers to make them aware of the dangerous antisocial behaviour</li> <li>➤ Internal or suspension to be decided based on the severity of the incident.</li> <li>➤ External agencies consulted as necessary</li> </ul>