



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Behaviour Guidance

Ely St Mary's C of E Junior School

Written/reviewed by:	Vicky Berry	Date: 8 th June 2023
Next review due by:	June 2025	
Related Documents:	In addition, please see: <ul style="list-style-type: none">- Safeguarding policy- SEND Policy & Information Report- Anti-bullying Policy- Responding to Prejudice Related Incidents Policy- Exclusions Policy- PSHE Policy- Demat Code of Conduct for all adults- Online Safety Policy- 1:1/Lone Working with Children Policy	
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Ely St Mary's Behaviour Guide for Pupils

At Ely St Mary's we want all children to feel safe and happy. We want you to have big dreams and to be ambitious for your future. To help with that, all children learn how to follow the school's **RESPECT** values:

Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance

If everyone follows these values, it helps to make school a place where everyone can learn, enjoy themselves and make progress.

How do we want children to feel and act at Ely St Mary's?

We want you and your classmates to understand how to be kind to each other, to learn, listen and think, and to play in a way that is fun and safe. We want you to feel good about yourself, to know what your strengths are and to support your classmates to do the same.

How do we teach children positive behaviour?

Learning how to do this is the same as learning how to do maths or science, and it is our job, along with your families, to teach you the positive behaviours that lead to everyone having positive feelings. We do this in lessons such as PSHE, in Collective Worship and by showing you through our own actions how to be kind, considerate and safe. We celebrate children making positive choices, for example by giving out house tokens that you can share with your team, and by giving out RESPECT awards in Collective Worship. We send home good news postcards, so that your family can also enjoy your success.

What happens when someone doesn't behave well?

If there are times when you or your classmates do things that are unkind or unsafe, staff want to help so that it doesn't happen again. What happens will depend on what you have done. There is a [document](#) at the end of this that shows what you might expect to happen in the event of unkind or unsafe behaviours. There should always be the chance for you to think about your actions, what you could have done differently, and to think about the effect your actions may have had on you as well as other people. In addition, if you have been unsafe, there may be time when you do not have breaktimes with your friends, to ensure everyone is safe, or where you are asked to work in a different class, so that your classmates' learning is not disrupted.

In all of this, we don't want you to feel badly, we want to help you to learn how to enjoy school alongside your classmates and to contribute to our school being a safe and happy place to be.

Section 1: Values and Principles

At Ely St Mary's we are committed to creating an inclusive environment where **R.E.S.P.E.C.T** (Responsibility, Excellence, Spirituality, Perseverance, Energy, Caring and Tolerance) and the modelling and development of pro-social behaviour is at the heart of learning. Our school is a place where individuals are supported in their personal journey of learning, growth and development within an ethos of nurture, encouragement and love.

We want all children to:

- understand their social responsibility, both in and out of class and in the wider community
- be intrinsically motivated to behave in a pro-social way
- be able to self-regulate and support others to regulate themselves.

All staff will apply this guidance as though it were a job description.

*Let us think about each other and help each other to show love and do good deeds.
- Hebrews 10:24*

You can't teach children to behave better by making them feel worse. When children feel better, they behave better. - Pam Leo, Child Psychologist

Our therapeutic methods of behaviour management are based on the Cambridgeshire Step On approach and aligns with DEMAT's Behaviour Principles.

Step On is a therapeutic approach to behaviour which:

- recognises that poor conduct is a need being communicated through difficult or dangerous (unsafe) behaviours
- supports the development of pro-social behaviours
- teaches self-regulation rather than blind compliance, with an emphasis on a partnership to manage poor conduct.

To further support the effective use of the school's behaviour policy and protocol, our staff make use of Tom Sherrington and Oliver Caviglioli techniques and guidance for building positive relationships and behaviour in school.

Section 2: Pro-social Behaviour

Ely St Mary's defines pro social behaviours as including:

positive	encouraging	considering others
helpful	aspirational	honest
kind	forgiving	

Children are encouraged to be themselves, whilst also being mindful of the impact their interactions and behaviours have on each other and their own personal development. Staff responses are crucial as they embed an understanding of the importance of pro-social responses.

Examples of pro-social behaviours may include:

- use of manners (please, thank you, holding doors open),
- inclusive/kind play: inviting others to join in, especially where children look isolated,
- taking care of the school environment (e.g. offering to litter pick),
- being ready to learn: punctual, with the expected equipment prepared,
- positive contributions in class,
- co-operating with peers.

The development, promotion and maintenance of pro-social feelings underpins everything we do at our school. We firmly believe that experiencing pro-social *feelings* lead to pro-social *behaviours*. We believe that our children want to experience more pro-social feelings than anti-social ones.

All staff must support children to achieve this by:

- Responding in kind, modelling any positive interaction.
- Naming the behaviour that is appreciated: "[Child's name], I really like that you have invited [other child's name] to join in your game. That was very kind,".
- Scaffolding pro-social feelings through the use of scripts.
- Sharing a child's pro-social behaviours with the class.
- Using house tokens to affirm positive behaviours. These are never held out as a bribery/reward (if you do X you'll get a house point) but are instead an acknowledgement of an intrinsically motivated act that adds to a collective effort ("Thank you for helping in the lunch hall, here's a house token").
- Sending class dojo messages and Good News cards home with praise for specific pro-social behaviours.
- Sharing examples of children's pro social behaviours on social media for wider school community.
- Use of Tom Sherrington's Walkthru strategies (Build, manage, Assert, Rebuild)

Where children are consistently demonstrating pro-social behaviours, staff responses may include:

- use of RESPECT awards
- giving additional responsibilities (e.g. class jobs)
- awarding of school ambassador roles or similar.

Section 3: Supporting all learners

At Ely St Mary's, we recognise that positive experiences create positive feelings and positive feelings create positive behaviour, whilst negative experiences create negative feelings and negative feelings create negative behaviour.

It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting anti-social behaviour and change the circumstances in which the behaviour occurs. Ely St Mary's supports all learners to develop pro-social behaviours in the following ways:

Positive Relationships

- Building positive relationships between staff and children that are based on trust and care.
- Use of praise that is specific, so that children understand what they have done that is positive.
- Responsibilities: helping class teachers out with jobs, class ambassadors, school council.
- First attention given to the best conduct – see 'Pro-social behaviours'
- Communicate kindness.
- Learn children's names and use them.
- Establish norms around clear roles and boundaries.
- Always be the adult; staff must not for example use sarcasm with children so that children don't perceive it negatively or be confused by the interaction.
- Combine assertiveness with warmth.

Clear expectations and boundaries

- Use of ESM's RESPECT values through explicit teaching, for example weekly RESPECT Awards at Friday's collective worship. Children are nominated by class teachers to celebrate acts linked to the school's values. Teachers keep track of RESPECT awards to ensure equity across the class.
- Establish and sustain expectations, being relentlessly bothered to ensure consistency.
- Use of positive framing: "Thank you for walking" should be the default rather than "Stop running."
- Be calm, consistent and fair.
- Use of Signal, Pause, Insist (e.g. raise hand "3-2-1 and listening", at the end of breaks and lunchtime, 2 whistles (stop, resume) to gain children's attention outside.

Links with home

- Sending home praise postcards, so that family are aware of what is going well and can support their children with positive feedback.
- Sharing positive feedback with family via ClassDojo messages.
- Where a child is having a difficult period in schools, class teachers will also ensure that parents are hearing about the pro-social behaviours they see.
- At end of day pick up: staff will indicate to parents that children have been able to maintain pro-social behaviours where this is being specifically monitored.

Typical boundaries of differentiation

Some children will require differentiation or reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children and may include:

- Children are expected to show they are tracking the learning in class, rather than direct eye contact being required. Sustained eye contact can be distressing for neurodiverse children (who may or may not be identified via medical diagnosis).
- Children's seating in class is generally decided by the class teacher. Additional needs (including social/emotional/sensory) are taken into account as appropriate.
- Transitions during the school day: arriving in class prior to the other children to have a quieter environment to enter (this does not apply before 8.40am for safeguarding reasons).
- Sitting in a specific space of their own away from the class (only when it is to benefit the child, not as a punishment).
- Being met and greeted on arrival by a member of staff
- Movement breaks
- Time to talk 1:1 with staff
- Sensory/movement breaks are in place for children who require it for a variety of reasons (e.g. movement breaks for ADHD, calming breaks for autism, though these adjustments do not require a formal diagnosis, they are based on presenting need). The limitation to this is staffing capacity; Ely St Mary's will do everything it can to meet these additional needs within the resources it has available. Where there are not additional staff available, these adjustments take place in the classroom.

Agreed responses outside reasonable adjustments

- Staff are expected to identify and facilitate universal and targeted reasonable adjustments; the SEND Code of Practice and Teaching Standards both underline this expectation.
- Some children may find developing and maintaining pro-social behaviours especially hard. This may be due to a particular diagnosis, or experience of adverse childhood experiences (ACEs). Additional support for this is provided via the Step On processes, which may result in a bespoke Therapeutic Support Plan (TSP). See [Flowchart Appendix 1](#)

Accountability

- All staff are responsible for noticing and responding to children's behaviour, both pro- and anti-social, using the strategies detailed in this protocol.
- Responsibility for communicating with parents/carers about behaviour lies with the class teacher, even if it is another member of staff who makes contact (for example due to the teacher being in class and the call being of an urgent nature). All staff are responsible for nurturing positive school/home relationships.
- In a few cases, as a differentiated strategy, home school communication books may be used to support the sharing of information between both settings.
- Contracted staff with teaching responsibilities will be the lead contact when reporting an incident to parents/carers.
- Positive behaviour responses are monitored by the class teacher, with the focus on being relentlessly bothered about foregrounding pro social behaviours.
- Class teachers track for equity of distribution of RESPECT certificates.

Section 4: Unsocial Behaviour

What are unsocial behaviours?

Unsocial behaviours are not anti-social as they are not to the detriment of others. Unsocial is often quiet non-compliance that does not negatively impact on other children's learning and can be easily managed.

Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet noncompliance. Staff should strive to interpret unsocial behaviour as a potential communication of negative feelings and therefore differentiate or support as needed.

Unsocial behaviour includes:

- Not enjoying or making an effort to behave sociably in the company of others (but not to the detriment of others).
- Not engaging with learning tasks.
- Disengaged but not disruptive.
- Ignoring invitations to participate from peers/adults.
- Not respecting personal space (non contact)
- Leaving seat without permission

How do staff respond to unsocial behaviours?

All staff must deal with these incidents consistently, restoratively and in a timely manner. We will ensure that logical consequences are given that are directly linked to the behaviours, and conversations are conducted away from other children. Responses might include:

- Asking pupils: Are they OK? Do they understand the work tasks set? Do they need/want help to socialise?
- Positive framing, use of name, repeat expectation.
- Planned ignoring (adult does not engage with the low-level behaviours where it is perceived the child is seeking confrontation. Instead, focus is given to praising the positive, no matter how small.)
- Use of adult proximity to nudge children towards re-engagement.
- Using a gentle tone that doesn't escalate.
- Distraction.
- Managing a balance between introversion and needing support to develop social skills.
- In some cases, children may benefit from opportunities to develop their social skills further, for example in a turn taking intervention (such as Lego therapy).

Section 5: Anti-social Behaviour

What are anti-social behaviours?

Anti-social behaviour is that which is **difficult** or **dangerous**, causing harm to an individual, a group, the community, or the environment. Underpinning our philosophy of behaviour management is the belief that *all behaviour is communication*. All staff are to describe behaviours observed in an unemotional, non-judgmental, factual manner at all times. In this way, we are best able to support children to develop pro social behaviours and remove shame, which inhibits that process.

- **Difficult behaviours:** That which is anti-social, but not dangerous. Difficult behaviours may include: shouting out, work refusal, roaming, banging desks, throwing equipment (with no intent for it to touch others), swearing, leaving classroom without permission, spitting, calling out, pulling down displays.
- **Dangerous behaviours:** That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others (hitting, kicking, pinching, biting), damage to property or behaviour that would be considered criminal if the person were the age of criminal responsibility, such as racist abuse.

(Harm caused accidentally (e.g. a child is scratched by a book thrown inadvertently in their direction) would be classed as difficult, not dangerous.)

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 because of Jane's kicking'. To improve the educational outcomes for each pupil, we work to support their engagement with learning by understanding their difficulties. Responses to anti-social behaviour, no matter how severe, are always aimed at fostering pro-social feelings and actions and consider the child's age, stage and any special educational needs.

How will staff respond to incidents of anti-social behaviour?

Ely St Mary's staff are all Cambridgeshire Steps trained and understand how to respond when children present with difficult or dangerous behaviour.

- Appendix 2 shows how staff will respond to incidents of anti-social behaviour both during lessons, and in unstructured times of the day.
- Appendix 3 shows the educational and protective consequences that will be put in place following an incident.

What are the consequences of anti-social behaviour?

Educational consequences: measures put in place to help a child learn what pro-social behaviour looks like. These can include:

- Use of comic strip conversations, social stories, illustrated stories or small world play to rehearse positive peer interaction.
- Use of stories or discussion to consider the feelings that can lead to anti-social actions. Focus on the physical sensations that are an early warning of anti-social feelings (an approach based on Zones of Regulation and How Does Your Engine Run?)
- Restorative conversations are key to helping a child understand the impact of their actions and to identify better choices in future. Questions staff might ask to develop children's ability to reflect and explore:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - How do you feel about what has happened?
 - Who has been affected by what has happened? In what way?
 - What needs to happen to put things right?
 - Is there anything else you would like to say at this time?

These conversations must only take place when the child is calm – this could be within 5 minutes of the incident, or days after; staff must use their professional judgement to decide. The goal is to support the child to learn, not to induce feelings of shame, or to trigger a further escalation.

- Staff must not ask why a child has done something: this is often something a child is unable to answer and does not aid reflection.
- Children must not be compelled to say sorry – this only teaches a child to repeat a given phrase, without being given the framework to understand the impact of their actions.

Ely St Mary's staff do not use behavioural strategies that may induce shame (for example, class charts where children's names are moved to indicate positive/negative behaviour, names on board to indicate impending or accumulating consequences).

Protective consequences: measures put in place where a child's emotional state means they are unable to keep themselves or others safe. These are sometimes, but not always, required. These may include:

- Loss of freedom during unstructured times (remaining in a designated indoor space during break times). This loss of freedom must be proportionate, based on the severity of an incident (was there intent to hurt, how seriously someone was injured, is this the first time or a repeat occurrence).
- Partner class (loss of access to own classroom)
- Internal suspension
- External suspension

Ely St Mary's staff will always use their judgement and training to make reasonable adjustments to behaviour consequences where necessary due to age, stage and known vulnerabilities. Any adjustments must be justifiable and logged on our online Child Protection and Online Monitoring System (CPOMS).

What other tools do staff use to support the development of pro social behaviour and manage anti-social behaviour?

The following tools are available to staff to help further develop their understanding of why a child is presenting with anti-social behaviours.

Early prognosis tool (Appendix 4) A process used in response to a first time-incident of dangerous behaviours. This draws all adults working with the child together, as well as parents, to identify the child's context, presenting needs and behaviours in order to develop a hypothesis and action plan. This plan is the responsibility of the class teacher to monitor and review. They can call on the support of the Pastoral Team as needed.

Anxiety maps (Appendix 5) are used to analyse anxiety- and dependency-based feelings that create difficult behaviours. By tracking staff, location, activity, time we can manage overwhelming anxiety or dependency using differentiated practice to meet the pupil's needs.

Predict and prevent: looks at when anti-social behaviours occur and put proactive strategies in place to steer the child towards pro social feelings and actions.

Therapeutic support plans (TSPs) are comprehensive documents used to formalise all elements of differentiated experience to establish consistent practice. They use information from all previous reflections/documents and creates a job description for responding to dangerous behaviours, whilst supporting the individual and the whole school community. All staff must follow the TSP which focuses on a core question: *What are the differentiated experiences that we can give this pupil to help lower anxiety and create pro-social feelings and behaviours?*

A TSP may include measures that work with a pupil outside of the whole-school policy, for example sustained ignoring of lower level anti social behaviours , due to prioritising self regulation and helping the child avoid experience incidents of heightened dangerous behaviours.

Children with full Therapeutic Support Plans (TSPs) may have a series of differentiated measures in place, linked to the analysis that takes place in developing the TSP and shared for all staff to implement. Parents/carers will always be involved in developing a TSP.

Acknowledging the experiences of witnesses

In the follow up to an incident of anti-social behaviour where witnessing children may have been upset, staff will always consider the balance between promoting children's wellbeing, providing a reiteration of the school's RESPECT values whilst also protecting the privacy and dignity of the child involved.

In addition to the protocols laid out in this guidance, staff work within the following DEMAT policies, which are listed in this guidance's appendices:

- [Behaviour policy](#) (Trust-wide)
- [Bullying Policy](#)
- [Safeguarding and Child Protection \(including child on child abuse and Dealing with Sexual Violence and Sexual Harassment between children\)](#)

Section 6: Unforeseeable Behaviour

Unforeseeable behaviour is that which the current policy does not address.

Staff should use professional judgement and responses to manage behaviour in the moment, based on 'best fit' from this guidance (see behaviour response chart (Appendix 2) and Consequences table (Appendix 3). This behaviour should be reported to the Senior Leadership Team (SLT) and the response to the behaviour should be recorded on CPOMs.

SLT will then make a judgement to decide whether the unforeseeable behaviour should be added to the behaviour guidance.

Even where a behaviour is unforeseeable, school policy on restrictive physical intervention remains in place and should be an absolute last resort, only where there is risk of imminent injury to the child or others.

Section 7: Recording, Reporting and Communication

Recording and communication is key to monitoring and supporting the child. Events relating to difficult and dangerous behaviours should be recorded in a timely manner and always within 24 hours. Logs should contain key information and recounts of the events and responses to them. All must be written in **factual non-judgemental** language. Educational and protective consequences put in place must be logged at the same time as the incident is recorded.

How do staff record incidents of anti-social behaviour?

At Ely St Mary's, we use CPOMS (Child Protection and Online Management System) to record incidents of anti-social behaviour (it is used additionally to record all safeguarding, SEND and bullying matters, covered separately in the relevant policies). All staff have access to this system and receive training in its use.

Staff must refer to the most recent Staff Handbook to ensure they are logging incidents consistently and accurately on CPOMS.

Incidents of **Restrictive Physical Intervention** (RPI) must be kept to an absolute minimum, used only in the event of immediate risk of serious injury. All incidents of RPI are recorded by the Headteacher in the Physical Intervention Book (known as the Blue Book). Please also refer to the [Physical Intervention Policy](#) for further guidance.

All **Therapeutic Support Plans** (TSPs) will be reviewed at least termly, and additionally should new patterns of behaviour emerge.

Staff will also follow all relevant reporting policy as detailed in:

- [Bullying Policy](#)
- [Mental Health Policy](#)
- [Exclusion \(suspension\) policy](#)
- [PRIDE \(Prejudice related incidents\)](#)

Section 8: Communication with Parents/Carers

All staff are responsible for nurturing positive school/home relationships.

Responsibility for communicating with parents/carers about behaviour rests primarily with the class teacher, even if it is occasionally another member of staff who makes contact (for example due to the teacher being in class and the call being of an urgent nature).

Where another member of the teaching team is with the child when an incident occurs (e.g. school-employed cover), they will be responsible for contacting parents. Contact would either be via phone or in person at the end of the day. Class Dojo is not used for communication relating to difficult or dangerous behaviours.

Appendix 3 shows when parents can expect to be contacted in the event of difficult or dangerous behaviours.

Section 9: Suspension

Please refer to Ely St Mary's Policy on [fixed term suspension and permanent exclusion](#).

Section 10: Appendices

Appendix 1: Cambridgeshire Steps Flowchart

Appendix 2: Staff guide: responding to an incident of anti-social behaviour

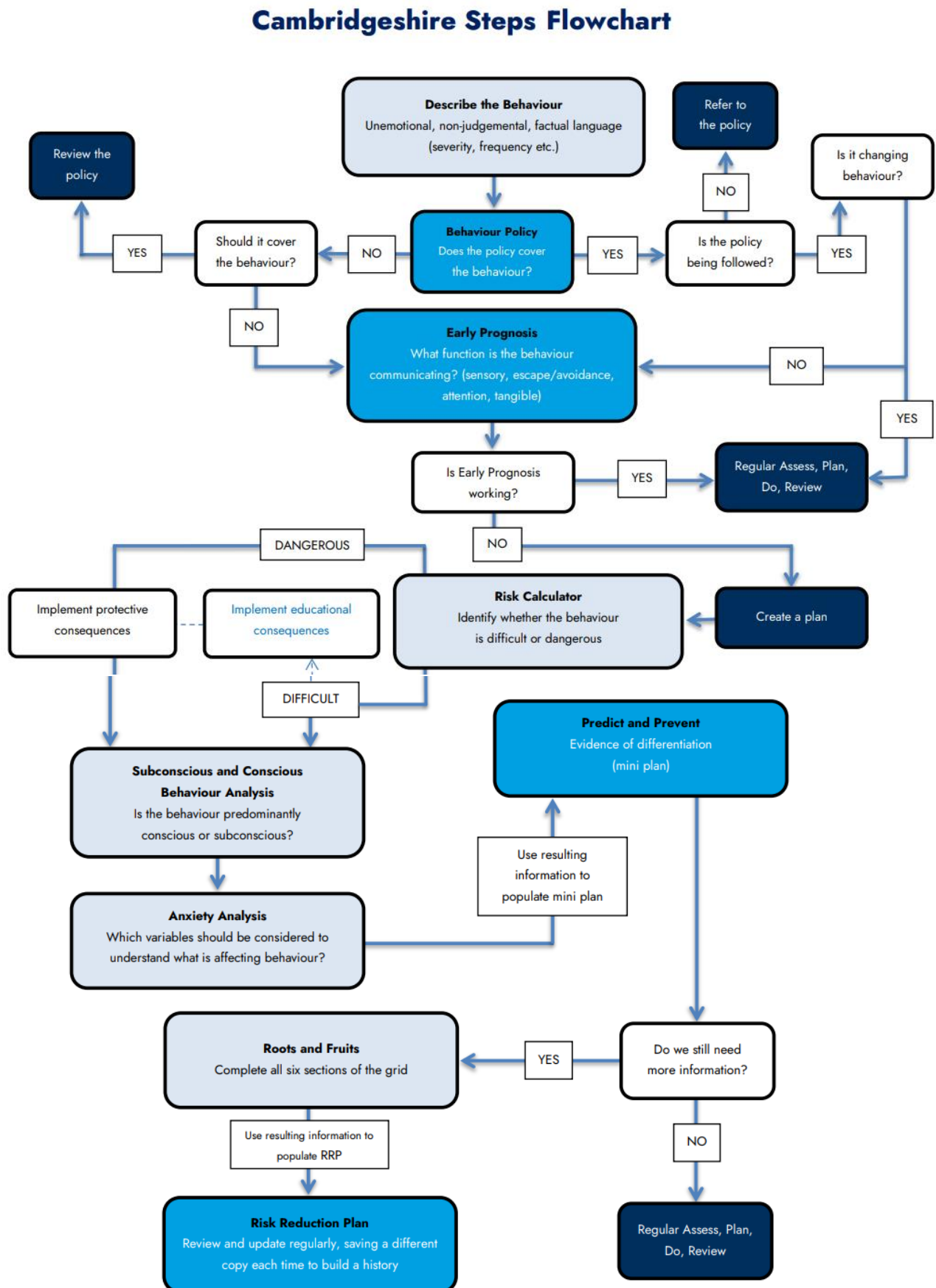
Appendix 3: Educational and protective consequences

Appendix 4: Early Prognosis Tool

Appendix 5 Anxiety Mapping

Appendix 6: Glossary

Appendix 1: Cambridgeshire Steps Flowchart



Appendix 2: Guidance for staff: support and responses to anti-social behaviours (during lessons)

Low level, single incident	<ul style="list-style-type: none"> • Behaviours are not impacting others. • Use of planned ignoring. • Targeted questioning to re-focus the learning • Use of positive phrasing ("Thank you for getting back to your work," NOT "Stop messing about.")
Repeat of behaviour	<ul style="list-style-type: none"> • Behaviours are beginning to distract or disrupt. • A verbal ("Thank you, keeping going with this task.") or use of proximity (staff member moves closer to child, indication is given so the child is aware that expectation is not being met. These should be low key, framed positively. • A second indication is given. For most children a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices and refocus on their learning.
Behaviours continue	<ul style="list-style-type: none"> • 2 simple choices which are acceptable will be given e.g. <ul style="list-style-type: none"> • "You can talk to me here or talk to me in my office." • "We can talk here or outside the classroom." • "We can complete the work now or when you are ready but it does need to be completed."
Behaviours escalate	<ul style="list-style-type: none"> • Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready. • Where learning is being disrupted, the child will be invited to step out of the classroom briefly with an adult to calm and then supported to move back towards pro social behaviours. If the child is unable to calm, this is the time to send another child to request support from a member of SLT and/or the pastoral team. • Should the child's behaviours become dangerous, and they are unwilling to leave the classroom, the remainder of the class will be moved to a space where learning can continue. • Where a child has become distressed all staff will follow the following script in addressing the situation: 'I can see something has happened. I am here to help. Talk to me and I will listen.'
Educational and protective consequences	<ul style="list-style-type: none"> • See Appendix 3 for educational and protective consequences in response to difficult and dangerous behaviours. • Where a child has calmed, but another child has been upset or hurt by the behaviour, the initiator may be asked to work in another class for a set period of time (as judged necessary by the adult) • When a child has been asked to leave the classroom with an adult due to the disruptive nature of the behaviour, a reintegration conversation must take place before they return to the classroom. The timing of this will depend on the child and how long it takes them to calm. It is a positively framed conversation aimed to restore relationships, and would ideally involve the adult present during the escalation. Exceptions to this is where the adult feels they could not participate constructively due to the level of harm caused.
Staff MUST take into account at all stages:	<ul style="list-style-type: none"> • Is this a completely new behaviour? • Is the child's resilience being impacted (feeling unwell, tricky start to the day, issues at home)? • Does the child have Special Educational Needs? • Does the child have experience of early childhood trauma? • If someone is hurt, how serious is the harm (no mark left, skin broken, bleeding, first aid required, visit to Minor Injuries/A&E required)?

Appendix 2: Guidance for staff outside of class-based time (playtimes, lunchtime, after school clubs)

Low level, single incident	<ul style="list-style-type: none">• Behaviours are not impacting others.• Use of planned ignoring.• Use of positive phrasing ("Thank you for joining the lunch line," NOT "Stop messing about,").
Repeat of behaviour/escalation	<ul style="list-style-type: none">• Behaviours are beginning to disrupt/impact upon others.• A low key verbal/physical indication is given so the child is aware that expectation is not being met. Positive phrasing continues.• A second indication is given. For most children a short, discreet discussion with a member of staff is sufficient for the child to reflect on their behaviour choices. "Remember we are respectful at St Mary's. Thank you for using your whisper voice while you wait."
Behaviours continue	<ul style="list-style-type: none">• 2 simple choices which are acceptable will be given e.g.<ul style="list-style-type: none">• "We can talk here or outside the hall."• "You can talk to me, or I can ask [named member of staff] to talk to you when they are available."
Behaviours escalate	<ul style="list-style-type: none">• Providing the child is not causing any harm to themselves or others (e.g. preventing the activities taking place), the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready.• Where behaviour is impacting negatively on others, the child will be invited to step away from their current location to calm and supported to move back towards pro social behaviours.• Should the child's behaviours become dangerous, and they are unwilling to leave the area/move away from others, children nearby will be moved to a space where routines can continue. Additional support will be in place at this stage from the SLT and/or pastoral team.• Where a child has become distressed all staff will follow the following script in addressing the situation: 'I can see something has happened. I am here to help. Talk to me and I will listen.'
Staff must take into account at all stages:	<ul style="list-style-type: none">• Is this a completely new behaviour?• Does the child have Special Educational Needs?• Is the child's resilience being impacted (feeling unwell, tricky start to the day, issues at home)?• Does the child have experience of early childhood trauma? Have they been flagged to me as vulnerable?• If someone is hurt, how serious is the harm (no mark left, skin broken, bleeding, first aid required, visit to Minor Injuries/A&E required)?

Appendix 2: Guidance for staff (relating to escalation to dangerous behaviours)

These steps assume the child does not have a Therapeutic Support Plan (TSP) in place. If they do, their plan should clearly state the steps to take. These will have been highly personalised to the child's needs (see above, Therapeutic Support Plans).

The child is unable to keep themselves or others safe

- Staff continue to use the script: "I can see something has happened. I am here to help. Talk to me and I will listen."
- Other children are moved away to ensure reduced risk of harm to all.
- To maximise de-escalation, staff maintain an arms length distance from the child, with open posture (e.g. no crossed arms, which can appear). Any potentially unsafe items near the child to be discreetly moved away.
- Pastoral Team/SLT to support. Ideally, the child's class teacher or a familiar teaching assistant would be present, as a familiar adult.
- The priority whilst the child is emotionally heightened, is solely to help the child de-escalate. Language is reduced to a minimum.

Post incident de-brief

- Conversations with the child about what happened, and educational and protective consequences all wait until the child is calm. This may be soon after, or the next day. Staff are trained to assess when it is appropriate to help the child process the difficulties and move onto restorative processes.
- Where an incident has included dangerous behaviours, the pastoral team is responsible for ensuring a de-brief takes place for any children who directly witnessed the incident, though they often will not lead that conversation.
- The aim is to check that the child feels safe and is able to process the event and ideally takes place between class teacher and pupil (due to their having an established relationship). The pastoral team can support with guidance and scripting.

Consequences

- See **Appendix 3** for follow up consequences and when parents/carers are contacted.

Appendix 3: Consequences to anti-social behaviours

In all cases, as a minimum **educational consequence**, a conversation with the child MUST be held to help them consider the impact of their behaviours on others, as well as themselves, and to consider how they could respond differently in future.

Further educational consequences are available as required (social stories, comic strip conversations, use of Steps restorative approach form Appendix 4)

Behaviour	Detail	Adult Response	Parents/carers informed?
Swearing (verbal and non-verbal)	<ul style="list-style-type: none"> Overheard by an adult Undirected 	<ul style="list-style-type: none"> Adult conversation with child, reminding them of desired pro-social behaviours. 	<ul style="list-style-type: none"> Parents not informed if first instance. Repeated – parents are informed
	<ul style="list-style-type: none"> Deliberate Directed (at someone) (aggression implied) 	<ul style="list-style-type: none"> Miss one break or lunch, whichever is the next unstructured time. 	<ul style="list-style-type: none"> Parents not informed if first instance. Repeated – parents are informed
	<ul style="list-style-type: none"> Reportedly Not overheard by an adult 	<ul style="list-style-type: none"> Adult conversation to ensure child is clear on pro-social expectations 	<ul style="list-style-type: none"> Parents not informed
Sustained disruption	<ul style="list-style-type: none"> Deliberate, repeated inability to respond to adult instruction. Requiring multiple adults to support. No physical directed behs. 	<ul style="list-style-type: none"> Adult conversation to ensure child is clear on pro-social expectations Partner class 	<ul style="list-style-type: none"> Parents informed.
Rough play	<ul style="list-style-type: none"> Play with ongoing physical contact (tackling, grabbing) 	<ul style="list-style-type: none"> Teaching through PSHE Adult supervision at break times Collective Worship: positive messages Class discussion Teaching about personal space and consent (unwanted physical contact) Adults intervene and re-direct to safer play, reminding chn of risks of it 	<ul style="list-style-type: none"> No

Behaviour	Detail	Adult Response	Parents/carers informed?
		tipping over and becoming unsafe	
	<ul style="list-style-type: none"> • Rough play gone wrong. • No injury 	<ul style="list-style-type: none"> • Determined by pupil voice and staff observations. • Was the play wanted? • Adult conversation to move chn back to safer boundaries 	<ul style="list-style-type: none"> • No
Hitting, (with open palm, closed fist, use of an object), kicking, spitting	<ul style="list-style-type: none"> • Deliberate • First time incident for initiating child • With an injury (school first aid sufficient). 	<ul style="list-style-type: none"> • Completion of reflection sheet, which is then discussed with class teacher. • Loss of breaktime and partner class (especially if injured child is in the same class, or if initiating child is not sufficiently de-escalated to work calmly in class). 	<ul style="list-style-type: none"> • Parents of initiator contacted by class teacher. • Injured child – CT flags at pick up or phone call if p/c don't pick up
	<ul style="list-style-type: none"> • Deliberate, directed • Repeated incident (not necessarily involving the same child) • Injury (first aid sufficient) 	<ul style="list-style-type: none"> • Partner class (esp if victim is in the same class, or if not sufficiently de-escalated to work calmly in class). • Structured breaktime for 2 weeks, then reviewed by class teacher. 	<ul style="list-style-type: none"> • Parents of initiator contacted by class teacher. • Injured child – CT flags at pick up or phone call if p/c don't pick up
	<ul style="list-style-type: none"> • Deliberate, proven premeditation • Injury caused (first aid sufficient) 	<ul style="list-style-type: none"> • Suspension – internal/external at HT's discretion (context specific decision) • Length of suspension also at HT's discretion (factors to consider include child's age/stage/contextual vulnerabilities). 	<ul style="list-style-type: none"> • Parents of initiator contacted by HT (or member of SLT if HT not on site. • Injured child – CT flags at pick up or phone call if p/c don't pick up
	<ul style="list-style-type: none"> • Serious – external medical support needed 	<ul style="list-style-type: none"> • Suspension. Carried out internally only if there are safeguarding considerations. • Length of suspension also at 	<ul style="list-style-type: none"> • Parents of initiator contacted by HT (or member of SLT if HT not on site. • Injured child –

Behaviour	Detail	Adult Response	Parents/carers informed?
		HT's discretion (factors to consider include child's age/stage/contextual vulnerabilities).	parent called immediately to assist with accessing medical care
Biting	<ul style="list-style-type: none"> No mark left Result of play gone too far 	<ul style="list-style-type: none"> Adult conversation with child to help understand the risks. 	<ul style="list-style-type: none"> No, unless it's a repeated behaviour
	<ul style="list-style-type: none"> Deliberate Visible mark left. 	<ul style="list-style-type: none"> Completion of reflection sheet, which is then discussed with class teacher. Partner class or equivalent amount of breaktimes lost. 	<ul style="list-style-type: none"> Parents of initiator contacted by class teacher. Injured child – CT flags at pick up or phone call if p/c don't pick up.
	<ul style="list-style-type: none"> Skin broken First aid sufficient 	<ul style="list-style-type: none"> Suspension: internal/external at HT's discretion (context specific decision) Length of suspension at HT's discretion (factors to consider include child's age/stage/contextual vulnerabilities). At end of suspension: completion of reflection sheet, which is then discussed with class teacher. 	<ul style="list-style-type: none"> Parents of initiator contacted by class teacher. Injured child – CT flags at pick up or phone call if p/c don't pick up
	<ul style="list-style-type: none"> Skin broken External medical support required. 	<ul style="list-style-type: none"> Suspension: external. Internal suspension would be at HT's discretion (factors to consider include child's age/stage/contextual vulnerabilities). Length of suspension also at HT's discretion (same factors as above to consider) At end of suspension: 	<ul style="list-style-type: none"> Parents of initiator contacted by class teacher. Injured child – parent called immediately to assist with accessing medical care

Behaviour	Detail	Adult Response	Parents/carers informed?
		completion of reflection sheet, which is then discussed with class teacher.	

PRIDE related / Sexualised behaviour (see Safeguarding Policy)	<ul style="list-style-type: none"> Perceived by others, not a deliberate/implications not fully understood 	<ul style="list-style-type: none"> Adult conversation 	<ul style="list-style-type: none"> Yes
	<ul style="list-style-type: none"> Deliberate 	<ul style="list-style-type: none"> Loss of break Completion of reflection sheet, which is then discussed with class teacher. 	<ul style="list-style-type: none"> Yes
	<ul style="list-style-type: none"> Repeated PRIDE – see anti-bullying policy 		<ul style="list-style-type: none"> Yes
Alcohol, tobacco (including vaping etc), unsafe items into school (knives etc)	Bringing items into school. Carrying of e.g. knives, scissors in an unsafe way, not for their intended use in school.	<ul style="list-style-type: none"> Internal suspension. HT discretion re length of suspension, context specific. External suspension at HT's discretion if repeated incident. 	<ul style="list-style-type: none"> Yes
Damage to school property	Accidental	<ul style="list-style-type: none"> Completion of reflection sheet, which is then discussed with class teacher. 	<ul style="list-style-type: none"> No
	Deliberate, first incident	<ul style="list-style-type: none"> Internal suspension. HT discretion re length of suspension, context specific. 	<ul style="list-style-type: none"> Yes
	Deliberate, repeated incident	<ul style="list-style-type: none"> External suspension. HT discretion re length of suspension, context specific. 	<ul style="list-style-type: none"> Yes
Hitting an adult	<ul style="list-style-type: none"> Unintended, not directed, but as a result of <i>difficult</i> behaviours 	<ul style="list-style-type: none"> Reflect with adult on any harm caused. 	<ul style="list-style-type: none"> Yes
	<ul style="list-style-type: none"> Not directed, but as a result of <i>dangerous</i> behaviours 	<ul style="list-style-type: none"> Internal suspension. HT discretion re length of suspension, context specific. (See also DEMAT Suspension 	<ul style="list-style-type: none"> Yes

		Policy)	
	<ul style="list-style-type: none"> • Purposeful 	<ul style="list-style-type: none"> • External suspension. HT discretion re length of suspension, context specific. • Staff injury to be logged in internal systems. 	<ul style="list-style-type: none"> • Yes

Appendix 4: Early Prognosis Form

Cambridgeshire Steps Early Prognosis – Blank

- Context (home, school and community)

- Text here.

Diagnosis

- Text here.

- Function

Sensory	
Escape or avoidance	
Attention	
Tangible gain	

Text here.

- Cultural expectations
- Text here.

Cambridgeshire Steps Early Prognosis – Blank

- **Context (home, school and community)**

- Text here.

Diagnosis

- Text here.

Text here.

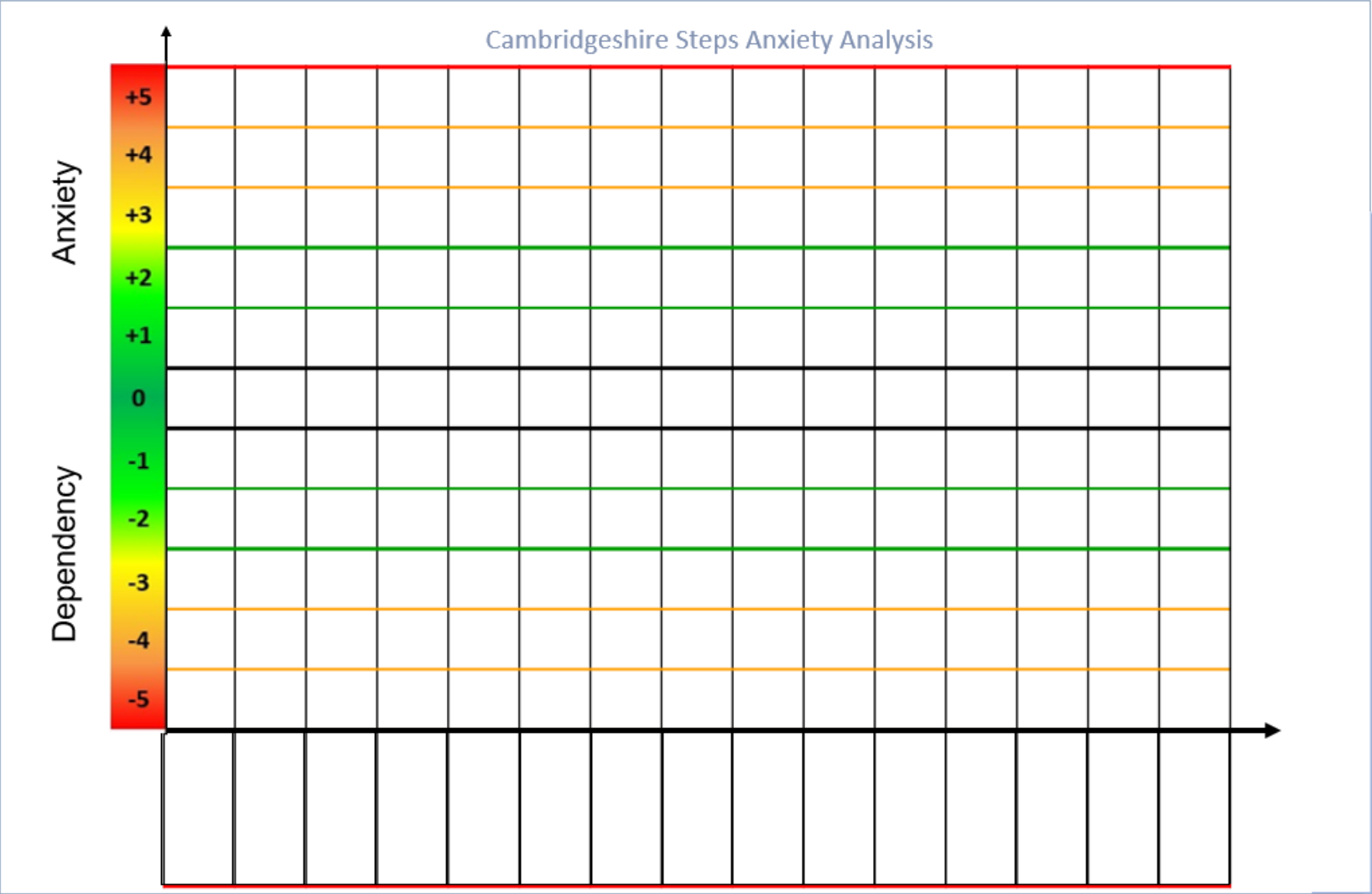
- **Function**

- **Cultural expectations**

- Text here.

Sensory	
Escape or avoidance	
Attention	
Tangible gain	

Appendix 5: Anxiety maps



Appendix 6: Glossary

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

Anxiety analysis/mapping: Used to formalise through observation the variables the pupil cannot cope with, or the variables the pupil cannot cope without.

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.

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

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain. (Unwilling to moderate or self-regulate).

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

CPOMS: Child Protection and Online Monitoring System. This is the online service we use to log all causes for concern and behaviour incidents.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). 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 because 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'.

Discipline: The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. (noun) To train oneself to do something in a controlled and habitual way. (verb)

Dynamic: A group brought together by choice or circumstance. Everyone who is affected by an individual or institution.

Early prognosis: Used to formalise available information relevant to the behaviour. Educational consequence: The learning, rehearsing or teaching so the freedom can be returned.

Emotional agency: The ability to predict how you will feel as a result of experiences in the future, and plan to protect yourself from either the anti-social experience or to manage the resulting anti-social feelings; or plan to ensure a pro-social experience or to create the desired pro-social feelings.

Emotional literacy: The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

Emotional vocabulary: The language necessary to describe your own feelings and to understand the feelings of others.

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.

Group dynamics: The interactions that influence the attitudes and behaviour of people when they are grouped with others through either choice or circumstance.

Healthy therapeutic balance: Having sufficient pro-social feelings to not be overwhelmed by the anti-social feelings experienced.

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

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

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

Predict and prevent plan: To formalise differentiation to protect the pupil from what they cannot cope with, or what they cannot cope without.

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

Protective consequence: A necessary measure to manage the risk of harm that results from dangerous behaviours. Protective consequences limit freedoms.

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

Removal: To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption and to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.

Restorative approach: An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. (Professor George Wright, 1999)

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

Risk calculator: Used to analyse whether the behaviour is difficult or dangerous within the context.

Roots and fruits (therapeutic tree): Used to analyse the experience and feelings responsible for anti-social behaviours. To analyse experiences and feeling that will result in pro-social behaviours.

SLT: Senior Leadership Team. This consists of the Headteacher, Assistant Heads, Lead Teacher and SENDCo

Subconscious and conscious analysis: Used to differentiate between motivated behaviours and reactive behaviours.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain. (Unable to moderate or self-regulate).

Therapeutic support plan: Used to formalise all elements of differentiated experience to establish consistent practice.

Therapeutic thinking: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

Unsociable 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.

Unhealthy therapeutic balance: Having sufficient anti-social feelings to overwhelm any pro-social feelings experienced.