

Positive Behaviour Policy



MELDRETH
Primary School

1. Statement of intent

At Meldreth Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Meldreth Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Aims

Meldreth Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Ensure a consistent and calm approach to, and use of language for, managing behaviour.
- Increase pro-social behaviour and reduce anti-social behaviours, including bullying, through planned responses.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Be 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 prosocial behaviour replaces antisocial behaviour, through planned and sustained pro-social experiences.
- Promote the use of restorative approaches in place of punishments.
- Promote pupils' self-esteem that praises effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as after-school clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.

- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

2. Key Definitions

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.

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.

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.

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.

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.

3. Prosocial Behaviour

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Rules, routines and consistency are vital principles followed by our staff and children. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours.

We acknowledge the importance of explicitly teaching children what expected pro-social behaviour looks like.

At Meldreth Primary School this is achieved through:

- Consistent teaching and modelling of learning behaviour expectations (eg through school values).
- Explicit teaching of routines and systems to create positive social norms.
- Regular assemblies promoting prosocial behaviour.
- Explicit teaching of feeling words and vocabulary to ensure the children are emotionally literate so they can articulate their feelings and relate this to their behaviour.
- Consistent and clear language to describe expected behaviours and respond to unsocial and antisocial behaviour.

Adult Strategies to Develop Excellent Behaviour

At Meldreth Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect.
- Explicitly **TEACH** behaviour.
- **MODEL** the behaviour we are expecting.
- **PRACTISE** behaviour.
- **NOTICE** excellent behaviour.
- **CREATE** conditions for excellent behaviour.

4. Unsocial and Anti-Social Behaviour

This section explains that unsocial behaviours are not anti-social as they are not to the detriment of others.

Generally, unsocial is quiet non-compliance that does not negatively influence other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

5. Antisocial Behaviour

Anti-social behaviour includes anything that causes harm to others in the school community or the school environment. Anti-social behaviour can be difficult or dangerous. This policy supports staff to respond predictably, promptly and confidently where any anti-social behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

5.1 Difficult behaviour

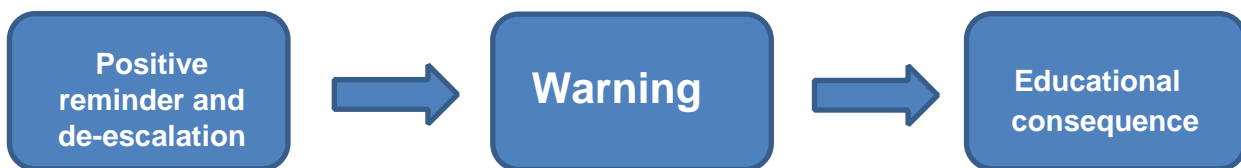
Difficult behaviour is anti-social, but not dangerous. Examples include:

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing lack of respect to each other or staff.
- Leaving the classroom.
- Property misuse/damage.

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age appropriate teaching and reflection about what we do and why we do it.

Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will:



5.2 Dangerous behaviour

Dangerous behaviour is behaviour, which will predictably result in injury or harm. It may include:

- Abusive language that could be considered threatening or discriminatory.
- Yelling, shouting and screaming.
- Throwing items.
- Physical aggression.
- Leaving/ attempting to leave the school site.
- Criminal behaviours.

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated.

This could be a classroom, corridor or playground.

If the pupil has a risk management plan in place, the plan will be used to de-escalate the behaviours, otherwise a standard de-escalation script will be implemented.

All dangerous behaviours should be referred to a senior leader.



5.3 Bullying

There are various definitions of bullying, but most have the following in common:

- It is **planned** hurtful behaviour.
- It is **persistent** and continues over some time.
- There is an imbalance of **power**.

Meldreth Primary School has in place an Anti-bullying Policy, which explains clearly how we discourage bullying and our response when it does occur. This includes clear definitions of bullying. The policy can be found on our website.

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored, and the logbook is kept with the Headteacher, to ensure close monitoring. Pupils understand that this behaviour is not tolerated. Staff ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

5.4 Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. When reporting incidents (both verbal and written) the detail must always be specific e.g. child x threw 3 chairs towards the teachers, and then ripped out 2 pages of three books and then threw these on the floor. Helpful conversations follow a script (see Appendix 1) and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

5.5 Consequences

A consequence is a logical, explainable response to a pro-social or anti-social behaviour. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts. At Meldreth Primary School we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents. This may also include meeting with parents and sharing the behaviours seen.

Consequences should be:

- Timely – begin within 24 hours.
- Relevant – they should be linked to the behaviour demonstrated.
- Proportionate and take into account the child's age or developmental stage/SEN.
- Consistent, fair and recorded.
- Used alongside restorative conversations.

5.6 Educational consequences

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences may include:

- Time learning outside of the classroom in a break-out space.
- Time completing learning in another classroom.
- Time at break or lunchtime to make up lost learning time.
- Time at break or lunchtime to hold a restorative conversation with an adult.
- Removal of roles of responsibility e.g. librarian, school councillor, buddy.
- Other consequences following discussion between class teacher, parents and headteacher.
- Fixing/repairing mess or damage.

5.7 Protective consequences

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour.

Protective consequences may include:

- A separate playtime in or outdoors with a small group/adult e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children.
- Removal of a resource used inappropriately e.g. a child who uses scissors dangerously will have the scissors removed.

- Completing an activity with an adult e.g. a child who pushes children in the line will walk alongside an adult.
- Removal of independent access to a space/part of school e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings.
- A personalised timetable.

Planning for difficult learners

GOOD BEHAVIOUR MANAGERS...

- Have an individualised, structured, scripted **PLAN** of action for difficult learners
- recognise that they have a **CHOICE** in how they respond to a learner
- build positive **RELATIONSHIPS** with difficult learners

From: Canter and Canter *Succeeding with Difficult Students* (2005)

6. Unforeseeable Behaviour

6.1 Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on building trust between parties.

Restorative approaches:

- View conflict as an opportunity for learning experiences that strengthen relationships.
- Allow everyone involved to express their thoughts and feelings.
- Are inclusive and collaborative.
- Hold people accountable - they are required to take responsibility for their actions and repair harm.
- Attend to the needs of those that have been harmed.
- Aim to resolve underlying issues and root causes.
- Separate people from their behaviours.

6.2 Parent's Role

At Meldreth Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents should be spoken to face-face, phone call or email.

6.3 Physical Attacks on Adults

At Meldreth Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. These incidents should be recorded.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

6.4 Confiscation

Mobile phones and other electronic devices, if brought to school, must be handed in to the class teacher and be collected at the end of the day. If a child brings something into school which is inappropriate or harmful or detrimental to school discipline, the item will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

6.6 Incidents that occur out of school directed activities

The school will discuss any incidents reported during school time with relevant parties but will not introduce school sanctions for behaviour that has taken place off the school site and is not a school-directed activity. The school is happy to support parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raised that creates safeguarding concerns, these will be considered in line with our safeguarding policy.

7. Recording, Reporting and Communication with Parents/Carers

The school collects and analyses data on both unsocial and anti-social behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school.

School staff use ABC logs and/or Bromcom (depending on severity and whether there are any safeguarding concerns) to report an incident of unsocial or anti-social behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the behaviour/risk reduction plans of individual pupils. (See Appendix 4).

Reports of unsocial and antisocial behaviour are monitored regularly by SLT and additional adaptations, staffing and interventions planned in response.

7.1 7.2 Children with Additional Needs

Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:

- Members of staff working with the SENCo to follow the Therapeutic Thinking flow-chart to seek to deepen understanding of behaviour, triggers, effective responses etc. (see Appendix 3)
- A risk management plan, which considers how to de-escalate and teach better emotional or physical regulation. These plans may be applicable for children with an EHCP.
- An individual behaviour plan.

7.2 Individual Plans

Individual plans may be implemented by the class teacher and/or SENCO where a child is regularly demonstrating unsocial or anti-social behaviour and it is agreed that further adaptations are required. Individual behaviour plans recognise that there are some children in school who need different support in order to behave in line with our expectations of pro-social behaviour. For these children, the whole school system requires specific consideration and tailoring.

The plan will be shared with the child and signed and agreed by both them and their parents. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions. Plan should include pro-social experiences.

Individual plans are not designed to be used with children subject to an EHC Plan as they already have a different level of support and targets in place.

8. Suspension and Exclusion

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods up to 45 days in any school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends or excludes a pupil, they must inform the parents as soon as possible, giving the reason for the suspension or exclusion.

The Headteacher must also inform the Local Authority and Chair of Governors as soon as possible.

Meldreth Primary School follows the guidance from the Department for Education set out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (July 2022)'. All decisions about exclusion must be made with reference to this document, which outlines statutory responsibilities and guidance.

Appendix 1 - Quick Glance Responses and Consequences

Positive phrasing→Limited Choice→De-escalate→Protective Consequence→Educational Consequence→Repair and Restore
 Gentle approach - use child's name - down to child's level (if appropriate) - make eye contact - deliver message - walk away!

Level	Description	Adult Responsible	Actions (including consequences)	Recording
Low Level	Not following school rules. Minor disruption. Little or no harm or first time/one- off.	Class teacher/ TA / MSA <i>'I notice that you're running. We expect you to walk so you can keep everyone safe. Please walk. Thank you for listening.'</i>	Positive phrasing Re-state requested behaviour ('Walk in the hall. '; 'Put the pen in your pack.') Refocus (e.g. direct a learning question to the child) Distract (e.g. 'Could you help hand out the maths books') Reduce anxiety with targeted adult support Tactical ignoring (can this low level behaviour be ignored?) Non verbal cues (e.g thumbs up, a glance, a smile) Expect compliance - 'Thank you' not 'Please.' Limited choice 'Complete the task here or on the round table.'/'Place the ruler in your pack or in your locker.' Consequence - if required Quick conversation ('I saw you were distracted in maths. Is everything OK?')	No recording necessary (unless persistent)
Moderate	Repeatedly breaking classroom rules and/ or deliberate acts that cause some harm or disruption to others' learning. Behaviour that shows disrespect	Class teacher/ TA / MSA <i>'I have noticed you are not ready to do your work. We expect you to try our best. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>	As above then: De-escalate 'You can sit there until you are ready.'/'We can discuss this at breaktime.' Protective consequence Movement break; complete task in a quiet space to protect learning of others; accompany duty adult on playground. Educational consequence Complete learning task in own time; tidy up mess; practise lining up. Repair and Restore Make amends by apologising or having restorative conversation to repair damage to relationship or property.	Ensure HT & AHT and other adults involved with the child are notified of consequences

<p>Difficult</p>	<p>Persistent moderate behaviours and/or causing emotional or physical harm usually with intent. Disruption to learning.</p>	<p>Class teacher / AHT/ HT</p> <p>'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the chair outside the staffroom. I will come and speak to you when the children don't need my support. Thank you for listening.'</p>	<p>As above then:</p> <p>De-escalate Use de-escalation script then give children time to calm down. Protective consequences Child stays off the playground or is re-seated to avoid further harm to others.</p> <p>Educational consequence An adult might model how to use the equipment or a child may be tasked with researching and explaining (e.g. online safety).</p> <p>Repair and restore Conversation with AHT/ HT: 'How are you feeling?'; 'How do you think X felt?'; 'How can we fix it?'; 'How can I help?' This conversation may lead to further preventative actions such as intensity/ frequency mapping, anxiety mapping, roots and fruits or a recommendation for mentoring. We might review a child's risk reduction strategies.</p> <p>Any bullying, racial or homophobic incident should be treated as difficult.</p>	<p>Parents contacted by teacher to inform them that behaviour is a cause for concern. Headteacher in cases of serious or repeated concern</p> <p>bullying, racial or homophobic recorded on PRfE</p>
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<p>Dangerous</p>	<p>Persistent serious behaviours and/or behaviours that are unsafe and cause, or could cause, significant harm.</p>	<p>Class teacher / AHT/ HT <i>'I have noticed you have chosen to continue to use rude words. I will now speak to Mr Chapman and you will need to complete your learning in his classroom. I will come and speak to you at the end of the day. Thank you.'</i></p>	<p>As above then: De-escalate Contact AHT/HT Take child or whole class to a safe place (e.g. daily mile or into hall) Ensure an adult remains with child to reassure - use de-escalation script Allow emotional recovery time Repair and restore AHT/HT involved and parents. Other agencies may be involved to support child. Protective/Educational consequences This could involve working away from peers, reduced timetable (following policy), fixed term suspension, consultation with other agencies; anxiety mapping or roots and fruits to develop an individual risk reduction plan. Any persistent bullying, racial, sexist or homophobic incidents should be treated as dangerous.</p>	<p>Parents contacted by teacher to inform them that behaviour is a cause for concern. Headteacher in cases of serious or repeated concern For regular occurrences: Discussion with other teaching staff, HT and/or SENCO: consider Behaviour Intervention and/or additional support. Begin monitoring to identify areas of concern / possible causes/ appropriate targets. bullying, racial or homophobic recorded on PRfE Outside agencies may be notified. Governors may be informed.</p>
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Description	Adult Responsible	Actions (including consequences)	FOLLOW UP, REPAIR AND RESTORE	Reporting
Positive phrasing→Limited Choice→De-escalate→Protective Consequence→Educational Consequence→Repair and Restore Gentle approach - use child's name - down to child's level (if appropriate) - make eye contact - deliver message - walk away!				
SPECIFIC PLAYGROUND Consequences	MDS/SMDS	<p>'I notice that you're struggling to play fairly. We expect you to play fairly to keep everyone safe. Please walk to sit on the wall ...and I will come and speak to you in two minutes Thank you for listening.' (Ensure that you do!)</p> <p>You need to....</p> <ul style="list-style-type: none"> • Sit on the wall • Stand by a member of staff • Go inside and sit outside the staffroom 	<p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been hurt / upset (affected) by the incident? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.</p> <p>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>	<p>The following behaviours must be reported to the Head Teacher as soon after the incident as possible and recorded as requested by the Headteacher: bullying, prejudice related incidents, child-on-child abuse, where a child has deliberately hurt another child/adult, allegation against staff, serious incident.</p>

Making it worse

Faced with difficult or dangerous behaviour. What can we say...?

Making it better

Don't talk to me like that!

Negative phrasing

Stop running!

Calm down

No choice

Get in here now!

Give it to me now!

Open choice

What do you want to do?

What do you want to do?

Would you like to go inside?

Empowering the behaviour—the child learns that their behaviour will create anxiety for the adults and will use this behaviour to gain control or reward. Driven by staff anxiety.

I will let you use the computer if...

Come back here, NOW

Don't you dare...

Punishments

Positive phrasing

Walk in the corridor

Thank you ...

Stand next to me

Put the pen on the table

Limited choice

Are you going to start with the writing or the picture?

Where shall we talk, here or in the library?

Are you going to sit on your own or with the group?

Disempowering the behaviour - very little attention given to the anti-social behaviour—reducing oxygen - wait to catch them getting it right—ride the wave! (unless its dangerous and harmful behaviour)

Come and find me when you come back

You can listen from there (child under table)

Come back into the room when you are ready

Consequences derived through logic

Appendix 2 - Dealing with Anti-social Behaviour

Antisocial behaviours are difficult or dangerous. They cause harm to an individual, the community or the environment. A difficult behaviour is not dangerous, e.g. calling out, kicking a radiator, pushing a chair over. A dangerous behaviour is a behaviour that will result in injury to self, others, damage to property, or would be considered criminal if the person was the age of criminal responsibility. When a child displays dangerous behaviours, we need to be reflective and learn. Questions that we could ask are:

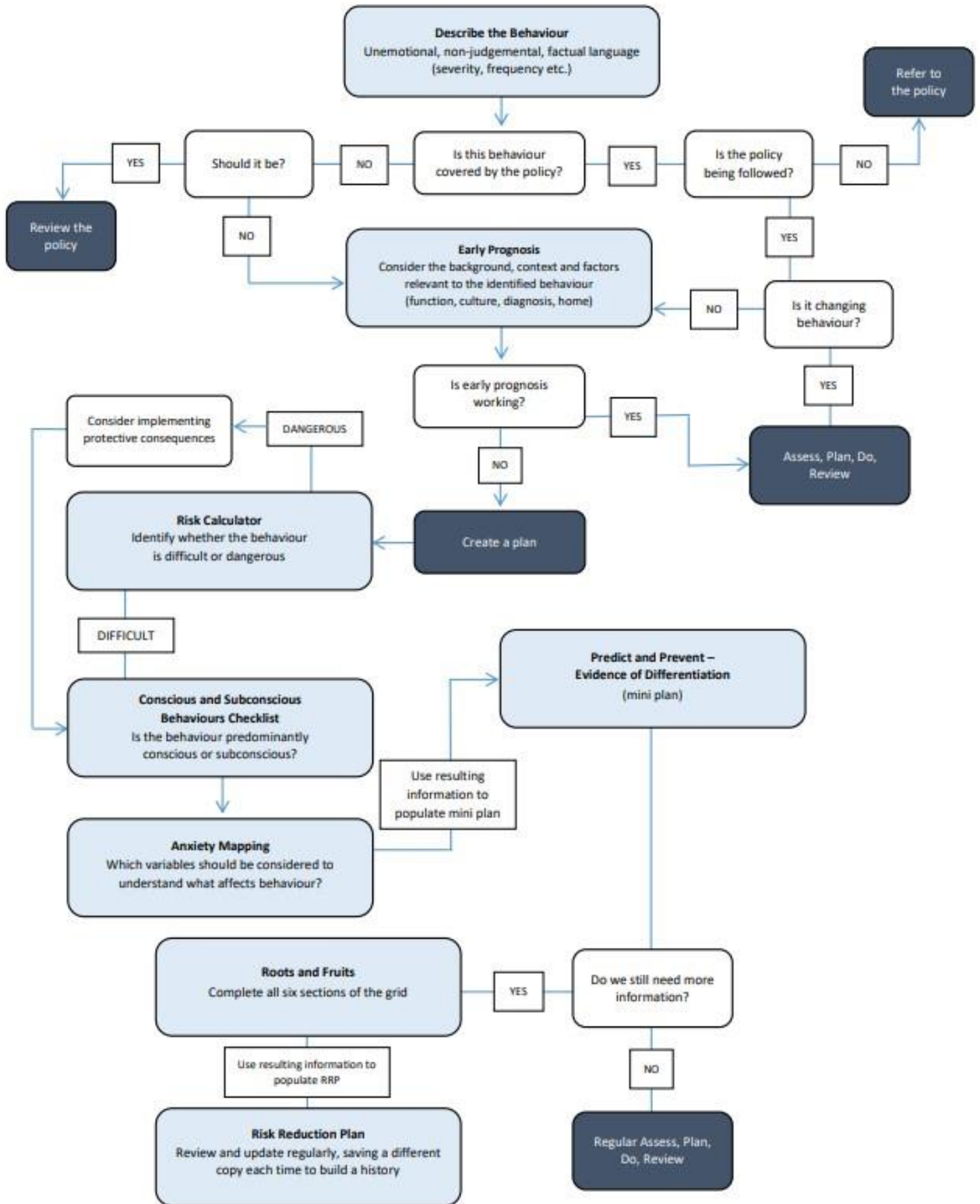
- What was the build up to the behaviour?
- What did the adult do and say? Could the adult have done something differently?
- What escalated the behaviour?
- What de-escalated the behaviour? Could we use these de-escalation strategies earlier in future?
- Can we communicate what we have learnt with others who work with the child?

DIFFICULT BEHAVIOURS			
Behaviour	What to say/do	Protective Consequence	Educational Consequence
Pushing over chairs	<p>“Go to (place of adults choosing) thank you. Otherwise, I will ask someone to help me escort you away.”</p> <p>Repeat 3-4 times. Then say, “Your choice: safe space or trim trail now.”</p>	<p>Child to be removed from class to allow time for emotional recovery. Return when calm and showing appropriate learning behaviours.</p>	<p>Reflect on feelings of child at time. What should the child have done with that feeling? What are the consequences? How do others feel? What could have happened? Draw a picture/act out/create a social story for next time. What is the purpose of chairs?</p>
Damaging other children’s property	<p>Gage if other children need to leave the classroom.</p> <p>Stand at a safe distance.</p>		<p>Reflection on how they feel about their special things. How would they feel if it was thrown on the ground? How did others feel?</p>
Refusing to leave classroom when disruptive or re-enter school building/follow adult instructions.	<p>Engage child with distracting questions.</p>		<p>Reflection. Do they know how they were disrupting others learning? Do they know why they were asked to leave? How did you feel when you left? Create a plan for next time.</p>
Making rude/inappropriate noises	<p>“I see that something is upsetting you. We will talk about it when you are ready.”</p>	<p>Child to be removed from class to allow time for emotional recovery.</p>	<p>Do you remember what you said? Or what noise you made? Can you think about why you</p>

Telling adults to shut up or similar / saying they hate someone	Stay calm. Don't be offended! Wait until child is ready to reflect.	Return when calm and showing appropriate learning behaviours.	did that? How did it make you feel? Reflect on why it is inappropriate and what we can say instead. Educate children on positive things to look for in others.
Spitting/ Inappropriate touch of own private areas	"That is unacceptable. No" Stay back Log this behaviour as a safeguarding concern.	Child to be educated in safe space for the rest of that session to allow time for emotional recovery. Return when calm and showing appropriate learning behaviours.	When calm, child to clean up their spit. Reflection. Education: why is it inappropriate. What is in our saliva?
Emptying bookshelves, pencil pots, etc. Ripping children's work	Give a simple choice e.g. "Outside or library." Avoid being an audience to avoid escalation. Move obvious dangers out of way.	Child to be removed from class to allow time for emotional recovery. Child educated in quiet space for the rest of the session/activity. Return when calm and showing appropriate learning behaviours.	Education on feelings of own possessions and how others feel about their possessions. How do we feel when they are destroyed?
Leaving the room without permission	"It seems like you need 5 minutes to regulate – I'll give you 5 minutes. Then we will go to your safe space."	Take walkie-talkie. Give 3 reminders about what is happening. Then head towards the safe space – keep an eye on the child	Reflection. You did not follow instructions. Why must we follow instructions when asked? Introduce a variation of Simon Says. Discuss how adults instructions often keep us safe.
DANGEROUS BEHAVIOURS			
Behaviour	What to say/do	Protective Consequence	Educational Consequence
Climbing on furniture	"We want you to be safe. Can I help you down?" Evacuate the room if necessary. Don't pull child off equipment. Don't run after them. Walk at a safe distance. Inform Leadership Team	The child is likely to need time to 'recover/ de-escalate from heightened behaviours. The rest of the children might need some time to feel safe again. An adult may need time to recover from an incident. Child spends rest of day / part of day in a different part of the school.	Child educated about better response to feelings. Reflect with child what the dangers were. The effect on other children, etc.

<p>Hitting, thumping, biting, kicking staff or pupils Throwing objects at staff or pupils</p>	<p>“Stop. We are kind. I am here to help.” Repeat 3-4 times. Then say, “Your choice: safe space or trim trail now.” Gage if other children need to leave the classroom. Stand at a safe distance. Inform Leadership Team</p>	<p>The child needs time to learn how to be safe in these scenarios. While they are learning the following may be put in place in consultation with Leadership Team.</p> <ul style="list-style-type: none"> • Risk assessments and plans put in place. • Child spends rest of day in a different part of the school with the offer of a different adult for the rest of the day/some of the day. <p>Child is not free to be in that situation again for 2 – 4 sessions (dependent on age, severity, circumstances etc).</p>	<p>Child taught why we don’t hit/throw. Dangers of hitting/throwing. Why we might hit and what to do instead.</p>
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Appendix 3 Therapeutic Thinking Pathway for Teaching Staff



Appendix 4 ABC Form

MELDRETH PRIMARY SCHOOL – ABC sheet for observing behaviour, its causes and its consequences.					
Name of child		Year group			
Date:		Time:		Context:	
Antecedent (what preceded this behaviour)		Behaviour exhibited		Consequence of behaviour	
Signed					