



POSITIVE BEHAVIOUR POLICY

THIS POLICY WAS APPROVED:	OCTOBER 2022
POLICY VERSION:	VERSION 1.7
THIS POLICY WILL BE REVIEWED:	OCTOBER 2023 (INC FOR NURSERY)
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	MIKE FISH
THIS POLICY WAS CONSULTED WITH:	LOCAL GOVERNING BOARD
THIS POLICY WAS DISTRIBUTED TO:	MARLEIGH PRIMARY ACADEMY STAFF

CONTENTS

1	Introduction	3
2	Values, Vision and Aims	3
3	Pro-social Behaviour	4
4	Supporting all learners	6
5	Unsocial Behaviour	8
6	Anti-social Behaviour	9
7	Unforseeable Behaviour.....	13
8	Restorative conversations.....	13
9	Recording and reporting.....	14
10	Suspension and Exclusion	14
11	Related Policies.....	17
12	Monitoring and review	17
	Appendix 1: Glossary of terms	18
	Appendix 2: References	21
	Appendix 3: Restorative Practice (Dix, 2017, pp. 128-131).....	22
	Appendix 4: Suspension model letter.....	23
	Appendix 5: Behaviour consequences	25

1 Introduction

- 1.1 This policy outlines the purpose, nature and management of behaviour at Marleigh Primary Academy (MPA), in line with the recommended [Cambridgeshire Steps](#) approach, and has been structured according to the *Cambridgeshire Steps Behaviour Policy Guide (2021)*.
- 1.2 When possible, this policy will have been informed by consultation with all MPA stakeholder groups, including pupils, parents/carers, staff and governors.
- 1.3 All adults working at MPA, whether as staff or volunteers, must agree to follow this policy consistently.

2 Values, Vision and Aims

2.1 This policy supports:

2.1.1 Anglian Learning's values:

- Aspiration - We are ambitious for ourselves and all those in our community to be the best we can be.
- Community - We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together.
- Empowerment - We enable our academies, staff, and learners to embrace new ideas and think creatively.
- Inclusivity - We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

2.1.2 MPA's maxim:

- Elevating Expectations

2.1.3 MPA's values:

- Resilience
- Respect
- Reaching high

2.2 The specific aims of this policy are:

- to support all our children in achieving high levels of [pro-social behaviour](#), self-esteem, well-being and learning;
- to support all our staff and volunteers in being able to teach and work with all children confidently, safely, constructively and with minimal disruption;
- to ensure a clearly understood, unambiguous and consistent [therapeutic](#) approach towards all aspects of behaviour management, using a shared vocabulary;
- to ensure MPA practice is of excellent quality, regularly reviewed and grounded in up-to-date educational research.

3 Pro-social Behaviour

- 3.1 Pro-social behaviour is defined as that which is positive, helpful and values social acceptance.
- 3.2 Our aim is for all interactions between members of MPA (adult and child), as well as with the wider Marleigh community, to be pro-social. We therefore model and expect this at all times and through all academy activities and we are explicit with children about what it looks like.
- 3.3 Our aim is for children's pro-social behaviour to be increasingly motivated by their intrinsic desire and [internal discipline](#) to personally succeed and to function well as part of a group (including their class and MPA as a whole).
- 3.4 Children's internal discipline increases as they learn and grow. Our aim is to foster this process by making children feel inherently good about their achievements and positive interactions. This is achieved by staff actively seeking opportunities for all children to receive regular positive feedback which reinforces pro-social feelings and behaviour.
- 3.5 [External discipline](#) involves [bribery](#) or threat of [punishment](#) and works against the development of children's internal discipline and intrinsic desire to act pro-socially. For this reason, it is to be avoided.
- 3.6 **Rewards** differ from bribery in that they are given in recognition of good behaviour already displayed.

Proportionate, sincere recognition of the student's achievement is the most valuable reward available. Intrinsic rewards to good behaviour

(better learning, the value of the subject in itself) should be prioritised.
(Bennet, 2017, p. 42)

3.6.1 Whilst other tokenistic rewards, such as stickers, or marbles in a jar resulting in a chosen class reward, may be used by individual teachers, these will be considered of secondary value and must not replace the use of genuine recognition. If and when used, teachers must avoid them being used as bribes for good behaviour. They must also carefully consider the wider effects of any system implemented, ensuring fairness and perceived benefit to all children in the class.

3.6.2 The use of individual teacher-initiated rewards will be carefully monitored over time, especially via pupil voice, to ensure they are seen to be fair and positive by children from all classes across the academy.

3.7 The four main types of pro-social behaviour are helping, sharing, comforting and co-operating (Brownell, 2014). Table 1 gives examples of each of these. As each child will be at different levels in their development of internal discipline and ability to act pro-socially, the appropriate response and recognition from adults will differ for each.

3.8 It is important that staff know children well enough to give a personalised response which meets individual needs and acknowledges the individual's level of empathy and effort displayed.

Botheredness needs to be a deliberate act that is built into the teaching routine. It is relationship building done properly, in slow motion. Gentle, kind and caring. ... Building positive relationships with students is similar. It is the thoughtful remark at the door of the classroom, the additional compliment on a piece of work or the simple act of remembering: 'How was the visit to your cousin's house this weekend?' The effort is miniscule but the impact is huge. (Dix, 2017, p. 39)

Table 1 also gives suggested responses designed to recognise pro-social behaviour for three different types of children.

Table 1: Examples of pro-social behaviour and positive responses expected by staff and volunteers at MPA

	Child A: Actively seeks acknowledgement of behaving pro-socially.	Child B: Introvert who always follows expectations but is rarely pro-active.	Child C: Struggles to behave pro-socially due to unmet needs or level of develop.
Helping: Offers to help give out books at start of lesson.	Being allowed to do so is a reward in itself, but they will sometimes need to realise it is someone else's turn.	Special recognition given, but without poss. public embarrassment, e.g., message home, or well done from HT.	Support for sensible task completion may be needed so that recognition or reward can be genuinely given.
Sharing: Takes turns with classroom resources.	Regular low-level recognition, usually at class level rather than individual.	Regular low-level recognition; possibly mention to parents/carers or other staff so that they can also praise.	Public (class, assembly, parental etc.) recognition given, emphasising empathy shown to other's feelings.
Comforting: Accidentally hurts someone but apologises and checks they are OK.	Verbal praise given.	Verbal praise given. If unusual, further reinforcement may be beneficial, e.g., praise from other staff.	Public (class, assembly, parental etc.) recognition given, emphasising empathy shown to other's feelings.
Co-operating: Stays on task and doesn't disturb others by shouting out during a quiet lesson.	Regular low-level acknowledgement, usually at class level rather than individual.	Occasional acknowledgement that they always do this well, e.g., mention to parent; quiet praise.	Special acknowledgement of achievement, e.g., taking work to the HT, message home or mention in assembly.

4 Supporting all learners

4.1 Whilst never possible to list all pro-social behaviours, below are the **key pro-social behaviours** expected of children, which all staff must **expect, praise** and, when not evidenced, **address quickly**. These expectations must be regularly shared and explained to children by class teachers, such as at the beginning of each term. By this means, they are the social norms expected at MPA. (Bennet, 2017, p. 31).

4.1.1 Classroom (and other teaching space) expectations:

We show respect by:

- showing active listening to everyone;
- recognising others' personal space and looking after their belongings;

- working quietly so as not to distract others;
- looking after each other's belongings;
- looking after school resources;
- keeping the room tidy.

Individual teachers will add to this list through discussion with their class, based on specific needs and suggestions.

4.1.2 Playground expectations:

- Keep to where an adult can see you
- Play safely without being rough
- Be respectful in how you talk and act
- Be helpful and co-operative, making sure others are happy
- Remain outside unless you have permission to be elsewhere
- Use the correct toilets, being sensible and respectful of others
- When the whistle blows a first time, stand silently
- When the whistle blows a second time, walk and line up

A child-friendly version of these is posted in windows near the playground.

4.1.3 Corridor expectations:

- Walk calmly and quietly
- When moving as a class, whispers only and in single file
- Show respect by holding doors open and greeting those you meet

A child-friendly version of these is posted in corridors.

4.1.4 Assembly expectations:

- Enter and leave the hall in a silent, single file line, led by a teacher
- Be respectful, showing active listening and without distracting others

4.1.5 Expectations in the community:

We show respect in our community outside of MPA by:

- speaking to others kindly and politely;
- looking after our environment;
- being friendly, honest and helpful.

4.2 For a small number of children with particular needs, some of these social norms may not be achievable all of the time. In such cases, appropriate adaptations and allowances will be made. These allowances will be agreed with the child's parents/carers, carefully communicated to any staff who may come into contact with the child, and will be explained to other children in the class. It may be necessary to detail these adaptations as part of a child's Risk Reduction Plan or APDR (Assess, Plan, Do, Review) target.

5 Unsocial Behaviour

5.1 Unsocial behaviours are not [anti-social](#) as they are not to the detriment of others. Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on 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 adapt their approach in order to offer support.

5.2 Unsocial behaviours include:

- not verbalising a response when asked a direct question;
- not wanting to speak, sing or perform in front of or with others;
- refusing to move or complete a task;
- leaving their place or classroom without permission;
- hiding and refusing to come out.

5.3 If the child is safe, staff must initially ignore unsocial behaviours and give the child time to respond appropriately. If the child is not in a location where discreet supervision is possible, another member of staff must be sought. The child must be spoken to gently to encourage them to respond when they are ready to do so. Patterns of unsocial behaviour must be discussed with the child's parents/carers and with MPA's headteacher and/or SENDCo.

5.4 An extreme form of unsocial [internalising](#) behaviour is self-harming. Any form of self-harming observed or reported must be discussed with the child's parents/carers, headteacher and/or SENDCo, as soon as possible, so that appropriate support can be arranged.

6 Anti-social Behaviour

6.1 **Difficult behaviour** is anti-social, in that it is to the detriment of other learners; however, it does not put others in physical danger. In order to address it effectively, difficult behaviours must be accurately described, including their context. For example, 'Daniel shouts out every few minutes during English lesson introductions', not, 'Daniel is constantly shouting out'.

6.1.1 It is recognised that difficult behaviours can be stressful for staff and other children. However, adults must recognise that all behaviour is displayed for a reason and must therefore respond to difficult behaviours [therapeutically](#), seeking to understand the reasons for the behaviour and addressing these needs. Difficult behaviour may be [sub-conscious](#) and a result of children being unable to [self-regulate](#) their actions, rather than a conscious choice.

An emotionally led response to bad behaviour should always be resisted. ... When children behave badly give them what they don't want: a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact – when behaviour is over and above. (Dix, 2017, p. 20)

6.1.2 Table 2 sets out a prescribed set of responses to continuing difficult behaviour. In reality, staff will adapt their responses depending on the developmental stage and personal needs of the child. However, any adaptation must demonstrate consistency towards the individual child.

Table 2: Adult response steps to repeated difficult behaviour (adapted from Dix, 2017, p. 118)		
	Steps	Actions
1	Reminder	A reminder of the classroom or playground expectations, delivered quietly, or privately when possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered quietly or privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step."
3	Last chance	Speak to the pupil quietly and calmly, explaining this is their last chance to make a good choice. Remind them of the consequence of continuing, e.g., a 2-min breaktime conversation, talking to parents, finishing work at lunchtime or a short-period of supervised time-out.
4	Consequence	If you are confident that the child's behaviour is conscious, explain that they have made the choice not to engage and then make sure you are consistent in implementing the promised consequence. (See par. 6.3 & 6.4 and Appendix 5)
5	Restoration	This may be part of the consequence or happen later and involves talking to the child about the situation, why it occurred (including an opportunity for the child to offer their view on this) and what they and you could do differently next time (see section 8).

6.1.3 Children who display patterns of regular difficult behaviour and therefore lack the ability to self-regulate may require a Risk Reduction Plan to be implemented. This will detail the behaviour and scripted responses for all staff to follow with consistency, with the aim of working towards staff being able to do their job and all children being able to learn without distraction. It will involve and be agreed by the child, their parents/carers, and all staff working regularly with the child.

6.1.4 It may also be necessary for adaptations to the usual responses towards difficult behaviour to be explained to the rest of the class, so that they have a better understand of the needs of their classmate.

6.1.5 If groups or classes of children jointly display difficult

behaviours, staff will be supported by the headteacher and senior leadership team (SLT) in dealing with these. Agreed strategies may include educational or protective [consequences](#) (see 6.3 & 6.4), instructional coaching or agreed scripted responses. See *Appendix 5: Behaviour consequences*, for specific suggestions.

6.1.6 The headteacher and/or members of SLT will seek to be available to actively support staff with difficult behaviour, with the aim of immediately reducing the disruption to the learning of others in the class or group. However, staff must recognise this risks undermining their relationship with children and so may not be the best response to deal with the situation in the longer-term (Dix, 2017, p. 60).

6.1.7 If support for difficult behaviour is given by a colleague, it will therefore be expected that:

- their aim will be to return the child to a place of self-regulation and readiness to learn as soon as possible, at which point they can re-join the class, group or playground;
- it is the role of the original staff member to have a restorative conversation (see section 8) with the child at a later point (which may also involve the member of SLT in order to show a united front).

6.2 **Dangerous behaviour** is that which is anti-social and will predictably result in imminent injury, physical harm or damage. (Emotional harm is dealt with under MPA's *Anti-Bullying Policy*.)

6.2.1 A child who has displayed dangerous behaviour on several occasions will require a Risk Reduction Plan to be agreed and regularly reviewed with parents/carers, all staff working with the child and the SENDCo/headteacher. Advice from the Specialist Teaching Team will also be sought. The primary aim of the plan will be de-escalation to reduce future occurrences. It will also include measures to keep staff and other children safe should de-escalation fail. These may include taking the rest of the class to a safe location, or a plan for which members of staff can be

called on quickly for additional support (most often the headteacher). Physical intervention must always and only be carried out in line with MPA's *Physical Intervention Policy* and following appropriate training.

6.2.2 Except within an unpredictable first manifestation (see section 7), the behaviour described as dangerous will be logged (using MyConcern) with evidence of severity and frequency of outcomes, such as 'three children required first aid for minor bruising as a result of Jane's kicking'. It is very important that dangerous behaviour is described accurately, e.g., were chairs thrown, or just forcibly knocked over? Were they thrown at someone with the intention of causing harm?

6.2.3 All incidents of dangerous behaviour must be reported to the headteacher and to the child's parents/carers, along with the opportunity for those involved to review events and update the Risk Reduction Plan accordingly.

6.3 **Educational consequences** following anti-social behaviour will often be restorative in nature (see section 8) and may include:

- conversation and exploration, possibly involving parents/carers;
- rehearsing and practicing alternative pro-social behaviours;
- completing tasks not done during lesson time at break, lunch or at home;
- tidying up or assisting with repairs or the planning for repairs;
- preparing an apology (if they are ready and able to genuinely give one).

See *Appendix 5: Behaviour consequences* for specific suggestions.

6.4 **Protective consequences** are designed to ensure either the safety of other children and adults, or other children's learning. They may be temporary or longer-term and include:

- classroom re-arrangement;
- an understanding for the child to stay away from certain individuals;
- increased staff ratio at certain times;

- limited access to certain spaces/areas;
- immediate or fixed-term period of internal suspension (see 9.2);
- fixed-term suspension or permanent exclusion (see 9.3 & 9.4).

See *Appendix 5: Behaviour consequences* for specific suggestions.

6.5 See *Physical Intervention Policy* and

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf for details of searching, screening and confiscation.

7 Unforeseeable Behaviour

7.1 Unforeseeable behaviours are those not covered by policy, never previously experienced, or so historic believed they would not reoccur.

7.2 Whilst, by definition, difficult to anticipate and respond to in line with policy, staff should aim to:

- avoid an emotional response which may escalate the situation;
- prioritise the safety and wellbeing of those nearby, including themselves;
- if necessary, call for the support of a colleague, probably the headteacher;
- respond therapeutically by considering the root cause of the behaviour and the needs of the child;
- consider (with involvement from colleagues) an appropriate educational or protective consequence for the behaviour and risk assess the likelihood of it occurring again;
- after the situation, consider the wellbeing needs of witnesses;
- debrief to relevant staff, parents/carers and probably the headteacher.

8 Restorative conversations

8.1 Restorative conversations are a response to anti-social behaviour designed to teach future pro-social behaviour by encouraging feelings of empathy.

8.2 Restorative conversations should take place with the member of staff who was supervising the child at the time, with the aim of building the positive relationship between them. The conversation could be a two-minute informal

chat or a more formal meeting involving SLT and/or parents/carers.

8.3 It is important to wait until both the child and staff involved are in the right emotional place to have the conversation. It is OK to postpone the conversation if this turns out not to be the case when it is begun.

8.4 Restorative conversations could include the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been effected?
- How have they been effected?
- What should we do to put things right?
- How can we do things differently in the future?

(Dix, 2017, p. 128)

8.5 See Appendix 3 for guidance about how these questions could be used.

9 Recording and reporting

9.1 Class teachers will record any significant behaviour incidents on the MyConcern system in order to:

- spot patterns of behaviour over time;
- ensure good communication and understanding between staff;
- ensure incidents are followed-up and resolved.

9.2 The Steps flowchart and associated behaviour analysis tools (saved in General > CPD > STEPS) will be used by staff when patterns of anti-social behaviour become evident. These will be shared with parents and other staff as appropriate to help inform the best therapeutic responses to future incidents.

10 Suspension and Exclusion

10.1 Suspension and exclusion are protective consequences, only used when a child continues to risk the safety, wellbeing and/or learning of others, and when all other strategies have failed.

10.2 A period of **Internal suspension** is most likely to begin as soon as a

member of staff (most likely the headteacher) is available to supervise the child unable to self-regulate their behaviour (see 6.1.5). Although less likely, a period of internal suspension may be planned by the headteacher for a later time, or the following day, in order to give staff time to update the child's Risk Reduction Plan so that a successful return to the classroom can be planned. In this scenario, the child's teacher will provide work to be completed in a supervised location such as the headteacher's office. Parents/carers will always be informed if this strategy has been used or is planned for the following day.

10.3 **Fixed-period suspension** is when parents/carers are informed in writing that their child's extreme or persistent anti-social behaviour is a danger to others resulting in the need for them to be kept out of school for a set number of days. The aim of fixed term suspension is to provide enough time for staff to consult with other agencies in planning measures for the child's safe return to the school environment. Whenever possible, internal suspension will be used rather than fixed-period suspension.

10.4 **Permanent exclusion** would only be a final option should academy and trust leaders and governors decide there was ongoing and significant risk to the safety of others, which could not be managed by any other reasonable measures.

10.5 A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, [2022](#).

10.6 The school will have regard to any procedures set down in law, including:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;

- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

10.7 It will also act in line with guidance from the DfE: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, [2022](#).

10.8 In line with the DfE guidance linked above:

10.8.1 Whenever headteachers suspend or permanently exclude a pupil they must, without delay, notify parents.

10.8.2 They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 95 to 105) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents ... have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

10.8.3 If a child is suspended again following their original suspension, or is subsequently permanently excluded, the headteacher must inform parents ...

10.8.4 When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay.

Inform via: exclusion.suspensionrecording@cambridgeshire.gov.uk

Including:

- *Pupil Name*

- *Pupil DOB*
- *Pupil UPN*
- *School Name*
- *Category: Fixed Term, Lunchtime only Exclusion or Permanent.*
- *Start Date & End Date*

Plus, reason:

- *Bullying*
- *Damage*
- *Drug/Alcohol related*
- *Misuse of social media*
- *Persistence Disruptive Behaviour*
- *Physical Assault (Adult)*
- *Psychical Assault (Pupil)*
- *Racist Abuse*
- *Sexual Misconduct*
- *Theft*
- *Verbal Abuse (Adult)*
- *Verbal Abuse (Pupil)*

10.9 If your child has been suspended for more than 5 days, or the period of suspension means they will miss a national curriculum test, parents can make an appeal to the governing body. Details of how to do so will be included in the notice of suspension or exclusion letter (see appendix 4) issued to parents.

10.10 If the suspension is for 5 days or fewer, you can still ask the governors to hear your views but they can't overturn the headteacher's decision.

11 Related Policies

- Anti-bullying Policy
- Prejudice Related Incidents Policy
- Equality and Diversity Policy & Statement
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- E-Safety Policy
- PSHE Policy
- Mental Health and Wellbeing Policy
- Physical Intervention Policy

12 Monitoring and review

12.1 Behaviour issues will be reported to governors termly through the headteacher's report and will be the focus of occasional governor visits.

12.2 An annual audit of attendance and behaviour will be carried out by the Trust.

12.3 Stakeholder opinions will be gained annually via parent surveys and pupil voice activities.

Appendix 1: Glossary of terms

- **Anti-social behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.
- **Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.
- **Being therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.
- **Bribery:** The threat or action of withholding 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. See *Appendix 5: Behaviour consequences*.
- **Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury, physical harm or damage. (Emotional harm is dealt with under MPA's *Anti-Bullying Policy*.)
- **Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching

activity’.

- **Dynamic:** Any group of people brought together through choice, circumstance or obligation.
- **Equality:** Affording people the same equal status, rights and opportunities.
- **Equity:** The differentiated measures to provide equal opportunities.
- **External discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.
- **Externalising:** When a person’s natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.
- **Extrovert:** A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.
- **Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual’s motivation.
- **Internalising:** When a person’s natural response to anti-social feelings is to withdraw from the world around them. This can impact 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.
- **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.

- **Restorative practice / conversation:** A response to anti-social behaviour designed to teach future pro-social behaviour by encouraging feelings of empathy.
- **Reward:** A desirable object or experience given to celebrate outcomes already achieved.
- **Self-regulation:** Children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. (Birthto5matters, no date)
- **Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.
- **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.

Appendix 2: References

Bennet, T. (2017). *Creating a Culture: How School Leaders can Optimise Behaviour*. DfE. Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf. (Accessed 16 April 2022).

Birth To Five Matters (no date). *Self-Regulation*. Available from <https://birthto5matters.org.uk/self-regulation>. (Accessed 18 April 2022).

Brownell, C.A. (2013). Early Development of Prosocial Behavior: Current Perspectives. *Infancy*, 18(1), pp.1-9.

Cambridgeshire Steps Behaviour Policy Guide, v1.3 (2021). Cambridgeshire County Council. Available from www.cambslearntogether.co.uk/cambridgeshire-send-service-0-25/cambridgeshire-steps. (Accessed 14 April 2022).

Dix, P. (2017). *When the Adults Change Everything Changes: Seismic Shifts in School Behaviour*. Carmarthen: Independent Thinking Press.

Appendix 3: Restorative Practice (Dix, 2017, pp. 128-131)

THE RESTORATIVE FIVE

Five questions is enough. Choose your restorative five from the suggestions below to try in your next meeting. Write them in your planner or on the back of your ID card so you have them to hand whenever you need them. As you address each question together remember that in-between your truth and their truth is *the* truth.

1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement. Steer clear of, 'And then you decided it would be clever to empty the paint on poor Joseph.' Take care how you present your view. Go slowly and step carefully. After all, if you have already decided on the outcome of the meeting then the questioning is redundant.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry

6. How have they been affected?

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people. Yet we have all met children who seemed to have missed that part of their learning. At 13, 15 or 48 they don't seem to understand the effect of their behavioural choices. We see the results of this in society – the selfishness and the lack of consideration. We see it emblazoned in lights, with the anti-heroes of *The Jeremy Kyle Show* so wrapped in their own selfishness that even a TV set, a psychologist and a million viewers can't get them to look in the mirror at their own behaviour.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point. They may apologise without being able to have 'that conversation' with the adult. They may apologise in a tone that you don't favour. Try not to criticise, as they might need some support before they can get it absolutely right. I try to accept an apology whenever it is offered with enthusiasm and reciprocation, even if I know that it could have been said with a little more feeling.

8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when

and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

4. How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it. They may not have noticed the audience – the children throwing themselves onto the coat rack in retreat or the younger child who got pushed. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. Who has been affected?

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out. I am missing my break. It was my pen that got broken.' It is only with some gentle encouragement that the child can see the bigger picture: 'What about Mr Harris – how might he have been affected because he couldn't teach maths? What about Jemima who hates loud, sudden noises? What might mum say? What about Joel who was waiting for you to go to band practice this break?' You will find that the more you ask this question, the easier it becomes for the student to answer it. In time that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

RESTORATIVE QUESTIONS WITH YOUNG CHILDREN

Asking a 5-year-old five restorative questions might simply be too much too soon. Instead, choose two that you think are either pertinent to the incident or that you want to focus on with this particular child. As the children develop you can feed in more questions. Meet the need rather than assume too much by age. I have had productive restorative conversations with 8-year-old children and seemingly impossible meetings with 14-year-olds, where I felt that two questions would have been better than five. With younger children I like to focus on 'Who else has been affected?' and 'What can we do to make things right?' My key emphasis is on making sure the child can see how the impact of their behaviour is not restricted to them alone.

Three things to do when pupils clam up

Try using:

1. 'OK, imagine if there were ... (people affected/a way of putting it right/things you could do differently). What would they be?'
2. 1–10 scales: 'On a scale of 1 to 10 how angry were you?'
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs Tait sit with you and help you with the answers?'

Appendix 4: Suspension model letter

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[pupil's name]** for a fixed period of **[specify period]**. This means that **[he/she]** will not be allowed in school for this period. The suspension **[begins/began]** on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this fixed period because **[state reason for suspension. This can be more than one reason but be clear on the reasons and how the behaviour policy has been breached]**.

[For pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[pupil's name]** during this suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have a right to make written representations to The Clerk to The Governors at the academy. You may see your child's school records in advance of any meeting with Governors. If you do wish to view them, please contact the academy office who will be able to make the necessary arrangements.

You should also be aware that if you think the suspension relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability)

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination.

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

Suspension guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the suspensions process can also be obtained from the Cambridgeshire SEND Information, Advice and Support Service (SENDIASS):
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiaass>.

[Pupil's Name]'s suspension expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Headteacher