



John Rankin Schools

Positive Relationships Policy

Document history	
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A copy of this document can be obtained from	School Network
Related documents	
Anti-Bullying Policy	
Inclusion Policy – Local Offer	
Use of Reasonable Force Guidelines	

Purpose of the policy

At John Rankin Schools, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our Positive Relationships Policy ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage, and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

This policy should be the plan for the majority of children. However, in addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. This policy is underpinned by the principles of **Therapeutic Thinking**.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices)
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Composure, consideration, and compassion

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

Be considerate.	Be compassionate.	Be composed.
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Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect.
- The right to be listened to in a dispute and have difficulties with others settled.

- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour

At John Rankin Schools, you will see visible adult consistencies everywhere. We believe that positive relationships come from excellent behaviour. This, from all children, is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We do not shout	There is never a valid reason for shouting at a child. We remain composed. The only exception might be if a child was in danger. We may choose to raise our voice if required, but this will remain part of our calm and composed manner.
We always use accurate and non-judgemental language	When discussing incidents of behaviour, we will always use factual, non-emotive language that is free of judgement and bias. We will use words such as “dysregulated” “distressed” and “connection seeking” when discussing behaviour. We will not see the child as the behaviour we are discussing.
We are curious, not furious	When considering incidents of unsocial or anti-social behaviour, we try to probe and understand the motivations for, and the causes of, the behaviour. We respond without anger, frustration or upset. We remain composed. We save our emotive response for recognising and rewarding incidents of prosocial behaviour.
We have high expectations and share responsibility for this	We all take collective responsibility for teaching prosocial behaviours to our community. We actively remind children of these high expectations of manners and visible consistencies such as tucking in shirts, being considerate of our environment and walking with composure.
We constantly look for ways to transform behaviour	Although we probe and try to understand behaviour, we do not accept or condone children acting anti-socially. We look for ways to teach children prosocial behaviours and responses. We continually strive to transform the future for individuals. We use consequences not as threats or punishments but to ensure safety of others and opportunities to teach.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community. We do not use public systems of recognition of behaviour that may trigger feelings of shame, embarrassment or anxiety e.g. names on the board or ranking systems. We ‘land’ consequences without emotion or ‘drama’. We remind discreetly in private and seek to always preserve the dignity of others.
Behaviour Outside of School	Children are encouraged through our school values and rules to develop a culture of service and consideration for others. We believe through therapeutic approaches we are able to transform others and teach real change in behaviour rather than suppressing the motives with sanctions and threats. As such, we have high expectations of behaviour in and out of school. If we are made aware of anti-social behaviour being displayed by pupils outside of the school, it will be dealt with appropriately.

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised, rewarded and fed back upon. Positive relationships flourish when efforts are recognised. We do not use extrinsic rewards such as stickers and charts to motivate. Instead, personalised praise and the love of learning are used to *teach* prosocial and positive behaviours. At John Rankin Schools we use these simple, consistent recognition systems:

Recognition System	Who for?	Why?
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Hot Chocolate Afternoons	Individual	As a way of acknowledging children who go 'over and above' the expectations, our Phase Leaders identify children to have a monthly 'hot chocolate' with members of our school leadership team.
Positive noticing	Individual	Recognising children meeting the values and expectations of the school. Depending upon the child, can be public (e.g. sharing positive messages in front of others in the class) or private (e.g. quietly and discreetly acknowledging positive behaviours directly with the children).
Positive messages/postcards home	Individual	Recognising children who have been seen to go 'over and above' in a variety of aspects of their school life. This recognition is centred around our school values and school rules.
Positive phone calls home	Individual	Recognising children who have been seen to go 'over and above' in a variety of aspects of their school life. This recognition is centred around our school values and school rules.
Purple Learning Boards	Individual	Recognising children modelling the learning behaviours that are expected in each lesson.

A therapeutic approach

At John Rankin Schools we follow the principles of **Therapeutic Thinking**. Therapeutic approaches centre on positive relationships and interactions.

We believe that;

- Positive experiences create positive feelings and therefore prosocial behaviours.
- Negative experiences create negative feelings. These are the root of unsocial and anti-social behaviours.
- Actions, words and reactions can trigger intense feelings of shame, belittlement and fear in others. Our positive adult behaviours ensure this will not happen at John Rankin Schools.
- Our positive adult behaviours will create feelings of belonging, safety, motivation and engagement in others.
- Equality is treating everybody the same. Equity is giving everyone what individuals need to achieve success. This means ensuring every child receives the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.
- We teach prosocial behaviour.
- We prioritise teaching prosocial behaviour.
- What we can predict, we can prevent. This means we need to understand both the motives and opportunities for anti-social behaviour and consider ways to manage both of these.
- Experiences are neither rewards nor sanctions- they are merely experiences that may shape and alter our feelings and therefore behaviour.

Types of Behaviour

Prosocial

Behaviour which is positive, helpful, and intended to promote social acceptance. This helps form positive relationships across our community.

Unsocial Behaviour

Not doing as instructed, but not to the detriment of others.

Anti-social Behaviour

Behaviour that violates the rights of another person and causes emotional or physical harm. This behaviour is damaging to positive relationships.

Responding to incidents of unsocial or anti-social behaviour

Unsocial and anti-social behaviour can be detrimental to the formation and safeguarding of positive relationships. Staff will follow a 'Stages of Behaviour' procedure to respond appropriately to incident of unsocial and anti-social behaviour in order to protect and maintain positive relationships. The 'Stages of Behaviour' can also be used to determine the seriousness of behaviour and the appropriate actions and consequences to manage the motive and opportunity for these to occur again. The stage is determined through reflection upon the impact the behaviour has upon others within the group (dynamic).

- In stage 1, this can be responded to by all adults in school. Adults will employ positive phrasing and limited choice to encourage the child/ren to reflect upon the incident and move forward to find a resolution.
- In stage 2, this is responded to by the class teacher (or HLTA/TA covering the class of the child/ren). The adult will support the child to reflect upon the incident and understand the impact their choice has made on others. This may be achieved through simple "Two-minute interventions", Restorative Conversations or disempowering scripts. Different consequences will be put in place to ensure the child learns alternative responses as well as ensuring the safety of others. Parents may be informed at this point if it is considered necessary by the adult responding to the incident.
- In stage 3, this is responded to by the class teacher (or HLTA/TA covering the class of the child/ren) with the support of a member of SLT (for example a Phase Leader). The adult will delve deeper into the reasons and triggers for these behaviours and whether there are any correlating circumstances that require additional support. The adult will also examine whether the behaviours are conscious or subconscious. The adult's main role is to help regulate the child's emotions, de-escalate the situation and find preventative measures to ensure the safety of all. The child may be required to use 'Triage' in order to regulate and calm their emotions. Once calm, the adult will consider and implement a plan of consequences to ensure the safety of all and alter the motive for the behaviours. The adult will complete a record of the incident that will be shared with the school leadership team. Parents of the children involved in the incident will be contacted and the plan shared. If the behaviours are ongoing or patterned, the child will require an individualised plan that outlines precise strategies for preventing and responding to incidents.
- In stage 4, this is responded to by the class teacher (or HLTA/TA covering the class of the child/ren) with the support of a member of eSLT (for example DHT or EHT). Regulation of emotions as well as the safety of the child and any other children nearby is a priority at this stage. The role of the adults at this stage is to ensure all other children and adults are safe such through strategies such as classroom evacuation, doors closed and limited interaction. The child will be required to use 'Triage' in order to regulate and calm their emotions. Once the incident has been calmed, adults in conjunction with eSLT will consider and implement a plan of consequences to ensure the safety of all and alter the motive for the behaviours. This may include a period of Suspension or Exclusion from school. This is at the discretion of the EHT. The adult will complete a record of the incident that will be shared with the school leadership team. Parents of the children involved in the incident will be contacted and the plan shared. Following the incident, there will be ongoing monitoring of the effectiveness of strategies and potential reintegration into the class. All children impacted by the incident will be prioritised for further support.

Please see appendix – 'Stages of Behaviour' and 'Reflective Incident Form'

Please see appendix- 'Behaviour Blueprint'

At all times, adults will keep their composure and preserve the dignity of all. Adults will ensure that children are given "take up time" to allow requests to be processed and acted upon.

Dangerous behaviour resulting in physical harm to others

Dangerous anti-social behaviour that results in physical harm to others (hitting, kicking, biting, hair pulling etc.) is never acceptable at John Rankin Schools. Behaviour that results in any harm to others requires immediate investigation and protective consequences put into place. Though we will endeavour to understand the motive for these types of behaviour, we recognise that everyone deserves to feel safe and secure at school. Incidents of dangerous anti-social behaviour resulting in harm to others needs to be recognised as at least a Stage 3 incident with the necessary steps followed, including but not limited to **immediate** protective consequences, incident shared with parents of perpetrator and victim, record of the incident and action plan for responding to the incident.

Use of reasonable force (physical intervention)

At John Rankin Schools, we have a responsibility for the care, welfare and safety of the children in our care. Positive relationships flourish in environments that are safe and caring. Through therapeutic approaches we actively prioritise prosocial behaviours and positive relationships thus reducing the need for the use of any form of physical intervention, except in emergency situations where it is not possible to keep a child safe without it.

Incidents of ongoing physical altercation (fighting)

Should incidents occur, all members of staff should conduct a dynamic Risk Assessment to ascertain the safety for all. Adults should prioritise the safety of other children and adults when reflecting upon a situation. Verbal cues and passive physical contact should always be the first response when responding to incidents of a physical altercation.

Incident	Action	Follow-up
Incident of ongoing physical altercation (fighting, attacking a member of staff or child, causing injury or damage through misuse or rough play)	Adult to dynamically risk assess the situation- who is unsafe? Adult to engage in passive physical contact (if considered safe) Adult to use raised voice providing simple instruction e.g. "Stop! Move away!" Clearly state the desired behaviour. Tell the child that escalation of physical contact will occur if anti-social behaviour continues. Class teacher to be informed at a suitable point.	Child/ren taken to Triage to calm and regulate. First Aid and support offered (if necessary) Class teacher/s engage in Stage 3 actions and processes.
Forms of passive physical contact: standing between children, blocking a child's path, blocking a child's view of another child, blocking a child's access to resources/equipment causing injury		
Incident continues following previous action- child/ren refuse to separate without physical intervention.	Incident is now likely to meet threshold for Stage 4 (Dangerous, highly antisocial behaviours e.g. an incident where child(ren)/adults are not safe and situation has/is escalating (physical or verbal) A child who is displaying high levels of anxiety or distress) As such, support from SLT and/or eSLT is required. Member of eSLT to engage in appropriate active physical contact Member of eSLT to repeatedly reassure the child that active physical contact will stop once they and others are safe.	Class teachers/s engage in Stage 4 actions and processes. Child/ren taken to Triage to calm and regulate. First Aid and support offered (if necessary) Use of reasonable active physical contact communicated to the parents/carers of children involved.

Forms of active physical contact: guiding a child to safety by the arm, leading a child away to ensure the safety of those present, separating pupils that are fighting, shepherding a child away by placing hands on backs of elbows.

The decision to engage in passive physical contact is down to the professional judgement of the adult concerned and should always depend upon the individual circumstances. All actions should serve to maintain and preserve the dignity and emotional safety of the child and be appropriate to the individual's age, development and need.

Incidents of physical altercation (fighting) involving a child with a JRS Therapeutic Plan

For those children who require additional strategies and support beyond those outlined in this policy, the class teacher is responsible for the formation and effective communication of an individualised plan (known as a JRS Therapeutic Plan). This should outline the effective strategies for responding to incidents of anti-social behaviour both in and out of the classroom. These plans become 'policy' for that child. Should a physical altercation occur involving a child with a Therapeutic Plan, the plan **must** be followed including (but not limited to) the involvement of and support from **named members of staff** detailed on the plan. Usual strategies for responding to physical altercations may not be suitable for children who have a Therapeutic Plan and may indeed escalate the situation (for example a child may respond negatively to an unfamiliar member of staff raising their voice and thus the situation may worsen.)

Limits on the Use of Force

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation would contravene our Safeguarding and Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching or using any implement;
- forcing limbs against joints;
- tripping;
- holding or pulling by the hair;
- holding the pupil face down on the ground;
- staff should also avoid touching or holding a pupil in any way that might be considered indecent.

See also Department for Education Use of reasonable force Advice for headteachers, staff and governing bodies July 2013

Consequences

At John Rankin Schools, consequences are used for two purposes; to ensure the safety of groups or individuals and to teach prosocial skills. Consequences may be 'natural', 'protective' or 'educational'. We do not view consequences as punishment, sanctions or threats.

These are examples of *some* of the consequences that *may* be actioned following an incident of unsocial or anti-social behaviour;

- Imposition- Work that was not done in the lesson due to unsocial or anti-social behaviour is taken home and returned the next day.
- Catch-up- Work that was not done in the lesson due to unsocial or anti-social behaviour is completed in the next break (e.g. break time or lunch time) before the end of day.

- Restorative Conversation- Walk and talk, stack books and talk, clean tables and talk. The aim of the conversation is to ensure that the child reflects upon the impact of their behaviour and makes steps to restore any damaged relationships. This conversation may trigger further consequences.
- Natural consequences- Cleaning up, repairing, reorganising, and making up with peers are examples of natural consequences.
- Protective consequences- Removal from a situation/space, increased supervision, limited freedoms, 'Small Gardens', playtime plans, exclusions.
- Educational consequences- Rehearsing and practicing key elements or responses to situations and stimuli, research the real-world implications and legalities, working alongside victims (if appropriate), Social Stories linked to key elements of new responses.

Please see appendix – 'JRS Consequences Guidance and Support'

Triage

At John Rankin Schools, we recognise that for some children a calm and quiet space is required for them to regain composure and return to prioritising positive relationships. We use our 'Nurture Room' as this space, referred to as "Triage". The use of Triage is non-judgemental and not viewed as a punishment. It is a resource to support emotional regulation.

What happens in Triage?

1. Self-regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to learn

The area is managed by pastoral staff based in this area.

- **Repair – Self-regulating space**- Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/headphones/ support materials until the child is ready to talk and access support to help regulate their emotions.
- **Restore - Space to talk, access support and reset**- For most children the aim is for the repair/restore to take place straight away, if necessary, with the child staying for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the child the time to regulate their emotions.
- **Return to learn - Quiet space to learn**- This would be the area where children would complete the work that they are missing due to being supported out of the classroom. There would always be an expectation that the work is completed.

Once a child has regained their composure and has regulated their emotions, the adults responding to the initial incident will manage the reintegration and further actions required, for example planning and implementing different consequences or necessary Restorative Conversations.

Exclusion

The Positive Relationships policy above clearly lays out expectations and procedures for behaviour in both schools.

Ultimately, when other consequences are no longer appropriate, exclusion from school may be necessary. John Rankin Schools exclusion policy is in line with the government statutory guidance on exclusions:

Exclusion from maintained schools, academies and pupil referral units in England. The categories for reporting of exclusions that are used by the federation are:

- Bullying
- Drug and alcohol related
- Persistent disruptive behaviour
- Damage
- Physical assault against an adult
- Physical assault against a child
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse/threat to an adult
- Verbal abuse/threat to a child

Small Garden:

Where possible, when a child's behaviour is dangerous to themselves or others, the school will consider implementing a small garden intervention. This will provide an opportunity to protect others without resorting to exclusion procedures.

Internal Exclusion:

When a child's behaviour seriously contravenes the school's Positive Relationships Policy, the school may consider internal exclusion (ideally before considering other forms of exclusion). With an internal exclusion, a child will be kept isolated from all other children in the school for a specified amount of time. During the internal exclusion the child will work in a specified area with work supplied by their class teacher. Parents will be informed of internal exclusions and logged onto CPOMS.

Fixed Term Exclusion:

Fixed term exclusion occurs when a child has to be removed from the school. Our schools aim to only use fixed term exclusion where a child's behaviour may seriously endanger themselves or others. The schools will use the period of exclusion to put in place strategies for the child's return.

This is usually for a duration of between one and five days. Parents have a duty to ensure that children are not present in a public place during school hours during the period of their exclusion. The school will set work for excluded children to be completed on the days specified as school days during the period of the exclusion. Parents must ensure that work set by the school is completed and returned promptly for marking.

Fixed term exclusion can be longer than five days in some cases although the school will, in these instances, make arrangements for the excluded child to have educational provision from the sixth day. Parents of excluded children have the right to make representations to the governing board. A fixed term exclusion is a serious consequence and, following exclusion, parents must attend the school for a reintegration meeting with the child to discuss further strategies. It is expected that this meeting will take place before the child returns.

Permanent Exclusion:

In exceptional cases, the Executive Headteacher may decide to permanently exclude a child. This may be the consequence of a single extremely serious example of misbehaviour or of very poor behaviour over an extended period of time, where the child has not responded to interventions.

Before using permanent exclusion, the school will ensure that all other possible avenues have been considered. In the case of a permanent exclusion, the governing board will hold a formal hearing within 15 school days, whether or not the parents make representations.

The committee may confirm the exclusion or direct reinstatement of the child. If reinstatement is not practicable because the parents do not want it, the governors will consider whether or not the decision to exclude was justified. This decision should be included in the child's record.

Appeals against Exclusion:

The school will refer any appeal against an exclusion to the Local Authority which is, in turn, responsible for managing the Independent Appeals Panel. The appeal must be heard within 15 days of the parent's appeal and suitable alternative provision must be made until the case is settled.

How do we know our excluded young people are safe?

Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school. Any concerns expressed should be passed on to CAAS in the usual manner.

Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion. If West Berkshire Council's Exclusions Officer is involved they will record that they have discussed any safeguarding concerns with the school and others. If Education Welfare Officers, Educational Psychologists, the Special Educational Needs Department, Youth Offending Team and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate. Schools should be encouraged to do the same whenever they exclude a pupil.

Anti-Bullying Policy

John Rankin Schools are committed to ensuring that children learn in a safe and secure environment, which fosters co-operation, mutual respect and equality of opportunity. We regard all forms of bullying and harassment as unacceptable. Bullying and harassment represent an abuse of power over others. Children, staff and parents should feel confident that this kind of behaviour will be actively discouraged and any incidents will be dealt with firmly.

A definition of bullying

There are many definitions of bullying. In this policy we emphasise the need to define the behaviour, not to label the people involved.

The definition of bullying behaviour includes the following elements:

- Not a one-off event, but sustained and persistent over time
 - Not accidental, not a bit of fun, not just playful but a deliberate, intention or desire to inflict hurt, distress or humiliation, to intimidate, to threaten or frighten someone repeatedly over a period
 - Cumulative, builds up with experience of success and status, may influence others to join in, may escalate
 - In adults abuse of power, in children enjoyment of power
- Examples of bullying behaviour:

- Physical - includes hitting, kicking and all forms of physical violence, taking belongings, damaging belongings, extortion
- Verbal/emotional - includes nasty teasing, name calling, making offensive remarks, threats
- Indirect/emotional - includes spreading nasty stories, rumours, social exclusion, the look, the whisper behind the hand, scorn and derision
- Cyber - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Most people will be involved in bullying at some point in their childhood. They may be the ones inflicting the hurt, they may encourage others to do so, they may silently witness the behaviour or they may be the recipients. Children may play each of these roles at different times. For some the role they take may gradually become entrenched behaviour. It is important to deal quickly and effectively with bullying behaviour including those children who have looked on or silently witnessed the behaviour. However, all too quickly children are labelled bullies and victims and this also serves to entrench behaviour.

Preventive Approaches

The most important element in preventive approaches to bullying is the ethos of the school and the development of an active policy to which all are committed. The involvement of all staff, governors, pupils and the parents is crucial.

Our ethos is developed through the following positive measures:

- Clear leadership and active support from the Headteacher and staff
- A sense of ownership of the Anti-Bullying Policy by all members of the school community: all staff, pupils, parents and governors
- The belief that bullying is a serious issue whether it occurs adult/adult, adult/pupil, pupil/pupil and that it is unacceptable in any form
- Promotion throughout the school of the core values of consideration, compassion and composure.
- Modelling of the core school values by all adults in school
- Emphasis on ensuring the emotional well-being of all pupils, developing their social skills and self-esteem and making pupils feel safe, valued, confident and listened to
- Avoidance of labelling pupils

Preventive measures in place at our schools:

- A behaviour ethos focused on a therapeutic approach
- Open discussion of what counts as bullying, raising awareness of the issues wherever appropriate
- Involving the children in the issues, giving ownership to develop approaches and reduce the likelihood of bullying
- Alertness to potential bullying situations: groups with poor or difficult social relationships, more vulnerable pupils who are provided with appropriate extra behavioural support.
- Explicit procedures to minimise areas of risk: use of pupil monitors, staff and lunchtime controllers.
- Support from Emotional Literacy Support assistant and Family School Support Worker
- Development of Small Gardens in the schools to support children with emotional needs

It is essential for bullying to be dealt with effectively, for a child, who feels that they are subject to bullying to inform an adult in school as soon as possible and certainly on the day that an incident has happened. This may be done verbally or through written communication.

Effective Responses

1. Dealing with reports of bullying

- Reports of bullying behaviour received from pupils (involved or witnesses), staff or parents are taken seriously.
- Collection of evidence of behaviour and its persistence over time is recorded using CPOMS and relevant staff are alerted

2. Dealing with pupils involved in incidents - perpetrators, onlookers/silent witnesses, recipients

- Clear disapproval of the behaviour (not the person).
- Discussion - getting participants to think about the behaviour - open questions.
- Focussing on a positive solution.
- Work on changing the behaviour and the perceptions of the behaviour ('just a bit of fun', 'only joking', 'they didn't mind').
- Consequences are clear and explicit.
- Consistency - clear lines of reporting, clear consequences.
- Clear support available to recipients, to make them feel safer.
- Involvement of other pupils to support.
- Involvement of parents in positive problem-solving, changing behaviour.
- Involvement of school support such as ELSA or FSSW.
- Involvement of outside agencies, such as the Therapeutic Thinking team or iCollege outreach.

There are no quick answers; it takes a lot of staff time to address issues fairly and properly and to find effective solutions.

3. Agreed Strategies for Dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. They will require patience and understanding. Listen, believe, act.
- Identify the perpetrator(s). Obtain witnesses if possible. Inform the Headteacher.
- Discussions with the perpetrator(s). Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at our schools.
- After the confrontation then the following procedure will be followed:
- Sanctions for the perpetrator(s) include:
 - Loss of playtime or lunchtime
 - Write a letter of apology to the child they have bullied
 - Lunchtime exclusion from school
 - Internal exclusion
 - Exclusion from school following agreed guidelines within the schools'
 - exclusion policy

(The consequence depends on the perceived severity of the incident).

- Continue to monitor the situation by observing at playtimes and lunchtimes.
- Check with the victim to ensure that there was no repetition.
- As the behaviour of the perpetrator improves, the child should be praised for better behaviour.

In all severe cases parents will be contacted immediately.

This policy has been agreed by staff and governors and should be implemented in conjunction with the following policies;

- Local Offer and Inclusion statement
- Equality Policy
- Safeguarding Policy

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models of positive relationships with others.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting prosocial behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Executive Headteacher are responsible for:

Monitoring and Evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school’s induction process and as part of an individual’s training needs.

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring visible consistencies are embedded.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a ‘silly’ game from continuing) both in the classroom and playground.

- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for positive recognition and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote prosocial behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording incidents, where a child's behaviour is deemed to have a serious effect on themselves and others.
- Creating and effectively communicating plans and procedures that respond to individual children's needs both in and out of the classroom.

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Date Approved by FGB:

Review Date:

Incident Reflection Form

Name:	DoB:	Year Group: Class:
Date: Approx. time:	Who was involved in the incident (children and adults)?	

Stage 3 4 <i>(please circle as appropriate)</i>	Stage 3 <i>(please highlight as appropriate)</i> Persistent and/or repetitive, escalating, anti-social behaviour affecting other people but not reached dangerous levels
Context/potential triggers and previous history <i>(including known ACEs):</i>	Stage 4 <i>(please highlight as appropriate)</i> Dangerous, highly antisocial behaviours e.g. an incident where child(ren)/adults are not safe and situation has/is escalating (physical or verbal) A child who is displaying high levels of anxiety or distress. Required intervention/support from eSLT/Pastoral Team. Therapeutic Plan already in place.

Description of Incident			
<i>(Please ensure that this is factual information only and is void of assumption and opinion)</i>			
Please highlight the relevant statements and add additional information to related questions.			
Subconscious: The behaviour is medical or habitual. The behaviour is in response to anxiety, fear, anger, confusion, embarrassment or stimulation. <ul style="list-style-type: none"> • What is causing the anxiety? • What is causing the fear? • What is causing the anger? • What is causing the confusion? • What is causing the embarrassing? • What is stimulating/overwhelming them? 	Conscious: There was a desired outcome for their behaviour during this incident. <ul style="list-style-type: none"> • What is their desired outcome from their behaviour? There was motivation to behave antisocially during this incident. <ul style="list-style-type: none"> • What is the motivation to behave antisocially? • What is the motivation to behave prosocially? 		
Prior to the Incident <i>(please include details of any interactions, observed behaviours or events leading up to the incident):</i>			
During to the Incident <i>Who? What? Where? When?:</i>			
After to the Incident <i>(please include details of any Natural Consequences):</i>			
Action to be taken and by whom? <i>(This should include any Protective Consequences, learning opportunities and preventative actions in order to support the pupil, and maintain the safety and well-being of staff and safe learners)</i>			
	Intended outcome	Timescale	By whom?
Protective consequences			
•			
Educational consequences			
•			

Have parents been informed? Yes/No Method: Face-to-face Telephone Other
 Has 'Anxiety Mapping' been used? Yes/No
 Is a Therapeutic Plan appropriate? Yes/No/Review existing Plan
 Reflection and Behaviour Meeting required (following Stage 4 incident) Yes/No

Comments *(please include details of parental response to incident, date/time of parental contact, rationale for Anxiety Mapping tool):*

JRS Behaviour Blueprint

This document is to be used as a guide and is not an exhaustive list of behaviours, incidents and scenarios therefore, professional judgement needs to be used and advice sought where necessary. Please also see 'JRS Behaviour Stages' document and JRS Positive Behaviour Policy for further detail.

Adult behaviours	Positive Recognition	3 rules	
*Calm, composed, consistent and fair *Give first attention to prosocial behaviours *Relentless high expectations *Meet and greet with a smile *Recognise above and beyond *Recognise triggering secondary behaviours	Positive noticing (public or private) Roles of responsibility Positive phone call home Hot Chocolate Friday	Be considerate. Be compassionate. Be composed.	
Everyone deserves an environment that is predictable and safe. We all have a responsibility to achieve this. “Igniting Passion, Empowering Learners, Transforming the Future”			
In private reminders (see JRS Behaviour Stages)	Two-minute intervention script		
<ol style="list-style-type: none"> 1. Positive phrasing 2. Limited choice 3. Reminder of rules 4. Disempowering behaviour 5. Warning (discrete and in private) 6. Two-minute intervention 7. Time out and take up time (this could be out of the classroom or use of Triage if child is distressed) 8. Restorative Conversation 9. Follow up consequences 10. Shared with parents/carers* If Stage 3 (including physical harm to others), <ul style="list-style-type: none"> • support from SLT • Reflective Incident Report completed • Incident discussed with parents/carers of both victim and perpetrator 	Are you OK? I was wondering what's up? I asked speak to you because I noticed you were struggling to keep to our rules. This is just a pause, I want to get you back in and learning. We've agreed that being xxx is one of our rules, I need you to... How can I help you now? What do you need most to help you to... When we go back in, I'm going to make it easy for you go back in by...		
	Restorative Questions		
	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? How were you feeling? Why was this? • Did you act this way because of how you were feeling? • What have you thought about since? How have you felt since? Why? • Who has been affected by your choice? In what way? • Is that what you wanted to happen? (e.g. did you want that person to feel sad?) • What do you think needs to happen to make things right? • Do you need any help to achieve this? 		
	Possible consequences		
	Increased supervision Limited freedoms 'Small Garden'	Imposition tasks Catch-up tasks Repairing and fixing	Researching impact Social skills interventions
Relentless Routines and Visible Consistencies			
Composed walking and waiting	Great manners and presentation	Environment tidy and well looked after	
JRS Behaviour Change Plan current priorities			
Adult behaviours	Positive noticing	Routines and Visible Consistencies	

*Use your professional judgement when informing parents/carers. If an imposition consequence is put in place, parents/carers need to be informed. Parents/carers must **ALWAYS** be informed of incidents of Stage 3+ and when incidents include physical harm to others.



Consequences- Guidance and Support

Consequences and punishments are not interchangeable. Punishment is a behaviour that inflicts emotional or physical pain on a child. It is used as a means of coercion to get your child to behave well or to do what you want. Punishment breeds resentment and anger towards adults. On the other hand, consequences are a result of a behaviour, whether positive or negative. At JRS, we follow the “Therapeutic Thinking” model and therefore believe that all consequences should allow the child to learn from their choices and reflect upon behaviours with the support of adults within school.

Natural Consequences

- These are pure consequences and are the direct result of the child’s actions or behaviour.
- They occur without any additional adult involvement or intervention.
- For a child to reflect upon their choice of behaviour, it’s important that these Natural Consequences are discussed and identified during the reflection discussion. For some children, they may not be aware of the impact of their behaviour and may not automatically appreciate these Natural Consequences.

Examples;

- being cold if you’ve chosen not to put your coat on
- having people not want to be your friend if you’ve been unkind
- having people mistrust you if you’ve been dishonest
- equipment breaking or becoming damaged if you’ve not looked after it
- people not wanting to work with you if you’ve displayed anti-social behaviour

Protective Consequences

- The main purpose of these types of consequences is to limit the impact of anti-social behavioural choices upon other victims (they are not effective for unsocial behaviours).
- Protective Consequences are to limit the **opportunity** for anti-social behaviour to impact others.
- They are to keep everyone safe and should be described in this way to the child.
- They should be designed as a **short-term measure** until a child is able to regulate their choices and engage in further discussions and reflections.
- Protective Consequences are a limitation to the child’s freedom and liberties but should not be seen as a punishment. To achieve this, they should be directly linked to the child’s behaviours and struggles and target where reductions in

stimulation, anxiety or arousal can occur. Anxiety Mapping is a great tool for ensuring these Protective Consequences are targeted to the correct areas and therefore effective.

- Limitations to freedoms and liberties may trigger an emotional response from the child (similar to emotional pain triggered by punishments) and children may feel they are “not fair”. However, as long as the main focus and consideration for the Protective Consequence is to keep everyone safe and are directly linked to challenges in regulating behaviours, rather than to cause emotional pain to the child, they remain Protective Consequences rather than punishments.

Examples;

- Immediate removal of victims (children and/or adults) from the incident
- Increased staff ratio (only during times of high anxiety and/or arousal)
- Alteration to staffing e.g. change of adult working with child during small groups or break times (only if Anxiety Mapping has identified individuals to trigger high anxiety and/or arousal)
- Limited access to outside space (linked to behaviour not arbitrary e.g. if a child struggles to regulate their behaviour on the Adventure Playground, limit access to this, not other spaces)
- Escorted in social situations
- Restricted off site activities (only if Anxiety Mapping has identified these to be incidents of increased arousal and/or anxiety)
- Differentiated teaching space (if the child struggles to regulate their own behaviour during teaching time and other children are impacted by this)
- Exclusion (internal or external but only following discussion with eSLT and TTT)
- Small gardens/time out during playtimes and lunchtimes (if Anxiety Mapping has identified unstructured social situations as triggers for high levels of anxiety and/or arousal)
- Playtime plans and structures e.g. plans devised by teachers with children focusing on who, what, where and when
- Removal or limitation to access to certain resources or materials (if used in association with anti-social behaviours) e.g. access to certain playground resources if used to hurt others

Educational Consequences

- Educational Consequences are to educate the child and reduced the **motive** for anti-social or unsocial behaviour.
- The main purpose of Educational Consequences is for the child to reflect upon and therefore learn more about the impact of their choices as well as alternative behaviours. Children need an opportunity that allows them to think about why they chose a particular behaviour, what it resulted in (Natural Consequence) whether that was the aim and what could be done differently next time. Children may engage in their own simplified version of Anxiety Mapping where they diagnose their own emotional responses to certain stimuli.

- They should be seen as a longer-term measure as it is a process of unlearning previous behaviours and forming new pathways. There needs to be frequent opportunities to revisit and rehearse the key points over a sustained period of time.
- They are only effective once a child is calm and has regulated their own behaviour.
- For them to occur, there may need to be a limitation of freedom, e.g. staying in during playtimes etc. however, they shouldn't be seen as a punishment. To achieve this, it needs to be recognised that missing out on some personal freedom in order for Educational Consequences to occur is a Natural Consequence ("Obviously you will need to stay in for a little while to learn more about your choices and to help you learn new ways to play with others...")
- Like all learning opportunities, children will need encouragement, motivation and support from key adults during the process.
- Educational Consequences rely upon the positive relationships and dynamics within the classroom. Trusted adults play a significant part in the success of these consequences particularly if their role is to support without emotional judgement or stigma.
- They are only effective if causes and triggers for behaviour responses have been unpicked and analysed. Educational Consequences need to be diagnostic and personalised for the individual.

Examples;

- Completing tasks (at home or in own time)
- Rehearsing and practicing key elements or responses to situations and stimuli
- Assisting with repairs or the planning for repairs
- Educational opportunities (to learn from mistakes)
- Research the real-world implications and legalities.
- Working alongside victims (if appropriate) e.g. working alongside caretakers to witness the impact behaviour has on their job
- Conversation and exploration of events and triggers
- Safe and supportive learning talks (how might this affect you in the future?) Can include other professionals such as YOT/TVP
- Social Stories linked to key elements of new responses
- Restorative Conversations with victims
- Child led Anxiety Mapping and resolution planning
- Referral to JRS Pastoral Team if behaviour is unchanged following significant classroom based support

N.B. Apologising to the victim(s) is NOT seen as a consequence. This is because until a child has a full understanding of the impact of their choices on others, apologies can lack meaning. Children will see apologising as an act that needs to be completed rather than the true meaning of restoration.

Support and example Educational Consequence packs are available from the JRS TTT.

JRS Behaviour Stages

This document is to be used as a guide and is not an exhaustive list of behaviours therefore, professional judgement needs to be used and advice sought where necessary. When supporting children with SEND reasonable adjustment maybe needed to ensure the consequence is developmentally appropriate and is in line with other Social, Emotional, Mental, Health, and Educational targets they may have.

Stage	Description	Action	Scripted language
1	<p>Misunderstandings, minor infringements, reinforcing rules and expectations, low level disruption, attention seeking, one off incident</p> <p>Examples may include: Wandering about, Interrupting/annoying other pupils, Making silly noises or fidgeting, Pushing in line</p>	<ul style="list-style-type: none"> • Managed by any adult within school • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • Discussion with the child(ren) involved in order to establish the exact events followed by restorative conversation (child must be regulated and calm) • Positive comments and Positive noticing when behaviour rerouted. • Non-verbal cues- eye contact, gestures etc. • Natural or protective consequence (if necessary) • Preventative strategies employed e.g. additional supervision • Class Teacher informed (if not already involved) 	<p>Calm, neutral voice and body language. Aim of this stage is to encourage the child to reflect upon the incident and move forward to find a resolution.</p> <p style="text-align: center;"><u>It is an opportunity for the child to learn.</u></p> <p><u>Positive phrasing</u> “Stand next to me.” “Walk with me to...” “Stay seated in your chair.”</p> <p><u>Limited choice</u> “Where shall we talk; here or...?” “Are you going to sit on your own or with the group?”</p> <p><u>Disempower the behaviour</u> “You can listen from there.” “Come back into the room when you are ready” “We will carry on when you are ready” “I like you to go and...” “You can stay there.” “You can complete your task where you are.”</p> <p>Indirect praise <u>Positive comments to build trust and relationship-</u> “I really like your...” “You’re great at...”</p> <p><u>Anticipate compliance-</u> “Thank you for putting the pencil down- that’s really helpful.” “I know that you are a helpful person so you will...” “You’re so helpful, can you help me with...”</p>
2	<p>Unsocial behaviours, such as refusal, persistent low level disruption, friendship issues, disputes and disagreements, rudeness, easily diffused reactions to anxiety, isolated incidents- not</p>	<ul style="list-style-type: none"> • Managed by Class Teacher/HLTA covering class • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • “Two-minute intervention” script (away from other children- ask the child to “step out” not “leave” the classroom) • Discussion with the child(ren) involved in order to establish the exact events and 	<p>Calm, neutral voice and body language. Aim of this stage is to encourage the child to reflect upon the incident and understand the impact their choice has made on others.</p> <p style="text-align: center;"><u>It is an opportunity for the child to learn.</u></p> <p>“Tell me how you were feeling when x happened.” “How are you feeling now? Are you ready to...” “Do you feel like this often?” “How do you think this choice made other people feel?” “What happened because of that?” “What could you do now to resolve this?”</p>

	<p>patterned or persistent</p> <p>Examples may include: refusing to start task, dishonesty, talking when asked to listen, friendship issues, rudeness</p>	<p>identify reasons behind the behaviour (e.g. events at home, emotions at the time, previous factors, ACEs, relationships)</p> <ul style="list-style-type: none"> Natural or protective consequence put in place if considered necessary e.g. discussed with parents (professional judgement and discretion), adaptation of routine to avoid further triggers Employ preventative measures Restorative conversation (child must be regulated and calm) De-escalation strategies employed (as above) Incident recorded on CPOMs, if necessary OR Timeline set up by Class teacher if incidents are persistent. Timeline added to CPOMs 	<p>“What could you do differently next time if this happens?”</p> <p>“What can we do to help you with this?”</p> <p>“Who else has been affected by this and how?”</p> <p>“If you could start this over again, would you make a different choice?”</p> <p>Sample Two-minute intervention script</p> <ol style="list-style-type: none"> Curiosity “Are you OK?” “I was wondering what was up?” Accept where we are. “I asked to speak to you because I noticed you were struggling to keep to our rules.” Signal where we’re going. “This is just a pause, I want to get you back in and learning.” Reset expectations “We’ve agreed that being considerate is one of our rules, I need you to...” Offer help “How can I help you now? What do you need most to help you to...” Plan to go back in “When we go back in, I’m going to make it easy for you go back in by...”
3	<p>Persistent and/or repetitive, escalating, anti-social behaviour affecting other people but not reached dangerous levels</p> <p>Examples may include: Running out of the classroom, Intentional harm to others; hitting, kicking, pushing, swearing,</p>	<ul style="list-style-type: none"> Managed by Class Teacher/HLTA covering class Adult to provide reminder and opportunity to reroute behaviour (and why this is important) “Two-minute intervention” script (as above) If above ineffective, use of Triage to support regulation and calm Reported to SLT (Phase Leader) Class Teacher to manage incident with support from Phase Leader (if necessary) Written report made by Class Teacher including all details related to incident and context Incident recorded as Stage 3 incident on CPOMs Class Teacher discuss with parents 	<p>Aim of this stage is to delve deeper into the reasons and triggers for these behaviours and whether there is any correlation or mitigating circumstances (Pastoral/SEN need) Examine whether behaviours are conscious or subconscious. Your role is to help regulate the child’s emotions, de-escalate the situation and find preventative measures.</p> <p>“I can see that you are feeling sad/worried/frightened/distressed...”</p> <p>“I’m sorry you are feeling this way, I would like to try to help you.”</p> <p>“Obviously, this this not OK/not safe because...”</p> <p>“Obviously you need some help when...”</p> <p>“Can you let me know when you’re ready to talk?” (refer to fizzy bottle analogy)</p> <p>“Is there anything else that you’d like to talk about that’s bothering you.”</p> <p>“In order to protect everyone, we will have to...” (child may be able to offer their own suggestions)</p> <p>“In order to help you calm, we will need to step out and go to the Nurture Room- it’s OK, this is to help you.”</p>

		<ul style="list-style-type: none"> • De-escalation strategies (see Therapeutic Behaviour Policy) <p>If ongoing or patterned behaviours;</p> <ul style="list-style-type: none"> • Therapeutic plan created for child by Class Teacher in collaboration with TTT in school. • Anxiety mapping to better understand situations and circumstances that trigger responses. • Therapeutic plan shared by Class Teacher with all adults working in proximity with child (TAs, HLTAs, Phase Leaders, LTCs etc.) 	
4	<p>Dangerous, highly antisocial behaviours e.g. an incident where child(ren)/adults are not safe and situation has/is escalating (physical or verbal)</p> <p>A child who is displaying high levels of anxiety or distress</p> <p>Examples may include:</p> <p>Physical abuse to any member of staff, Extreme danger or violence, Bullying-including cyber, peer on peer, homophobic, (persistent victimisation whether physical or verbal)</p> <p>Extreme unprovoked physical aggression to other pupils</p>	<ul style="list-style-type: none"> • Adult to provide reminder and opportunity to reroute behaviour (and why this is important) • Escalated to eSLT at the time (telephone call, signal of help from another adult and/or child) • Class Teacher/HLTA covering class to act protectively whilst awaiting eSLT response (e.g. classroom evacuation, use of Triage space for child) • Written report made by Class Teacher/HLTA covering class including all details related to incident and context • Incident recorded as Stage 4 incident on CPOMs (eSLT) • Therapeutic plan reviewed and protective consequences put in place by Class Teacher with TTT e.g. small garden, limited freedoms • Therapeutic plan discussed and shared with parents by eSLT/TTT/Pastoral Team • Potential exclusion/suspension 	<p>In this stage, behaviours have escalated to an “out of control” level. The child is not able to regulate their emotions and other children or adults are unsafe.</p> <p>Regulation of emotions is a priority at this stage. Minimal eye contact and limited language (if any at all) will enable this. Calm, neutral body language, minimise the number of adults involved and ensure all other children and adults are safe such as classroom evacuation, doors closed and limited interaction.</p> <p>eSLT to help assist with the scenario, either by engaging with the child or to enable the Class Teacher to do so. eSLT will help support implementation of Therapeutic Thinking strategies and monitor their effectiveness over time.</p> <p>Reflection Behaviour Meeting requires ongoing monitoring of effectiveness of strategies and potential reintegration.</p> <p>Stage 4 incident triggers Reflection Behaviour Meeting and ongoing follow-up support</p>