



Cayman Prep & High School

PRIMARY SCHOOL

BEHAVIOUR POLICY

School Mission Statement:

At Cayman Prep and High School, we aim to provide a stimulating learning environment, firmly rooted in Christian principles, in which our students become critical creative thinkers, responsible citizens and lifelong learners in an ever-changing world".

Core Values:

<i>Loyalty</i>	<i>Forgiveness</i>
<i>Self-Discipline</i>	<i>Empathy</i>
<i>Integrity</i>	<i>Friendship</i>
<i>Excellence</i>	<i>Caring</i>
<i>Respect</i>	<i>Communication</i>

This Policy:

This Policy is a framework of expectation for behaviour management at the Primary School of Cayman Prep and High School. It serves as guidance for effective practice for staff and as a reference point for parents. It aligns with the guidance set out from the Ministry of Education's National Policy on Discipline and Behaviour in Schools, August 2020.

This policy focuses on the two areas of behaviour: pro-social and anti-social. The first section details strategies to *prevent* anti-social behaviour happening: we strive to know and understand our students and their influences; we strive to teach learning behaviours alongside managing anti-social behaviour and we strive to use classroom management strategies to support pro-social behaviour.

The second part focuses on how to deal with anti or unsocial behaviour when it happens. We will strive to use simple approaches as part of our regular routine as well as using targeted approaches to meet the needs of individuals in our school.

Principles

Every member of our school community should feel a sense of belonging, feel valued and respected. Every student in our care will be treated equitably. This policy provides guidance to promote positive behaviour throughout the school. It aims to ensure an environment where everyone feels safe and secure, underpinned by a therapeutic thinking approach to behaviour, living out our school mission.

Therapeutic Thinking is a unique, evidence-informed approach to behaviour, that embeds a culture of support for children's emotional well-being and mental health, helping schools to understand behaviour as communication and create inclusive, secure learning environments. By focusing on positive experiences and relationships, it aims to improve outcomes for all children, reduce disruptions, and promote qualities like kindness, acceptance, and tolerance within the school community. The approach involves training staff in understanding underlying needs behind behaviours and incorporating therapeutic values into daily practice.

All adults at CPHS are expected to analyse behaviour rather than moralise it; we look for the root cause. Behaviour is a form of communication, and it is the responsibility of all adults and students to seek to understand what the behaviour is communicating.

This policy conforms to the Cayman Islands Government School Discipline & Student Behaviour Policy, and should be read alongside the following Cayman Prep & High School policies and documentation:

- Cayman Prep & High School Safeguarding & Child Protection Policy: <https://www.cayprep.edu.ky/wp-content/uploads/2025/08/CPHS-Child-Protection-and-Reporting-Policy-2025.pdf>
- Cayman Prep & High School Anti-Bullying Policy: available on request
- Cayman Prep & High School Safer Handling Policy: available on request
- Cayman Prep & High School Attendance Policy: <https://www.cayprep.edu.ky/wp-content/uploads/2023/11/CPHS-Attendance-Policy-2023-5-FINAL.pdf>
- Cayman Prep & High School Primary Inclusion Policy: available on request
- Cayman Islands Government SEN Code of Practice: <https://www.gov.ky/publication-detail/cayman-islands-code-of-practice>
- Cayman Prep & High School Primary Parent Handbook: available on request
- Cayman Prep & High School Primary Staff Handbook: available on request

Aims

This policy **aims** to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour, reflecting the school values
- Outline the expectations and logical consequences of behaviour choices.
- Provide a consistent approach to behaviour management that is applied equitably to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Behaviour

The modelling and development of pro-social behaviour is at the heart of learning. Our school is a place where individuals are supported in their personal journey of learning, growth and development within an ethos of nurture and encouragement.

We want all students to:

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

Our therapeutic methods of behaviour management:

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

Definitions (See Appendix 2)

Anti-social behaviour can be defined, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Aggression towards others

Serious anti-social behaviour can be defined, but not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Violence towards others
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, often where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted
- Difficult to defend against

Roles and Responsibilities

The Primary School Principal and Head of Pastoral are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages pro-social behaviour
- Ensuring that staff deal effectively with anti-social behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Monitoring how staff implement this policy to ensure logical consequences are applied consistently to all groups of students
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of expected student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture, and how they uphold school expectations
- Recording behaviour incidents promptly

The Primary Leadership Team (PLT) with the support of Senior Leadership Team (SLT), as required, will support staff in responding to behaviour incidents.

Proactive Behaviour Management

Knowing Our Students

As a school community we understand that good relationships matter. Teachers knowing their students well has a positive impact on classroom behaviour. At teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual students has a big impact. This could be as simple as asking about their weekend or how their football team is performing.

Being in an informed position, where all staff are aware of negative influences affecting a student's life, is key to building understanding and identifying the most effective behaviour management approach.

Within the Therapeutic Thinking approach to behaviour management, we use the Establish-Maintain-Restore (EMR) method, summarised below, to build positive relationships between students and staff.

	Establish	Maintain	Restore (R³)
Definition of EMR	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding).	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions).	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student).
Practical strategies	Set aside a 'window' of time to spend with the student. Inquire about student's interests. Communicate positively: <ul style="list-style-type: none">• Open ended questions• Affirmations• Reflexive listening• Validation• Reference student info• Deliver constructive feedback wisely.	5-to-1 ratio of positive to negative interactions. Positive notes/comments home. Greet students at the door after transition. Relationship check-in. Random, special activities.	R³ = Reconnect, Repair, Restore. Take responsibility for negative interaction. Deliver an empathy statement. Let go of the previous incident and start afresh. Communicate care for the student. Engage in mutual problem solving.

Teaching Learning Behaviours

The general climate for learning can be improved through the explicit teaching of learning behaviours. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task. Those learning behaviours can be emotional, social or cognitive. Students who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to choose anti-social behaviours in school.

Figure 1 below sets out three relationships for learning: relationship with self, others and curriculum. These three relationships represent respectively the emotional, social and cognitive factors that influence the development of learning behaviours.

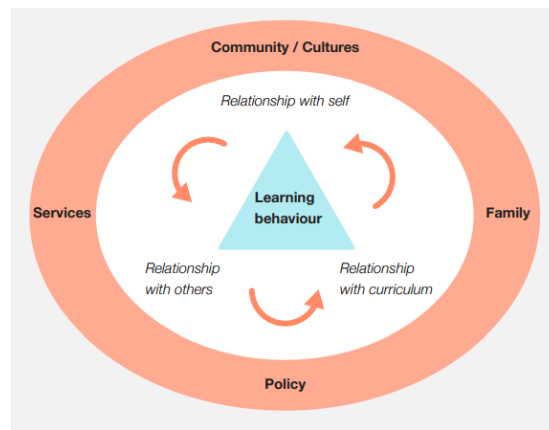


Fig. 1

In fostering a student's positive *relationship with self*, the teacher can consider how, through factors within their control, they create an environment that contributes towards protecting and promoting students' mental health and wellbeing.

In fostering a student's positive *relationship with others*, a teacher might consider the style of their own interactions with their students: strategic use of seating plans, planning lessons that provide opportunities for collaborative activities and direct and indirect teaching of social skills.

In fostering a student's *relationship with the curriculum*, the teacher brings their professional knowledge, skills and understanding in relation to teaching and learning. The teacher can adapt and employ exciting, engaging ways of presenting and provide checklists or other scaffolds to support learning organisation.

At the day-to-day level of use, the teacher ensures their practice in relation to both learning and behaviour protects and enhances the three relationships and encourages the development of positive learning behaviours. For example, the teacher would consider how they phrase positive feedback on learning or behaviour to highlight positive learning behaviours and the language they use when addressing anti-social behaviour.

Supporting all learners

We recognise that positive experiences create positive feelings, and positive feelings create positive behaviour, leading to pro-social behaviours. Negative experiences create negative feelings, and negative feelings create negative behaviour, leading to anti-social behaviours.

It is the responsibility of every adult at our school to seek to understand the reason why a child is choosing anti-social behaviour and change the circumstances in which the behaviour occurs. CPHS Primary teachers support all learners to develop pro-social behaviours through the following strategies:

Positive Relationships:

- We learn students' names as quickly as possible, not just in our own class but across the school, and we use them
- Use of praise that is specific, so that students understand what they have done that is positive
- Allocate responsibilities e.g. helping class teachers out with jobs, representation on the student council or as a prefect
- First attention given to the best conduct: reinforce and reward *all* the pro-social behaviour with logical consequences (not 'proximity praise', the recognition is authentic)
- Communicate kindness

- Try to see things through their eyes
- Connection before correction
- 'Take up time' whereby students are given the time to process a request or instruction
- Establish norms around clear roles and boundaries
- We are always the adult; staff do not for example use sarcasm with students so that students don't perceive it negatively or be confused by the interaction
- Staff combine assertiveness with warmth
- Use strategies such as cold calling and lollipop sticks for an inclusive classroom.

Positive consequences, Rewards, clear expectations and boundaries:

- Use of our school values through explicit teaching, for example weekly Character Awards at Friday's collective worship.
- Reinforce the use of the 'Power of 5'
- Establish a class charter
- Establish and sustain expectations, ensuring consistency
- Use of positive framing: "Thank you for walking" should be the default rather than "Stop running"
- Be calm, consistent and equitable
- Use of House Points to recognise and celebrate success in all aspects of school life (see Appendix 1)
- Use of agreed whole class positive consequence system to reinforce team and community spirit (to be agreed by PLT and used consistently across a year group)
- Names in the Principal's Gold Book
- Use of Signal, Pause, Insist (e.g. "5-4-3-2-1 – PAUSE - and listening").

Accountability:

- All staff are responsible for noticing and responding to students' behaviour, both pro- social and anti-social, using the strategies detailed in this policy
- Responsibility for communicating with parents/carers about behaviour lies with the class teacher.
- All teaching staff are responsible for nurturing positive school/home relationships
- In a few cases, as a differentiated strategy, home-school communication books may be used to support the sharing of information between both settings
- Those with teaching responsibilities will be the lead contact when reporting an incident to parents/carers, unless the incident is at a level which requires the intervention of a Year Group Lead, Pastoral Head, Deputy Principal or Principal.

Responding to Anti-Social Behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond, restore a calm and safe learning environment, and prevent recurrence of that anti-social behaviour. See Appendix 3.

Staff will endeavour to create a predictable environment through routine and by always challenging behaviour that falls short of the standards. They will respond in a consistent, fair and proportionate manner, so students know with certainty that anti-social behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

A script staff may use is:

- Say the child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen.

'Recovery time' should be given for the student to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.

To maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, as permitted by the Cayman Islands' Education Law, 2016. We have taken account of advice provided by the Ministry of Education Guidance 'Physical Interventions in Schools' and have instructed and trained our staff on their legal powers in relation to using physical interventions with students.

Any physical intervention by staff will be in line with our Safer Handling Policy, and used only when immediately necessary and for the minimum time necessary in order to prevent a student from doing or continuing to do any of the following:

- injuring themselves or others
- causing damage to property, including their own.

All students will be treated equitably under the policy, with any factors that contributed to the anti-social behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following corrective consequences in response to anti-social behaviour, and will always be logical and linked to the anti-social behaviour:

- A verbal warning and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or apology
- Expecting work to be completed at break or lunchtime
- Intervention at break or lunchtime overseen by a member of the Year Group Lead or PLT member
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents/carers
- Agreeing to a behaviour support plan
- Removal of the student from the classroom.

The incident should be recorded as a Behaviour Point on the SIMS system or CPOMS. (See page 10 for clarity around record keeping). Staff are aware that Behaviour Points are not the sanction, but a log of the incident.

The school does not discuss the details of sanctions applied to other students, as it is our policy to maintain confidentiality and privacy in such matters. All cases are handled with a duty of care to *all* students involved.

Serious corrective consequences

Interventions can be given as a possible corrective consequence, either for an accumulation of anti-social behaviour points or for more serious breaches of discipline.

Interventions take a variety of forms, depending on the severity of the anti-social behaviour:

- Year Group Lead Intervention, led by a YGL, typically during a break time;
- School Intervention, led by the Head of Pastoral, typically during a lunchtime.

Interventions should be viewed as both reflective and supportive. Students are encouraged to consider their behaviour and explore strategies that will help them in the future. When used, interventions should be set equitably and consistently whilst considering the individual needs of the student (s) involved. Parents will be informed before a student sits an intervention, wherever possible 24 hours in advance.

Internal Suspension

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. This is known as an internal suspension.

Students who have been removed will continue to receive education under the supervision of a member of staff, typically a member of the Primary Leadership Team, for a maximum of the remainder of that lesson.

This education will be meaningful, but it may differ from the mainstream curriculum. Removal is a serious corrective consequence and will only be used in response to serious anti-social behaviour. Staff will only remove students from the classroom once other behavioural strategies have been used and correct process applied, unless the behaviour is so extreme as to warrant immediate removal. Staff must contact a member of the Primary Leadership Team immediately if a student needs to be removed from a classroom. Staff must record incidents using CPOMS, (see page 10 of this policy for further information on CPOMS).

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so and only once a restorative conversation (overseen by a member of the Primary Leadership Team) has taken place. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed on the same day that their child is removed from the classroom. An internal suspension will usually be short term but on occasion can be for a whole day or several days. In this extreme situation, parents/carers will be informed, and a meeting will be arranged to discuss and agree a Behaviour Support Plan for the child for that period.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Different use of learning assistants
- Short-term Behaviour Support Plan
- Long-term Behaviour Support Plan
- Student support room (Learning Support room)

External Exclusion and Expulsion

Persistent, extreme levels of anti-social behaviour, leading to multiple internal suspensions, can in some cases lead to external exclusion or expulsion. The decision to exclude or expel will be taken by the CPHS Primary Principal. The CPHS Primary Principal will follow the guidance outlined in the Cayman Islands Government 2020 Circular for Assisted & Independent Schools on the Suspension, Exclusion and Expulsion of Students.

External exclusion from school occurs when a student is asked not to attend school for a prescribed period of time.

- This is a sanction used for severe breaches of this behaviour policy.
- This will be on a student's permanent record.

Expulsion

- Expulsion means that the child is no longer allowed to attend the school, and their name will be removed from the school roll.
- Expulsion is the most serious sanction at CPHS Primary and will be used if a student severely breaches this policy.

See Appendix 4 as an example of the investigation, reporting and overall responsibility process. A more detailed list of anti-social behaviour - including the different levels - are listed in the Staff Handbook, which includes staff responsibility.

Students with SEND

Some students will require differentiation or reasonable adjustments to enable them to maintain pro-social behaviour. These will be based on the needs of the students and be guided by the Cayman Islands Government SEND Code of Practice and may include:

- Showing they are tracking the learning in class in other ways than for example direct eye contact. (Sustained eye contact can be distressing for neurodiverse students who may or may not be identified via medical diagnosis).
- Students' seating in class is decided by the class teacher. Additional needs (including social/emotional/sensory) are taken into account as appropriate.
- Transitions during the school day: arriving in class prior to the other students to have a quieter environment to enter.
- Sitting in a specific space of their own away from group tables (only when it is to benefit the child, not as a punishment).
- Being met and greeted on arrival by a member of staff.
- Movement breaks.
- Time to talk 1:1 with staff.
- Sensory/movement breaks are in place for students who require it for a variety of reasons, and it will

be part of their Learning Support Plan (e.g. movement breaks for ADHD, calming breaks for autism, though these adjustments do not require a formal diagnosis, they are based on presenting need). The limitation to this is staffing capacity; we will do everything we can to meet these additional needs within the resources available. Where there are no additional staff available, these adjustments take place in the classroom.

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits anti-social behaviour to determine whether they have any underlying needs that are not currently being met. (See the LS policy).

Using an Antecedent Behaviour Consequence (ABC) chart is a useful and simple method for behavioural observation. An ABC chart can be used when trying to understand a child's, particularly a younger child's, behaviours. See Appendix 6.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. The baseline information contained in an ABC Chart will support an educational or clinical psychologist in determining what the function of the behaviour is before any intervention can be designed.

Transition

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. New students will also be allocated classroom buddies who will help them settle into the school. The class teacher will ensure that this happens and oversee the process.

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings – these will be held before the summer holiday and may be revisited during the INSET period in August. To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Recording and Reporting

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

Staff will log incidents of low-level, anti-social behaviour on the Everest platform which will be recorded as a Behaviour Point. The Head of Pastoral tracks incident reporting on Everest and if a child receives ten behaviour points within an academic year it will trigger a meeting with parents.

Incidents of serious anti-social behaviour will be recorded using CPOMS (Child Protection and Online Management). This secure platform is used additionally to record all safeguarding, and bullying matters, covered separately in the relevant policies. All teaching and learning assistants have access to this system and receive training in its use.

Training

As part of our Continuing Professional Development programme, our staff are provided with regular training on managing behaviour, including training on:

- CPHS Anti-Bullying Policy: annual training
- The SEND needs of the students at the school: termly training
- How SEND and mental health needs can impact behaviour: annual training
- The use of CPOMS and Everest information systems: termly training
- The House System: during the induction of new staff
- Safer Handling: annual training
- Safeguarding & Child Protection: annual training

Appendices

Appendix 1: The House System

Appendix 2: Unsocial Behaviour

Appendix 3: Anti-Social Behaviour

Appendix 4: Restorative corrective consequences

Appendix 5: Using ABC Charts

Policy Review

This policy conforms to the Cayman Islands Government School Discipline & Student Behaviour Policy and should be read alongside the following policies:

- Cayman Prep & High School Safeguarding & Child Protection Policy:
<https://www.cayprep.edu.ky/wp-content/uploads/2025/08/CPHS-Child-Protection-and-Reporting-Policy-2025.pdf>
- Cayman Prep & High School Anti-Bullying Policy: available on request
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- Cayman Prep & High School Primary Inclusion Policy: available on request
- Cayman Islands Government SEN Code of Practice: <https://www.gov.ky/publication-detail/cayman-islands-code-of-practice>
- Cayman Prep & High School Primary Parent Handbook: available on request
- Cayman Prep & High School Primary Staff Handbook: available on request

Date Policy Approved: November 2025

Date of Next Review: June 2028

Policy created by: Head of Pastoral

Appendix 1 The House System (See the Staff Handbook for full details)

House System

The House system plays a very important part in the life of the School, promoting both healthy competition of all kinds and supportive social interaction. On joining the school students are allocated to a House.

There are three Houses named after United Church Ministers who were heavily involved in the United Church in Grand Cayman in the 1800's and early 1900's. Each House is represented by a different colour.

Redpath (red) Elmslie (green) Young (yellow)

All House Points are recorded in the student profile on the Everest platform. Effective communication between home and school is important and using Everest to highlight to parents what their child has achieved strengthens the relationship between school and home.

Positive consequence System

Every student will experience recognition and positive consequence for success as they uphold the school's core Christian values. There are many opportunities throughout the year to be rewarded for academic success, for demonstrating excellent behaviour, contributing to learning and for taking part in House and school events. In the primary school all staff will award house points according to the following categories listed on Everest:

- Ready to Learn
- Participation
- Great Effort
- Respect
- Care for Others
- Following Routines

It is expected that staff will reward students giving regard to our expectations of pro-social behaviour listed earlier in this policy proportionately. Staff can award either 1 or 2 points maximum for the individual positive consequence. There is also an award of 10 House points when a child receives a Character Award.

House Points can be awarded for other aspects of school life, for example for the winners of the Maths Week competition. The value of those awards will be agreed beforehand with the House Coordinator.

It is the responsibility of the person awarding the House Points to add them to the Everest platform. House Point totals will be monitored by the Head of Pastoral and the House Coordinator. The House Coordinator will periodically announce the 'current score' of the House Cup during Celebration Assembly.

Prizes and Milestones (House Points)

House points will be regularly checked by class teachers. When a student reaches a milestone, the class teacher will ensure that the student receive a House Honours Certificate from the Principal and House Coordinator in a whole school Celebration Assembly. The class teacher will also email home to share the positive news.

Bronze - 150
Silver - 200
Gold - 300
Platinum – 500

Appendix 2: Anti-social Behaviour

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

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

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

Behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three students required first aid for minor bruising because of Jane’s kicking’. To improve the educational outcomes for each student, we work to support their engagement with learning by understanding their difficulties. Responses to anti-social behaviour, no matter how severe, are always aimed at fostering pro-social feelings and actions and consider the child’s age, stage and any special educational needs.

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

Some anti-social behaviours can be classed as being at a lower level and may not be at the detriment of other and include:

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

How do staff respond to lower-level anti-social behaviours?

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

- Asking pupils: Are they OK? Do they understand the work tasks set? Do they need/want help to socialise?
- Positive framing, use of name, repeat expectation.
- Planned to ignore (adult does not engage with the low-level behaviours where it is perceived the child is seeking confrontation. Instead, focus is given to praising the positive, no matter how small.)
- Use of adult proximity to nudge students towards re-engagement.
- Using a gentle tone that doesn’t escalate.

- Distraction.
- Managing a balance between introversion and needing support to develop social skills.
- In some cases, students may benefit from opportunities to develop their social skills further, for example in a turn-taking intervention (such as in the 'Connections' social skills groups delivered by the LS team).

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

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

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

Staff must not ask why a child has done something: this is often something a child is unable to answer and does not aid reflection.

Staff must not use behavioural strategies that may induce shame (for example, class charts where students' names are moved to indicate positive/negative behaviour, names on board to indicate impending or accumulating corrective consequences).

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

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

Appendix 3: The Antecedent, Behaviour, Consequence Chart (see the Staff Handbook for more information)

How to use an ABC chart:

1. Collect the data.

- Record multiple instances of behaviour over time.
- Record instances in multiple settings and at different times.
- Including details is important, such as naming a specific room/space, as this can help in the analysis over time.
- It may be useful for multiple people to record data as those not working closely with the child may be able to see something you cannot.
- For each incident, write down the antecedent (anything that happened before the behaviour), details about the behaviour and the corrective consequence (what happened after the behaviour).
- Continue to collect data until you think you may understand the antecedents and corrective consequences which trigger or reinforce the behaviour

2. Analyse the data.

- Establish any patterns.
- What are the reoccurring antecedents? This may explain what is triggering the behaviour.
- What are the reoccurring corrective consequences? This may be reinforcing the behaviour.

3. If no patterns can be identified, continue to collect data. (This may be clear after 3-5 recordings however, in some cases, a much longer period of time may be needed).

4. Manipulate the antecedents and corrective consequences.

- Can antecedents be avoided?
- Can corrective consequences be changed?

Appendix 4: Example Corrective consequences to Anti-Social Behaviours (See Staff Handbook for more information)

In all cases, as a minimum restorative corrective consequence, a conversation with the child should be held to help them consider the impact of their anti-social behaviours on others, as well as themselves, and to consider how they could respond differently in future. A logical consequence will always be given.

Behaviour	Detail	Adult Response (logical consequence will be given).	Parents/carers informed?
Inappropriate language e.g. swearing, blasphemy, racial, homophobic comments or hand gestures	<ul style="list-style-type: none"> Overheard by an adult Undirected at an individual 	<ul style="list-style-type: none"> Adult conversation with child, reminding them of desired pro-social behaviours. Dealt with by the class teacher and reported to the Year Group Lead. 	<ul style="list-style-type: none"> Parents informed. Logged on Everest or CPOMS as appropriate (See examples of the Everest and CPOMS reporting system below).
	<ul style="list-style-type: none"> Deliberate Directed (at someone) (aggression implied) 	<ul style="list-style-type: none"> Miss one break or lunch, whichever is the next unstructured time. Overseen by the Head of Pastoral 	<ul style="list-style-type: none"> Parents informed. Logged on Everest or CPOMS as appropriate.
	<ul style="list-style-type: none"> Reported Not overheard by an adult 	<ul style="list-style-type: none"> Investigate and conversation to ensure child is clear on pro- social expectations. Dealt with by the class teacher. 	<ul style="list-style-type: none"> Parents not informed (but dependent on investigation).

Sustained disruption	<ul style="list-style-type: none"> • Deliberate, repeated inability to respond to adult instruction. • Requiring multiple adults to support. 	<ul style="list-style-type: none"> • Adult conversation to ensure child is clear on pro- social expectations. • Catch up with missed learning if appropriate with Head of Pastoral or Year Group Lead. 	<ul style="list-style-type: none"> • Parents informed. • Recorded on CPOMS.
Rough play	<ul style="list-style-type: none"> • Play with ongoing physical contact (tackling, grabbing) 	<ul style="list-style-type: none"> • Teaching through PSHE • Adult supervision at break times • Assemblies: positive messages • Class discussion • Teaching about personal space and consent (unwanted physical contact) • Adults intervene and re- direct to safer play. 	<p>Parents informed by the class teacher if behaviour is repeated.</p>

