

# Relationships and Behaviour Policy



**RIVERSIDE BRIDGE SCHOOL**  
**INSPIRE, EMPOWER, ACHIEVE**



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### **1. Rationale**

This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- We all have the right to feel safe.
- We all have the right to work and learn.
- We all have the right to be respected.
- We all are responsible members of our school community.

Riverside Bridge School is committed to supporting all pupils to build a positive way forward so that all individuals can strive to be independent with managing their emotions and are able to regulate in any contexts. Our emphasis is on teaching and promoting valued behaviours that enable all pupils to achieve their potential and develop academically, socially and emotionally, thereby approaching the children's development with a holistic mindset. We have high expectations of all our pupils, both in relation to their education, and for their behaviour; however we also understand that at times, our pupils may experience difficulties with personal behaviours, relationships and attitudes, and will need support to manage these behaviours.

We will do this by:

- valuing every pupil as an individual;
- promoting positive self-esteem and self-advocacy;
- communicating to pupils our belief in their abilities and ambition for their highest possible achievement;
- striving to provide an environment which is structured, caring, safe and free from bullying or any form of harassment;
- promoting early intervention alongside fair and objective consideration of a pupil's needs and empathic, informed and effective management;
- encouraging consistency in the application of the positive behaviour support required by individuals;
- ensuring consequences are appropriate, effective and least restrictive to any behavioural difficulty;
- promoting independence for all our pupils and for them to function in a positive and individualised learning environment that is inclusive of all learning needs;
- ensuring interventions provide opportunities to learn or improve skills and manage and control their own behaviour;
- encouraging positive relationships with parents/carers and shared approaches to the implementation of behaviour strategies;
- implementing and teaching the Zones of Regulation as a tool for all pupils to develop an understanding of their own emotions and others around them;
- empowering pupils to become independent when selecting the correct strategy to help them manage their own emotions and behaviour;
- referring to and involving external professionals for support and advice, such as EP, health professionals, school counselling and SALT when deemed appropriate and necessary.

All guidelines within this policy are consistently followed. All work within the school meets legal requirements.

## **2. Promoting Pro-Social Behaviour**

All behaviours serve a purpose, often fulfilling multiple functions. The function of a behaviour indicates what it is communicating, which can include:

- sensory needs - this involves addressing either a known or unknown sensory requirement. Such behaviours may arise in various situations, regardless of whether there is interaction or engagement with others and provide sensory input to one or more of the senses;
- escape or avoidance - these behaviours typically occur in response to perceived demands or threats, particularly when a pupil is asked to perform a task;
- attachment seeking - this function aims to attract attachment through verbal or social interaction, physical proximity, or either positive reinforcement or negative responses;
- tangible gain: These behaviours facilitate access to a person, situation, or item that the pupil prefers.

At Riverside Bridge School, we firmly believe that positive experiences create positive and helpful feelings; and helpful feelings create valued and pro-social behaviours.

Staff promote valued behaviours through the development of positive relationships with the pupils, building self-esteem through recognition and praise, providing positive learning experiences, and developing emotional literacy to support self-regulation.

Positive ethos and climate that supports ALL pupils is always demonstrated. We plan what we do to fit the pupils' needs and not to try to fit the pupils into what we do. The environment and staff interactions, (e.g. tone of voice, body language used etc.) are carefully planned to reduce the possibility for the pupils' behaviour to escalate.

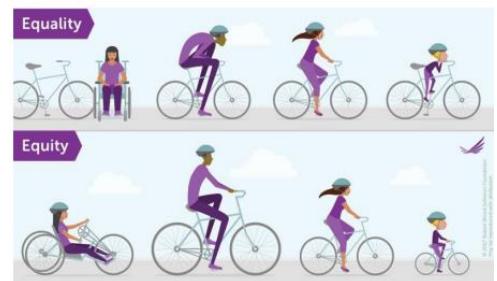
### What are valued behaviours?

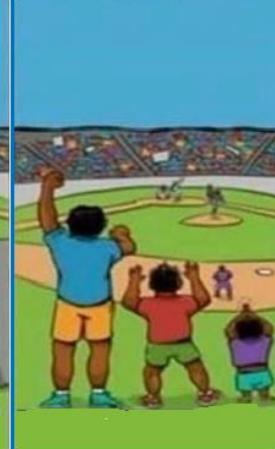
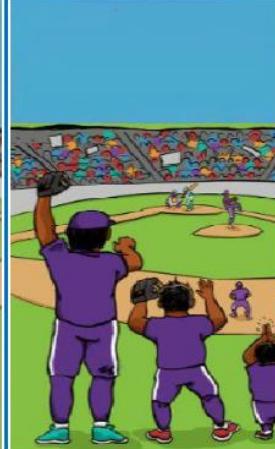
Valued behaviour is defined as behaviour which is positive, helpful and values social acceptance. It benefits other people or society. Riverside Bridge School applies a consistent approach which supports all pupils to have behaviours for learning and valued behaviours that benefit the school and wider community.

Pupils need to be taught to behave in a way which is valued, and we recognise that this can be challenging for some. Where this is the case, we personalise their learning about valued behaviours and our responses to their unsocial or detrimental behaviours in their Regulation Plans, whilst they develop the strategies and tools needed for them to be able to regulate and respond appropriately.

Equality is about treating everybody the same regardless. Equity is about giving everyone what they need to be successful.

We aim to provide equality by providing the same pro-social and valued experiences to all pupils and equity by adapting support and resourcing to remove any barriers, with the aim that all pupils, staff and families. Our goal is to eliminate obstacles to participation and cultivating a welcoming and inclusive environment., where we recognise and honour the unique differences of individuals, ensuring that everyone is treated with dignity and respect.



REALITY	EQUALITY	EQUITY	JUSTICE	INCLUSION
				

**REALITY**  
One gets more than needed, while the others get less than is needed. Thus a huge disparity is created.

**EQUALITY**  
The assumption is that everyone benefits from the same support. This is considered to be equal treatment.

**EQUITY**  
Everyone gets the support they need, which produces equity.

**JUSTICE**  
All 3 people can see the game without support or accommodation because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

**INCLUSION**  
Everyone is included in the game. No one is left on the outside; not only the barriers keeping the people out were removed, but they are also valued and involved.

### How are these pro-social behaviours instilled?

- Relationships - pupils should want to do something because of the quality of their relationship with staff. The more staff know about the pupil, the more therapeutic it will be.
- Role modelling - for instance, staff can show pupils how to 'play nicely' by playing with them.
- Consistency.
- Routines (but with flexible thinking referring to individual circumstances and quick wins).
- Prioritising pro-social behaviour (really valued in every child – thanking them, praising them)
- Planning alternatives to anti-social behaviours.
- Using reward and positive reinforcement - they should be given freely and unexpectedly, not as a form of bribery.
- Giving feedback and recognition, including when pro social behaviour is used spontaneously.
- Giving comfort and forgiveness - understanding and knowing that it will be done differently tomorrow.
- Encouraging positive language - pupils should be told what is expected (e.g. 'Please, walk' rather than 'Don't run').
- Using supportive strategies to support regulation which include the use of personalised Regulation Plans, sensory input.
- Restorative Practice - any anti-social behaviour should be followed up at the appropriate time, after regulation has taken place, providing strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

### What are the benefits of this approach?

We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self- discipline, self-regulation and respect for others.

This is reflected in our school vision: **Inspire, Empower, Achieve** and school values:

- **Respect** - we value others for who they are and always show respect.
- **Resilience** - we celebrate taking risks in our learning, are determined to never give up and display perseverance.
- **Responsibility** - we always try our best to achieve our full potential.

This is what these valued behaviours look like around the school.

Valued Behaviours at Riverside Bridge School		
RESPECT	RESILIENCE	RESPONSIBILITY
We greet people. We say "Thank you" to others. We transition calmly and orderly around the school. We wait for our turn. We listen to each other. We use kind hands and kind words. We treat others the way we want to be treated. We praise and encourage each other. We celebrate other's differences.	We try hard in everything we do. We don't give up. We ask for help when needed. We learn to regulate ourselves. We engage with new experiences in school and the community. We learn from own mistakes. We aim to be the best we can be. We take risks with our learning. We reflect and always strive to improve.	We attend school. We always tell the truth. We forgive each other. We look after our own and other's belongings We share fairly. We let others join in our groups and games. We strive to be as independent as we can. We prepare for life beyond school We keep our school tidy and clear away the mess.

### 3. Roles and Responsibilities

All adults at school have the crucial responsibility to model high standards of behaviour both in their dealing with the pupils and with each other, as their example has an important influence on pupils. The following roles and responsibilities will be implemented in support of this Behaviour Policy:

#### Everyone is responsible for:

- being positive role models;
- ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school;
- 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 pro-social 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 are responsible for**

- monitoring and evaluating the impact of this policy;
- support with the implementation of the policy;
- provide advice regarding disciplinary issues and exclusions;
- understand that behaviour is a management issue.

### **The Headteacher and SLT are responsible for**

- A positive school ethos by establishing a positive, 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/carers 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;
- Report to governors regarding the effectiveness of the policy and high levels behaviour
- Ensure the health and safety and welfare of all pupils;
- 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.

### **All staff are responsible for**

- ensuring that the aims and expectations of this policy are upheld in their classes. Adopting high expectations of the pupils regarding behaviour and striving to ensure that all pupils work to the best of their ability;
- using positive therapeutic behaviour techniques to encourage socially responsible behaviour;
- pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming pupils 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 that pupils behave in a way that is safe for themselves and others by acting to prevent accidents and difficult/dangerous behaviours before they occur;
- enabling pupils to take an increasing responsibility for their own learning and conduct;
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe;
- ensuring that individual Regulation Plans are accessible on their classroom door are up to date and shared with parents/carers and staff;
- ensuring there is always effective supervision of all pupils including transitioning times, play times, lunch time and ensuring pupils are not left anywhere without supervision);
- providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour.
- liaising with parents/carers about matters which affect their child's wellness, progress and behaviour by keeping them well-informed and attending meetings when requested;
- planning and delivering a programme of PSHE to promote pro- social behaviours;
- Supporting pupils to learn how to behave appropriately in social environments and how to deal with dysregulation and difficult and dangerous behaviours;
- recording any anti-social behaviours and serious incidents on Sleuth daily, where a child's behaviour is deemed to have an impact on themselves and others;

- supporting other staff whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation an unobtrusive offer of help should be made. Riverside Bridge School have a “help script” to assist staff during this scenario.

We believe that staff will not implement this policy in isolation but within a school culture of consultation, teamwork and referral process.

### 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 wellness, 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 values;
- becoming increasingly responsible for the school environment and for their own learning and behaviours;
- 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.

## 4. The Behaviour Model

### What are the different types of behaviours?

-> **Pro- Social Behaviour** relates to behaviour which is positive, helpful, valued and intended to promote social acceptance. Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Pro-social behaviour can be defined as the ‘absence’ of antisocial behaviour.

-> **Detrimental Behaviour** relates to behaviour that hurts or hinders an individual, the community or the environment. It creates unhelpful feelings in self and others. It is likely to cause injury, harassment, alarm or distress and that violates the rights of others.

Which feelings do we want to create in our pupils, staff and parents/carers?

Predominantly Helpful Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Which feelings do we want to protect our pupils, staff and parents/carers from experiencing?

Predominantly Unhelpful Feelings		
Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Helpless	Hurt	Ashamed
Reluctant	Judged	Powerless
Bored	Useless	Humiliated
Uncertain	Hesitant	Aggressive
Excluded	Unsure	Frustrated

### a. Unsocial Behaviour (referred to as 'difficult' detrimental behaviour) - Level 1

#### Level 1

- Not doing as instructed, but not to the detriment of others.
- Leaving a learning space within the classroom without permission
- Refusing to complete the work set
- Refusing to transition (dropping, stopping)
- Choosing to do another activity rather than the one the class are doing
- Rocking on their chair
- Not listening to instructions
- Grabbing others from shoulders down
- Forced vomiting, urinating or defecation as means to communicate
- Smearing
- Attempted hit
- Shouting or screaming
- Swearing
- Spitting undeliberately
- Seeking sensory stimulus (squeezing, massage, jumping)
- Removing clothes
- Interrupting lessons briefly
- Damaging property accidentally
- Attempted damage to property

#### Follow-up Actions

Managed by class teams using sensory inputs, reteaching behaviours, social stories.

Shared with parents/carers when new behaviour or increase in frequency.

Reported on Sleuth.

No unsocial behaviour should need SLT support unless it is persistent and disruptive.

Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils' learning and does not cause harm to an individual, a group, to the community or to the environment. In addition, these behaviours could be a sign of needing help, attention or that they are bored or impatient.

## b. Anti-Social Behaviour (referred to as 'dangerous' detrimental behaviour)

Anti-social behaviour ranges from behaviour that causes harm to an individual, a group, to the community or to the environment, behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person, behaviour that damages property and behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Attempted inappropriate touch (intent unclear or accidental)</li> <li>Inciting poor behaviour in others</li> <li>Throwing, tipping or flipping large objects</li> <li>Removal of personal property with force (glasses, lanyard, scarves)</li> <li>Climbing on furniture</li> <li>Pinching</li> <li>Hitting others</li> <li>Slapping</li> <li>Absconding</li> <li>Punching</li> <li>Exposing private body parts</li> <li>Kicking others</li> <li>Attempted bite</li> <li>Scratching others</li> <li>Damaging property deliberately.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted inappropriate touch (with clear intent, adult intervention)</li> <li>Inappropriate touch (intent clear)</li> <li>Deliberate verbal abuse</li> <li>Deliberate bite resulting in injury</li> <li>Hitting self or others with objects</li> <li>Self-harming</li> <li>Free falling with risk of significant harm</li> <li>Hair pulling requiring release</li> <li>Headbutting</li> <li>Grabbing necks or faces causing harm</li> <li>Stealing within the premises</li> <li>Damaging property deliberately with intent to harm.</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Child on child abuse</li> <li>Sexualised behaviour</li> <li>Racist behaviour</li> <li>Homophobic behaviour</li> <li>Gang related behaviour</li> <li>Physical behaviour causing hospitalisation</li> <li>Any self-harm resulting in significant injury or risk to life</li> <li>Stealing outside the school premises</li> <li>Any Level 3 behaviour with clear intent to harm or prolonged risk.</li> </ul>
<p><b>Follow-up Actions</b></p> <p>Escalated to Assistant Headteacher(s).</p> <p>May lead to referrals for additional support if required.</p> <p>Shared with parents/carers.</p> <p>Reported on Sleuth.</p>	<p><b>Follow-up Actions</b></p> <p>Escalated to Behaviour Team.</p> <p>May lead to specialist interventions, functional assessments, or external support such as CAMHS.</p> <p>Shared with parents/carers.</p> <p>Reported on Sleuth.</p>	<p><b>Follow-up Actions</b></p> <p>Escalated to Behaviour Team and/or SLT immediately.</p> <p>Shared with parents/carers immediately.</p> <p>May involve Safeguarding Team, external professionals, or emergency measures.</p> <p>Reported on Sleuth.</p>

It is important not to group unsocial behaviour with anti-social behaviour.

The pupil who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are anti-social. It is often staff responding to unsocial behaviour that drives the behaviour to become anti-social.

Please be aware, these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state - possibly due to factors outside of school and that their behaviour may be a cry for help.

Anti-social behaviour should not need SLT support unless it is persistent and disruptive.

Dangerous anti-social behaviour is likely to need the Behaviour Team and/or SLT support/intervention.

#### **-> Conscious and Sub-conscious Behaviours**

**Conscious behaviour** - unwilling to moderate or self-regulate

**Sub-conscious behaviour** - unable to moderate or self-regulate

We believe that behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression or overwhelmed with sensory input.

If we punish conscious behaviours, we often create conflict. If we punish subconscious behaviours, we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours. Hence the importance of teaching pupils how to shift states.

#### **-> Unforeseeable Behaviours**

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

Staff will consider the safety of the pupil and danger to others and make a dynamic risk assessment of the situation. The safety of everyone is paramount. This may include alerting others, such as Behaviour Team, SLT or emergency services to help with risk management. It may result in the use of physical restraint.

Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, Behaviour Team, Assistant Headteacher, Deputy Headteacher, Headteacher, Governors.

Staff will record behaviour on Sleuth and a de-brief will be held and consideration will be given to whether the pupil's Regulation Plan needs to be reviewed and amended considering the unforeseeable behaviour.

#### **c. Consequences**

##### **Why do we have consequences instead of punishments?**

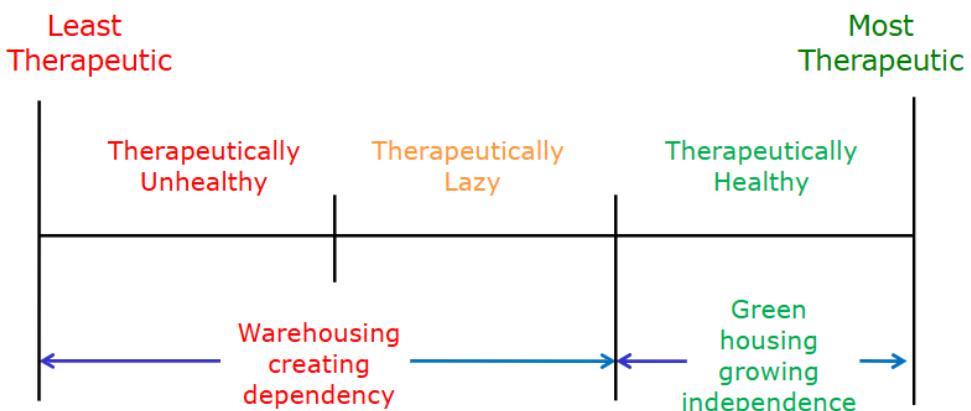
The use of consequences places an emphasis on repairing the harm done rather than using punishment to assign blame and shame. The Therapeutic Thinking approach supports pupils to think about the impact of their actions and to develop strategies to deal with situations more positively in future.

*you can't  
teach children  
to behave better  
by leading them  
to FEEL worse.  
when children  
FEEL better  
they behave  
better.*

*Pam Leo*

Staff have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, which then contributes to the situation.

Consequences set should be fair, consistent for all and relevant to the behaviour shown. Consequences must be linked with the action that has occurred and take into consideration, using the therapeutic continuum to analyse the impact of responses to valued and detrimental behaviour.



Consequences given can be protective or educational but should be based on the key questions:

- What is the pupil learning from this?
- How do you want this pupil to feel?

**Protective Consequences** - removal of a freedom to manage harm such as denial of playtime. Protective consequences can be effective in the short term, however, to produce lasting change, educational consequences must be used too.

**Educational Consequences** - learning, rehearsing or teaching of expected behaviour such as creation of social stories, nurture group, use of the early prognosis tool to provide an analysis of each of the

components of the described behaviour (the context, the function, seeking the views from the pupil, other members of staff, other professionals and parents/carers who may have information to add). To move behaviour forward, educational consequences must be used.

### Graded response to anti-social behaviour

In dealing with any anti-social behaviour, staff:

- take any concern raised seriously;
- act promptly;
- are consistent and assertive;
- demonstrate that they dislike the conduct, not the child;
- listen to what the pupil has to say/try to communicate by any means;
- do not jump to conclusions because a pupil may have a history of good or poor conduct;
- avoid making threats, but do not avoid taking clear and decisive action when necessary and ensure that it is possible to do what they say to a child;
- act as role models and deal with incidents in a calm professional and reasoned manner
- make decisions based on evidence pertaining to the incident in question;
- communicate with parents/carers for any behaviour via Class Dojo messaging at the end of the day, phone call, face-to-face meeting.

### Planned Responses to Escalating Behaviours

When pro-social behaviour is not being demonstrated, we believe that it is essential to have a consistent approach that allows pupils to reflect upon their choices and take steps to make positive behaviour choices. Consistency brings certainty. The response to the behaviour should help the pupil understand the link between the behaviour and its consequences and understand how to respond appropriately in the future. The system for managing anti-social behaviour in the playground mirrors the class-based approach.

- **Early Stage** - looking and listening for early signs. Whenever possible, defusing using non-verbal cues, distraction, proximity and engaging the pupil in a different activity. Most pupils will be trying to communicate in their desired way, ensure their preferred means of communication is used for them to be able to express their needs. Exploring the pupil's likes and interests (is there something that could be doing as a co-regulator before applying a demand).
- **Positive phrasing** - encouraging pro-social behaviours ('XXX, Kind hands. Thank you') at all times.
- **Time** - allowing the pupil to show where they want to go or what they need before assuming their actions are demonstrating refusal; explaining the expectations using "Now and Next" symbols or "draw-me" a step-by-step plan and the reason(s) something may be unavailable at that time especially when it links to their safety, routines or regulation or if the demand will.
- **Instruction** - issuing a clear instruction stating the pro-social behaviour desired. This is an instruction not a request.
- **Reminder** - after suitable take-up time, issuing the instruction again. Verbal reminder that the pupil needs to make the right choices and behaviour is becoming anti-social.
- **Use of Zones of Regulation tool** - ensuring the strategies on the individual Regulation Plan are reinforced (give time, space, sensory input, use of visual support, movement break ...)

## 5. Logging and tracking behaviours

### → Recording behaviours

Sleuth is an electronic behaviour tracking system which records and produces behaviour data. Riverside Bridge School believes that behaviour tracking is key to successful behaviour management and intervention. All staff are able to log behaviours and pull their class data so that they can pro-actively support behaviour. For example, staff are able to look for patterns or common antecedents in their behaviours which may result in implementing a planned strategy to help reduce the behaviours.

Staff ensure that any incident is logged onto Sleuth by 4.00pm the following day and the Behaviour Lead spot-checks this is consistent across the school; however, when physical intervention happens, this needs to be reported by 4.00pm on the same day in accordance with the Restrictive Physical Intervention policy. Details to include when recording an anti-social behaviour:

Antecedents - what happened before?	Anti-Social Behaviour	Resultant - what were the follow-up actions?
What happened immediately before the behavioural incident (positive or negative)? Any triggers? Any sensory needs? Signs of distress? Has the pupil recently been unwell? Any relevant environmental information? Was the pupil directly supervised? What activity was the pupil doing or asked to do? Was there a change in routine? Structured/unstructured/sensory? Any strategies used to de-escalate any situation?	Describe in detail the behaviour(s), without judgements or assumptions nor jumping to conclusions.  What time did the incident start? Where did the incident happen? Who else was there? Adults and pupils? What were they doing in details? What was the behaviour – verbal, physical? How much language was used – too much? directive? Was a choice given? Was reparation time offered/taken? Was positive language used? Were clear instructions/ given? What were they? Were usual de-escalation techniques initiated? What time did the incident end? Were alternatives offered?	What happened right after the behaviour stopped? Any changes in the environment? Any changes in an activity or the actions or reactions of others? What may the pupil have 'achieved' from the behaviour - gain attention, gain a tangible (to get an object or event that fulfils a need, fill a sensory need)?  Contact made with parents/carers? Has this been recorded? Was any first aid administered? Have parents/carers been told? Has this been recorded? Are there any patterns to the behaviours which can be reflected upon? Environment? Time of day? Sensory issues? Activity type? Staff involved? Reactions or actions of the adults involved? Linked to illness? Time spent with particular peer groups? Lack of visuals? Too much language used? Instructions not clear/concise, too ambiguous? Change in routines? Inability to communicate emotional needs?  Behaviour Team/Class team follow-up to prevent reoccurrence? Support for the pupil/adults put in place? Regulation Plan reviewed? Shared with parents/carers? Communication method used?

Behaviour monitoring is conducted on a daily basis, with each behaviour assigned a corresponding level. Assistant Headteachers will undertake a weekly review of anti-social behaviours categorised as level 2, implementing appropriate actions based on the specific circumstances and identified needs, working with the class teams.

The Behaviour Team will monitor anti-social behaviours classified as level 3 and 4 on a weekly basis, collaborating with class teams to mitigate the risk of recurrence. Level 4 behaviours typically necessitate immediate well-being checks and risk assessments put in place following the incident.

Furthermore, the Deputy Headteacher and Headteacher will perform random checks on level 3 and 4 behaviours on a bi-weekly basis to ensure ongoing oversight and support.

## 6. Tools to promote Pro-Social Behaviours

### a. Behaviour Curriculum

The Mental Health and Behaviour in Schools (DfE, November 2018) recommendations include:  
*"Prevention ... equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental well-being through the curriculum and reinforcing this teaching through school activities and ethos."*

This includes teaching through curriculum subjects such as relationship and sex education, health, PSHE, developing personal and social skills.

At Riverside Bridge School, the habits and skills that comprise pro-social class behaviour are taught to all pupils. Behaviour management is seen as a process, not merely as a reaction to anti-social behaviour; through the curriculum and everyday situations, staff actively support pupils by teaching self-regulation strategies and personal development.

The school has taken steps to embed a whole school approach to mental health and well-being, so that it forms a central part of the school life and our Flow curriculum integrates mental health and well-being stems to help identifying the behaviour skills we expect each pupil to have mastered at the end of each pathway. It defines the sequence of learning and the activities to teach pupils the skills to demonstrate agreed valued behaviours, with the priority on building self-regulation, values and beliefs.

There is an emphasis on teaching our pupils emotional vocabulary which is the essential language required to articulate one's own feelings and comprehend the emotions of others. Emotional literacy, which is crucial for empathy and self-regulation, involves recognising and understanding both personal emotions and those of others, as well as anticipating how these feelings may influence actions and behaviours – a skill our pre-formal and semi-formal pupils find harder to carry out. Meanwhile for our pupils in the formal pathways, it is essential that they develop emotional agency, essential for resilience, which allows them to predict how they might feel because of future experiences.

With semi-formal and formal learners, we strive to give our pupils a rich emotional vocabulary to enable them to articulate and quantify their feelings. whilst allowing for self-regulation and empathy. We do so by:

- modelling e.g. "I'm feeling frustrated today because my car wouldn't start this morning. I need to have a cup of tea to help me feel calm and relaxed."
- narrating e.g. "Isaac is crying because he is upset Rachel took the car from him."
- explaining strategies e.g. "When we feel angry taking deep breaths can help us calm down."

Continuous growth in emotional vocabulary is vital for each of our pupil and feelings should not be categorised as good or bad. Staff ensure that they explore emotions with pupils without categorising them as good or bad nor labelling pupils' feelings on their behalf, avoiding the use of abstract concepts that might hinder emotional vocabulary development. The agreed valued behaviours for our universal curriculum include participating, contributing, collaborating, compromising, promoting inclusion and tolerance, resolving conflicts, interacting positively with staff and peers, fostering forgiveness and reconciliation, and encouraging self-care, self-organisation, and self-sufficiency/independence.

### **b. The Zones of Regulation Tool**

Behaviour perceived as challenging in young people with special needs can often only be understood when recognised as functional, communicative acts, meaningful because they achieve important results for the individual. Underlying causative factors (such as pain or anxiety) may trigger challenging behaviour which is why it is vital that staff are always considering such factors.

The more respectful we are of the individual and the gentler and reflective we are in our approaches, the more responsive our pupils will be to our efforts to support their behaviour change. Good behavioural support helps pupils to learn alternative, appropriate and useful responses and skills and gives them greater control over their own lives.

Without such an ethos behaviour support is likely to be coercive and ineffective. Our success in supporting pupils' behaviour cannot be judged by the absence of problems but by the way we deal with them. The success of the Regulation Plans depends upon an ongoing and comprehensive support system for staff. Senior members of staff will make themselves available to provide support for individuals or teams who have experienced a particularly challenging situation during the day. Staff to be advised on how to hold a team meeting at the end of the day, including all staff involved to discuss, reflect and devise strategies.

## The **ZONES** of Regulation®

							
							
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>				
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control				

Riverside Bridge School have invested time into training all staff on 'The Zones of Regulation' as a tool to support all pupils with their behaviour. The Zones of Regulation is a conceptual framework used to teach pupils self-regulation. By teaching this system, pupils can better understand the different types of emotions and states of alertness, which then enables them to better communicate how they are feeling. The Zones of Regulation also teaches and provides them with different tools/strategies that they can use to help them move between zones- with or without support of an adult. We share this tool with our parents/carers and external professionals so that we ensure the pupil receives a consistent approach both inside and outside of school. This is now incorporated in the home communication books so that school and home use this tool to communicate.

At Riverside Bridge School, each pupil will have their own pupil personalised Regulation Plan, which will follow them throughout their journey at school as a way in which to share behaviour strategies with all staff who may work with them. The Regulation Plan is linked directly to 'The Zones' tool and clearly outlines what the behaviours look like, what this means for the pupil (why the pupil might be displaying such behaviours) and what their staff should do to help support them.

The Regulation Plan is updated and reviewed regularly by the class team which allows for a functional analysis approach of the behaviours and for all staff to be involved in the implementation of the behaviour strategies and support.

The goal of the Zones of Regulation tool is to help all our pupils:

- learn about and understand their emotions and the emotions of others;
- learn effective behaviours which will assist them in reaching their own personal and educational targets;
- learn to make positive choices and as independent as possible;
- minimise behaviours that put them and others at physical and emotional risk;
- minimise behaviours that could lead to physical interventions (Team Teach holds).

### c. Behaviour Toolkit

The Behaviour Team closely monitor Sleuth records and when there are repeated incidents, even after support has been given staff will begin to complete the paperwork in the Behaviour Toolkit.

The purpose of the toolkit is to unpick and analyse detrimental behaviour in order to put the right kind of support in place to help a child develop and become more pro-social.

1. Early Prognosis
2. Risk Calculator
3. Subconscious behaviour checklist/ conscious behaviour checklist
4. Anxiety Analysis
5. Predict and Prevent Plans
6. Roots and Fruits
7. Risk Reduction Plan

The documents are sequential, and it is not necessary to complete all documents for all pupils who have responded with detrimental behaviour. It depends on the levels of danger, the persistence of detrimental behaviour and the impact any interventions/protective consequences/educational consequences are having. This will be established by following the Behaviour Management Flow chart.

## 7. Post-Incident support

Riverside Bridge School staff understand the importance of post-incident support with a pupil following on from a serious behavioural incident, and where a Team Teach physical intervention has taken place.

The aim of this is to:

- improve emotional intelligence
- show that we care
- find out what happened
- support mental health
- learn better ways
- check welfare
- build / rebuild positive relationships
- improved communication
- closure

## 8. Fostering valued behaviours and attitudes

To foster valued attitudes, we aim to:

- reinforce pupils' self-esteem, good qualities and efforts through a pastoral and curricular structure;
- support pupils so that they are able to fulfil their social and academic potential;
- develop sensitivity and tolerance in personal relationships and the ability to get on well with other people in all walks of life;
- foster valued behaviours and a constructive outlook towards themselves and others;
- develop self-awareness, self-respect and self-confidence;
- develop pupils' understanding that through their efforts they can and will succeed;
- create and maintain a supportive school environment which respects differences of race, sex and culture and fosters equality.

## The House System

Riverside Bridge School has a School House System. The House System consists of four houses that all staff and pupils are divided into. Pupils and staff alike earn house points throughout the year towards the house shield that is awarded to the house with the most points at the end of the academic year.

Our four houses were picked by members of our student council. The student council decided our four houses would represent famous individuals from Barking and Dagenham.

Our houses are **Moore House**, **Leonard House**, **Frost House** and **Solomon House**.

Pupils gain points through varying achievements, some of which are shown below:

BK	Being Kind	1
CR	Creativity	1
EE	Exceptional Effort	1
In	Inclusion	1
InPr	Independent Progress	1
ME	Managing Emotions	1
MHC	Making Healthy Choices	1
PER	Persistance	1

PRM	Positive Role Model	1
SCP	Self-care Progress	1
SH	Sharing	1
ShPo	Showing Perseverance	1
TA	Task Achievement	1
TSN	Trying something new	1
TT	Turn-taking	1
TW	Teamwork	1
WW	Wow work	1
Rece	Resilience	5
Rect	Respect	5
ReSp	Responsibility	5
DRA	Drama Participation	10
MUS	Music	10
Sport	Sport Participation	10
SUB-STR	Subject Star of the week	10
AHT	AHT Weekly Award	15
DHT	Deputy Headteacher Award	25
HT	Headteacher Award	50
JP	Jack Petchey Award	100

## Reward

## Systems

Riverside Bridge School believe that it is of utmost importance to show emphasis on and reinforce all valued behaviours. Valued behaviours and achievements are encouraged at all times. All pupils at Riverside Bridge School are seen as individuals and have individual needs which therefore means that we must ensure that the rewards that are given are appropriate to the pupil receiving them.

Some pupils may understand the concept of a reward chart but for some, a reward system/chart can create added pressure and anxiety for the pupil and therefore might not be an effective tool. Reward charts can be personalised for each pupil (e.g. using cars as tokens instead of stars because that is what they are interested in). Some pupils may also be able to self-reflect and say whether they think they have met the success criteria enough to earn a token.

Some pupils may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Being publicly identified for detrimental behaviour is likely to create unhelpful feelings in most pupils. The resulting feelings are likely to lead to internalising or externalising behaviours. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Historically, there has been a belief that the best way to get somebody to do something is to offer them a reward or bribe and the best way to stop somebody doing something is the threat and application of punishment. Fundamentally this does not change the behaviour of the individual or support the development of strategies, nor the ability to manage emotions in a positive way. The only thing that becomes

relevant is the size of the reward or the severity of the punishment. Whilst giving public praise and rewards might make an individual feel positive and motivated, another pupil can feel embarrassed or uncomfortable. In addition, other pupils who have acted in the same way and are not in receipt of the public praise, may feel worse about themselves. If the reward is being used as an incentive– this will not change pupils' behaviour in the long term and in order to maintain behaviours, often the size of the reward has to increase. Private praise and rewards are personal to the individual and can be tailored in a way that supports individual development and does not negatively impact on others.

## **Responsibilities**

Pupils who have been showing consistent positive behaviour can be given certain responsibilities around the classroom and the school in order to recognise this. Depending on the pupil, this could include writing the date on the board, delivering messages/ items to the office, handing out resources, being a messenger, etc. These responsibilities can help pupils feel a sense of achievement and encourages them to take responsibility of their own behaviour and learning.

## **Positive reinforcement**

Positive reinforcement is generally the most effective behaviour management strategy in dealing with challenging behaviours of pupils with autism. It can also be used to help pupils with autism to learn new behaviours, from life skills through to alternatives to repetitive behaviours. Positive reinforcement is an incentive given to a pupil who complies with some request for behaviour change. The aim is to increase the chances the pupil will respond with the changed behaviour. Positive reinforcement is given immediately after the desired behaviour has occurred so that it will shape the pupil's future behaviour. All staff receive training on this as a behaviour management tool and is often referred to during weekly Behaviour Training workshops for all staff.

## **Sanctions**

In certain circumstances, it may be appropriate to use sanctions, but positive interventions should always be the first approach. All sanctions and determining the correct level of sanction must be carefully considered as the most important factor is that the pupil is aware and has the level of understanding to learn why the behaviour is not appropriate and what the sanction involves.

The pupil will be taught around the nature of their behaviour and the reason why a particular behaviour is inappropriate. Staff are empowered to be responsive when implementing minor sanctions and to take responsibility for managing this level of behaviour support planning/intervention.

## **Immediate verbal sanctions**

Telling a pupil that what they have done is not good as soon as the behaviour is seen. It is useful to tell or show the pupils what they should be doing instead. These sanctions should only be used where there has been risk involved with the behaviour.

## **Break Times**

For our more formal learners, it may be reasonable and appropriate to have time taken off the pupils' break times if the teacher feels that their behaviour is not showing what is expected of them or if they are so dysregulated that their behaviour could be a risk to themselves or others during this period. This time should be used for the pupil to carry on with the activity/learning where relevant. We aim to ensure all pupils still have access to the playground/play areas, even when anti-social behaviours have been demonstrated, this could mean they access the areas at a different time to their peers on that day to ensure safety but also that they have time to release energy and access fresh air and play for their mental health.

## Thrive Intervention

The Thrive Intervention is a framework designed to support the emotional and social development of children and young people, particularly those facing challenges related to their mental health and well-being. It is based on the understanding that emotional health is crucial for effective learning and personal development. The intervention focuses on helping pupils develop emotional literacy, enabling them to understand and express their feelings effectively. It encourages self-regulation, resilience, and positive relationships with peers and adults. Thrive uses a personalised approach, assessing each pupil's needs and creating specific interventions based on their emotional development stage each half term. Activities may include one-on-one support, group sessions, and practical exercises designed to build emotional skills. A dedicated room has been allocated for these sessions to support the Thrive interventions.

## 9. Our response to bullying

Riverside Bridge School has a 0% tolerance to bullying. Whilst it can be said that some pupils may not understand what is meant by the term bullying, it is accepted that some pupils are potentially capable of bullying. It is the responsibility of all staff to act quickly and appropriately in the event of bullying. The behaviour lead is to be notified instantly and a conversation with all pupils involved is required by the end of the day where possible) followed by a phone call to all parents. Pupils are to be given protected time away from class to express their understanding and knowledge of what bullying is and learn more about this. These behaviours will all be recorded on Sleuth and referred to Behaviour Lead, who will create and lead on an appropriate intervention plan. Where possible, a "repair and rebuild" intervention plan will be completed in order to support both the perpetrator and the victim.

Such things as deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school may be symptomatic of other problems but may also be early signs of bullying.

Staff will positively promote a no-bullying approach through:

- logging all behaviours via Sleuth and identifying any patterns of targeting;
- notify the behaviour lead of bullying as soon as this has occurred with urgency;
- being punctual for lessons and duties around the school;
- promoting self-discipline and good behaviour e.g. using praise to "catch potential bullies doing things right", reinstating favoured activities as a pupil makes progress;
- praising co-operative and non-confrontational behaviour;
- responding to and following up all incidents consistently;
- offering the victim immediate support and dealing with the bully by instigating relationship repair plan (where possible);
- ensuring that all repeated or serious incidents of bullying are reported to the Head Teacher and all injuries are reported to the Head Teacher through the Accident/Injury/ Incident forms if not also directly;
- helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;
- discussing bullying in PSHE sessions, where group discussion is possible;
- promoting relationships and opportunities for pupils to share concerns with adults
- promoting and raising awareness of 'anti-bullying week' within school

- creating and implementing the Bridge Buddy team across the school

## 11. Physical Intervention

The Department for Education- Behaviour in Schools Advice for headteachers and school staff February 2024: "*The use of reasonable force (detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies). Headteachers and all school staff should read this guidance. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.*

*Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.*

*Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules."*

Strategies of physical intervention in the support of pupils with challenging behaviour should always be viewed as the final recourse. Physical intervention is defined as the positive use of force in order to protect a person from harming themselves, or others, or causing substantial property damage. In circumstances where the need for physical intervention is necessary, reasonable and proportionate, Team Teach trained staff will use physical intervention as part of a response to the pupil.

When managing behaviours at Riverside Bridge School, we will not:

- humiliate
- embarrass
- shout (unless a risk of danger)
- harass and blame
- take our feelings out on the pupils
- argue
- frighten
- stand too close
- point at

The following are prohibited sanctions and will not be used by staff at Riverside Bridge School to manage behaviour:

- denying access to personal care facilities;
- withholding sustenance and force-feeding;
- withholding of basic physical comforts such as warmth and appropriate clothing;
- inappropriate use of medication;
- use any unacceptable forms of physical intervention identified in our Physical Intervention Policy as follows:
  - any physical intervention designed to cause pain or injury;
  - any form of corporal punishment, slapping, punching or kicking;
  - holding by the neck or collar, or otherwise restricting the ability to breathe;
  - holding by the hair or an ear;
  - twisting or forcing limbs against a joint;
  - tripping up a pupil;

- holding an arm out at neck or head height to stop them;
- holding a pupil face down on the ground or sitting on them;
- shutting or locking a pupil in a room, except in extreme situations for short periods of time whilst help is obtained
- force beyond what is needed to set a situation right, however aggrieved or cross a member of staff may be;
- seclusion where a pupil is forced to spend time alone against their will except for short periods of time in extreme situations whilst help is obtained;
- physical interventions used to achieve a search of clothing or property.

**See the Restrictive Physical Intervention Policy.**

## 12. Procedures for pupils displaying sexualised behaviour

At Riverside Bridge School, the approach to dealing with sexualised behaviour, considers the pupil's cognitive understanding and is rooted in a compassionate, individualised, and holistic process. First and foremost, the safety and well-being of all pupils are prioritised, with immediate steps taken to de-escalate any incidents in a calm and non-judgmental manner.

- Immediate response and de-escalation:
  - ensure the pupil and others involved are safe;
  - calmly and respectfully intervene to stop the behaviour;
  - acknowledge the situation without shaming the child.
- Observation and Recording:
  - record details of the incident, including date, time, location, and what occurred;
  - note any factors that may have contributed, such as peer pressure, media exposure, or previous incidents.
- Parental involvement:
  - contact the pupil's parents/carers to discuss the incident;
  - approach the conversation with care, focusing on the pupil's needs and well-being;
  - work collaboratively with the family to identify potential causes or concerns.
- Targeted support and intervention:
  - assess the pupil's emotional, social, and developmental needs using the Brooks Traffic Light tool. The tool supports the safeguarding team to identify, understand and respond to a behaviour. The tool categorises behaviours as a green (appropriate), orange (cause concern) or a red (indicate/cause harm) behaviour based on chronological age expectations. The team also takes into account the pupils' developmental age.
  - consider whether there are underlying issues (e.g., trauma, abuse, mental health concerns, or family dynamics);
  - offer counselling or other support services to address any emotional or psychological needs;
  - implement behavioural interventions such as a Therapeutic Plan, if appropriate, to help the pupil understand and correct the behaviour;
  - provide age-appropriate education on personal boundaries, consent, and appropriate behaviour;
  - use resources such as PSHE (Personal, Social, Health and Economic Education) to support this learning;

- emphasise respect for oneself and others.
- Monitoring and follow-up:
  - monitor the pupil's behaviour over time to ensure improvements are being made;
  - hold follow-up meetings with the pupil, parents/carers, and relevant staff to review progress.
- Support for other pupils Involved:
  - provide support to any pupils affected by the behaviour to ensure their emotional safety;
  - engage in restorative practices where appropriate to rebuild trust and communication among peers.
- Staff training:
  - ensure all staff are trained in recognising and responding to sexualised behaviour;
  - promote a culture of inclusivity and respect within the school environment.

### **13. Partnership with parents/carers**

Our aim is to work collaboratively with parents/carers. Parents/Carers will be made fully aware of the school's expectations in respect of behaviour, codes of conduct and regulations, and have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff.

Regulation Plans are shared with all parent/guardians and are sent home to be signed to say they have been received and read. Where parents/carers do not agree with the strategies on a Regulation Plan, the class team will arrange a meeting to discuss the plan with parents/carers and amend where appropriate with the support of the Behaviour Lead (when needed).

Our aim will always be to establish an equal partnership between parents/carers and staff in relation to all areas of pupils' development thus enabling our pupils to gain maximum benefit from their school life.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention

## Key Definitions

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

**Behaviour** - Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being Therapeutic** - An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

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

**Conscious behaviours** - Those that are the result of thought and planning; a behaviour chosen by the pupil in order to secure a desired outcome or meet a specific need.

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

**Dangerous behaviour** - That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three pupils required first aid for minor bruising as a result of xxx's kicking'.

**Difficult behaviour** - That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context.

**Equality** - Affording people the same equal status, rights, and opportunities.

**Equity** - The differentiated measures to provide equal opportunities.

**External discipline** - Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or motivation where the pupil has no investment in the task or required behaviour.

**Externalising** - When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the well-being of others. Examples include fighting, bullying, property damage etc.

**Extrovert** - A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

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

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

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

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

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

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

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsocial Behaviour** -Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.