Clore Shalom School

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Clore Shalom School

School Policy for:

Behaviour

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Headteacher's signature: **Date:**   September 2024

Chair of Governor's signature   **Date:**   September 2024

Vision and Values Statement

"All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which learners are safe and feel safe and everyone is treated respectfully; any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively." Behaviour in schools guidance 2022, DFE

Clore Shalom School is a community where we have a mutual responsibility to respect and care for everyone and everything around us. It is a place where everyone is valued, listened to and where everyone feels safe. We believe every person, however young, can and should learn to take responsibility for their own actions and we encourage the development of independence in all learning. Hertfordshire Therapeutic Thinking is the foundation principle behind this policy, focussing on a pupil centred, therapeutic approach and ensuring each pupil is fully supported in making positive choices for themselves and others around them.

This behaviour policy has been designed to meet the needs of our pupils at Clore Shalom School.

Aims of Behaviour policy

- Identify strategies to promote positive behaviours.

- Provide a consistent approach to managing disruptive, difficult and dangerous behaviours.

- Define what we consider to be disruptive, difficult and dangerous behaviours, including bullying and discrimination.

- Outline our system of rewards and sanctions.

- To combat all discrimination and promote equal opportunity and the right to feel safe.

Responsibilities

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The senior leadership team, together with all staff, encourages positive behaviour and staff deal effectively with anti social behaviours. The senior leadership team will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers are expected to:

- Support their child in adhering to the school rules and values

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Prosocial Behaviour

Prosocial behaviours are those behaviours which ensure all pupils are able to learn and play in a safe and calm environment and do not impact others in a negative way. Teaching and learning should take place in a calm, purposeful atmosphere. Every person should be able to undertake their learning without interference from others. Pupils are taught the skills of being an effective learner. Every person should be addressed in a respectful manner by others within the school, whether they are adults or pupils, regular staff, or visitors/contractors. We expect everyone in our school to respect our code of behaviour, to understand and respect one another's rights, responsibilities and differences. We believe promoting good attendance at school encourages positive attitudes towards school and contributes to good behaviour.

Everyone has the right to

- Feel safe, valued, cared for and respected.
- Be able to learn to the best of their ability and to develop whatever skills he/she possesses.
- Be treated equally and free from any form of discrimination.
- Learn, work and play without disruption.

Everyone is expected to

- Be responsible for their own behaviour.
- Respect the rights of others.
- Take appropriate and reasonable steps to put right any wrongdoing.

Our School Values

Chesed – Be Kind

Resilience – Try Hard

Respect – Everyone Matters

Code of Conduct

CHESED
BE KIND
Be a role model
Kind words, kind hands

RESILIENCE
TRY HARD
Ask for help
Work neatly

RESPECT
EVERYBODY MATTERS
Everyone joins in
Share with others
Listen to others

These values and rules have been developed to be explicit to the playground and posters of these are displayed in classrooms and in the playground. Class staff should revisit these on a lesson by lesson basis with their classes to ensure they clearly know the rules.

Rewards

Rewards must be given for showing **exemplary** behaviour in accordance with our school rules.

- Staff should find subtle ways to let children know when they are doing well e.g. thumbs up, verbal praise, conversations. Where there is a significant positive change, staff should endear to let parents know about this either via email or a phone call.
- Dojo points given for exemplary positive behaviours that are in accordance with the school rules, recorded on the class dojo system, selecting the category relating to the rule which has been met in an outstanding way.
- On achieving the following number of dojo points, children will receive an award to be presented in assembly.
    - o Bronze – 200 points
    - o Silver – 300 points
    - o Gold – 400 points
    - o Diamond – 500 points
    - o Emerald – 600 points
- Special mention certificates are given out weekly to 2 members of each class who have excelled Jewish Studies or Ivrit. These should be written on the appropriate certificate.
- Celebration tea party takes place weekly on a Friday to recognise those pupils who have demonstrated high levels of one of our values throughout the week.
- Representing the school on trips and events is also considered a privilege for those children who follow the Clore Shalom rules consistently. Their ability to follow the rules consistently over the last half term will be considered alongside their skill sets in these areas when they are being chosen to represent the school in such events e.g. football matches, sporting events, inter school quizzes, trips etc.

Responding to Antisocial Behaviours

Anti-social behaviour is defined as behaviours which negatively impact themselves or those around them. The Clore Shalom rules clearly define what is expected. This section aims to define what is not expected and will not be tolerated at Clore Shalom School. Children should not take any actions which result in causing harm to themselves or others, physically, emotionally or verbally.

Antisocial behaviours are classified in 3 stages on the Clore Shalom Behaviour Ladder.

Stage 1 – Disruptive

Stage 2 - Difficult

Stage 3 - Dangerous

Staff working with children should manage the majority of behaviours using the language of the school rules. A calm and compassionate approach should be taken by all adults, using positive and clear language.

At every stage, be **curious** about the behaviour that the child is displaying and question and/or consider what the child is trying to communicate. Link it back to and reflect on the provision that is in place. Consider how practice and pedagogy can be adapted to support this child moving forward. Example techniques for de-escalation can be found in appendix 1.

Stage 1 – Disruptive behaviours. To keep a track of behaviours, staff will use a laminated behaviour tracker, with all children's names on it and columns for each stage of the tracker. The tracker has 3 stages: Pause, Stop, Reflect, with each stage designed to work with the child to consider what the unwanted behaviour is, why it is unwanted and how it can be resolved. Staff should use the language of Pause, Stop and Reflect to signal which stage they are at when communicating to the children, naming the rule that needs to be followed.

If a child reaches the reflect stage, they will complete a reflection sheet with a member of SLT. A personalised response should be considered whether to ask the child to do this in the moment, or following some time/space. See Appendix 2 for 2 versions of the reflection sheet.

This is to be used for all children, unless they have an alternative plan on either their APDR or Risk Reduction plan.

Please note: The tracker chart is for staff use only and is NOT for display in the classroom.

Stage 2 – Difficult behaviours. If a child is displaying difficult behaviours, staff should observe from a safe distance, ignore, or use other disempowering strategies. If the behaviour becomes persistent, or is impacting on other children, a member of SLT or the wellbeing team should be notified and will support. An educational consequence should be put in place.

Stage 3 – Dangerous behaviours. If there is an incident whereby a child is causing harm to themselves, an adult or another child, a member of SLT should be notified and will support. An educational and/or protective consequence should be put in place. Staff will consider implementing elements of the Therapeutic Thinking paperwork.

Clore Shalom Behaviour Ladder	
Stage 1 - Disruptive Behaviours *Behaviour that has a negative impact on the child themselves or the school community*	**Examples of disruptive behaviours. Stage 1 behaviour examples include, but are not limited to:** • Negative peer pressure • Behaviour that does not benefit the individual (e.g., refuses to complete work; rips up their work) • Behaviour that does not benefit another person (e.g., Prevents others from working in class; excludes an individual from playing) • Behaviour that does not benefit the dynamic (group/class) (e.g., shouting out in class/talking over others (including staff) • Behaviours that do not benefit the school (e.g., littering in the school grounds) • Behaviour that does not benefit the wider community (e.g., graffiti; theft) • Improper use of school equipment • Continued refusal to complete work • Bickering and falling out on the playground
Stage 1 Consequences	Reactions to these behaviours need to be logical and restorative and a conversation must be had with the child to explain why the behaviour was not appropriate. Consider how behaviour can be privately addressed and gentle reminders offered. Use the behaviour tracker to move the child from the dove to the pause stage of the behaviour tracker when unwanted behaviours occur, and continue to the stop and reflect stages if the behaviour continues. On reaching the reflect stage, a reflection sheet should be completed and the child should take any necessary steps to put right what has gone wrong e.g. complete missed work, have a restorative conversation etc.
Stage 2 - Difficult Behaviours Difficult behaviour is classed as *anti-social, but not dangerous*.	**Examples of difficult behaviour. Stage 2 behaviour examples include, but are not limited to:** • Damaging property • Child on child verbal abuse • Swearing at others • Leaving the classroom without permission • Challenging authority
Stage 2 Consequences	De-escalation strategies should be used to support the wellbeing of the child. The class teacher will use the reflection sheet and will decide on short-term restorative consequences during lessons, break or lunchtime as is appropriate to the behaviours in need of rectifying. Ensure this is only for a short period of time. With the child, decide upon the appropriate consequence e.g. writing an apology letter or tidying up the mess made. Parents/carers to be informed by class teacher, on the day, either face to face or via a phone call. The following consequences may include: time out of the classroom for a movement break with a member of staff, a discussion with a member of SLT regarding whether a report card should be issued, provide an opportunity to put things right, and an internal suspension. <u>This behaviour should be recorded on CPOMS, on the day of the incident and must include the conversation had with parents/carers. A copy of the reflection sheet should be sent home.</u>
Stage 3 - Dangerous behaviours Dangerous behaviour is defined as *behaviour which could result in injury 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.*	**Examples of dangerous behaviour. Stage 3 behaviour examples include, but are not limited to:** • Persistence in relation to behaviours described in Stage 2 • Child on child sexual harassment or violence • Racist language or behaviour • Homophobic language or behaviours • Bullying (continual child on child abuse, over a period of time) • Misuse of technology on school property, including the use of social media • Physical abuse of any peer or member of staff • Absconding from school premises

Engage, Inspire, Achieve

Stage 3 Consequences	Follow the same procedure as Stage 2 – Parents/carers must be informed and <u>all notes of the incident and conversation will be recorded on CPOMs on the day of the incident. A copy of the reflection sheet should be sent home.</u> In rare cases a fixed term exclusion may be considered. Where appropriate elements of the therapeutic thinking documents will be implemented and a part-time timetable may be considered in consultation with parents.

Consequences

Educational
Educational consequences are designed to educate the child in why the behavior is unhelpful or harmful to themselves, others, or the school environment. Staff should support the child to work on these to gain understanding about the impact of their behaviour.

Educational consequences include but are not limited to:
- Assisting with repairs
- Role play/practice
- Research
- Conversation and exploration of the incident
- Completing learning tasks during break or lunch time or home

Protective
There will be occasions when it is necessary to use and apply measures to manage the risk of harm that results from dangerous behaviours. Protective consequences as a result limit freedoms. When we use protective consequences, educational consequences must also be in place to progress the child to a point where we can return any freedoms using protective consequences.

Protective consequences include, but are not limited to:
- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Suspension
- Exclusion
- Personalised timetable

Additional Differentiated Approaches
- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signaling/agreed gestures
- Use of signs, pictures and symbols to communicated emotions
- Individual support from a member of the pastoral team

Although it is best to encourage the child to reflect on their behaviour immediately, children should be in the right frame of mind to reflect and repair what has gone wrong and it may be appropriate to delay the consequence until the child is ready. In this instance, the child may be offered a calming technique to help them until they are ready to continue this process.

It is expected that parent's will support the school's decisions and help the child to make improved behaviour choices.

If repeated consequences occur (more than 3 times a week), staff should meet to discuss plans to put in place to support the pupil further in being able to make the right choices. These may include: meetings between staff (including a member of the senior leadership team) and the parents/pupil, the introduction of home communication books, risk reduction/behaviour support plans, or referrals to external agencies who may be able to provide further knowledge or support.

If repeated anti-social behaviour occurs, senior leadership may make the decision to issue further sanctions e.g. a pupil will not be able to represent the school e.g. in sporting events or other external events or give an internal or a fixed term exclusion. A fixed term exclusion should be for the period of time needed to make changes in the support given to the pupil to help them make positive choices on their return. All fixed term exclusions will be followed by a re-integration meeting with a member of SLT.
If negative behaviour persists despite all advice being followed, and support being given from external agencies as appropriate, the school may liaise with the local authority exclusions team to discuss a permanent exclusion.

The necessity for honesty is stressed and respected by way of children learning to take ownership and responsibility for their own actions. Staff will support children who have made anti-social choices to take the steps to put these right. This might include: saying sorry, tidying up, fixing something, giving someone some space. It is made clear that no form of bullying will be tolerated as this directly contravenes our school rules.

Restorative justice
Where a pupil's behaviour has caused upset or harm to another pupil, an approach of restorative justice should be used. This is where the 2 pupils meet, together with an adult, to discuss what went wrong, why they were upset and decide what they can do to put the situation right or move on from it in a positive way. It is often beneficial to prepare with each pupil individually with what they want to say and to establish what they want to happen moving forward prior to the discussion together. This should be pupil led, yet prompted by the adult where necessary. The adult may decide to move a conversation along or direct it back to promoting a positive outcome if it is felt that the conversation is becoming negative. At the end the adult should recap the positive steps the pupils have made to move on from the negative situation and ask the pupils to suggest what they could do instead (or try not to do) in future. A pupil should never be forced to apologise as this can be meaningless. Instead, a pupil should be encouraged to decide for themselves how they can show they ready to move on. Examples could include: an apology, a promise to try not to repeat the behaviour, a handshake/smile or similar appropriate physical gesture, giving each other space for a short period of time to cool down, a promise to make a conscious effort to try to include them from now on etc.

We do not promote pupils avoiding each other as a way of resolving an issue as this is not a viable solution with a positive outcome. It is recognised that further educational consequences or intervention work may need to be done to resolve more complicated issues. This can be done specifically in PSHE lessons, through whole class teaching embedded within the curriculum or through small group or individual interventions.

Physical Intervention
Where a child's behaviour is having a negative impact on themselves or others within the immediate dynamic, and they are not responding to verbal instructions or de-escalation strategies, a staff member may decide to use positive handling to move the child to a safe space outside of the immediate area. The staff member should communicate their intent so the child is aware what is happening and where they are heading. Staff may only use these strategies once they have been trained to do so. The staff member deciding to use strategies, will always consider where the handling is deemed reasonable, proportionate and necessary for the situation and context. Physical intervention should be in the child's best interest. Any use of any physical intervention strategis must always be included in the incident log on CPOMS.

Bullying and Harassment

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online' – The Anti-Bullying Alliance

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know what the school means by bullying and how to address such behaviour.

Please refer to the anti-bullying policy to identify steps taken to address such matters. Any incidents should be discussed with a member of SLT and recorded on CPOMS under the Bullying/friendship issues category.

Cyberbullying

Any eSafety/cyberbullying incidences should be reported to Carly Lax, the Online Safety Lead and logged on CPOMS in the Bullying/friendship issues category. Please refer to the Online Safety policy and Anti-bullying policy for further information.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Review

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Online Safety policy

Appendix 1

Community Behaviour Guidelines

At Clore Shalom Primary School, the safety of all involved with our School: our children, our families, our visitors and our staff, is our number one priority. Staff are entitled to carry out their work without threat of verbal abuse or physical violence. We believe children, families and staff are entitled to a safe and protective environment in which to learn and work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aim of the school, which is that all members of the school community treat each other with respect. Any displays of aggression to our staff by a family member or visitor will be taken seriously and will be investigated fully, to establish the appropriate action to take. Violence or abuse of any description will not be accepted.

We expect:
• That adults set a good example to children and each other at all times, showing them how to get along with all members of the school and the wider community

• That no children, family member or member of staff are the victims of abusive behaviour or open to threats from other adults on the school premises

• Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, Trustees, family members, children and other users of the school premises will not be accepted and may result in withdrawal of permission to be on school premises Persons Causing Nuisance / Disturbance on School Premises Section 547 of the Education Act 1996

School premises are private property and family members have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, children or other family members, the school may ban family members from entering school. It is also an offence under section 547 of the Education Act 1996 for any person (including a family member) to cause a nuisance or disturbance on school premises.

The police may be called to assist in removing the person concerned. School is not responsible for organising arrangements for children in the above circumstances. Families will need to provide alternative arrangements for bringing children into school. Any family member who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

Guidelines:
Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Inappropriate posting on Social Networking sites, including private Groups or Pages, which could bring the school into disrepute or be deemed as bullying.
- Persistent emails that are unreasonable, vexatious or when concerns have already previously been dealt with.
- Speaking in an aggressive/threatening tone.
- Physically intimidating, e.g. standing very close.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats
- Shaking or holding a fist towards another person

- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments including sexual innuendo
- Coming to school under the influence of drink or drugs

Inappropriate use of Social Networking Sites:

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases, other families or children. Clore Shalom Primary School considers the use of social media websites in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels to contact the appropriate member of staff, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any child or family member of a child/ren is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this.

The school will also expect that any family member or child removes such comments immediately. Regardless of the circumstance, it is important to recognise that this is treated as unacceptable behaviour and will not be accepted. It is important that any staff member who suffers harassment of this nature keeps a timeline of incidents as this will form a key component of any future action taken.

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a family member to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

Unacceptable behaviour may result in the Police being informed.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Procedure to address inappropriate behaviour on the school site:

If an act of aggression or violence occurs the following steps may be taken:

Families or Visitors to Staff:

• Staff remain calm and non-confrontational.

• Staff to call on a colleague to try to help calm the situation or to request the presence of the Headteacher or Deputy Headteacher.

• If the situation worsens staff must give the family member or visitor time to calm down or the option to revisit the concern at a later time.

• If they refuse to leave, staff will remind them that it is a School and as such they cannot allow the children or other staff to witness any aggressive behaviour.

• If they do not leave, and you feel the situation warrants it, ask another member of staff who is away from the situation to call the police, 999.

• The incident will be recorded, as soon as possible and within 24 hours, and an investigation will follow to decide on the course of action to take.

• Verbal or non-verbal abuse could lead to families being requested not to enter the school site. If this occurs, arrangements will be made to collect the child from the entrance of the school.

• If a member of staff is physically hurt then the incident will be referred to the Police for prosecution.

• If a member of staff experiences either violent or aggressive behaviour they will be supported by members of staff and offered advice or counselling.

Staff to Families or Visitors:
If families should experience a member of staff displaying any type of aggressive behaviour they should bring it to the immediate attention of the school Headteacher or Designated Safeguarding Lead and follow our complaints policy and procedure.

Family Member to Children:
On the rare occasions when a family member is threatening and inappropriate to another family's child because of an incident that has occurred between children, this will not be tolerated. A full investigation will take place and the family member may have permission to enter the school site withdrawn.

Family Members to Family Members:
When a family member is violent, threatening or aggressive to a member of another family, the incident will be investigated and appropriate actions will be taken, which may include the removal of permission to enter the site, under Section 547 of the Education Act 1996

Dealing with Inappropriate Behaviour:
The following actions will be taken when dealing with incidences of inappropriate behaviour:

Written Correspondence, including all electronic communication.

Written correspondence includes, but is not limited to, written letters, emails, Dojo messages, Tapestry, Facebook messages. When Clore Shalom Primary School receives a written communication that contains inappropriate content, a written response will be sent to the author by the recipient or their line manager, stating that a reply will not be sent until the correspondence is rewritten removing the inappropriate content. If an appropriate response is thereafter received Clore Shalom Primary School will then respond. If no appropriate response is received, we will not give a substantive reply. If the written correspondence includes specific and credible threats then the details may be passed to the Police.

Telephone Calls:
When dealing with a telephone call, where a caller uses inappropriate language, the caller will be warned that the call will be terminated unless the caller is prepared to desist from the use of inappropriate language. If the caller continues to use inappropriate language following the warning then the call may be terminated and the caller be asked to call back when they are prepared to use appropriate language. If the telephone call includes specific threats then refer it to the police and if it includes bomb threats then refer to the bomb threat policy.

Face to Face:

When communicating face to face, and inappropriate language or behaviour is used, the appropriate response will depend on the specifics of the situation. It may be appropriate for staff to ask to desist from the use of inappropriate language or behaviour. However staff should note that they must not place themselves or others in danger to do so.

If inappropriate language or behaviour continues following the warning then, they may be asked to leave the school site and advised that we will write to inform them how their issues will now be addressed which may vary according to circumstances and the severity of the behaviour. Staff should seek guidance from their line manager.

If a family member attends Clore Shalom Primary School premises after the school has withdrawn permission to do so and they refuse to leave, the Headteacher, or as a last resort the police, may be called to remove them from the site.

In the event that a family member persistently exhibits inappropriate behaviour or language, it will be at the discretion of the Headteacher to decide whether to discontinue all future face to face contact for a specified period or if additional conditions on contact will be put in place. These can include attending by appointment only or at an agreed third party location, full withdrawal of permission to enter Clore Shalom Primary School site, or restrictions on communication. Such decisions will be notified to the family member in writing.

Other types of Unacceptable Behaviour:
Whilst one instance of some types of behaviour can be deemed unacceptable, such as threats of or actual physical violence, other types of behaviour may become unreasonable when it has occurred on a number of occasions, such as repeated requests for the same information or an inappropriate volume of correspondence. Clore Shalom Primary School has a responsibility to ensure that its resources are used in a proportionate and reasonable way. It recognises that people often feel under pressure, distressed or that they have to be determined to pursue their concerns. They may also feel angry about their situation. It is important for staff to be able to distinguish between distress, frustration, determination, and behaviour which is unacceptable.

Examples of unreasonable behaviour may include but is not limited to one or more of the following:
- Presenting the same issues repeatedly (exactly or with minor differences) but never accepting the explanations & outcomes.
- Disproportionately, frequent, lengthy, complicated or stressful communication.
- Seeking unrealistic outcomes and persisting until it is reached.
- Pursuing a complaint where Clore Shalom Primary School's complaints process has been fully and properly implemented and exhausted.
- Making groundless complaints about employees.
- Attempting to use the complaints procedure to pursue a personal vendetta against a staff member, professionally or personally.
- Raising large numbers of detailed but unimportant questions and insisting they are fully answered.
- Making and breaking contact with Clore Shalom Primary School on an ongoing basis without proper justification.
- Repeated approaches to different staff members about the same issue.
- Demands which impose a significant burden on resources of Clore Shalom Primary School and where the contact.
- Clearly does not have any serious purpose or value.
- Is designed to cause disruption or annoyance.
- Has the effect of harassing the public authority.

- Making personal or derogatory comments on social media directly or indirectly at individual staff members in relation to their job or the way it is carried out

Where behaviour is considered unacceptable, deemed as harassment, putting unfair demands on staff or causing stress, the Headteacher and Trustees of Clore Shalom Primary School have the responsibility to ensure that the staff are fully supported and appropriate steps are put in place to support members of staff and the school from further instances of unacceptable behaviour or harassment.

This will include restricting communication and access, as mentioned above, but Clore Shalom Primary School will also take legal action where deemed necessary. There is a right of appeal to any decision taken in regard to unacceptable behaviour and harassment and family members should follow our Complaints Procedure if they wish to appeal any decision.

Monitoring and Review
This policy is regularly monitored by the Head Teacher, senior leadership team and governing body to ensure that it is working as effectively as possible.

Appendix 2

Responses to de-escalate anti-social behaviours

We use the Hertfordshire Therapeutic Thinking response to disruptive, difficult and dangerous behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing:

o   "Stand next to me."

o   "Put the toy on the table."

o   "Walk beside me."

Limited choice:

o   "Put the pen on the table or in the box."

o   "When we are inside, Lego or drawing." –

o   "Talk to me here or in the playground."

Disempowering the behaviour

o   "You can listen from there."

o   "Come and find me when you come back."

o   "Come down in your own time."

o   "Come back into the room when you are ready."

o   "We will carry on when you are ready."

Use of a De-Escalation Script

o   Use the child's name

o   Acknowledge their right to their feelings – "I can see something is wrong"

o   Tell them why you are there – "I am here to help"

o   Offer help – "Talk to me and I will listen"

o   Offer a "get-out" (positive phrasing) – "Come with me and....."

Appendix 3

Reflection Sheet A

Name: _____ Year: _____ Date: _____

Draw what happened

Draw what can make it better, or what should happen next time.

Child signature: _____

Parent signature: _____

Reflection Sheet B

Name: _____ Year: _____ Date: _____

What went wrong?

_____

_____

How did it affect yourself/others?

_____

_____

What needs to happen now to put this right?

_____

What rule needs to be followed so this does not happen again?

_____

Child signature: _____

Parent signature: _____