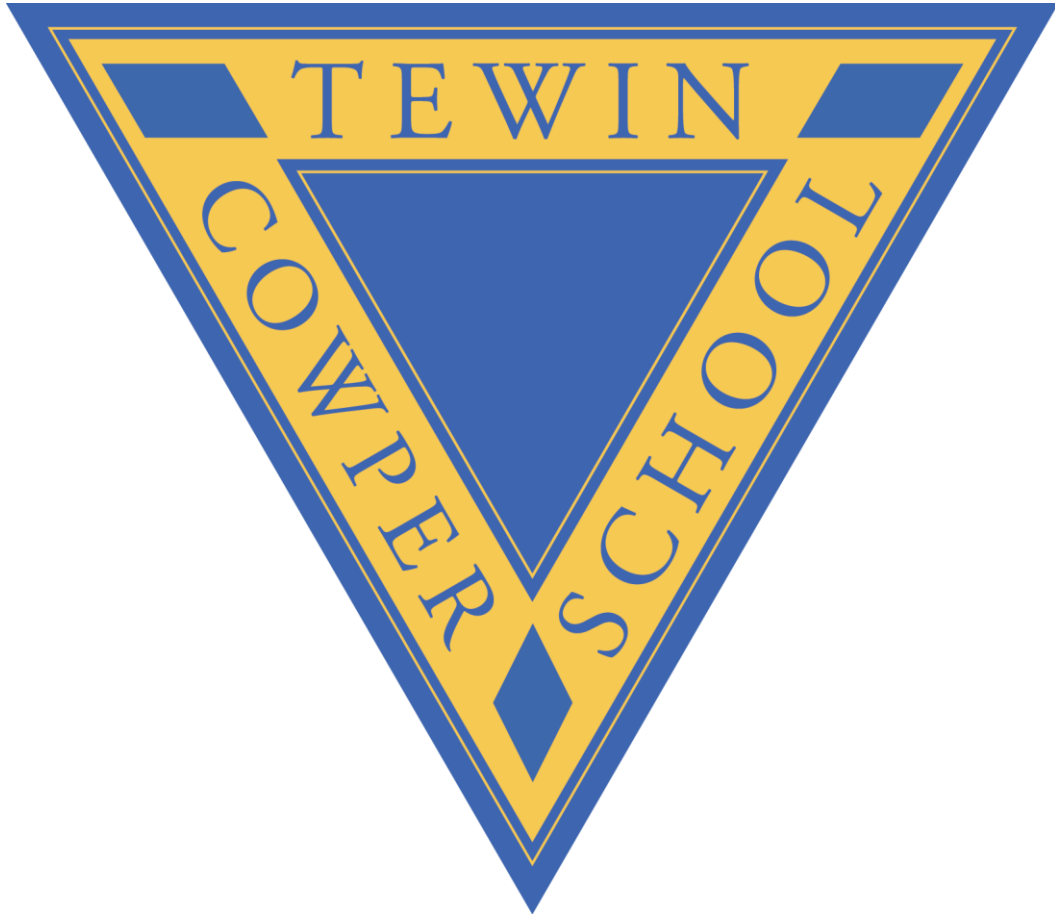


*The Lord, the God of Jacob will teach us His ways so that we may walk in His paths.  
Micah 4:2*



## **Positive Behaviour Policy**

**Reviewed by Staff: Spring 2024**

**Approved and Ratified by Governors: Spring 2024**

**Next Review Date: Spring 2025**

## Contents

Introduction	2
Aims	2
Promoting Positive Behaviour	2
Our Golden Expectations	3
Classroom Management	4
Celebrating Success	4
Planned Responses to Escalating Behaviour	4
Consequences – General	5
Catching Up Time	5
Consequences – Playtimes (including wet play)	5
Additional Consequences	6
Risk Reduction Plans	7
Dangerous Behaviour	7
Fixed-Term and Permanent Exclusions	7
Pupils with Special Educational Needs	8
Monitoring	8
Appendix 1: Roots and Fruits Document	9
Appendix 2: Reflect, Repair and Restore	10

## Introduction

The safety of our pupils is of paramount importance to everything we do at school. This policy aims to provide a consistent approach and a clear understanding of expectations at the school; it also creates the learning climate, which enables all members of the school community to work and learn together. Our policy can only succeed if everyone within the school community works together to put it into practice. Our positive behaviour strategies are embedded in all areas of school life and reflect our Christian values such as honesty, trust, perseverance, service, fairness, forgiveness and respect for one another.

## Aims

The aims of our approach to behaviour

- To be welcoming and inclusive
- To maintain, encourage and promote positive behaviour
- To have agreed rewards and consequences
- To create a firm and consistent approach throughout the school
- To encourage independence and personal confidence
- To involve pupils and parents/carers
- To have effective relationships built on mutual respect
- To encourage a culture of risk taking
- To celebrate the achievements and successes of all

## Promoting Positive Behaviour

At our school we all place a high emphasis on positive behaviour. The behaviour and social development of our pupils is central to their ability to access and interact with the wider community, their continued development and the quality of their lives. Everyone who comes into our school, pupils, parents/carers, staff and visitors have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Being ready for learning
- Showing respect for others
- Learning right from wrong; encouraging and learning pro-social behaviour and understanding the impact of anti-social behaviour
- Being honest
- Praising effort
- Being inclusive and equitable
- Keeping self and others safe

Pupil behaviour should be managed with sensitivity and professionalism, consistent with Hertfordshire Therapeutic Thinking, which encourages a culture of *'improving young people's engagement, motivation and well-being, rather than more negative terms that can be associated with behaviour difficulties'* (Hertfordshire's Behaviour and Attendance Strategy). Our approach is underpinned by the therapeutic values and nurturing principles outlined by Hertfordshire Therapeutic Thinking.

- *Positive experiences create positive feelings - Positive feelings create positive behaviour.*
- *Negative experiences create negative feelings - Negative feelings create negative behaviour.*

External discipline may suppress anti-social behaviour, but long-term behavioural change comes from developing internal discipline. We believe that children 'learn' behaviour and make positive behaviour choices through:

- Relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

All staff at our school are trained in the Hertfordshire Therapeutic thinking approach to behaviour management. This aims to reduce and manage conflict and support a positive school ethos. There are two Hertfordshire Steps Tutors within Tewin Cowper CE Primary School.

Staff are required to follow the procedures outlined in the 'Hertfordshire Steps Step on Training'. There may be occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- to comfort a child who is upset - if the child seeks contact/comfort, an adult might give them a reassuring hug around their shoulders
- In situations of clear danger and extreme urgency
- shake hands
- pat on the shoulder
- high five
- to direct or steer a child
- for activity reasons e.g. in drama or physical games
- holding a child's hand for safety reasons e.g. walking outside of school near roads.

Staff will only intervene physically to restrain a child in order to prevent injury to another person, or if a child is in danger of hurting themselves. The actions that we take are in line with the 'Hertfordshire Therapeutic Thinking Step On' programme and training and are outlined in staff procedure documents.

Staff will not physically remove children from their parents if they are upset, the parent needs to hand their child over to a member of staff, rather than the member of staff removing the child. If a child is too upset to be handed over, it is the parents' responsibility to reassure the child until they are ready to go to class with the member of staff.

### Our Golden Expectations

In order to ensure that expectations of behaviour are clear, four Golden Expectations have been written and shared with staff and pupils. These are displayed, shared and adhered to throughout the school.

- Be ready
- Be safe
- Be respectful
- Be honest

On the playground, an adapted set of expectations have been developed with the children to clarify some of the systems in place:

- Show respect to everyone
- Be kind and helpful
- Be honest and fair
- Play safely
- Wait patiently for the equipment
- Look after the equipment and return it after use
- 1st bell – stop and listen, 2nd bell – walk to line
- 3<sup>rd</sup> bell - Line up silently facing the front

## Classroom Management

The relationships between all adults and pupils can be influenced through teaching, classroom environments and strategies to encourage positive behaviour.

We aim to ensure that all classrooms are organised to develop independence and are arranged to aid accessibility for all pupils. Displays are used to develop pupil's self-esteem through demonstrating the value of every pupil's work and by offering support in completing learning activities e.g. learning walls.

## Celebrating Success

When pupils are engaged and learning we need to '*catch them getting it right*' through specific praise and celebration. Celebration posters displayed throughout the school, outline examples of how these behaviours can be celebrated; appendix 1 details this fully. *Pupils should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.* Our weekly celebration assembly celebrates success in behaviour as well as in learning. A weekly 'Headteacher/ pupil learning discussion, allows pupils throughout the school to celebrate their successes. The pupil is given the opportunity to share something they are proud of and some learning from that week with the Headteacher. This is then further celebrated in celebration assembly.

- Verbal praise
- Stickers
- 'Thank you' notes
- Values Ladder
- Sharing good news with parents and carers in newsletters
- Certificates

## Planned Responses to Escalating Behaviour

When positive behaviour is not being demonstrated, it is essential to have a consistent approach. This allows children to reflect upon their choices and take steps to make positive behaviour choices. The adult response to harmful behaviours, is set within the context of planned responses to escalating behaviour and a planned response to cool down, reflect, repair and restore.

In a de-escalating situation, staff will use positive phrasing and offer limited choice. In difficult situations, (where the behaviour is escalating) they will adopt de-escalating principles and follow the de-escalation script, see below. If a child is at risk of harming themselves or others (this is dangerous behaviour), physical intervention of supporting, guiding and escorting will be necessary in line with staff training. This will be followed by the practice of reflecting, repairing and restoring. Procedures are in place for supporting and debriefing all children involved after any incident, as it is essential to safeguard their emotional wellbeing and help them reflect and progress. Where a pupil has been suspended, de briefing may take place in the re-integration meeting.

If a child is not able to be guided from the area, the other children present will be taken to another classroom or area of the school, away from the dangerous behaviour (if this happens, the children will be given the opportunity for restoration and reflection).

For the purpose of this policy, behaviour described as difficult will be responsive to the usual range of interventions to prevent and address anti-social behaviour and teach and encourage pro-social behaviour. Where dangerous behaviour occurs, (behaviour which will imminently 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) a child will require a Therapeutic Plan, which is a personalised intervention plan. Where the plan has been fully implemented but dangerous behaviour continues school leaders, will revert to the Positive Behaviour Policy and permanent exclusion will be appropriate. See Therapeutic Plan on page 7.

### De-escalation script:

-Child's name

-I can see something has happened

- I am here to help
- Talk and I will listen
- Come with me and....

#### Positive Phrasing Examples:

- Stand next to me
- Put the book/pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- Thank you

#### Limited Choice:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

#### Consequences – General

- Non-verbal warning - such as 'a look' or attracting attention to the learning
- Golden Expectation reminder – a positive reminder of the Golden Expectation(s) that need to be adhered to
- Time away – this may be moving a child to work at a different table or with a different group
- Reflection – 5 minutes reflection. Time should be spent in the classroom reflecting on the behaviour before having a discussion with an appropriate adult considering any roots to the behaviour and reminders of positive behaviour choices;
- Senior Leadership Team informed and letter or phone call home.

#### Catching Up Time

During Lunch Break, a catch-up session will be available outside Headteacher's office. This is for children who need to catch up on work they have not completed due to their behaviour choices. Children will be sent to the catch-up session with the work that they need to complete.

#### Consequences – Playtimes (including wet play)

- Verbal warning using a de-escalation script
- Time out of an activity to reflect on a playground bench or other area of classroom if inside.
- Send a message to the staff room for teacher to collect the child from the playground/classroom and take to reflect outside of Headteacher's office.
- Further consequences will be dependent on the behaviour displayed and its severity.

## Additional Consequences

Some behaviours exhibited can be more difficult. Our response to harmful behaviour should be set in the context of Hertfordshire Therapeutic behaviours 'Cool down, repair, reflect and restore'. The term harmful behaviours refer to any behavior that causes harm, physical or emotional, to the child, surrounding children and adults.

Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences, such as removal from wrap-around care, missed playtimes or lunchtimes to protect the child or others and/or additional ratio of staff
- Educational consequences could be, completing work in child's free time as they have chosen not to complete it in the lesson

To facilitate change, behaviour needs to be understood rather than suppressed. The Hertfordshire Steps 'Therapeutic tree' (See appendix 1) may be used to help adults consider the underlying causes of behaviour choices. The Restore, Reflect and Repair document (See appendix 2) may be used to help the child to learn and reflect following a behaviour incident.

In the event of a severe playground incident, the following consequences may be used:

- Exit from playground
- Incident recorded on CPOMS (Child Protection Online Management System)
- Educational consequences
- Therapeutic tree to be completed and reviewed with an adult (Appendix 1)
- Repair, Reflect, Restore discussed with adult (Appendix 2)
- Playground Suspension
- Activity Suspension
- Internal Suspension
- Fixed Term Suspension
- Permanent Exclusion

In the event of an incident regarded as discrimination, against all protected characteristics, the following consequences may be used:

- Therapeutic tree to be completed and reviewed with an adult (Appendix 1)
- Repair, reflect, restore discussed with an adult (Appendix 2)
- Parents always informed about the incident
- Fixed Term suspension
- Permanent suspension
- All incidents recorded on CPOMS

In the event of a violent or physically aggressive incident, the following consequences may be used:

- Exited from area- where this is not safe other peoples and staff must be safely removed.
- Therapeutic plan to be completed and reviewed with an adult (Appendix 1)
- Repair, reflect, restore discussed with an adult (Appendix 2)
- Parent / Carer notified
- Recorded on CPOMS
- Internal suspension
- Fixed Term suspension
- Physical intervention as outlined in staff training
- Permanent Exclusion

## Therapeutic Plans

Pupils who may need a 'therapeutic plan' are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include pupils who may require some specific form of intervention to maintain their own safety and that of others, and to ensure learning takes place for all.

A plan will:

- Involve parents/carers and pupils to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- Include a risk assessment to ensure staff act reasonably, consider the risks and learn from what happens
- Take into account the age, understanding and competence of the individual pupil
- Consider approaches appropriate to each pupil's circumstance and will focus on the three stages of 'before a crisis, during a crisis and after a crisis'
- Be based on the basic premise that 'Positive experiences create positive feelings and Positive feelings create positive behaviour'

## Dangerous Behaviour

In the event of a child displaying dangerous behaviour (any behaviour where there is risk of harm to themselves or others) the following actions will be taken:

The child displaying the behaviour is guided to a place that is safe for all individuals involved (for example away from other children, a place where they cannot hurt themselves, a place where they have support from an adult)

If a child is not able to be guided from the area, the other children present, will be taken to another classroom or area of the school, away from the dangerous behaviour. If this happens, the children affected will be given the opportunity for reflection.

## Persistent Anti-Social Behaviour

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort by the Assistant Head in the absence of the Headteacher. In the absence of the Headteacher, the Headteacher should be consulted and the Headteacher would make the decision. If the Headteacher is absent due to illness, for example, and unable to be consulted, the Assistant Head can decide on the course of action. The Head teacher may withdraw an exclusion that has not been reviewed by the Governing Body. Where an exclusion is deemed necessary, 'Local Authority Guidelines on Permanent and Fixed-Term Exclusions' will be strictly adhered to.

## Fixed-Term and Permanent Exclusions

Only the Headteacher has the power to exclude or suspend a pupil from school. This will be done following a full investigation by the Head and Assistant Head. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

In the DfE's Exclusion Guidance dated Sept 2023, the law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

In the absence of the Headteacher should be consulted and the Headteacher would make the decision. If the Headteacher is absent due to illness, for example, and unable to be consulted, the Assistant Head can decide on the course of action. The Head teacher may withdraw an exclusion that has not been reviewed by the Governing Body.

If the Headteacher excludes a pupil, the parents will be informed immediately, with reasons given for the exclusion.



The parents will be asked to collect the pupil within 30 minutes as per our Home School Agreement. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make such an appeal.

Pupils who have an individualised Therapeutic plan, can still be issued a fixed-term suspension or permanent exclusion. This may only happen where staff have followed the plan and the anti-social behaviour continues.

Pupils may be suspended or excluded prior to the implementation of a Therapeutic plan. The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion and about any fixed-term suspensions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body will form a Governor's Discipline Committee (GDC), made up of between three and five members. This committee will consider any exclusion appeals on behalf of the Governing Body.

When an appeals panel meets to consider any suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' Appeal Panel decides that a pupil should be reinstated. The Headteacher must comply with the ruling.

### [Pupils with Special Educational Needs](#)

We expect all pupils to follow the Golden Expectations. However, this will be more difficult for some pupils at certain times.

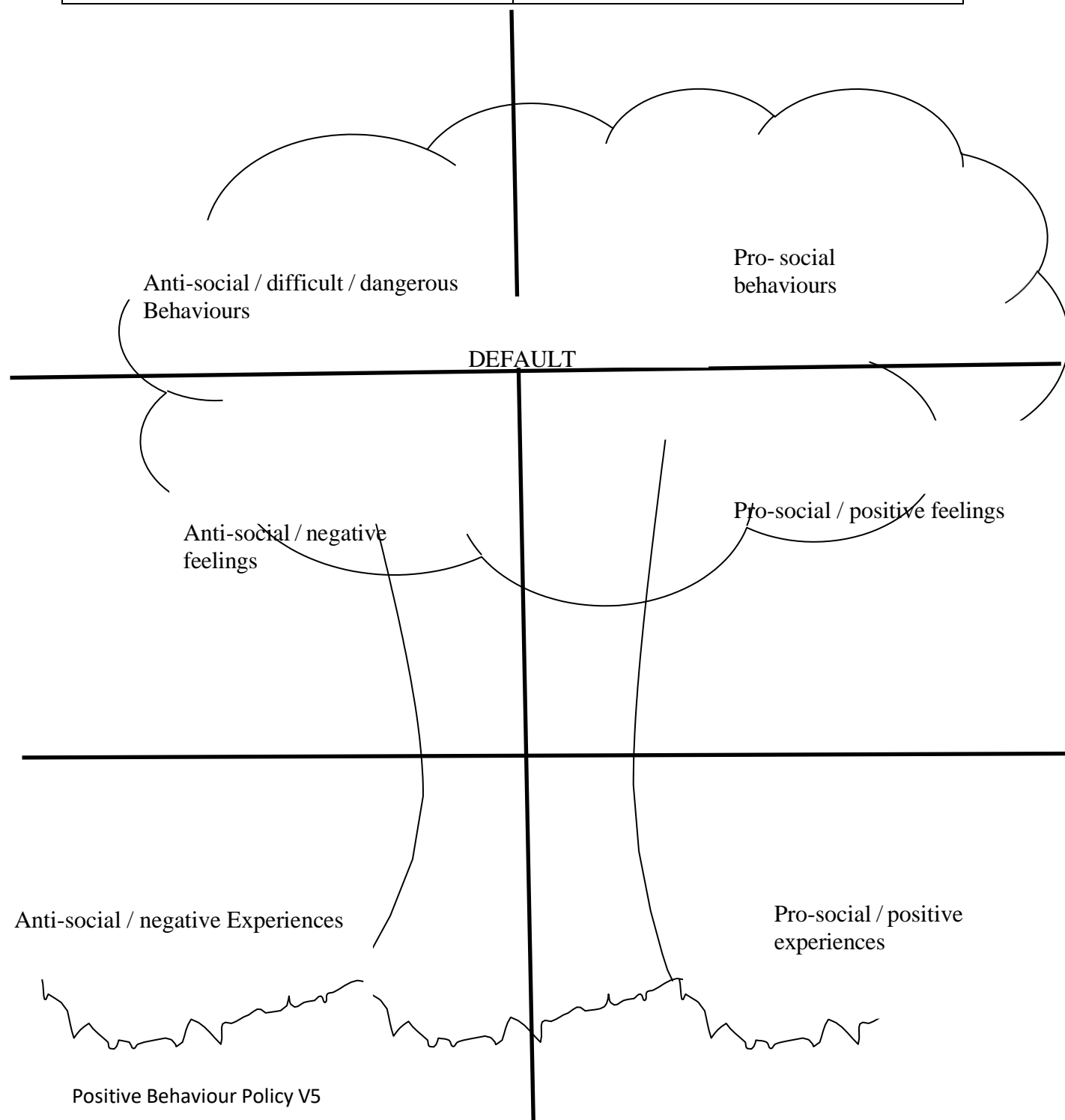
We recognise that within a climate of inclusion, there will be pupils who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

### [Monitoring](#)

Behaviour monitoring is undertaken on a half termly basis by the Senior Leadership Team, to ensure there is a consistent approach across the school.

# Therapeutic tree

Name	
Supporting Staff	
Date	
Review Date	



## [Appendix 2: Reflect, Repair and Restore](#)

### Reflect, Repair and Restore sheet

Write or draw your answers

**Reflect:** What happened? (tell the story)

**Reflect:** What were people thinking and feeling at the time?

**Reflect:** Who has been affected and how?

How can we **repair** the relationship?

**Restore** with an adult: Summarise what we have learnt so we are able to respond differently next time.

Signed \_\_\_\_\_ (signatures of all involved completing the final section)