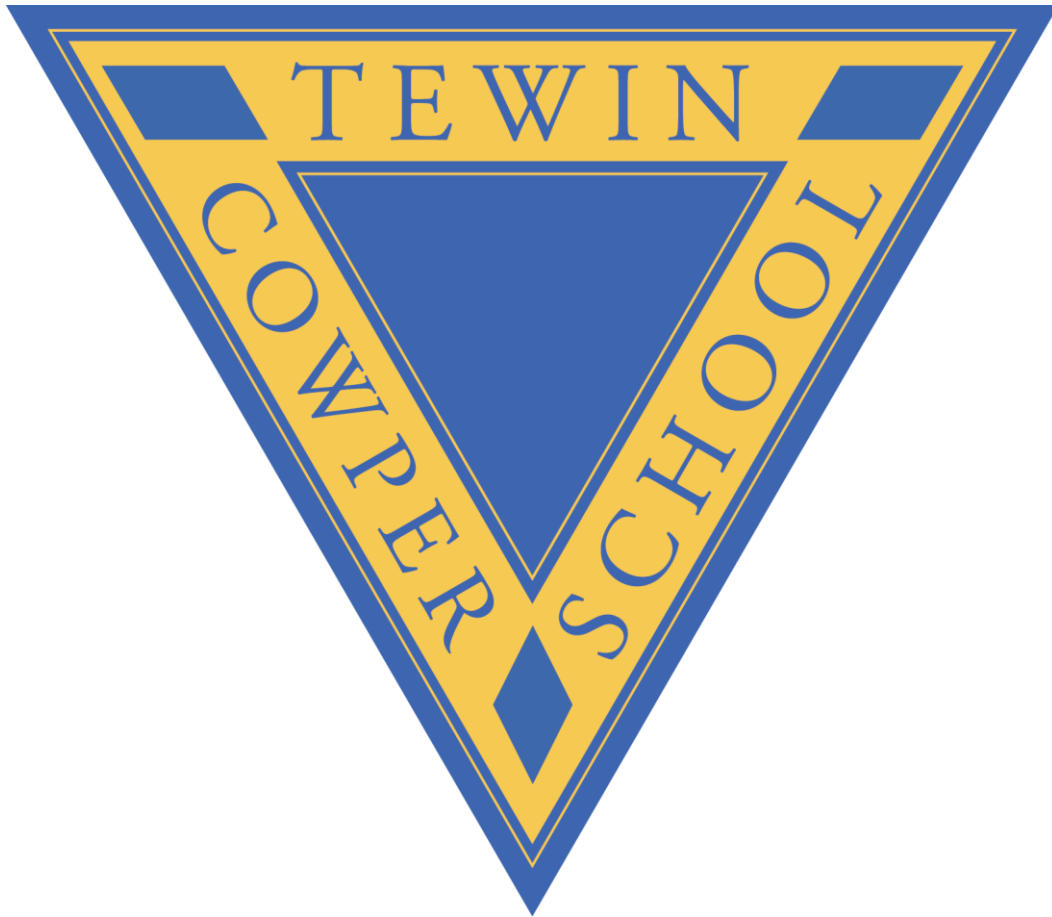


The Lord, the God of Jacob will teach us His ways so that we may walk in His paths. *Micah 4:2*



Positive Behaviour Policy

Version 6

Reviewed by Staff: Spring 2025

Approved and Ratified by Governors: Spring 2025

Next Review Date: Spring 2026

Contents

Introduction.....	3
Aims	3
Promoting Positive Behaviour	3
Our Behaviour Curriculum	4
Classroom Management.....	4
Celebrating Success	5
Planned Responses to Escalating Behaviour	5
Responses and Consequences	6
Therapeutic Plans	6
Dangerous Behaviour	6
Persistent Detrimental Behaviour	7
Fixed-Term and Permanent Exclusions.....	7
Pupils with Special Educational Needs	8
Monitoring	8
Appendix 1: Therapeutic tree Document	9
Appendix 2: Reflect, Repair and Restore.....	10
Appendix 3: Behaviour Curriculum.....	11

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 detrimental 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 detrimental 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 CofE Primary School.

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 Behaviour Curriculum

In order to ensure that expectations of behaviour are clear and responses and possible consequences are consistent, all staff are trained in the implementation of the behaviour curriculum (see appendix 3).

Classroom Management

The relationships between all adults and pupils can be influenced through teaching, classroom environments and strategies to encourage positive behaviour. All staff use the Behaviour Curriculum to set expectations and use 5, 4 3 (stop what you are doing) 2 (empty hands) 1 (silent and ready to listen) to gain children's attention.

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 pupils' 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. 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
- Proud tree leaves
- Sharing good news with parents and carers in newsletters
- Golden apples

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 detrimental behaviours, is set within the behaviour curriculum.

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 detrimental will be responsive to the usual range of interventions to prevent and address this behaviour and teach and encourage positive 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?

Responses and Consequences

Responses and possible consequences for detrimental behaviour is laid out in the Behaviour Curriculum (appendix 3) ranging from level 1 to level 4. All staff are trained in implementing responses and consequences in line with the Behaviour curriculum. Level 2-4 behaviours will be recorded on CPOMS and parents will be informed, when necessary, in line with the Behaviour Curriculum.

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. Therapeutic plans can be issued following a suspension.

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 Detrimental Behaviour

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent detrimental 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 August 2024, 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, they 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 detrimental 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 Behaviour Curriculum. However, this will be more difficult for some pupils at certain times.

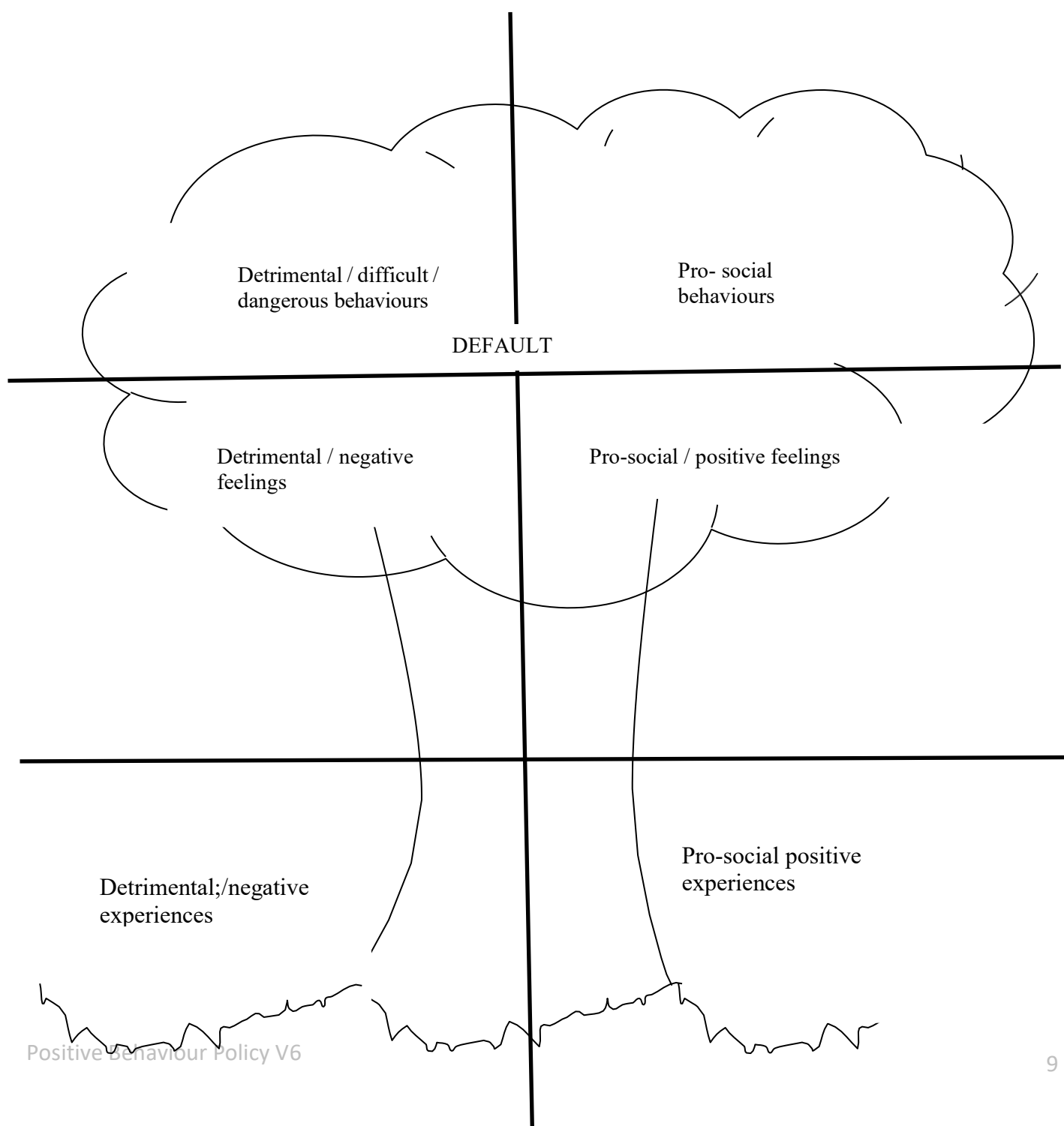
We recognise that within a climate of inclusion, there will be pupils who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences are not the most appropriate means of dealing with their behaviour and other programmes of intervention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

Appendix 3: Behaviour Curriculum

Level	Description	Examples	Responses	Possible consequences
1	Low-level detrimental behaviour	<ul style="list-style-type: none"> • Interrupting teaching • Attention seeking (making noises, persistent calling out, showing off) • Avoiding work/wasting time • One off name calling • Running inside • Not lining up as expected • Uncooperativeness • Rudeness to staff or children; cheekiness • Play fighting • Using toilets as a social area • Not sitting how and where asked • Fidgeting • Spoiling other's games • Littering • Failure to follow uniform policy • Bringing in a non-dangerous or hazardous banned item from home 	<p>Strategies within the classroom:</p> <ul style="list-style-type: none"> • Talking to them, reminding of school values and golden expectations • Use positive praise for those who are demonstrating positive behaviours. • Set sitting position • Teacher proximity • Teacher reaction • Teacher models and highlights appropriate behaviour • Discuss positive and negative behaviours as a peer group (without singling out individuals) <p>Restorative conversation with those affected (both staff and pupils)</p>	<ul style="list-style-type: none"> • Time out from play • Move pupil to sit next to a different pupil, a single seat or the teacher. • Loss of privilege • If it happens several times in one day, a reflection sheet will be completed – see appendix 1 (reflect, repair and restore) • If relevant or appropriate apologise to whoever was affected

2	Mid-level detrimental behaviour	Persistent level 1 detrimental behaviour <ul style="list-style-type: none"> • Lack of respect for or inappropriate use of school property • Rudeness/lack of respect towards pupils or staff: language or gestures • Arguing back • Lying • Biting (single incident) • Hitting or kicking (single incident) • Hurting others (single incident) • Fighting – physical and verbal (single incident) • Leaving the classroom without permission • Refusal to follow instructions • Hindering other children's learning or play • Graffiti • Spitting • Defacing other pupils work • Using swear words • Exposing themselves • Taunting • Making unkind remarks • Intimidation • Sexualised language/actions • Attempt to leave school grounds without permission 	Incidents will be recorded on CPOMs <ul style="list-style-type: none"> • SLT informed • Child is reminded of the golden rules and values • Time out to allow for self-regulation if stressed or heightened (10-15 mins max) • Inform the class teacher, if dealt with by someone else • Parents may be notified of incident by class teacher • Parents will be informed if an internal or external exclusion is applied. <p>Restorative conversation with affected child or adult where relevant</p>	<ul style="list-style-type: none"> • Reflection sheet to be completed by the child in their free time or another class – this is time to reflect and review their actions • Pupil moved to another area within the classroom – another chair, a safe space for the remainder of the lesson • If linked to classroom disruptive behaviour – time in a partner class to aid regulation of the whole class with work to complete. • A playtime or a privilege will be missed to catch up on missed work, or to practise the desired behaviour • Learning may be sent home for completion if refusal to participate continues • Consequence given that is logical for the detrimental behaviour e.g. tidying an area that has been damaged • A suspension may be considered by the Headteacher (internal or external) • The pupil apologises to whoever was affected – verbal or written.
---	---------------------------------	---	---	---

3	Serious detrimental behaviour	<p>Persistent level 2 behaviour</p> <ul style="list-style-type: none"> • Racism • Discrimination against any protected characteristic • Bullying, including online at school (incidents at home if appropriate will be addressed by SLT) • Kicking (repeatedly) • Hitting (repeatedly) • Swearing (repeatedly) • Any repeated physical act of violence • Sexualised language or actions towards another individual • Premeditated hitting/kicking of pupil or staff i.e. seeking a person out • Vicious fighting • Inappropriate use of IT equipment • Verbal abuse/hurting of staff • Stealing • Extortion or bribery • Leaving school grounds without permission • Dangerous refusal to follow instructions • Vandalism • Malicious allegations against staff • Bringing any dangerous items on to school grounds 	<p>All incidents MUST be recorded on CPOMs</p> <ul style="list-style-type: none"> • Pupil removed from location where incident occurred and taken to a member of the SLT or the Headteacher to allow for time out to self-regulate • Information taken from all those affected and recorded on CPOMs. • School accounts may be accessed while information is gathered • Parents informed of the incident and may be invited for a meeting with the class teacher or SLT • Issue dealt with on a whole school level e.g. assembly • Bullying and discrimination addressed in PSHE lessons • Parents of the class may be informed if appropriate • Individual therapeutic plan (risk reduction plan) put in place where necessary • Information passed on to next year's teacher <p>Restorative conversation with affected child or adult.</p>	<ul style="list-style-type: none"> • Internal suspension of one or two sessions: pupil to complete work with a member of SLT • During break and lunch, missed work to be completed during free time • Logical consequences related to the behaviour given e.g. researching the impact of prejudice • Reflection sheet completed in pupil's free time to reflect, repair and restore • Removal of privileges or responsibilities e.g. house captain, representing school in a sporting activity, day trip or residential trip. • If the incident is severe, a fixed term suspension may be considered by the Headteacher • The pupil apologises to whoever was affected - written letter or age-appropriate version • Further education given to support prevention of repeating the detrimental behaviour
---	-------------------------------	---	--	---

4	<p>Extreme/dangerous detrimental behaviour</p> <p>(This list is not exhaustive but indicates the severity of the incident)</p>	<p>Persistent Level 3 behaviour</p> <ul style="list-style-type: none"> • Persistent racism or discrimination • Persistent bullying including online • Serious threatened or actual violence against a pupil or member of staff • Sexual abuse or assault • Carrying an object that has been made or adapted as a weapon including knives • Use of school IT equipment for illegal purposes • Truancy (not arriving at school when expected) • Pupils who have not responded at level 3 and continue to behave detrimentally despite adaptations and support measures put in place. 	<p>All incidents MUST be logged on CPOMs</p> <ul style="list-style-type: none"> • Pupil removed from location where incident occurred and taken to Headteacher to allow for time out for self-regulation. If this is not safe, others pupils may be removed from the area. • Parents informed and invited for a meeting with the Headteacher • Search of child's possessions may be conducted • Police may be informed • Issue dealt with on a class/whole school level • Parents affected by incidents informed • Therapeutic plan (Risk reduction plan) put in place • Records passed to the next teacher <p>Restorative conversation with affected child or adult.</p>	<ul style="list-style-type: none"> • Pupil remains with Headteacher or SLT whole incident facts are established. Pupil to be completing work. • Removal of privileges • Pupil to apologise to whoever is affected. Written letter or age-appropriate alternative • Further education given to support prevention of repeating the detrimental behaviour • Fixed term suspension considered for up to 5 days • Permanent exclusion may be considered by the Headteacher • Educational work for pupils will be available for the duration of the suspension or exclusion. Additional work can be available on request
	<p>Offsite trips</p> <p>(The above responses apply)</p> <p>(Other detrimental behaviours include but are not limited to)</p>	<ul style="list-style-type: none"> • Entering other children's bedrooms without adult permission • Carrying banned or dangerous items as set out in trip letter • Deliberately preventing a child from sleeping at night • Deliberately restricting freedom of movement 	<ul style="list-style-type: none"> • Immediate removal from activity • Taken to trip leader (school staff) • Time out to allow for self-regulation if distressed or heightened • Information taken from those affected 	<ul style="list-style-type: none"> • Loss or reduced participation • Change of group/bedroom/position/activity • Confiscation of banned or dangerous items • Parent contacted to speak to the child • Parent contacted to collect child • Further consequences to levels 1-4 will still apply including suspension and exclusion