

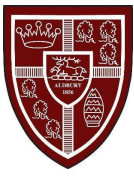
Aldbury C of E Primary and Nursery School



Positive Behaviour Policy

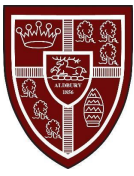
‘To live life in all its fullness’ (John 10:10)

Approved by: FGB	Date: March 2024
Last reviewed on: March 2024	
Next review due: March 2025	



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1. Vision and Values Statement

This policy is a working document and provides guidance for all members of the school community of the principal aims of behaviour in our school and how we put these into practice, working within a framework of our school's core values and alongside the Church of England's Vision for Education.

Our vision at Aldbury is to ensure that everything we do is underpinned by our core values of Respect, Responsibility and Friendship.

Respect - respect each other and the environment God has given to us

Responsibility - take responsibility for our learning and the choices we make

Friendship - somewhere that is supporting, caring and accepting

These values will help us flourish and guide us to 'live life in all its fullness'

Our Aims as a school community are that we:

- respect and embrace diversity
- teach a rich curriculum inspire children to progress in wisdom, knowledge, skills and understanding
- value and care for God's creation
- play an active role in the life of Aldbury community
- nurture positive self worth
- promote a culture that is supportive and full of hope and enjoyment

Educating for hope and aspiration:

enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

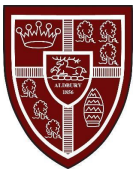
Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Therapeutic Thinking Hertfordshire (Steps). This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008



- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

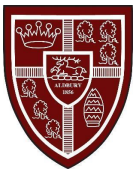
3. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.



- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving unsocial or antisocial behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEND Policy.

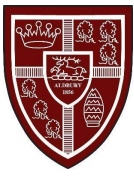
The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected pro-social behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:



- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, providing educational and/or protective consequences for pupils who display unsocial or anti-social behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.



5. Therapeutic Continuum

This illustration shows a continuum of interventions for behaviour.

The most therapeutic structure is one that works to internalise pro-social behaviour by focusing on the experiences and feelings of everybody within the dynamic. As a result, the pro-social behaviour of the individual is based within his or her own values, motivations and feelings.

If behaviour is controlled, the individual becomes dependent on the staff or system that controls them; this approach can be described as WAREHOUSING (storing the student). If the individual controls the behaviour, they grow towards the independence they will need in later life e.g. secondary school or further education. This approach can be described as GREENHOUSING (growing the student)



6. Pro-social Behaviour

Pro-social behaviours are any actions that benefit others around them or society as a whole. Examples of pro-social behaviour includes:

- Opening the door for other people
- Walking calmly throughout the school
- Active listening
- Use of please and thank yous and being courteous
- Communicating respectfully with others
- Supporting and respecting differences

Everyone who comes into the school - pupils, parents, staff and visitors - has responsibility for promoting this.

In our school we use a variety of strategies to promote pro-social behaviours:

- staff and children modelling behaviours and values
- being positive
- being fair and consistent throughout the school
- positive relationships with the children
- pre-empting challenging behaviour
- catching pupils being good and acknowledging positive behaviour choices (but avoiding phrases such as, 'good boy/girl' as this does not fully explain what it is that is 'good').
- being inclusive



- celebrating achievements and talents
- communicating pro-social behaviours with parents through Class Dojo, letters or verbally
- Incidental rewards and praise including the use of house points/Dojos and 'What a star' awards – in line with our School values of respect, responsibility and friendship or for our half termly Christian values e.g. service or justice

To motivate pro-social behaviours the following strategies are applied by all staff members:

Positive phrasing

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity:

Come sit next to me for a story.

Stand next to me

Walk in the corridor

It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply.

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor, thank you.'

Limited choice

Limited choices often follow directly from positive phrases; e.g. 'Peter we are going inside. Do you want to walk on your own or with me? On your own or with me, Peter?' Other examples include:

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?

Disempowering the behaviour

You can listen to the story from there.

Consequence

We will check if you understand the story before going out for break time.

- Children's behaviour is affected by their self-esteem. All staff should act to promote children's self-esteem through positive reinforcement.
- We will take into account the age and any additional needs of a child when dealing with inappropriate behaviour and emphasise the importance of praise and encouragement.

Strategies that will not be used:



- Using negative language such as 'don't' or 'you mustn't'
- Bribery - the threat or action of withholding of desirable objects or experiences until the child has completed the task or activity.

7. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Special Educational Needs policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

8. Supporting all learners

We expect all pupils to show positive behaviour. However, this will be more difficult for some pupils at certain times.

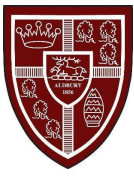
To pre-empt or support children who are exhibiting low level behaviour, in the first instance the school will attempt to investigate the cause of the behaviour by using several different tools these may include:

- Good Day/Bad Day
- Iceberg
- Feelings tools from the Young People and Families toolkit

If incidences re-occur then a more in-depth investigation will be carried out via a Roots and Fruits (appendix 2) or an anxiety mapping exercise. The Hertfordshire Graduated Response (Appendix 1) will support staff in choosing the correct plan of action.

These records are scanned and recorded on CPOMs (Child Protection Online Management System) with plans of action. All members of staff are responsible for recording any low-level behaviours on CPOMS.

We recognise that within a climate of inclusion there will be pupils who need a personalised approach to their specific behavioural needs and tasks/situations will



need to be differentiated, e.g. sitting on a chair during carpet time, sensory breaks, use of fiddle toys, access to a trusted adult. In some cases this will mean that responses to behaviour will be different and other programmes of intervention and support may be used in conjunction with external agencies such as, protective behaviours, My Hidden Chimp.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Statement will be further reinforced through the Behaviour and Anti-Bullying policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations. Children will be supported to positively develop their social, emotional and behaviour skills. The school will identify those children who may require extra support due to circumstances out of their own, or the school's direct control. Where appropriate, the school staff should work positively with outside agencies.

External agencies might include:

- Herts County Council Behaviour Support Team (STEPS Central Supervision)
- Educational Psychologist
- Child and Adult Mental Health Team (CAMHS)
- Dacorum Education Support Centre (DESC)
- Safespace
- Circle Therapy

Therefore, pupils, including those with SEND, may have personalised support and a personalised support plan in place. The leadership team will be responsible for writing these in consultation with the class teacher and parents. All staff will be provided with a copy of the plan which will contain any reasonable adjustments and agreed responses.

Any immediate agreed universal reasonable adjustments in response to antisocial behaviour are communicated swiftly to all staff via meetings or emails. This ensures that all staff know their role and responsibility in ensuring the reasonable adjustment is carried out.

The important principle is that we analyse children's behaviour and not moralise about it. We ask ourselves the question, 'What is the behaviour telling us?' (Iceberg) Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

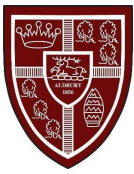
On the Playground

Staff will follow the same procedure as in the classrooms.

Positive phrasing, limited choices, disempowering the behaviour then consequence. Any serious incidents will be reported straight to the headteacher

Zones of Regulation

At Aldbury we teach, 'The Zones of Regulation' which is designed to help pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in different states called "zones," with each of four zones represented



by a different colour. Through teaching, children learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

The class staff check the 'Zones' first thing in the morning when children arrive at school and after the lunch break.

9. Unsocial Behaviours

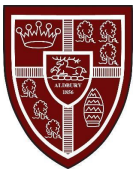
Unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction, displaying anti-social behaviour whereas introverts communicate their feelings through quiet non-compliance, displaying unsocial behaviour. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

Examples of unsocial behaviour includes:

- Quiet refusal to come into school e.g. upset and difficulty in separating from parents (Emotional Based School Avoidance will be managed through the SEND policy and support provided to pupils with social, emotional and mental health needs)
- Quiet refusal to engage in learning task
- Quietly spoiling own work
- Quiet refusal to follow instructions
- Physical removal of self from engagement in learning e.g. sitting at a table away from the main learning area
- Removal of self from classroom

Responses to unsocial behaviour:

- 'Soft starts' (planned with parents) e.g. greeted by a familiar adult; supportive colouring; distraction etc.
- Specific details dependent on needs of individual child
- Teaching team to check in & ensure instructions are understood; offer additional support & scaffolds; set small & achievable goals within the context of the wider task.
- Continued refusal check in again & give clear expectations with limited choice. Allow time to engage.
- Continued refusal check in & explain consequences e.g. learning to be completed at another time
- Teaching team to check in & ensure instructions are understood; offer additional support & scaffolds; set small & achievable goals within the context of the wider task. Provide
- Continued refusal check in again & give clear expectations with limited choice. Allow time to engage.
- Continued refusal check in & explain consequences e.g. learning to be completed at another time
- Ensure the pupil has understood the instructions



- Repeat instruction or re-word instructions to ensure clarity - use written/visual prompts & other scaffolds rather than replying on auditory instructions.
- Continued refusal & give clear expectations with limited choice. Allow time to engage.
- If refusal to follow instructions means the child is not safe, call SLT for support.
- Engage with the child to find out why & problem solve.
- Offer support suitable to the situation - this may be to allow them to be separate but so they can still access learning.
- Follow the pupil from a safe distance
- Use of the de escalation script.

10. Anti-social behaviour (definitions of behaviours)

Anti-social behaviour causes harm to an individual, a group, the community, or the environment. Difficult and dangerous behaviour falls within this category. A dangerous behaviour is a behaviour which will imminently result in injury to self or others, damage to property or behaviour which would be considered criminal for children of 10 years and above.

Graduated levels of anti-social behaviour and responses:

Low level:

- 'Play fighting' or being involved in 'rough play'
- Lying
- Unkind remarks and facial expressions
- Rudeness to others e.g. mimicking, sarcasm, lack of manners & respect for others
- Answering back/mumbling under breath
- Being out of their seat without permission
- Low-level disruption and talking in class
- Failure to complete classwork
- Disruption on public transport
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Responses:

- Begin with a non-verbal cue for the child if possible.
- Praise positive behaviour of someone close to the child.
- Verbal reminder: If the above does not work, the adult will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations.
- Verbal reminder with consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/ protective consequences.

Mid-Level (Difficult):

- Physical aggression against others e.g. kicking, hitting, slapping, pulling & pushing



- Name calling or inappropriate harassment of an individual (personal) - including use of racist or homophobic language
- Repeated refusal to follow instructions
- Leaving the classroom and going elsewhere in the school
- Running out of the school building onto the school grounds
- Bullying (including cyber-bullying)

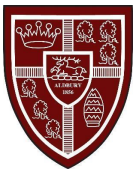
Responses:

- Reinforce expectations and explain why the behaviour displayed is anti-social
- Adult/s must give an educational and/or protective consequence that is responsive to the anti-social behaviour shown
- Incidents will be logged on CPOMS and Senior Leaders to be alerted
- Adult to contact parents/ carers to make them aware of the anti-social behaviour
- If there are examples of racist or homophobic language, follow the procedures

High Level (Dangerous)

For the purposes of this policy, the school will define “high level (dangerous) behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of/bringing into school banned/dangerous items e.g. knife
- Truancy and running away from school – leaving the school site
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member



Responses:

- Call for support and alert a member of SLT
- Use of physical restraint/positive touch in line with policy if needed to keep pupil/s safe
- Incident to be logged on CPOMS
- Staff to contact parents/carers to make them aware of the dangerous anti-social behaviour
- Internal or fixed term exclusion to be decided upon by the headteacher based on the severity of the incident

Consequences

Consequences are a sense of reality and the following consequences are an opportunity to teach new behaviour. To create change behaviour needs to be understood rather than suppressed. (Hertfordshire Steps)

At Aldbury consequences can be educational or protective.

Protective consequences: A removal of a freedom to manage harm

E.g Limited access to outside space, increase in staff ratio

It is important that any protective consequence matches the context and anti-social behaviour shown. For example, if a child hurts other children whilst playing football, s/he would not be given permission to play football until they show desired pro-social behaviour during a monitored and phased return to the activity.

Educational consequence: The learning, rehearsing or teaching so the freedom can be returned. These are consequences put in place by staff to teach the child to rehearse and learn about their actions to aid internalisation of pro-social actions to avoid repetition. It is important that any educational consequence that is taken matches the context and anti-social behaviour shown

E.g. Completing task, restorative meetings (appendix 6), assisting with repairs

Every class teacher is responsible for keeping a behaviour record of children on CPOMS. Wherever possible the member of staff managing the incident should make the record.

The school procedure begins when a child has been given a chance to correct his/her behaviour and has chosen not to do so. All staff follow the agreed procedure below when dealing with anti-social behaviour.

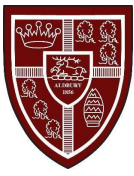
We allow for the child to reflect and think about behaviour then he /she will complete the task that has been set

For those children who are 'In Crisis' staff are to use the Hertfordshire Steps De – Escalation script.

De-escalation script

A de – escalation script will be used to prevent a crisis or during a crisis

- Child's name
- I can see something has happened
- I am here to help



- Talk and I will listen
- Come with me and.....

When using the above script staff to ensure that their body language reflects the dialogue

De-escalation body language (touch/physical responses)

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Negative behaviours are planned for in advance where possible to ensure that staff know what to do and deal with the situation effectively. There are number of tools that we use to inform and plan appropriate responses:

- Anxiety Mapping
- Roots and Fruits (appendix 2)
- Conscious/subconscious Checklist (appendix 4)
- Risk Assessment Calculator
- Risk Reduction Management Plans (appendix 5)

Incidents of bullying, violence, racism, swearing and stealing will be recorded and dealt with by the headteacher in conjunction with the school's Anti – Bullying Policy.

For children displaying frequent violent, abusive and/or disruptive behaviour individual behaviour support programmes are implemented including support from external agencies where appropriate.

The school takes proactive steps to prevent exclusions, including early targeting of those perceived to be at risk of exclusion, through behaviour support plans and the involvement of external agencies.

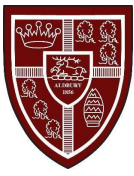
Reflection

After a behaviour incident a staff member may sit with the child and revisit the situation and allow them to reflect in it The adult will ask the child questions to determine:

- What happened? (tell the story)
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we repair relationships?
- What we have learnt so we are able to respond differently next time?

Once the Reflect, Repair and Restore process is complete, it is important that the child is forgiven and s/he is given another opportunity to 'get it right' and any other children involved are part of this process

11. Unforeseeable Behaviour



Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

Where necessary, staff will assess whether restrictive physical intervention would be justified and the appropriate steps taken (see Restrictive Intervention policy).

All school staff receive 'Step On' behaviour training from the headteacher who has been trained by advisors from Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning.). This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation or if they put themselves or others at the risk of harm.

'Positive touch' means that staff members are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that staff understand and appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so. All staff have been trained using the Hertfordshire 'Step On' training.

Where high end responses are required, staff will call on the relevant emergency services. Following on from any high level incidents, senior leaders will complete a risk assessment to determine if a plan is needed for the child for the future to prevent reoccurrence.

12. Communication and Recording within School

Behaviour Incidents

Children should report any incidents of hurtful and anti-social behaviour to the most readily available adult who might be:

- the adult on duty
- their class teacher
- a member of the support staff or office staff
- a member of the Senior Leadership Team
- an older child who they trust (e.g. House Captain) who will support them to immediately tell an adult.

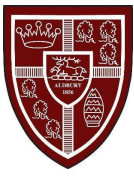
Incident Logging on CPOMS

Behaviour incidents are logged on CPOMS.

Non-negotiables which must be recorded

- Pupils involved? Always write their full name throughout the account.
- Where did it happen?
- When did it happen?
- Antecedent - what led up to the incident?
- Behaviour - what anti-social behaviours were displayed?
- Consequence – always educational; sometimes protective as well
- All recording needs to be objective, factual and non-emotive language should be used.
- If investigating and multiple children are involved, speak to them separately.
- Records may be seen by parents (if requested) or outside agencies as well as school staff.

The headteacher is alerted to all behaviour incidents



13. Communication with parents and carers

The headteacher and class Teachers will decide when parents are informed about incidents. Parents/carers will be informed of all significant incidents that involve harm/hurtful behaviour in a timely manner and they will be provided with sufficient information to enable them to support their child appropriately. This may be via a conversation in person, a phone call or email/

Parents will need to be informed if:

- A child is consistently displaying the same anti-social behaviours
- A child has been physically marked or significantly hurt another
- A child has used inappropriate language e.g. swearing, violence, hurtful comments
- A child has damaged school property
- There are any allegations of racism, homophobia, bullying etc (See Anti-Bullying Policy)

Where pupils are responsible for bullying, violence, aggression or damage to the school environment, parents will be contacted and it will be recorded on CPOMS. If a child has been responsible for a number of incidents in a half term, it is expected that the class teacher will refer to the Graduated response (Appendix 1) for next steps. A Fixed Term Exclusion will only be imposed as a last resort.

14. Sexual abuse and harassment

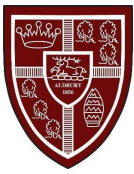
The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

15. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.



The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

16. Exclusion

Only the headteacher has the power to exclude a pupil from school. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. A member of the SLT will make this decision if the headteacher is absent.

The headteacher may decide to exclude a pupil for a fixed term or permanently in line with this policy and DFE Guidance: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

If the headteacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. 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 informs the parents how to make any such appeal.

The headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions 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 has an exclusion panel, which is made of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with the ruling.

17. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.



- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

18. Data collection and behaviour evaluation

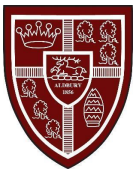
The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly (surveys – annually) by the headteacher and the governors. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Data in relation to behaviour incidents is retained whilst the child remains at Aldbury and then transferred to the next school setting. If the pupil dies whilst at school, transfers to elective home education or leaves the country the records will be transferred to the Local Authority.

19. Monitoring and review



This policy will be reviewed by the headteacher and staff on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.



20. Appendix 1 – Graduated response

Graduated Response:

Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.



21. Appendix 2 – Roots and Fruits

Roots and Fruits guidance

Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- | | |
|--|---|
| <ul style="list-style-type: none">Running inside the school buildingRefusing to start a task in literacyCalling out when the teacher is talkingThrowing pencils in classPutting equipment in their mouth | <ul style="list-style-type: none">Pushing over chairsKicking staffGoing under the tableRacially abusive LanguageIntimidating younger pupilsHiding in the toilet blockClimbing the outside of the building |
|--|---|

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

Pro- social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- | | |
|--|--|
| <ul style="list-style-type: none">Walking while inside the school buildingStarting a task independentlyPutting their hand up to answer a questionUsing only the specified equipment | <ul style="list-style-type: none">Staying at their work station for 10 minsAsking staff to help with a taskComing in off the playground when askedParticipating in an adult led game with peers |
|--|--|

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- | | |
|--|---|
| <ul style="list-style-type: none">HelplessAnxiousBlamedShamedUninspiredDislikedRejectedIsolatedControlledForced | <ul style="list-style-type: none">WorriedBoredIrrelevantRejectedHungryPainConfusionEmbattledWorthlessEmbarrassed |
|--|---|

Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- | | |
|---|---|
| <ul style="list-style-type: none">HappyCalmLikedInvolvedSafeIncluded | <ul style="list-style-type: none">ValuedInspiredNeededUnderstoodRespectedMotivated |
|---|---|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social / negative Experiences (No.2)

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 14-15 risk factors should be considered when completing the above

Anxiety analysis

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

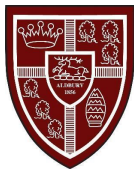
All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

Anti-social / negative feelings

DEFAULT

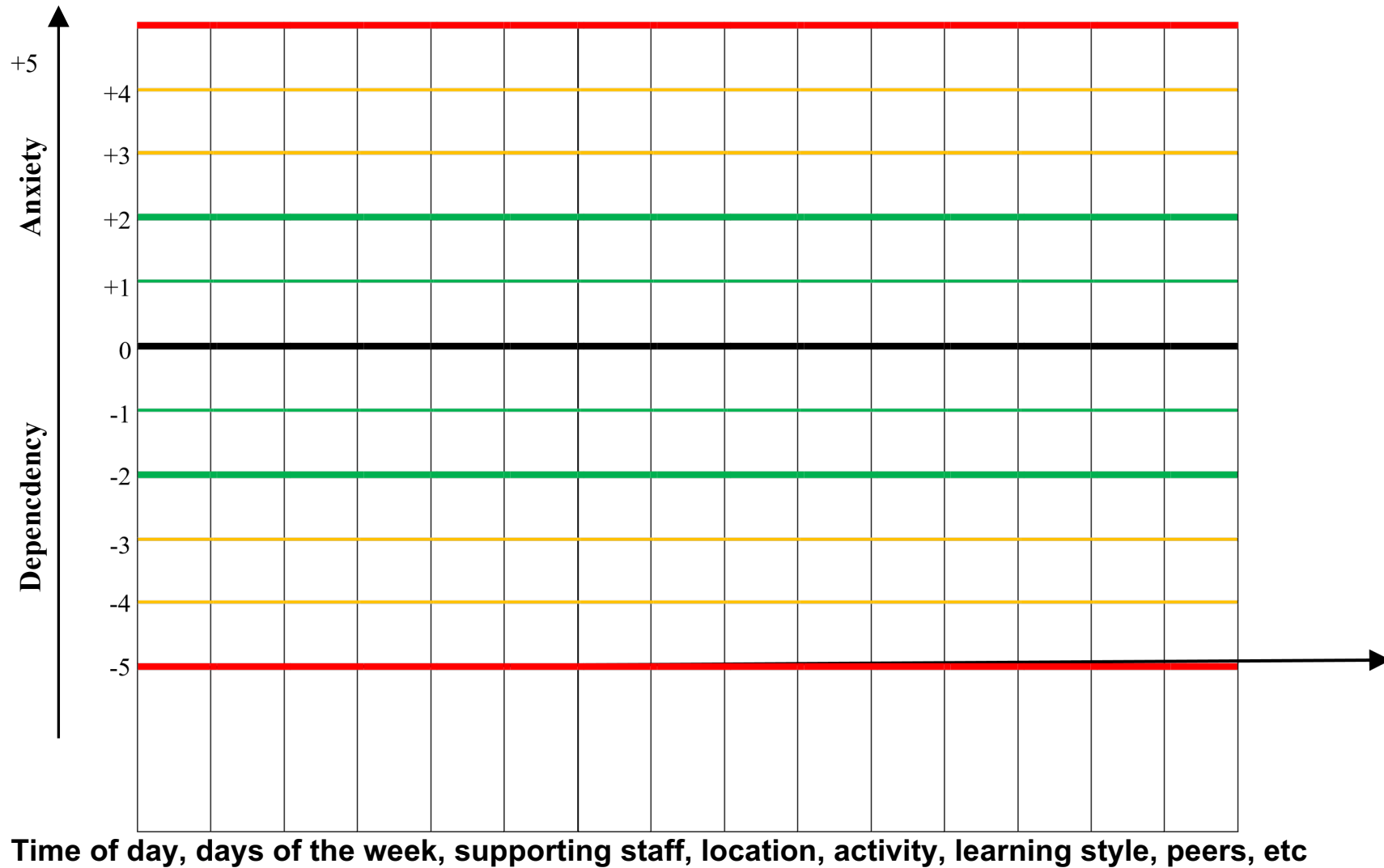
Pro-social / positive feelings

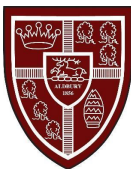
Anti-social / negative experiences

Pro-social / positive experiences



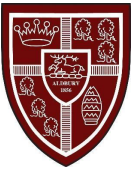
22. Appendix 3 - Anxiety Mapping





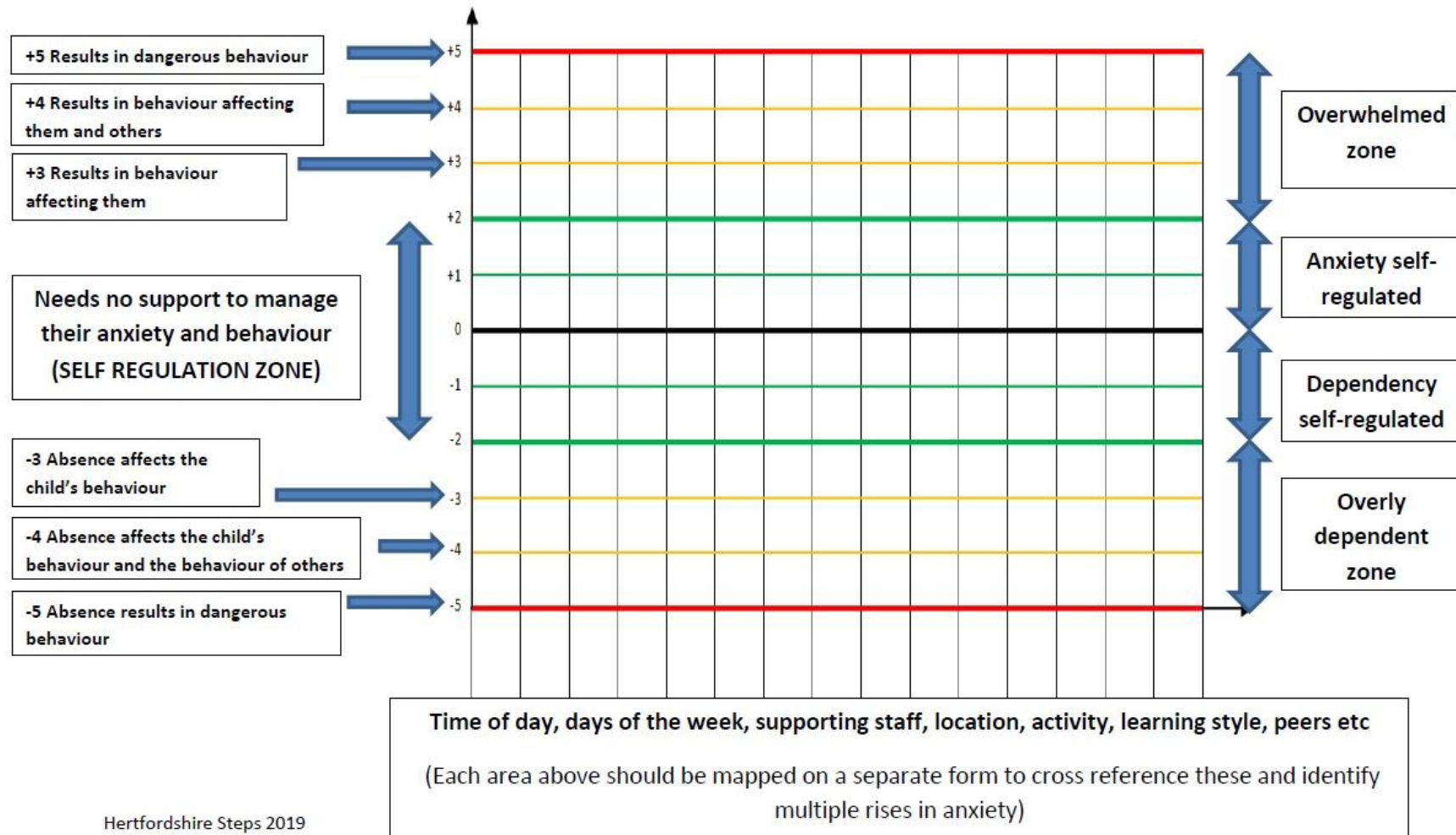
Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activit Predict it /Peer/Time	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of ing the pupil overwhel 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of , an over reliant developing 9. 10. 11.	Monitoring needed 9. 10. 11.



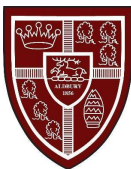
Anxiety mapping guidance

Anxiety Mapping



Hertfordshire Steps 2019

'To live life in all its fullness' (John 10:10)



Anxiety mapping guidance

Anxiety Mapping Guidance

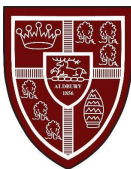
By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the student's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

	Score	Description
Raised Anxiety	+2 to + 5	Reflects raised anxiety where the individual would need differentiation or support to cope with the experience and feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.
	0 to + 2	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	0	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	0 to – 2	Would reflect factors that calm or soothe the individual where its absence could be managed without needing assistance or differentiation.
	-2 to -5	Reflects an overwhelming reliance on a factor which if removed or absent the child would need differentiation or support to cope with the experience or feelings. If there was no support offered the individual would predictably begin to display difficult or dangerous behaviour.

An experience or person or time that is -3 for one child may be -2 in another child.

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.



23. Appendix 4 – Subconscious and Conscious behaviours

Subconscious Behaviours – behaviours that choose us

Behaviours that are evident without any thought or planning.

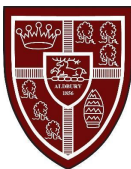
Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.)

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

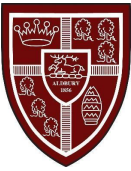


Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we manage this stimulus ? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

Hertfordshire Steps 2019

'To live life in all its fullness' (John 10:10)



Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that are the result of thought or planning

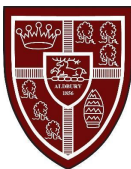
Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

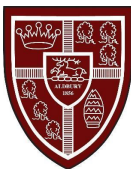
Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.



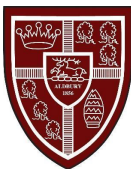
Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?



24. Appendix 5 – Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		



Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date Signature of Parent / Carer..... Date
Signature of Young Person.....Date.....



25. Appendix 6 – Restorative Questions

Are you ready to talk about what happened?	
What were you thinking at the time?	
How did you feel when happened?	
How was affected by what happened?	
How do you think that was feeling?	
What do you think that you could do fix things? / If everything was going to be alright what would need to happen?	
If you found yourself in the situation again, what do you think you could do differently?	
What would you like to happen next?	



How can we make things better for _____/you?	
How can we make it ok for you to go back to lessons/activities?	
What do you think _____ might need?	



THE ZONES OF REGULATION

<p>Blue Zone</p> <p>sad tired</p> <p>sick moving</p> <p>tired slowly</p>	<p>Green Zone</p> <p>happy</p> <p>calm</p> <p>feeling ok</p> <p>focused</p> <p>ready to learn</p>	<p>Yellow Zone</p> <p>frustrated</p> <p>worried</p> <p>silly/wiggly</p> <p>excited</p> <p>loss of some control</p>	<p>Red Zone</p> <p>mad/angry</p> <p>terrified</p> <p>yelling/hitting</p> <p>elated</p> <p>out of control</p>

Use tools to get in the green zone

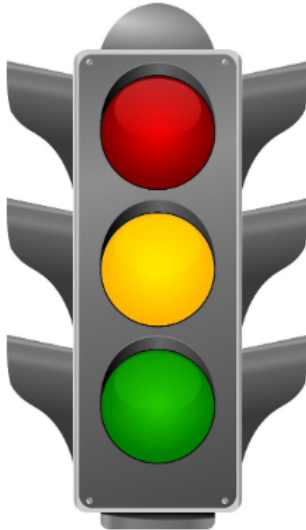
drink of water	count	deep breaths	squeeze and release	wall push ups	use fidgets	draw	write this	talk with adults
take a break	self talk	take a walk	stretch	volcano breath	lift something heavy	ask for a snack	think of a calm place	listen to music

Well done – you are learning to self-regulate



Stop, Opt and Go sheet

Aldbury Cof E Primary & Nursery School
STOP, OPT, GO Reflection Sheet



Take a red marker and cross off each option that would cause you to go into those Zones. Take a green marker and circle the best options to go with.

Problem

Stop before you act

Think of all your options (Good and bad) and how they will work out

Unhealthy:

Healthy:

Go with your best option

How are you feeling now? Is there anything that you need to do following our discussion?