



Potten End Church of England Primary School

POSITIVE BEHAVIOUR POLICY
Potten End Church of England Primary School

Policy Review

This policy was agreed by the Governing Board on.....08/02/2024.

It is due for review on...Feb 2026.....

Signature Date

Head Teacher

Signature Date

Chair of Governors



Potten End Church of England Primary School

Rooted in faith, we nurture, grow and flourish

Which is based on our school vision from the Parable of The Mustard Seed.

Introduction

At Potten End, we are passionate about having a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset. We have high expectations of all our pupils both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours. Our strong school Christian ethos and Christian vision underpins everything we do at Potten End and we believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

AIMS

- To ensure that every young person is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.
- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement.
- To ensure that pro-social behaviours are taught, encouraged and recognised.
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.
- To ensure there is a culture that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners.
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren).

OBJECTIVES

- Staff to provide equal access to learning, through the adaption of the curriculum to meet the needs of each child
- Our holistic approach to teaching and learning is underpinned through our school Christian values allowing pupils the opportunity to internalise pro-social behaviour choices.
- Working with the pupils own experiences and feelings in order to promote a positive self-worth, internalised discipline resulting in long term change.



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- All stakeholders to agree and follow a positive Home/School Learning Agreement
- Pro-social interactions between pupils, staff and parents ensure a positive working relationship between all those working around the child.
- A therapeutic approach to behaviour management encompassing protective and educational consequences using the 3R's (Revisit, Reflect and Repair) is embedded.
- Where necessary, protective & educational consequences to be delivered and evaluated so that further support can be given to the child where identified.
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement & attainment.
- If required, de-escalation strategies are used by all staff following the STEPS script and supportive physical intervention is utilised in accordance with STEPS guidelines

WHAT IS PRO-SOCIAL BEHAVIOUR?

Pro-social behaviours are any actions which benefit the individual and others around them.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Prosocial behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education.

When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours



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- role modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- celebration and sharing of learning in whole school collective worship
- incidental rewards and praise

Responding to and promoting pro-social behaviour

Staff will encourage pro-social behaviour and will respond positively to any on display, including (as appropriate to the pupil and situation) by:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, house points
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Celebration assembly
- Head Teachers Tea Party for demonstrating the school values

ANTI-SOCIAL BEHAVIOUR - APPROACHES AND RESPONSES

What is anti-social behaviour?

Anti-social behaviour is any behaviour that is disruptive, difficult or dangerous (from low level to significant). It includes behaviour that causes harm (to others, to a community and/or the environment); behaviour that has negative personal impact (causing injury, harassment, alarm or distress); and behaviour that infringes or violates the rights of others.

Preventing anti-social behaviour

In addition to promoting pro-social behaviour, staff will aim to actively prevent anti-social behaviour, including (as appropriate to the pupil and situation) by:

- Having an inclusive ethos and positive learning environment
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a change of environment (e.g. by offering time in the 'Nurture' room where pupils are able (with or without adult support as deemed appropriate) to access a range of resources to help regulate their emotions/de-escalate their anxiety (noting that this is not a sanction or what is sometimes referred to in other schools as 'isolation' or 'seclusion').
- Offering verbal and non-verbal reminders of the expectations placed on them
- Giving pupils specific and limited choices
- Identifying the basis of feelings that may drive anti-social behaviour through Roots and Fruits analysis if required (see Appendix 3)



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- Predicting and preventing escalation through Anxiety Mapping as needed (see Appendix 5 & 6)
- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy.
- De-escalating incidents.

When anti-social behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult or dangerous, staff will aim to remain calm and/or deescalate, using any, or all of the following:

- De-escalation scripts (see Appendix 2) which are used consistently by all staff
- Using positive phrasing (e.g. “walk slowly to be safe”, “when you’re calm, we can talk about this”, “you need to”)
- Giving pupils specific and limited choices (e.g. “maths inside or outside...”)
- Disempowering the behaviour – usually by focusing on children demonstrating prosocial rather than on the individual demonstrating anti-social behaviour (e.g. “I can see you’re listening....”)
- Using STEP On moving and handling strategies to steer the child to safety (noting that all school staff who come into contact with children are trained in these techniques)
- Resources (such as Anxiety Mapping and Roots and Fruits Analysis) to inform development of a Risk Reduction Management Plan.

CONSEQUENCES FOR ANTISOCIAL BEHAVIOUR

Following an incident of behaviour that is disruptive, difficult or dangerous, staff will provide a consequence. Consequences must be reasonable in all the circumstances and may only be provided:

- By a paid member of school staff (or other person, such as a volunteer, but only if expressly authorised by the Head Teacher and only where they have been specifically referred to the requirements contained within this policy);
- On school premises or while the pupil is in the charge of a member of staff;
- Where it is compliant with all other legislation (e.g. relating to disability, special educational needs, race or other equalities and human rights); has taken account of all of the above plus age and any special religious requirements affecting the pupil; and is without recourse to corporal punishment (i.e. physical force as a punishment) which is illegal.

Guidelines for responding to instances of anti-social behaviour are set out in Appendix 1. However, in all instances, the response should be appropriate to both the circumstances and to the individual concerned; at its most extreme, a differentiated response (see above) may need to be considered. Consequences should also always be logical, meaningful and have purpose and (beyond simple reminders about expected behaviour) can be either protective or educational, as follows:



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PROTECTIVE CONSEQUENCES:

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtime
- differentiated teaching space or learning
- work requiring completion to be sent home, and supported by parents/carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room/space
- whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices through the use of various behaviour analysis tools (Roots and Fruits; Anxiety Mapping – see appendices)

EDUCATIONAL CONSEQUENCES:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition.

These may include, but are not inclusive of:

- third person role play to understand peer/adult feelings social stories
- behaviour related research to understand how and why actions have impacted others
- restorative meetings with child and parent/carer
- completing or redoing tasks to the expected standard for the child
- modelling pro-social behaviours to younger peers

LUNCHTIME REFLECTION

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend 'Lunchtime Nurture/reflection.' This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond



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positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- Dacorum Educational Support Centre (DESC)
- Circle Therapy e.g. Art Therapy
- Berkhamstead Local partnership of schools

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. Conscious and subconscious behaviours checklist, roots & fruits, anxiety mapping – see appendices)

BULLYING

Bullying has the capacity to create lasting damage to all concerned. We take allegations and evidence of possible bullying very seriously and once established, it will always be considered a significant anti-social behaviour and responded to accordingly.

We work with our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support is available to help identify bullying, to support victims of bullying and also to work with those who bully.



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We have a separate detailed Anti-Bullying Policy which is monitored by the Governing Body, reviewed regularly by school and which is available on the website or from the school office on request.

EXCLUSIONS

The Head Teacher may decide whether to exclude a pupil for a fixed term or permanently in line with the school's behaviour policy taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community. The school can make a judgement on what is deemed difficult or dangerous behaviour using the risk assessment calculator. Difficult behaviour can usually be supported by the school. Repeated dangerous behaviour may need external interventions.

Managed Moves and Alternative Provision

Exclusions guidance (referred to above) additionally provides detail about both managed moves and the school's right to direct a pupil to alternative provision.

A managed move is a voluntary formal agreement between two schools, parents/carers and a pupil, for the pupil to change school under controlled (initially trial) arrangements. It will not be used as a threat to avoid removing the pupil from their current school but is often used as an alternative strategy where there is a risk of permanent exclusion; where there is no prospect of success for the pupil in their current setting; and where all concerned agree that this is in the best interests of the pupil's education.

In contrast, school has the power (under S23(3) of the Education Act) to direct a pupil to be sent to another premises for their education. This provision will be used to support the improvement of behaviour and although the permission of parent(s)/carer(s) is not required, it will ordinarily be sought, to ensure that there is the greatest prospect of successful reintegration back into school once completed. The use of alternative provision is strictly time limited and there are clear guidelines about how it must operate, what information must be given to parent(s)/carer(s) and the process for monitoring success.

POSITIVE PHYSICAL INTERVENTION

In accordance with Hertfordshire STEPS, staff will use positive physical intervention to support pupils in the following ways:

- Open mits (open hands) to guide a pupil to a safe area
- To give recognition, praise and re-focus to pupil's such as: a high five, a tap on the shoulder
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug. Staff will not allow pupils to sit on their laps.
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment



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- Moving, handling and self-care e.g. nappy changing. Some pupils will have individual care plans where procedures are clearly highlighted.

This list is not exhaustive and will depend on what is appropriate for the child

RESTRICTIVE PHYSICAL INTERVENTION

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.
- to prevent a child from committing a criminal offence



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Appendix 1: Consequences

Level 1	<p>Difficult Behaviour Including*: - Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property)</p> <p>*this not an exhaustive list</p>	<p>1. Reminder given of pro-social behaviour, with an explanation of how behaviour is negatively impacting on them or others.</p>
Level 2	See above	<p>2. If continues, a second reminder is given as above with the same script. This will include the limited choice consequence which will be put in place (i.e. Are you are going to complete the task at your table or in a different area of the classroom?) 3. If behaviour continues, another reminder will be given as above. The child will then be given a limited choice consequence (i.e. Are you going to complete the task on the timeout table or SLT?)</p>
Level 3	See above	<p>Where this process has been followed and a child continues with low level anti-social choices, they will be asked to go to the table outside the classroom to reflect on their choices for the duration of the lesson. Child returns to class. (SLT/Key stage leader informed who will chat to child at a convenient time)</p> <p>If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).</p>
Level 4	<p>Dangerous Behaviours (This is not an exhaustive list) Staff will respond in the following ways:</p> <ul style="list-style-type: none"> • Knowingly swearing, using inappropriate or discriminatory language or other verbal abuse intended to cause offence, hurt or fear • Acts of racism, homophobia or discrimination on grounds that relate to personal identity (also known as 'protected characteristics') including sex, religion or belief, disability (including SEN) and sexual orientation • Actual or threatened violence (against other pupils or staff) • Sexually-orientated indecent behaviour • Intentional serious damage to property/vandalism (e.g. defacing property with graffiti or smashing windows) • Intending to cause physical harm (e.g. scratching, kicking, slapping or punching, biting and spitting) • Stealing • Defiant, repeated or persistent instances of any of the behaviour types set out in Levels 1-3 • Truancy or leaving the school grounds without permission • Making malicious accusations against other pupils or staff • Bullying (see separate Anti-Bullying Policy) • Misuse of technology where the pupil has intended significant harm or where the outcome is of significant concern (e.g. hacking, virus spreading, possession of pornographic images or cyberbullying) – refer to Online Safety Policy and ensure that all breaches are logged/reported according to the requirements therein) • In possession, using or supplying an illegal drug or a drug that is harmful and detrimental to good order (e.g. a legal high) • In possession of an offensive weapon 	<p>ACTIONS TAKEN</p> <p>De-escalation script followed by any adults involved: i.e.</p> <ul style="list-style-type: none"> ➤ Child's name I can see something has happened ➤ I am here to help ➤ Talk and I will listen ➤ Come with me and.... <p>2. Child to be taken to a safe and calm space when ready to.</p> <p>3. Incident to be investigated and all involved to be listened to by identified member of staff</p> <p>4. Discussion with the child about the anti-social behaviour and the subsequent protective and/or educational consequences</p> <p>5. Parents/carers informed</p> <p>6. Follow up work at the appropriate time: 3R's (Revisit, Reflect, Repair) and protective/educational consequences to be explored with identified member of staff.</p> <p>7. In extreme circumstances it may be necessary to consider and/or implement an external exclusion.</p>



Appendix 2

De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**



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Appendix 3 ROOTS AND FRUITS

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Appendix 4 Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage



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4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page



Risk Reduction Plan (Doc 1)

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

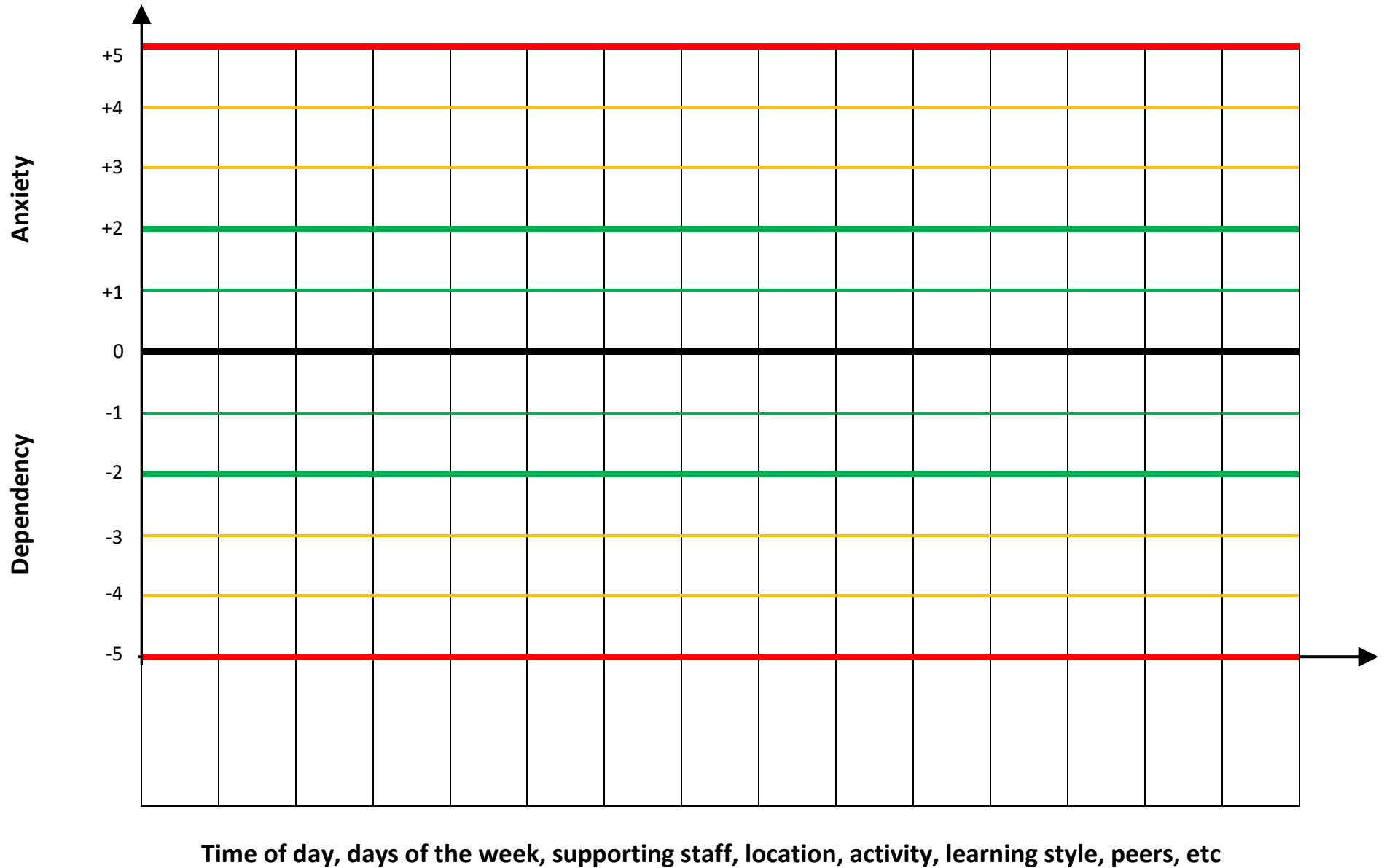
Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....



Anxiety Mapping Appendix 5





Anxiety Mapping Analysis and Evidence of Differentiation Appendix 6

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
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 overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.