



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.....May 2026

It is due for review on...May 2027.....

Signature Date

Head Teacher

Signature Date

Chair of Governors

Rooted in faith, we nurture, grow and flourish

OUR VALUES AND VISION

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school. Good teaching and learning promote good behaviour and good behaviour promotes good learning. All children have the right to learn and to achieve their potential and all staff have the right to teach.

At Potten End CE Primary School, we have the responsibility to operate an effective policy that encompasses preventative strategies for tackling unsocial or detrimental behaviour. All staff need to have an understanding of what challenging behaviours might be communicating.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection Policy
- Equality Policy
- Governors' Statement of Behaviour Principles
- Mental-Health and Well-being Policy
- Restrictive Physical Intervention Policy
- Whistleblowing Policy
- Behaviour Curriculum

INTENT

At Potten End CE Primary School, we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Therapeutic Thinking Ltd. It is our intention to promote valued behaviour that enables all children to achieve their potential and develop academically, socially and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our children, both in relation to their education, as well as their behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the children and use of positive behaviour management strategies to promote valued behaviours. Our strong school Christian ethos and Christian values system underpins everything we do at Potten End CE and we encourage our children to be caring, supportive and demonstrate our values at all times. We provide them with a safe enabling environment where they feel valued, supported and heard.

AIMS OF OUR POLICY:

- to ensure there is a culture within Potten End CE Primary School that values all pupils; allowing them to feel a sense of belonging where children are able to seek emotional and wellbeing support from practitioners;
- to ensure that every pupil at Potten End CE Primary School is given equity of opportunity to develop socially, to learn and to develop from life experiences;
- to help our children make valued behaviour choices, subsequently learning responsibility and to be accountable for their actions;
- to encourage consideration for others by promoting our 3 core school values of ***Respect, Friendship and Perseverance***;
- to develop self-belief in their own ability and pride in the school through effort as well as achievement;
- to ensure that valued behaviours are taught, encouraged and positively acknowledged
- to use protective and educational consequences to support an understanding of valued choices and the consequence of detrimental actions. These will be evaluated so that further support can be given to the child where identified;

- to enhance our positive working relationship with parents where both parties collaborate to support the needs of the children;
- to create a calm and safe learning environment where children feel empowered to believe in themselves and strive to be the best they can be.

OBJECTIVES OF OUR POLICY:

- Staff will provide equal access to learning, through the adaption of the curriculum to meet the needs of each child.
- Children are given the opportunity to recognise and develop valued behaviours through teaching, peer-interactions and teacher/child relationships and understand the impact of their behaviour upon others.
- Our holistic approach to teaching and learning is underpinned through our school values allowing children the opportunity to internalise valued behaviour choices, working with the children's own experiences and feelings in order to promote positive self-worth and an internalised discipline, resulting in long-term change.
- All stakeholders agree and follow a positive Home/School Learning Agreement
- Valued interactions between children, 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 3Rs (Reflect, Repair and Restore) is embedded.
- Where necessary, protective and 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 and attainment.
- If required, de-escalation strategies are used by all staff following the 'Therapeutic Thinking' script and supportive physical intervention is utilised in accordance with Therapeutic Thinking guidelines if a child puts themselves or others at significant risk.

LEADERSHIP AND MANAGEMENT

It is the core responsibility of the head teacher to ensure that the policy is written and implemented effectively. The school ensures engagement of governors/trustees through termly reporting in the headteacher's report. Every three years, governors produce a Statement of Behaviour Principles which underpins Potten End CE's Positive Behaviour Policy and aligns with the Therapeutic Thinking approach. In line with the Therapeutic Thinking approach, Potten End CE Primary School has trained Therapeutic Thinking tutors who are members of the Senior Leadership Team. However, it is our belief that behaviour at Potten End CE is a shared responsibility of all staff members. It is expected that all staff members will respond predictably, promptly and assertively in accordance with the Positive Behaviour Policy.

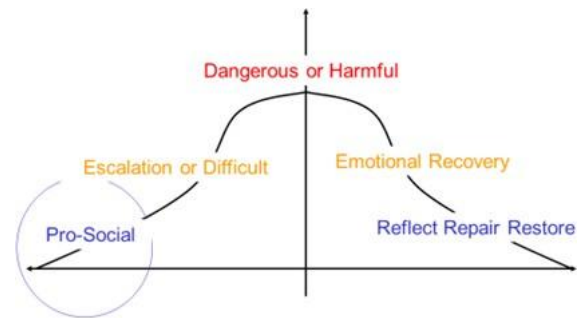
STAFF INDUCTION, DEVELOPMENT AND SUPPORT

In line with the Therapeutic Thinking approach, the tutors have annual refresher training. This is cascaded to all school staff through regular CPD. When a new member of staff joins, there is a thorough induction process that includes training to ensure the policy is understood and adhered to. Senior Leaders offer staff coaching and mentoring support to staff members on an individual basis as well as practical support for day-to-day behaviour management issues.

UNDERPINNING OUR APPROACH THROUGH THERAPEUTIC THINKING

You can't teach children to behave better by making them feel worse. When children feel better, they behave better. (Therapeutic Thinking)

We plan for three phases of behaviour progression: Valued (see Pro-Social), Detrimental (see Escalation or Difficult) and Dangerous or Harmful (see diagram.) When pupils are engaged and learning, we 'catch them getting it right.' This can be by recognising and rewarding their efforts through praise, certificates, or anything that has meaning for the individual pupil. Pupils should also be made aware that their valued behaviour can be rewarding in itself and brings about positive experiences and feelings in others.



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:

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

THERAPEUTIC CONTINUUM

This illustration shows a continuum of interventions for behaviour. The most therapeutic structure is one that works to internalise valued behaviour by focusing on the experiences and feelings of everybody within the dynamic. As a result, the valued behaviours 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).

THERAPEUTIC THINKING IN THE EARLY YEARS

At Potten End, before implementing formal behaviour plans for Early Years children, we take into consideration that some seemingly detrimental behaviours are actually expressions of developmental schemas (repeated patterns of behaviour children use to explore ideas through play and interaction). Understanding these schemas, such as trajectory (e.g., throwing, pushing), allows teachers at Potten End CE to interpret challenging behaviours as valuable learning opportunities. We would provide appropriate resources and contexts to help transform the detrimental behaviour into healthy positive learning experiences. This approach, aligned with EYFS principles, supports children's natural learning through active engagement and can often reform behaviours without the need for more formal interventions.

THE ROLE OF THE PUPIL

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with respect and dignity. To achieve this, every pupil is taught about the school's Behaviour Curriculum, expectations, pastoral support, and consequence processes.

Pupils new to the school are supported to achieve the behaviour standards including an induction process that familiarises them with the school behaviour culture.

THE ROLE OF THE PARENT

The role of parents is crucial in helping our school to develop and maintain positive behaviour. To support the school, parents are encouraged to know the school's Behaviour Policy and Behaviour Curriculum and take an active part in the life of the school. At Potten End CE, we reinforce the whole-school approach by building and maintaining positive relationships with parents by keeping parents updated about their children's behaviour.

HOME SCHOOL AGREEMENT

The Home/School Agreement will be an important part of communicating our approach to positive behaviour, so that parents/carers can be encouraged to support their child. The responsibilities of children, parents/carers and all school staff, with respect to their children's behaviour, is outlined in the Home School Agreement. This Agreement should be signed by the children, parents/carers and teachers when a pupil joins the school. This is an undertaking by every member of the School Community to adhere to the principles of Behaviour Policy and Behaviour Curriculum.

WHAT ARE VALUED BEHAVIOURS?

Valued behaviours are any actions that benefit others around them or society as a whole. Below we have listed examples of valued behaviours we encourage in school but this is not a definitive list and expectations depend on individual children and their specific needs.

Some examples of valued behaviours	
Displaying positive learning attitudes – trying best on all tasks and learning from mistakes.	Establishing and maintaining positive relationships and interaction with peers and adults (tone of voice; body language).
Displaying Learning Habits (communication, independence, determination, curiosity) Being brave, showing and taking risks in their learning	Supporting others with their learning.
Being respectful of all members of our school community.	Acknowledging one's own feelings, communicating this to elicit positive support ('I am feeling anxious; I need space' or 'I'm feeling cross').
Listening to adults and following instructions.	Identifying, understanding and accepting mistakes as learning opportunities, and using a Growth Mindset to persevere and challenge themselves to complete the task.

Taking responsibility for their role in detrimental behaviour incidents	Identifying, reflecting and repairing detrimental behaviour choices.
Showing respect for their environment – taking care of equipment, keeping learning and playing areas tidy, caring for their belongings and the belongings of others.	Respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.
<p>Adult Responses (See section below 'Positive Reinforcement and Celebration')</p> <ul style="list-style-type: none"> • Positive verbal acknowledgement • House points could be rewarded • Allocate roles and responsibilities within the class and school community • Head Teacher award 	

Valued behaviour acts as a strong motivator in education as it provides students with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When valued behaviours are not demonstrated and reinforced, children can struggle to make connections with others, which can subsequently lead to a disconnection, which can negatively influence a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for valued behaviours in education and social learning, then they can illustrate that what children are learning will have a direct impact on the world that they live in. Valued behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

TEACHING AND PROMOTING VALUED BEHAVIOUR AND HELPFUL FEELINGS

Our emphasis is on teaching and promoting valued behaviours through our Behaviour Curriculum. It is important to show appreciation for the children who always follow the Behaviour Curriculum and display valued behaviours. The whole school community aims to promote valued behaviour through praise and unexpected reward. At Potten End CE, praise must adhere to the principles of Growth Mindset e.g. praise is given to the action or effort and recognises valued behaviours and avoids phrases such as, 'good boy/girl' as this does not fully expand on what it is that is 'good'.

Behaviour Curriculum

At Potten End CE Primary School, we want our children to be effective learners. We want them to possess the interpersonal skills required to be independent, determined, confident, curious, creative, ambitious, respectful, have self-belief and to achieve academically and socially. These skills will equip our pupils to leave our school and move on to the next stages of their education so they can continue to flourish.

To give them the personal tools to achieve this, alongside the academic curriculum, we also offer a Potten End CE Behaviour Curriculum where children are explicitly taught the skills they need.

To do this, we embed a number of taught routines which will create a school culture that reflects our key valued behaviours. We teach these routines for the following reasons...

- All children have different prior knowledge in terms of behaviour and therefore different values and beliefs.
- Routines that we embed, support children to leave our school with our whole school values and beliefs.
- Routines need to be explicitly explained, taught, practised and revisited regularly and consistently for them to become norms and change habits.
- Promotes making helpful choices easy and the unhealthy choices hard.
- Ensures nothing is left to chance and all members of our school family know what is expected of them as a member.
- All built around intrinsic motivation. However, some extrinsic motivation is required to get there.
- Social conformity - making sure our school culture is positive to ensure children make healthy choices.

Relationships

At Potten End CE, we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained helpful feelings within our children. This is achieved through daily, positive interactions with all members of the Potten End CE community as well as specific activities such as worship, PSHE, reflection time etc.

Role Modelling and use of positive phrasing

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

Positive Reinforcement and Celebration

Our emphasis is on promoting valued behaviours. Praise must adhere to principles of Growth Mindset. The whole school community aims to promote valued behaviour through praise and unexpected reward.

We aim to promote valued behaviours through recognition including:

- giving verbal praise and positive feedback;
- communication with parents/carers to highlight valued behaviours;
- role modelling to peers throughout the school;
- allocation of responsibilities and roles;
- acknowledgement of demonstrating school values;
- celebration and sharing of learning
- incidental rewards and praise including the use of house points, headteacher rewards

Whole School House System

A House System consisting of four different Houses is used to encourage collective achievement through cooperation and individual effort. Every child is allocated a House when they join the school. House points are also awarded to promote valued behaviours and school values. EYFS will build up to use this system during the summer term as part of transition.

Feedback and Recognition

It is essential that all staff give children feedback about their behaviour and recognition is given to the valued behaviours they display. This must adhere to the principles of Growth Mindset. For example, 'Thank you for holding open the door'; 'You have shown lovely manners, thank you'; 'I liked the way you segmented that word and blended phonics to read it.'

UNSOCIAL BEHAVIOUR

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 detrimental 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	Adult response to behaviour
Quiet refusal to come into school e.g. upset and difficulty in separating from parents	<ul style="list-style-type: none"> • 'Soft starts' (planned with parents) e.g. greeted by a familiar adult; supportive colouring; distraction etc. • Specific details dependent on needs of individual child
Quiet refusal to engage in learning task	<ul style="list-style-type: none"> • 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 • Issues warnings or Level 1
Quietly spoiling own work	<ul style="list-style-type: none"> • 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
Quiet refusal to follow instructions	<ul style="list-style-type: none"> • Ensure the pupil has understood the instructions • Repeat instruction or re-word instructions to ensure clarity - use written/visual prompts & other scaffolds rather than relying on auditory instructions. • Continued refusal & give clear expectations with limited choice. Allow time to engage. • If refusal to follow instructions this means the child is not safe, issue levels or call SLT for support.
Physical removal of self from engagement in learning e.g. sitting at a table away from the main learning area	<ul style="list-style-type: none"> • 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.

Avoidance (learning, instructions, engagement) e.g. sharpening pencil, going to the toilet, wandering around the room	<ul style="list-style-type: none"> ● Reminder of expectations ● Support given when beginning a task/ learning ● Re-focus/ check in to ensure pupil has everything they need to learn successfully ● Educational/ Protective consequence - if avoidance has had a negative impact on learning
Removal of self from classroom	<ul style="list-style-type: none"> ● Follow the pupil from a safe distance ● Call SLT support. ● Use of the de escalation script.

DETRIMENTAL BEHAVIOURS

Detrimental behaviour causes harm to an individual, a group, the community, or the environment. Difficult and detrimental 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.

Examples of low level detrimental behaviour	Adult response to behaviour
<ul style="list-style-type: none"> ● Talking at an inappropriate time ● Calling out ● Swinging on their chairs ● Making inappropriate noises ● Disturbing the learning of others ● 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 ● Playing where they do not have permission to play (inc. toilets) ● 'Play fighting' or being involved in 'rough play' Lying ● Throwing objects without intent to harm ● Spitting on the floor etc 	<ul style="list-style-type: none"> ➤ 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. Issue warning if needed ➤ 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. Issue Level 1 or 2

Examples of mid-level detrimental behaviour - 'difficult'	Adult response to behaviour
<ul style="list-style-type: none"> ● Repetition of any of the above low-level behaviours ● Spoiling the work of others ● Name calling or inappropriate harassment of an individual (personal) - including use of racist or homophobic language ● Repeated refusal to follow instructions ● Swearing ● Spitting at another person ● Making deliberate false allegations ● Intimidation & threats towards others ● Throwing objects with intent to hurt or damage ● Physical aggression against others e.g. kicking, hitting, slapping, pulling & pushing ● Leaving the classroom and going elsewhere in the school ● Damaging school property ● Running out of the school building onto the school grounds ● Bullying (including cyber-bullying) 	<ul style="list-style-type: none"> ➤ Reinforce expectations and explain why the behaviour displayed is detrimental ➤ Adult/s must give an educational and/or protective consequence that is responsive to the detrimental behaviour shown (Level 2 OR 3) ➤ Incidents will be logged on CPOMS and Behaviour Leads to be alerted ➤ Adult to contact parents/ carers to make them aware of the detrimental behaviour ➤ If there are examples of racist or homophobic language, follow the procedures within the school's Anti-Racism Policy (Level 4 internal) ➤ If there are examples of incidents online, follow the procedures within the school's Anti-bullying Policy in line with the principles as set out in KCSiE. ➤ If mid-level behaviour is repeated, seek support from the Behaviour Leads and refer to the Behaviour Toolkit for tools to support understanding of behaviour e.g. anxiety mapping; conscious & subconscious checklist; Early Prognosis etc
Examples of high level detrimental behaviour - 'dangerous'	Adult response to behaviour
<ul style="list-style-type: none"> ● Leaving the school site ● Fighting with intent to harm by punching, kicking, strangling ● Continued bullying after SLT intervention ● Bringing in a dangerous object to school e.g. knife 	<ul style="list-style-type: none"> ● Call for support and alert a member of SLT ● Search and confiscate any objects which may be used to cause harm e.g. knife ● Use of physical restraint/positive touch in line with policy if needed to keep pupil/s safe ● Incident to be logged on CPOMS ● SLT to contact parents/ carers to make them aware of the dangerous behaviour ● Internal or fixed term exclusion to be decided based on the severity of the incident

SEARCHING AND CONFISCATION

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

School staff can confiscate, retain or dispose of a pupil's property as a consequence for their actions. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

CHILD-ON-CHILD ABUSE

The measures the school takes to prevent child-on-child abuse and the response to incidents of such abuse are clearly outlined in the Child Protection Policy.

As it states: 'All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they should recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously'.

STRATEGIES USED TO PROMOTE VALUED BEHAVIOURS

Positive Phrasing

At Potten End CE, we disempower detrimental behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

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 detrimental behaviours. Using 'thank you' suggests you expect the child to comply:

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

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

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?

Scripts and Routines

At Potten End CE, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time.

In order to disempower the behaviour we use the **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.....*

Zones of Regulation

At Potten End CE, we teach 'The Zones of Regulation' to specific pupils, which is geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and valued 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.

Consistency

Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the Behaviour Policy and Behaviour Curriculum. Pupils benefit from a consistent approach as it means, regardless of the behaviour, they will get the same calm and predictable reaction from any member of staff. This helps to create a calm, safe and secure environment. At Potten End CE, we achieve consistency through:

- Shared beliefs
- Shared values
- Shared aims
- Shared actions
- Shared responses
- Shared policy and practice
- Shared Behaviour Curriculum

Reflect, Repair and Restore

Staff and pupils will have the opportunity to revisit situations and where necessary and appropriate to help 'repair' any of the damage done resulting from any episode of challenging behaviour taking into account the age, understanding, and competence of the individual pupil. Any protective or educational consequences should have social validity and have natural consequentiality so that the pupil can be helped to understand the link between behaviour and its consequences.

Once the child is calm, relaxed and able to be reflective, the experience can be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings. 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 have we learnt so we are able to respond differently next time?

This is an important phase to enable forgiveness of the behaviour and to help the child to understand the link between the behaviour and its consequences. Also, to help the child to understand how to respond to stressful situations differently in the future. Restorative activities such as: supported thinking, social stories, role play, discussions around emotions or using a 'Roots and Fruits' tree will complete the therapeutic process. This knowledge is intended to help adults and the child to consider the underlying causes of the detrimental behaviour choices, which need to be understood rather than suppressed.

Comfort and Forgiveness

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.'

UNFORESEEABLE BEHAVIOUR

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

UNSTRUCTURED PLAYTIME PROCEDURES

Playtime can be a difficult time for some children and, through our lunchtime approach, we aim to make it as positive and stimulating as possible, whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation. Children will be reminded regularly of expectations of valued behaviours whilst on the playground and when they are in the care of staff.

At Potten End CE Primary we aim to provide learning opportunities and enrichment during play and lunch times for all children. We strive to give children the opportunity to develop their own curiosity and foster independent thinking whilst providing opportunities for all the different types of play through zoned areas across the playground. Children are encouraged to contribute to the play opportunities available; the school does this through pupil voice and discussion around their interests.

Adults on duty actively promote valued behaviours, encouraging pupils to interact positively with each other.

When an incident of detrimental behaviour occurs, staff may put in place a protective consequence by the removal of a freedom. This must be linked to the detrimental behaviour shown. This may be, for example, that the child cannot play with a particular peer or with a ball for a given length of time or on a particular playground. For behaviour such as verbal or physical aggression, a senior member of staff will decide upon an appropriate protective consequence. The incident will be recorded in the CPOMS and the behaviour leads will be alerted. An educational consequence will also be given. The headteacher **must** be assigned on CPOMS if the incident is bullying, racist, homophobic behaviour. Bullying will be recorded in accordance with the procedures set out in the Anti-bullying Policy.

To support the children to be 'ready to learn' before going into the classroom after an unstructured break, all staff come out promptly to the playground to collect classes. After break and lunchtime the whistle will be blown. All pupils will stand still quietly until his or her year group/ class is told to line up. Children should then walk quietly and calmly to the place their class lines up. The expectation is that a class is lined up quietly and calmly, facing the class teacher. Once children have met these expectations, they will come into the school

building in the same quiet and calm fashion. Teaching and support staff will also help and support pupils with that transition in the cloakroom until they have reached their classrooms so they arrive ready to learn.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We expect all children to be aware of and respect the Potten End CE Values. As much as possible, we expect children with special educational needs to follow the school Behaviour Policy and the Behaviour Curriculum. However, this will be more difficult for some children at certain times. In order to support children who have additional needs to meet these expectations, additional measures may include:

- Regular meetings between teacher and parents/carers
- Setting specific targets to reduce incidents of anti-social behaviour
- Meetings with the Inclusion Lead to discuss progress
- Roots and Fruits exercise
- Anxiety Mapping
- ABC Form to log behaviour and analyse patterns
- Subconscious and conscious behaviour checklist
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, the Behaviour Leads, the Inclusion Team and parents/carers.

For some children it may be that the school will request an appropriate outside agency to support a child and offer the school advice. It is important to note that we have a duty of care to all pupils; therefore, if despite support, behaviours impact adversely on the safety and well-being of other pupils or adults, the Head Teacher and governors reserve the right to exclude pupils who put others at risk.

EDUCATIONAL CONSEQUENCES:

These are consequences put in place by staff to teach the child to rehearse and learn about their actions to aid internalisation of valued behaviours and actions and therefore avoid repetition. It is important that any educational consequence that is delivered matches the context and detrimental behaviour shown.

These may include:

- third person role play to understand peer/adult feelings
- Home/ school communication
- social stories
- behaviour related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carer (if appropriate)
- completing or redoing tasks to the expected standard for the child during part of their break times or at home
- modelling valued behaviours to younger peers

PROTECTIVE CONSEQUENCES:

These are actions taken by staff to ensure all children and adults feel safe in the school environment. Keeping pupils safe is a legal duty of all staff. A protective consequence in response to detrimental behaviours may be immediate or after assessment of risk.

These may include one or more of the following:

- an increased staff ratio limited access to outside space
- specific staff support given at break and lunchtimes (See Lunchtime Reflection)
- differentiated teaching space or learning
- adaptation of access to school trip, residential or extra-curricular activity
- calm room/space
- exclusion from an area or school

It is important that any protective consequence matches the context and detrimental 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 valued behaviour during a monitored and phased return to the activity.

Protective consequences are further supported through the 3Rs (Reflect, Repair and Restore) which provide an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind the detrimental behaviour choices using various behaviour analysis tools (Early Prognosis; Roots and Fruits; Anxiety Mapping, Conscious & Subconscious Checklist etc. Refer to Behaviour Toolkit for resources)

Planning

We make sure that responses to detrimental behaviours are planned for in advance to ensure that staff know what to do and are not taken by surprise. We use the following planning tools to inform and plan appropriate responses:

1. Early Prognosis
2. Anxiety Mapping
3. Roots and Fruits
4. Conscious/subconscious Checklist
5. Risk Assessment Calculator
6. Risk Reduction Management Plans

All of the above documents can be found in the Therapeutic Thinking Planning Portal.

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?' 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.

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the valued 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 use a range of behaviour strategies to help support the individual child to adhere to the valued behaviour model.

Strategies may include:

- Regular meetings between teacher and parents/carers
- Home – School contact book
- Meetings with a member of the SLT/Behaviour Leads
- Roots and Fruits exercise
- Anxiety Mapping
- Subconscious and conscious behaviour checklist
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of internal support such as DESC.
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

It may be necessary to seek guidance from specialist educational agencies to formalise strategies that differ from policy. These may include a Therapeutic Plan or a reduced timetable.

External agencies might include:

- Therapeutic Thinking team
- Educational Psychologist
- Child and Adult Mental Health Team (CAMHS)
- Dacorum Education Support Centre (DESC)

All school staff have received 'Therapeutic Thinking' behaviour training from members of the SLT who are trained by advisors from Therapeutic Thinking. 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.

RECORDING AND REPORTING DETRIMENTAL, UNSOCIAL AND UNFORESEEN BEHAVIOURS

Behaviour Incidents

Children should report any incidents of detrimental 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 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 initial throughout the account.
- Where did it happen?
- When did it happen?
- Antecedent - what led up to the incident?
- Behaviour - what detrimental behaviours were displayed?
- Consequence – **always** educational; sometimes protective as well
- Parents/carers will be informed of all significant incidents that involve harm/hurtful behaviour and they will be provided with sufficient information to enable them to support their child appropriately.
- 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.
- **Alert Behaviour Leads to ALL incidents of detrimental behaviour.**
- Please be aware records may be seen by parents (if requested) or outside agencies as well as school staff.

Communicating Detrimental, Unsocial or Unforeseen Behaviours

The SLT and Class Teachers will inform parents at L2 or above about incidents. Parents will need to be informed if:

- A child is consistently displaying the same detrimental 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

Staff have received 'Therapeutic Thinking' training. 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.

Staff Statement

After a serious incident, staff will be asked to document what happened on CPOMS. Statements should be factual and should not give an opinion. Staff should describe only what they said and heard.

REMOVAL FROM CLASSROOM

Removal is where a pupil, for serious detrimental behaviours, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious protective consequence. It should only be used when necessary and once other therapeutic behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all consequences, schools must consider whether removal from the classroom is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space. Removal should be distinguished from the use of separation spaces (e.g. the sensory room) for reasons other than as a consequence. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

MANAGED MOVES

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

EXCLUSIONS/SUSPENSIONS

The headteacher may decide to exclude/suspend a pupil internally, externally for a fixed term or permanently in line with this policy and [DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), 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. In the absence of the headteacher, the acting headteacher will make the decision to exclude. The decision to exclude will be communicated to the parents by the headteacher.

When the headteacher suspends a pupil they will, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher will notify the social worker and/or VSH, as applicable.

When the headteacher suspends a pupil, they will notify the local authority, without delay.

Permanent exclusion

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. (DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022).

When the headteacher excludes a pupil they will, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher will notify the social worker and/or VSH, as applicable.

When the headteacher permanently excludes a pupil, they will notify the local authority, without delay.

PHYSICAL INTERVENTION AND POSITIVE TOUCH

All school staff have received 'Therapeutic Thinking' behaviour training from members of the SLT who have been trained by advisors from Therapeutic Thinking Ltd. 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 'Therapeutic Thinking' training (see appendix and training materials on the Google Drive.)

Why Do We Use Touch?

We may choose to touch children for a variety of reasons, but in general, we would normally do so to either comfort or to congratulate. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves towards the adult. This can be done either standing or sitting.

Hand holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.

Lap-sitting

At our school, we actively discourage sitting on laps. Children should be taught to accept comfort/ attention through other means, e.g. the school hand hold or hug. If a child attempts to sit on a staff member's lap, they must explain to them that this is not what is done at school. The staff member can ask the child to sit next to them if it is appropriate. At times, children may be in such crisis or distress that they hold staff members in a way which is not described as above (e.g. 'front on' hug/lap-sitting). If this should happen, staff members should inform a senior member of staff. Staff may be asked to make a note of this. This will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that, although we believe that positive touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Pastoral Care for School Staff:

The governors would expect the headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers. In addition, the Bullying and Harassment Policy and Child Protection Policy sets out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

INCLUSIVITY AND EQUALITY:

As an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community (children, parent/carers, Teachers, Teaching Assistants, non-teaching Support Staff and Governors) should be free from discrimination, harassment and bullying. These will not be tolerated in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. All members of the school community have a right to be listened to and responded to.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme 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.

RESTRICTIVE PHYSICAL INTERVENTION

Restrictive interventions are only used in an unforeseen emergency where there is potential risk/damage to others, self or property. For pupils with known needs, a Risk Reduction Management Plan is written. Staff should also refer to the Restrictive Physical Intervention Policy, found on the school website.

Staff have a duty of care towards all students in their care. Therefore, if a student is likely to be at risk from harm if a staff member does not physically intervene in an emergency, they must take action. The action they take will be dependent on the dynamic risk assessment that they take at that moment in time.

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.

All staff at Potten End CE are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including all use of force.

DETRIMENTAL BEHAVIOUR OUTSIDE OF SCHOOL

Teachers have the power to challenge pupils for misbehaving outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education Guidance. This means that under the Behaviour Policy teachers may discipline pupils for misbehaviour when the pupil is:

- being educated off site

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing a school uniform or in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to themselves, another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

MONITORING AND REVIEW

This policy will be reviewed annually by the Behaviour Leads and the Governing Body, and will be published to parents and carers via the schools' website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy and whether they need further training.



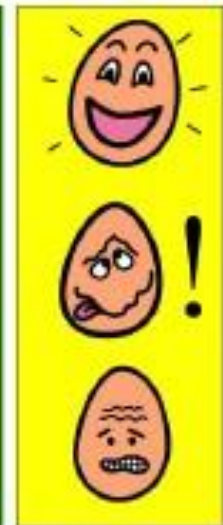

Level 1	<p>Difficult Behaviour Including*:</p> <ul style="list-style-type: none"> - Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property) <p>*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	<p>See above</p> <p>Physical contact towards another child is a direct Level 2</p>	<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?</p> <p>Level 2 is with a member of SLT who will chat to child at a convenient time and inform parents</p>
Level 3	<p>See above</p>	<p>Where this process has been followed and a child continues with low level anti-social choices, they will be sent to the headteacher for remainder of day of a period of time either am or pm.</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>

De-escalation Script

Learner's name ...

- **I can see something is wrong**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

THE ZONES OF REGULATION

			
<p>SAD TIRED SICK MOVING SLOWLY</p>	<p>HAPPY CALM FEELING OKAY FOCUSED READY TO LEARN</p>	<p>FRUSTRATED WORRIED ANXIOUS WIGGLY SILLY EXCITED SOME LOSS OF CONTROL</p>	<p>MAD/ANGRY TERRIFIED YELLING HITTING ELATED OUT OF CONTROL</p>

Use tools to get in the green zone

Well done - you are learning to self-regulate!

Repair and Rebuild Conversation

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?

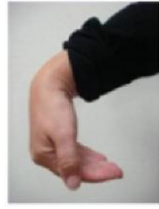
What do you think that you could do fix things?

If you found yourself in the situation again, what do you think you could do differently

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offeng an Arm



Supportive Arm



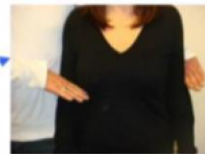
Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort • Paired



