



# **St Nicholas C of E (VA) Primary and Nursery School**

## **Behaviour and Anti-Bullying Policy**

**Approved: July 2024 updated November 2024  
Reviewed: July 2026**

*"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love  
forever and ever. Psalm 52:8*

**Learning, Loving, Living in God's Family**



## PURPOSE AND INTENT

### Context

This is a statutory policy.

This policy applies to all St Nicholas pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (e.g. on school trips or when representing St Nicholas outside of school premises or hours).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Head Teacher can use their discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where they consider it is justified in the best interests of the child or another pupil, of a member of staff or of the school community.

The Head Teacher may use their discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment)

### Links

This policy should be read in accordance with these key documents:

Keeping Children Safe in Education  
SEN Code of Practice  
Hertfordshire Therapeutic Thinking (Formally Hertfordshire Steps information)

And these school policies:

Safeguarding Policy  
Equality Policy  
SEND Policy  
Access Statement  
Relationships and Sex Education Policy

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**At St Nicholas Church of England (VA) Primary and Nursery School** our behaviour policy is centred around developing valued behaviour and underpinned by our Christian values. We seek to nurture children who appreciate the richness, diversity, and potential of the world beyond their own experiences, including their responsibilities within it. We place a great importance on supporting children to develop positive learning behaviours; resilience, independence, curiosity, challenge, pride and collaboration, in order to help them flourish becoming healthy, positive citizens now and in the future.

## **Why does this policy exist?**

- To ensure a consistent approach.
- To encourage children to make the right choices, equipping them for the world they are living in.
- To ensure everyone can learn and is safe.
- To reduce the risk of exclusion.

## **At St Nicholas we have 3 School rules which were chosen by the children**

- Be Kind (Children understand kindness in all its fullness and apply this in their lives).
- Be Respectful (children respect: themselves, the world around them, all people and their diverse views and beliefs).
- Be Safe (children know what is safe and what to do when they feel unsafe – including online).

## **All adults at St Nicholas consistently model our school rules.**

Staff are trained in Hertfordshire Therapeutic Thinking approach to behaviour management, this aims to reduce and manage conflict and support a positive school ethos.

## **At St Nicholas we recognise that behaviour can be:**

- Valued
- Detrimental

## **What is valued behaviour?**

At St Nicholas we know that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour.

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Valued behaviours are any actions which benefit the individual and others around them. Valued behaviours are key to creating a safe, positive learning environment. They include:

- Acknowledgement of own feelings
- Identifying, understanding, and accepting mistakes as learning opportunities
- Identifying, reflecting on, and repairing detrimental behaviour choices
- Respect for their right and the rights of other children to learn, and recognising their responsibility to ensure their behaviour doesn't negatively impact upon these.
- Respect for teachers' right to teach and understanding their responsibility to ensure their behaviour does not negatively impact on this.
- Awareness of the feelings of others and showing respect for those feelings.

## Responding to and promoting valued behaviour

Staff will encourage valued 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 valued behaviours with parents / carers as appropriate
- Using tangible rewards as appropriate including stickers, stamps, certificates, progress charts, class marble jar and home contact
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards

Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in valued behaviour - where required.

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When using these external motivators, staff remain conscious of the effect on all pupils and ensure any external rewards are in recognition of positive learning behaviour or valued behaviour and NOT on final outcome or attainment alone!

## **Detrimental Behaviour - Approaches and Responses**

### **What is Detrimental behaviour?**

Detrimental behaviour is any behaviour that is disruptive, difficult, or dangerous (from low level to significant) for the child or anyone in the school community:

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).
- Behaviour that infringes or violates the rights of others.
- Behaviour that has a negative impact on the dynamic of the group, class, or school community.

### **Preventing detrimental behaviour**

In addition to promoting valued behaviour, staff will aim to actively prevent detrimental behaviour, including (as appropriate to the pupil and situation) by:

- Having an inclusive ethos and positive learning environment
- Actively teaching valued behaviours and expectations, class inductions
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a movement break -Traditionally, movement breaks are a short (3-4 minute) movement opportunity or a break from seated learning, that is incorporated into the classroom. Students may stop work on the task at hand, or perform the movement activities as part of a transition activity
- 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 detrimental behaviour through Therapeutic Tree analysis if required
- Predicting and preventing escalation through Anxiety Mapping as needed

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- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy.
- De-escalating incidents
- When detrimental behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult, or dangerous, staff will aim to remain calm and de-escalate, using any, or all of the following:
  - De-escalation scripts 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. “phonics inside or outside...”)
  - Disempowering the behaviour – usually by focusing on children demonstrating valued behaviour rather than on the individual demonstrating detrimental behaviour (e.g. “I can see you’re listening....”)
- Resources (such as the Early Prognosis tool, Anxiety Mapping, Therapeutic Tree Analysis and Predict, Prevent and Progress Plan) to inform development of a Therapeutic Plan.

## **Differentiated responses.**

At St Nicholas, we recognise that there are times when a differentiated response to detrimental behaviour will be necessary based on the individual circumstances of the child. We acknowledge that disruptive, difficult, or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma and fear of failure because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, school will use tools (e.g. Anxiety Mapping and/or Therapeutic Tree analysis) to seek to understand this better and may adapt the prevention and de-escalation strategies as well as the protective consequences chosen as necessary.

Where Detrimental behaviour has become very significant, an Individual Therapeutic Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs.

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Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, a positive impact on behaviour (e.g. for a pupil who is persistently displaying significant detrimental behaviour). In such instances, St Nicholas staff work with agencies and take their guidance to develop the most comprehensive understanding of underlying issues possible. This includes any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues. This enables staff to ensure that appropriate intervention strategies are put in place at the earliest reasonable opportunity and adapted as necessary.

## **Protective consequences**

These are actions taken by staff to ensure that all children and adults feel safe in the school environment.

These may include but are not limited to:

- Reduction in time spent with peers to reduce harm
- Increased staff-ratio and or re-deployment of staff
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space or being taught outside of the classroom (this can only be directed by SLT)
- Adaptation of access to school trips or extra-curricular activities
- Use of teachers/Hub room with or without adult support

Protective consequences are further supported through a restorative conversation which provides an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind Detrimental behaviour choices (including through the use of various behaviour analysis tools such as Anxiety Mapping).

## **Educational consequences:**

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalizing valued alternatives and avoiding repetition of detrimental behaviours. These may include, but are not limited to:

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- Rehearsing or teaching about valued responses so the freedom can be returned
- Modelling valued behaviour through: Third-person role play to understand other pupils'/staff feelings
- Social stories / Comic Strip Conversations
- Behaviour related research that shows how and why actions have impacted others
- Restorative meetings with the child and/or with them and their parent/carer
- Being supported to complete or re-do tasks to the expected standard for the child\*
- Modelling valued behaviours to younger peers

\* Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued primarily for the purposes of applying a sanction. The use of detention as a sanction is not considered compatible with the therapeutic approach taken by staff and is not used in this school.

## Significant detrimental behaviour

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Head Teacher or a member of SLT. In addition, or as an alternative to a consequence as set out above, this may also result in:

- A phone call and if a recurrence Behaviour Letter sent to parents/carers
- An Individual Therapeutic Plan being written
- Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (e.g. with the express permission of the parent/carer, a reduced timetable may help where steps to prevent and address detrimental behaviour have been exhausted with limited or no success).
- A fixed-term or permanent exclusion from school (see below). Staff may seek guidance or advice from Therapeutic Thinking Central Supervision Team in determining the most appropriate response to any given instance.

## 3Rs - Reflect, Repair and Restore

Where protective consequences are used as well as following any incident of significant detrimental behaviour, circumstances allowing, we reflect, repair and restore by:

- Revisiting the experience with the child when they are calm, relaxed and reflective

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- Spending time with an adult to purposefully repair the detrimental behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)
- Re-telling the story with an adult, considering what happened before, what the behaviour was, what the consequence was and the positive choice they could have made and what they would do next time. At all times, discussion about the incident will focus on the detrimental behaviour (i.e. the act) and not the child.

## Guidelines for low level detrimental behaviour (difficult behaviours) (Copy to be kept in class)

Low level behaviours This is not an exhaustive list	Staff response
<ul style="list-style-type: none"> <li>• Interrupting learning by calling out, not listening, talking over others</li> <li>• Not following instructions</li> <li>• Being disrespectful to children or staff including deliberate defiance, ignoring and teasing</li> <li>• Refusal to engage in learning or complete learning activities to the expected standard</li> <li>• Lying to a member of staff</li> <li>• Provoking children to get a reaction</li> <li>• Inappropriate language, including swearing</li> <li>• Misuse of technology including to upset, bully or hurt other children or to access inappropriate content</li> <li>• Damaging property in a way that does not require major repairs</li> </ul>	<ol style="list-style-type: none"> <li>1. When the behaviour starts: a reminder is given of the expected behaviour with an explanation of the impact of their behaviour. The school values should be referred to as part of our expectation.</li> <li>2. If the behaviour continues: a second reminder is given including a limited choice consequence.</li> <li>3. The teacher makes sure logical protective consequences follow the behaviour, at a specified later time if needed</li> <li>4. Praise the return of valued behaviours</li> <li>5. Persistent low-level behaviours where the child is not responding to the above strategies need to be radioed through to SLT using the walkie talkie.</li> </ol>

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## Guidelines for responding to significant Detrimental behaviour (difficult and/or dangerous)

Significant detrimental behaviours This is not an exhaustive list	Staff will respond in the following ways
<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Actual or threatened physical violence/aggression</li> <li>• Intent to cause physical harm (e.g. scratching, spitting, biting or throwing objects)</li> <li>• Sexual violence, aggression or harassment, including online behaviours</li> <li>• Actual or threatened verbal aggression</li> <li>• Discriminatory behaviour against any of the protected characteristics in the Equality Act, including: race, sex, belief, sexual orientation and disability including SEN</li> <li>• Using inappropriate or discriminatory language, including directed swearing, with the intent to cause hurt, offence or fear</li> <li>• Indecent behaviour of sexual origin</li> <li>• Absconding or truancy</li> <li>• Stealing</li> <li>• Persistent low level detrimental behaviour (see Table 1 for examples) including defiant response to consequences and repeated behaviours)</li> <li>• Making malicious accusations against pupils, staff or members of the school community.</li> </ul>	<p>If a Therapeutic plan is in place for the child: follow all directions on the plan.</p> <ol style="list-style-type: none"> <li>1. De-escalation script and strategies Used – either as per Therapeutic Thinking training or Therapeutic plan for child.</li> <li>2. Offer a calm space until the child is out of crisis or other children are made safe. (Children with detrimental behaviour are not to be removed from class without SLT consent)</li> <li>3. Make sure any other children involved or in proximity of a dangerous behaviour are made safe.</li> <li>4. Protective consequences to be put into place while incident is investigated.</li> <li>5. Staff involved and SLT to investigate incident and all involved to be listened to.</li> <li>6. Adult involved or SLT (as agreed in investigation) to discuss behaviour with child, its impact on others and subsequent protective and educational consequences.</li> <li>7. Phone call to parents or behaviour letter produced and parents contacted.</li> </ol>

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<ul style="list-style-type: none"> <li>• Possession of an illegal drug or harmful drug that may impact behaviour and safety for self and others</li> <li>• Misuse of technology with the intent to cause harm, damage or disruption to systems, including: uploading viruses, hacking systems in or out of school, possession and/or distribution of pornographic/indecent materials,</li> <li>• accessing/distributing radicalizing materials and online bullying</li> <li>• Possession of an offensive weapon or item intended to be used to hurt people or damage property</li> </ul>	<p>8. 3 Rs work carried out as soon as child is out of crisis, by member of staff.</p> <p>9. The following day, the child to be met on arrival by identified member of staff to ensure a positive start, and give reminders of valued behaviours, and consequences in place that day.</p> <p>Following these actions: Any single incident of dangerous behaviour or significant detrimental behaviour can result in a fixed term or permanent exclusion without the need for the Head teacher to employ of Steps 1-9 or other individualized measures recorded on Therapeutic plans. Any incidence of behaviour where criminal activity is known or suspected to have taken place may result in the Head teacher contacting the police.</p>
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## Bullying

Bullying has the capacity to create lasting damage to all concerned. At St Nicholas we take allegations and evidence of possible bullying very seriously and once established, it will always be considered a significant detrimental 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 others.

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Our 'No Outsiders' programme is a proactive approach to encourage the children to accept, acknowledge and respect each other. It complements perfectly our school rules of BE SAFE, BE KIND, BE RESPECTFUL.

Our Peer Mediation scheme means that pupils are provided with a safe structure to solve their problems and learn to negotiate.

## **Suspensions and permanent exclusions**

Occasionally, it may be necessary to suspend a pupil for detrimental behaviour for a fixed term. If this occurs, in accordance with county guidelines, the local authority and Chair of Governors are informed, a letter is sent to the family and work is provided for the child to do at home. Prior to the child's return to school, a reintegration meeting with the child, family and members of school staff and other professionals, as appropriate, will take place. This is to confirm the child's appreciation of the consequences of their actions and to reassure them that this is a fresh start for them at school. In exceptional circumstances it may be appropriate, in the Head teacher's judgement, to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) Serious, actual or threatened violence against another student or a member of staff.
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher, after an investigation has taken place, to follow a suspension with a permanent exclusion, if the circumstances warrant this. In the absence of the Head Teacher, the Deputy Head teacher takes this responsibility.

*Guidance on exclusions is provided by the Government (Sept 2023)*

*<https://www.gov.uk/government/publications/school-exclusion>*

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## **Learners with Special Educational Needs**

We expect all learners to follow our 3 school rules. However, this will be more difficult for some learners at certain times. We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support.

## **Behaviour whilst off school premises**

There is a high expectation of behaviour when children are representing the school off the school premises. Where behaviour on school trips, or at another educational establishment where a child is receiving support or tuition, contravenes with the expectations of the school as laid out in this policy, the school will apply sanctions as if the child were still on the premises of St Nicholas Primary School.

## **Whole School Issues**

This Policy is a working document. It is reviewed and amended where/when necessary.

## **Behaviour of Adults**

It is expected that parents, carers and other adults on the school premises conduct themselves in a manner which models good behaviour to children in the school and upholds the school ethos.

## **Additional measures which support this behaviour policy in practice:**

- Staff recognise the importance of respectful relationships and therapeutic work
- Staff monitor their own wellbeing and seek help when facing difficulties, in accordance with the St Nicholas Wellbeing Policy.
- Staff recognise the individual wishes and needs of all pupils and the role of reasonable adjustments in supporting children with additional needs.
- Staff use stickers and certificates to recognise achievements in learning and progress rather than behaviour.
- In September, classes work together on a Class Charter which reinforces expectations for behaviour and learning in each class. This can be reviewed any time adjustments are needed
- Adults in school do not tolerate detrimental behaviour from any pupil

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- Each term, class teachers produce a Class Provision Plan which includes reasonable adjustments designed to promote valued behaviour and address detrimental behaviour
- The SENCo works with class teachers to identify underlying needs which may lead to detrimental behaviours so that interventions and adjustments can be put into place
- All staff liaise with professionals supporting children with social, emotional and mental health difficulties or other SEND which may lead to detrimental behaviours
- CPOMS is used to create a central record of behaviour
- Teachers may use whole class systems to develop prosocial behaviours such as mindful moments or reflection time
- The PSHE curriculum follows protective behaviour principles
- Children who have underlying needs linked to behaviour may have: a care plan or a Personal Learning Plan which are updated in accordance with the SEND APDR cycle and co-ordinated by the SENCo
- Class teachers maintain responsibility for addressing the detrimental behaviour in their class, including by supporting MSAs and any visitors to school or on visits.

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## Appendix - Terminology and Guidance

### Valued /positive behaviour

- Relating to or denoting behaviour which is positive, helpful and intended to promote social acceptance
- Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

### Detrimental /difficult/unacceptable behaviour

- Behaviour that causes harm to an individual, the community or the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another

### Protective consequences

The consequence is a logical learning opportunity and aims to change a child decision making over time. This must include clear opportunities for the child to learn from their actions.

### Dangerous behaviour

Dangerous behaviour is very rare and may include:

- ✓ Punching windows – causing lacerations to wrists
- ✓ Attacking self/staff/peers – leading to hospitalisation
- ✓ Head butting walls – leading to head wounds requiring hospitalisation
- ✓ Throwing computer screens – leading to new equipment needing to be purchased
- ✓ Using blades to self-harm – ambulance needed

### Risk assessment calculator

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The Hertfordshire tool to assess dangerous behaviour based on: scoring seriousness and probability of behaviour.

When a child score 6 or more on the risk assessment plan calculator, a Therapeutic plan is created.

## Therapeutic plan

The planned management of a child to reduce risk, providing detail of consistent responses to the child.

All adults know who and what is on the child's therapeutic plan.

## Scripts

### **What to do when faced with difficult behaviour?**

1. Think
2. Remind
3. Respond

I noticed that you are...

Would you like to... or... (offering two choices of equal value)?

Do you remember when you... (valued behaviour), that is who I need to see today. Thank you for listening.

#### **4. Logical consequence**

You have decided to.... so obviously you must now... (this must be logical)

#### **5. Reflect, Repair, Restore What happened?**

What were you thinking at the time?

Who has been affected and what were they thinking/feeling at the time? How can we repair relationships? (How and when? Make sure this happens)

What have we learnt so we respond differently next time?

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<p><b>What do we do when a child is in crisis?</b> When a child is in crisis, follow the de-escalation script:</p> <ul style="list-style-type: none"><li>a. Learner's name</li><li>b. I can see something has happened</li><li>c. I am here to help</li><li>d. Talk and I will listen</li><li>e. Come with me and...</li></ul>	<p><b>Positive phrasing the desired outcome</b></p> <ul style="list-style-type: none"><li>✓ Stand next to me</li><li>✓ Put the pen on the table</li><li>✓ Walk in the corridor</li><li>✓ Switch the computer screen off</li><li>✓ Walk with me to the library</li><li>✓ Stay seated in your chair</li></ul>
<p><b>Invitations that provide limited choice</b></p> <ul style="list-style-type: none"><li>✓ Where shall we talk, here or in the library?</li><li>✓ Put the pen on the table or in the box</li><li>✓ I am making a drink, orange or lemon?</li><li>✓ Are you going to sit on your own or with the group?</li><li>✓ Are you starting your work with the words or a picture?</li></ul>	<p><b>Phrase to disempowering behaviour</b></p> <ul style="list-style-type: none"><li>✓ You can listen from there</li><li>✓ Come and find me when you come back</li><li>✓ Come back into the room when you are ready.</li><li>✓ We will carry on when you are ready.</li></ul>

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## Therapeutic Thinking Graduated Response

<p><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish routines and identify valued behaviours.</li> <li><input type="checkbox"/> Include the above within pupil induction.</li> <li><input type="checkbox"/> Create and monitor staff code of conduct.</li> <li><input type="checkbox"/> Identify content of behaviour curriculum.</li> <li><input type="checkbox"/> Identify opportunities for learning and create supporting plans.</li> <li><input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.</li> </ul>
<p><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy reflects DfE guidance.</li> <li><input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy.</li> <li><input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.</li> </ul>
<p><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent &amp; Progress.</li> </ul>
<p><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review all information within Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify protective and educational consequences.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.</li> <li><input type="checkbox"/> Use all analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are reviewed.</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis.</li> <li><input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Consider group dynamic options.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>



## Playground Behaviour Management

Stage		Action Taken		Parent Informed	CPOMS
1	Acknowledge good behaviour – pro-social	Personalised behaviour strategies (e.g pick and choose what is best suited for the child), praise thumbs up, stickers, visit to DHT/HT, examples of good behaviour being acknowledge (e.g thank you for being polite) telling parents/carers.	MSA		
	Reminder of expectations	<ul style="list-style-type: none"> <li>Praise those who are doing the right thing</li> <li>Adults will draw the child's attention to the behaviour and remind them of the expectations e.g (Name), remember that we sit down to eat our lunch, Thank you</li> </ul>			
2	Verbal reminder	<ul style="list-style-type: none"> <li>If the behaviour continues , the MSA issues a verbal reminder, e.g (Name), we walk in school, Thank you</li> </ul>			
3	Sensible Consequence	<ul style="list-style-type: none"> <li>If the behaviour continues, the MSA will speak to the child and explain as they have chosen to continue with the behaviour, the will need (for example): have the equipment they are not using properly removed/ stop playing the game and play something else.</li> </ul> <p><b>If the behaviour is of a serious nature (serious verbal/physical abuse, theft, physical abuse towards person or property, persistent bullying)then straight to stage 4 may be started immediately)</b></p>			
4	Lunchtime Supervision Post	<p>If behaviour still continues the child will be told to go to the first aid station in the hall. The member of staff on duty will speak to the child / children to de-escalate the situation. They will decide if the child is able to re-join the playground after repair and restore or if they need more time to calm or a protective consequence to be off the playground.</p> <ul style="list-style-type: none"> <li>If the child has demonstrated more serious physical violence and threats towards other pupils or adults or persistence in anti-social behaviours, SLT will investigate this.</li> <li>Children who have been sent their will have the incident record on CPOMS by the class teacher once informed at the end of the lunch session. In more serious cases, parents may be informed</li> <li>First aid book will be completed and procedures followed if necessary.</li> </ul>		CT/SLT	Y
5	Contact SLT	<p>If behaviour continues or the child is non-compliant a member of SLT will be contacted so that they can de-escalate the situation using the de-escalation script.</p> <p><b>If the behaviour is of a serious nature (serious verbal/physical abuse, theft, physical violence towards person or property, persistent bullying) stage 6 may be started immediately.</b></p>	CT/SLT	Y	Y