



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

Behaviour and Anti-Bullying Policy

Approved: July 2026

Learning, Loving, Living in God's Family

*"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*



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

At St Nicholas Church of England (VA) Primary and Nursery School

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At St Nicholas Church of England (VA) Primary and Nursery School our Behaviour Policy is centred around developing valued behaviours that are underpinned by our Christian values. We seek to nurture children who appreciate the richness, diversity, and potential of the world beyond their own experiences, while understanding their responsibilities within it. Our policy promotes the development of positive learning behaviours such as resilience, independence, curiosity, challenge, pride, and collaboration. We believe these qualities are essential in helping children flourish, both now and in the future, as healthy, positive citizens.

We recognise that the support of parents is crucial in achieving these goals. By working together, we can ensure that all students adhere to the school's behaviour expectations, fostering an environment where they feel safe, respected, and motivated to succeed. Parents and guardians play a vital role in reinforcing these values at home, helping children develop a strong sense of responsibility and respect for others. This partnership between home and school is key to ensuring that every child thrives, academically and personally, in a community based on Christian principles.

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.

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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.

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

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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.

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

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- 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
- 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.

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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.

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).

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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:

- 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.

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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
- 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
• interrupting learning by calling out, not listening, talking over others • Not following instructions • Being disrespectful to children or staff including deliberate defiance, ignoring and teasing • Refusal to engage in learning or complete learning activities to the expected standard • Lying to a member of staff • Provoking children to get a reaction • Inappropriate language, including swearing • Misuse of technology including to upset, bully or hurt other children or to access inappropriate content • Damaging property in a way that does not require major repairs	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. 2. If the behaviour continues: a second reminder is given including a limited choice consequence. 3. The teacher makes sure logical protective consequences follow the behaviour, at a specified later time if needed 4. Praise the return of valued behaviours 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.

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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
• Bullying • Actual or threatened physical violence/aggression • Intent to cause physical harm (e.g. scratching, spitting, biting or throwing objects) • Sexual violence, aggression or harassment, including online behaviours • Actual or threatened verbal aggression • Discriminatory behaviour against any of the protected characteristics in the Equality Act, including: race, sex, belief, sexual orientation and disability including SEN • Using inappropriate or discriminatory language, including directed swearing, with the intent to cause hurt, offence or fear • Indecent behaviour of sexual origin • Absconding or truancy • Stealing • Persistent low level detrimental behaviour (see Table 1 for examples) including defiant response to consequences and repeated behaviours) • Making malicious accusations against pupils, staff or members of the school community. • Possession of an illegal drug or harmful drug that may impact	If a Therapeutic plan is in place for the child: follow all directions on the plan. 1. De-escalation script and strategies Used – either as per Therapeutic Thinking training or Therapeutic plan for child. 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) 3. Make sure any other children involved or in proximity of a dangerous behaviour are made safe. 4. Protective consequences to be put into place while incident is investigated. 5. Staff involved and SLT to investigate incident and all involved to be listened to. 6. Adult involved or SLT (as agreed in investigation) to discuss behaviour with child, its impact on others and subsequent protective and educational consequences. 7. Phone call to parents or behaviour letter produced and parents contacted. 8. 3 Rs work carried out as soon as child is out of crisis, by member of staff.

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behaviour and safety for self and others • 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, • accessing/distributing radicalizing materials and online bullying • Possession of an offensive weapon or item intended to be used to hurt people or damage property	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. 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.
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Bullying

Bullying at Our School

At St Nicholas School, we take bullying with the utmost seriousness as it has the potential to harm all those involved. We are committed to preventing and addressing bullying in a way that helps everyone feel safe and respected. We want everyone in our school community to understand:

- What bullying means
- Why bullying is not acceptable
- How we handle bullying
- What support is available for both the person being bullied and the person bullying others

Our **'No Outsiders'** programme helps children learn to respect each other and work together. This aligns perfectly with our school rules: **Be Safe, Be Kind, Be Respectful**, which are underpinned by our core Christian values and vision. Additionally, our **Peer Mediation** programme provides students with a safe space to resolve problems and develop conflict resolution skills, all while reinforcing the importance of compassion and understanding.

What is Bullying?

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Bullying is when someone keeps being unkind to another person, making them feel sad, uncomfortable, or unsafe. It can happen in different ways, like through physical actions, words, or even online messages. Bullying can hurt people by making them feel scared, left out, or upset.

This section outlines how we deal with bullying at our school. Our aim is to create a safe, caring place for all students. We have a clear three-tier approach to respond to bullying, with actions for both the child who is being bullied and the child who is bullying. This helps us support all children in their emotional and social development.

Three-Tiered Approach to Bullying

Our approach has three steps, starting with teaching and preventing bullying, followed by helping the children involved, and finally, if necessary, applying consequences and offering further support. Here are the steps:

- **Tier 1: Prevention and Education**
- **Tier 2: Support and Intervention**
- **Tier 3: Consequences and Guidance**

Tier 1: Prevention and Education

For the Victim (Child being bullied):

- Listen to the child and make sure they know we will support them.
- Provide a safe space for the child to feel comfortable.
- Promote kindness and respect in class through PSHE activities and class discussions.
- Help the child make friends through buddy systems and group activities.
- Encourage children to speak up if they feel upset or unsafe.

For the Bully (Child bullying others):

- Teach the child about kindness and respect through lessons, stories, and role-playing.
- Talk about how their actions can hurt others and why bullying is wrong.
- Show the child how to solve problems in a peaceful way without bullying.

For Parents:

- We encourage parents to talk to their children about being kind, respectful, and honest.
- Please let the school know if you notice any bullying behaviours at home.

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Tier 2: Support and Intervention

For the Victim (Child being bullied):

- Offer one-on-one support from a teacher or family support worker to help the child feel safe and build confidence.
- Check in regularly to make sure the child feels okay and that bullying has stopped.
- Give the child chances to make friends and feel included through activities like group play or support from trusted adults.

For the Bully (Child bullying others):

- Have a calm private conversation to understand why the child is bullying and help them see how it harms others.
- Encourage the child to apologise and practice being kind.
- Provide support to teach the child how to resolve conflicts without being hurtful.
- Arrange small group sessions to help children become better friends and solve problems peacefully.

For Parents:

- We will contact the parents of both the victim and the child bullying others to discuss what happened and work together on a solution.
- Parents should also talk to their children about kindness and respect at home.

Tier 3: Consequences and Guidance

For the Victim (Child being bullied):

- Continue to support the child to make sure they feel safe and emotionally well at school.
- If needed, offer support from outside agencies either individual or small group support to help the child recover from bullying.
- Regularly check in to ensure the child feels confident and safe.

For the Bully (Child bullying others):

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- If bullying continues, there will be a meeting with the child and their parents to talk about the behaviour and how it needs to change.
- The child may have “think time” to reflect on their actions and the impact on others.
- Behaviour plan implemented
- In some cases, the child might need to have a conversation with the bullied child to apologise and understand the hurt caused.
- If bullying doesn't stop, there may be consequences such as:

A separate learning space

Separate playtimes

Not taking part in school events, or representing the school

Suspension

For Parents:

- Parents will be informed of any actions taken with their child, and we will work together to prevent more bullying.
- Parents should support their child in understanding the importance of being kind and making amends.

Conclusion

We want our school to be a place where everyone feels safe, supported, and respected. Our three-step approach helps us address bullying in a caring way, supporting both children who are being bullied and those who are bullying others. With the right help and guidance, we believe every child can learn to make better choices and solve problems in kind and respectful ways.

We ask parents to stay involved by talking to their children about bullying and staying in touch with the school. Together, we can make our school a safe and caring place for everyone

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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.

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

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

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.

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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
- 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

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- 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

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.

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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?

What do we do when a child is in crisis?

When a child is in crisis, follow the de-escalation script:

- a. Learner's name
- b. I can see something has happened
- c. I am here to help
- d. Talk and I will listen
- e. Come with me and...

Positive phrasing the desired outcome

- ✓ 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

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Invitations that provide limited choice	Phrase to disempowering behaviour
✓ Where shall we talk, here or in the library? ✓ Put the pen on the table or in the box ✓ I am making a drink, orange or lemon? ✓ Are you going to sit on your own or with the group? ✓ Are you starting your work with the words or a picture?	✓ You can listen from there ✓ Come and find me when you come back ✓ Come back into the room when you are ready. ✓ We will carry on when you are ready.

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Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Establish routines and identify valued behaviours. ☐ Include the above within pupil induction. ☐ Create and monitor staff code of conduct. ☐ Identify content of behaviour curriculum. ☐ Identify opportunities for learning and create supporting plans. ☐ Identify children not making expected progress and refer to Behaviour Policy.
Targeted Behaviour Policy	☐ Policy reflects DfE guidance. ☐ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Where policy is not progressing the behaviour of most children, review the policy. ☐ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from all relevant parties, including multi-agency colleagues. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
Specialist Predict, Prevent & Progress	☐ Review all information within Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify protective and educational consequences. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis for relevant variables. ☐ Use all analysis to create a Predict, Prevent & Progress plan. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are reviewed. ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Consider group dynamic options. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.



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	- Praise those who are doing the right thing - 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			
2	Verbal reminder	If the behaviour continues , the MSA issues a verbal reminder, e.g (Name), we walk in school, Thank you			
3	Sensible Consequence	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. 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)			
4	Lunchtime Supervision Post	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. - 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. - 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 - First aid book will be completed and procedures followed if necessary.	CT/SLT		Y
5	Contact SLT	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. 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.	CT/SLT	Y	Y