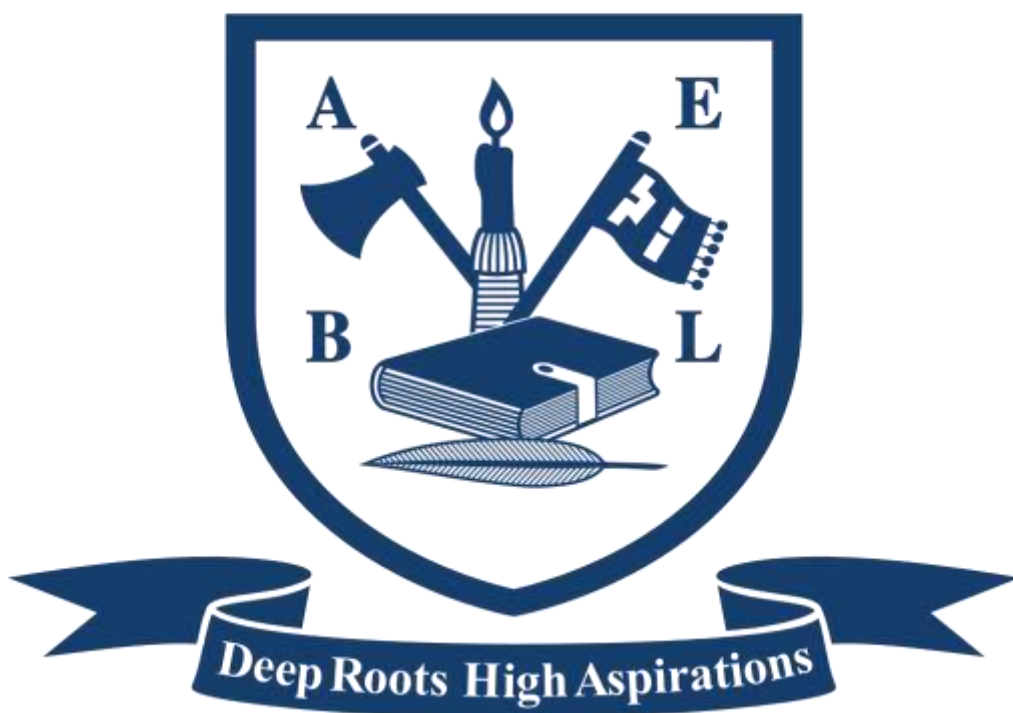


HIGH ASPIRATIONS

KNEBWORTH

Primary and Nursery School



Behaviour Principles, Policy & Procedures

*This policy is reviewed on an annual basis
Next review date: November 2026*



RESPECT - RESPONSIBILITY - RESILIENCE

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Knebworth School Governors' Statement of Behaviour Principles

- Every child is entitled to receive full-time education suitable for their age, ability and aptitude and any special educational needs they may have. Behaviour is a form of communication and is a choice and should not define the child.
- Every child has the right to learn from their mistakes and should not be stigmatised for their behaviours. This process may take time and resources, but we invest in all of our children.
- There is no “one size fits all” approach to understanding behaviour management and responses need to be personalised to the very specific needs of each individual child.
- Expectations for all stakeholders will be high and in line with our Knebworth School Values.
- The voices of children and their parents/carers will be sought and listened to.

Our behaviour principles are underpinned by the ‘Hertfordshire Therapeutic Thinking’ approach to positive behaviour management and are in line with the Protective Behaviours Programme, which promotes and supports children to recognise safe and unsafe choices and their subsequent consequences.

Aims

“Deep Roots and High Aspirations.”

At Knebworth School, we passionately believe in developing the whole child and giving them the secure foundations essential for them to **be respectful, responsible, and resilient** young adults who can thrive in an ever-changing world. We aim to nurture kind and respectful individuals who take responsibility for themselves and their choices, know how to keep themselves safe and who show resilience in the face of challenges.

The Knebworth community share a collective responsibility to ensure that the rights and responsibilities of every member of the school are adhered to.

Child, staff and parent rights

- To feel safe.
- To learn and teach.
- To be treated with respect.
- To have a voice and opinion.
- To have a choice.

Child, staff and parent responsibilities

- To make safe choices.
- To allow others to learn and teach.
- To respect everyone and our environment.
- To listen and value others’ opinions.
- To take responsibility for those choices.

We strive to nurture positive pupils who will contribute to society in positive ways. Our aim is that this behaviour policy allows our community to develop positive relationships and positive, valued behaviours. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community.

Our approach teaches children how to become individuals who contribute positively to our school community. The learning process is complex and so this can take time. The basis of this therapeutic approach is that positive experiences lead to positive feelings, which result in positive behaviours. We aim to analyse and not moralise when incidents happen and identify the needs that are not being met in order to minimise, as best we can, future occurrences. We do this in the understanding that change takes time, and lives are complicated so finding a solution quickly is not always possible. Supporting an individual to change their default response can take time and investment - we invest in all of our children. This document outlines the processes and procedures we have in place that help this learning take place.

Inclusion




We are an inclusive school, and we are proud that our community is made up of a wide demographic of staff, pupils and families. All pupils will have their own unique circumstances, which they bring with them every day. This can sometimes contribute to unsafe choices. We recognise that some children do need extra help in developing safe, valued behaviours and we will work with families and, if necessary external agencies, to take a collaborative approach to support them. As with any other area of school life, some children will require adaptations to the behaviour policy or an individual approach. This will always be determined based upon the individual child and their needs.

Confidentiality

Behaviour concerns will be addressed with the individual child and their parents/carers. These discussions will always be kept confidential, and we will never discuss your child with any other parent/carer unless we have sought explicit permission. This in turn means that we will not discuss other parents' children with you. We ask parents to keep this in mind when discussing their concerns with us.

Values/Valued Behaviours

Values or valued behaviours are the names used to describe the positive behaviours that are important to us. They are the behaviours that we want to see. At Knebworth School, our core values are **respect, responsibility and resilience**.

The Knebworth School role model lives our values of:			
Our values	RESPECT Respect for learning, for ourselves, for others, for the differences between us, for our community and the world around us. 	RESPONSIBILITY Responsibility for our learning ourselves, our choices, our actions, and how we affect the community and the wider world around us. 	RESILIENCE Resilience to learn from our mistakes, to be able to adapt, to persevere and to move forward, facing challenges in the world around us. 
	A respectful learner <ul style="list-style-type: none"> • Listens to others • Asks questions • Shows curiosity • Considerate of the learning of others 	A responsible learner <ul style="list-style-type: none"> • Shows motivation • Is independent • Is engaged • Works hard 	A resilient learner <ul style="list-style-type: none"> • Perseveres • Tries something new • Makes connections • Problem solves
Learning behaviours	A respectful member of the Knebworth community <ul style="list-style-type: none"> • Is kind • Considers others feelings • Values others opinions 	A responsible member of the Knebworth community <ul style="list-style-type: none"> • Is honest • Is trustworthy • Seeks to help others 	A resilient member of the Knebworth community <ul style="list-style-type: none"> • Reflects on mistakes • Learns from past challenges • Adapts and changes
	Social behaviours		

All of our behaviour work is linked to our values, which are embedded into the fabric of school life. The image above is shared with the staff, children and parents. It is visibly displayed around the school for all to see and refer to. Animal characters are assigned to these values to help our youngest children develop an understanding of these terms through association with these characters and their traits.

From starting at Knebworth School, children are nurtured and supported to explore and listen to their feelings and thoughts, to make mistakes, to learn from them and to take responsibility for their actions. They are encouraged to explore their feelings and recognise safe ways to respond to them. Solution-focused reflective practice is adopted based on the Herts wellbeing/behaviour strategy and a variety of positive approaches to support children are used linked to Knebworth School's Values.

“There is nothing so awful we can't talk about it with someone.”

“My feelings are my feelings, my behaviour is a choice.”

“Unacceptable behaviour and not unacceptable child.”

The messages above run through our behaviour policy and leave no room for any form of prejudice or discrimination. Children recognise that their behaviour is a choice. It is the choices that may be unacceptable, not the child. We adopt a consistent, shared approach to behaviour management, which reinforces safe, valued choices and helps to scaffold and support unsafe, detrimental choices by using therapeutic and holistic strategies linked to Hertfordshire Therapeutic Thinking and Protective Behaviours.

We have high expectations and where a pupil is unable to meet these high expectations, we will make reasonable adjustments in order to support them in their journey towards improving their choices. Safe choices, which demonstrate our school values of **respect**, **responsibility** and **resilience** will be positively acknowledged.

Developing Safe, Valued Behaviours

Valued behaviours are not automatically learned. Instead, they must be modelled, explained, taught, supported and recognised. By focusing on the relationships, we have with children and the ones they have with each other, we aim to develop and nurture respectful and caring people.

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

Our school empowers children to be self-regulating and reflective about their contribution to the wider school. When anyone feels negative or is having a bad day, it is more likely to lead to behaviour that is detrimental. As adults, we have learnt to manage these feelings but even we sometimes act differently when we feel “not at our best”.

Children have not yet learnt how to do this so when they feel negative, their behaviour can reflect this. The alternative is what we aim to promote. When children feel positive, their behaviour becomes positive. We focus on the positives using language linked to our school values to support children to move towards consistently showing valued behaviours.

Some ways in which we recognise valued behaviours are:

1. Non-verbal recognition
2. Verbal recognition
3. House Points
4. ‘In the moment’ celebration
5. Values Certificates

More information about these can be found in Appendix 2.

Support with Unsafe, Detrimental Behaviours

Behaviour is a communication, which is often the result of an unmet need. Therefore, it is important to recognise that some children need additional support to help them make positive behaviour choices. At Knebworth, we understand that all children will make mistakes and it is important the appropriate consequences are in place for them to learn from these mistakes.

Consequences may be protective and/or educational depending on the situation and context (Appendix 3). If a pupil makes an unsafe choice or behaves in a way that contradicts our school values **respect**, **resilience**, **responsibility**, then there are a number of stages to support them to change their behaviour choices, which are listed below. A summary guide is provided in Appendix 4, including the Classroom Support Plan, where small steps are followed to support children that are showing low level concerns of behaviour.

1. Non-verbal communication

2. Verbal communication
3. Verbal reminder
4. Moved to another learning area
5. Reflection time
6. Time out in Phase Leader's classroom.
7. Referral to Inclusion Team
8. Referral to Senior Leadership Team (SLT)
9. Internal suspension
10. Fixed-term suspension
11. Permanent suspension

Positive Language and the Hertfordshire Therapeutic Thinking Approach

Our shared school values ensure there is a consistency in language in all areas of school life. We will strive to use language that does not judge but seeks to identify the behaviours that are detrimental or unsafe. We model and explain to children how their behaviours and actions result in negative outcomes, supporting the children to make more informed positive choices. We endeavour to focus on safe choices (be respectful) rather than unsafe choices (do not run).

When communicating with pupils who are engaging in behaviours which contradict our values, we aim to de-escalate the situation quickly and safely. We follow the Hertfordshire therapeutic thinking model. Examples of strategies utilised are listed in Appendix 6.

Persistent Behaviour Incidents

Sometimes, a child will need further support to develop valued behaviours. If a pupil consistently and regularly receives reflection time, a meeting is scheduled with the class teacher and parents. When to take this action is up to the teacher's professional judgement. At the meeting with parents, actions will be put into place to support the pupil to make safe choices. If a pupil consistently and regularly receives reflection time, they may be referred to the Inclusion Team so that behaviour choices can be discussed as a team and any additional Tiered support can be put in place. Parents will be invited to meet with the school at this stage to discuss higher levels of support.

Following discussion at Inclusion meetings, an appropriate strategy will be put in place, depending on the pupil's age and developmental stage. Strategies may include:

- Additional pastoral support with the Pastoral Lead. This may be a regular 1:1 session or access to a regular nurture group session.
- Lunch Club and Wildlife Haven to support pupils to develop the necessary social skills during unstructured times. It is not used as a punishment. Pupils have targeted support with the area of social interaction they are finding challenging. This is a temporary programme to support social reintegration.
- Additional time out for reflection in an alternative learning environment to allow the pupil and the teacher time to reset.
- Behaviour report – a daily record of positive behaviours seen throughout the day.

If the behaviours persist and there is no sign of improvement, then parents are invited in for a further meeting with SLT and/or the Inclusion Team to discuss the outcome of the strategies implemented and consider next steps/escalation. If relevant, referrals to external agencies, such as the school nurse will be discussed in line with Hertfordshire's tiered system. (See Appendix 6).

More Serious Behaviour Incidents

Some incidents may result in immediate reflection time or higher stage consequences. Some possible examples are given in the Behaviour Stages Table (Appendix 5). Each more serious individual incident will be reviewed and assessed on a case-by-case basis taking into consideration the context and prior knowledge of the child.

If behaviours are unsafe/detrimental and are putting themselves/others at risk, then the following may be considered:

- Risk Reduction Plan.
- Time out in an alternative learning environment.
- Individual timetable created to meet their needs.
- Reduced timetable.
- 1:1 support.
- Pastoral support to target specific needs.
- External Services.
- An internal suspension.

Suspensions (Exclusions)

We hope to support all children to learn how to work and learn in our school community however there may be times when a period of suspension is necessary. This decision will be taken only by the Head Teacher with reference to the Suspension/Exclusion Policy.

Lunch Times

Any lunchtime incident should be discussed calmly and fairly with both parties in order to understand as best as possible what has happened. Any physical injuries should be dealt with as the first priority in line with First Aid procedures.

It is not always possible to know the full story so decisions should be made 'on balance' of what is most likely to have happened based on the information given.

- If, on balance, it is an accident, apologies should be made to repair, and children can return to the playground. If any child is heightened and needs support to regulate, they should be taken to the small garden to do this until they are ready to return to the playground.
- If, on balance, one party has purposefully acted against the behaviour policy, that party should be given some reflection time with the member of SLT on duty.
- If, on balance, both parties have purposefully acted against the behaviour policy, both parties should be given some reflection time with the member of SLT on duty.

The Play Leader will have an Inclusion Area walkie-talkie, in order to contact the member of SLT on duty to tell them a child/ren is/are being brought in for reflection time.

Reflection time will take place in the Inclusion Area or in the SLT Office.

During reflection time, the member of SLT on duty will spend some time completing a reflection form (Appendix 8) with the child to help them understand what mistake was made, how they need to repair the situation and what they will do differently next time.

Reparation will then take place and a decision made by SLT on if there needs to be further consequences or if the situation needs to be escalated. (See Appendix 9 for further detail and guidance).

Small Garden

The small garden area of the playground may be used at playtimes and lunchtimes. This area, supported by the Small Garden Champions and a member of school staff, is used as a safe space for children to access quiet activities and also used for reflection for low level behaviour before reintegrating into the main playground.

Lunch Club and Wildlife Haven

Access to Lunch Club and The Wildlife Haven is available for children who may need the additional support from an adult during less structured times in play. Access to the space is discussed with parents/carers and reviewed on an individual basis. Members from SLT/Inclusion team are available during this time.

Bullying

Refer to the **Anti-bullying policy** for definition and further guidance.

Bullying of any kind is unacceptable and will not be tolerated. Persistent bullying can severely inhibit a child's ability to learn effectively and is detrimental to their mental health and emotional wellbeing.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Knebworth School has policies and procedures in place to deal with bullying and poor behaviour so that, when incidents do occur, they are dealt with quickly. They include but are not limited to:




- Informing the parents/guardians of both parties.
- Meeting with parents and the inclusion team to discuss strategies to support children to feel safe.

- Understanding the motivation behind the behaviour: reflect, repair, restore (in line with Hertfordshire Therapeutic Thinking).
- Arranging a safe space at break and lunch time.
- Giving support as appropriate to both parties.
- All bullying incidents recorded on CPOMS (Child Protection Online Monitoring System).
- Some of the ways we may support children:
 - The immediate opportunity to talk about the experience with a trusted adult.
 - Avoid communicating that the pupil is 'helpless' or a 'victim' as this disempowers them.
 - Avoid labelling a pupil as 'a bully'. This makes it difficult to repair the relationship.
 - Work to restore the pupil's self-confidence and self-worth.
 - Support the pupil to practise any agreed strategy and speak to a trusted adult if further incidents occur.
 - Plan for pupils to feel safe at break and lunch times.
 - Continue to work with children to develop safe, valued behaviours

Physical Contact

Knebworth follows Hertfordshire Guidelines for physical contact/intervention in conjunction with DfE guidance, 2013 entitled 'Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies'. There are circumstances when it is appropriate for trained staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable force should only be used if it is deemed to be in the best interest of the child/ren, following an analysis of the presented risks. It is unlawful to use reasonable force as a punishment. Its application should be to safeguard the person, other people or prevent significant damage to property. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a student safely out of the classroom. It should be used as a last resort, and all staff have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Appendix 1: Knebworth School Values Learning & Social Behaviours

The Knebworth School role model lives our values of:			
Our values	RESPECT	RESPONSIBILITY	RESILIENCE
	Respect for learning, for ourselves, for others, for the differences between us, for our community and the world around us. 	Responsibility for our learning ourselves, our choices, our actions, and how we affect the community and the wider world around us. 	Resilience to learn from our mistakes, to be able to adapt, to persevere and to move forward, facing challenges in the world around us. 
Learning behaviours	A respectful learner	A responsible learner	A resilient learner
	<ul style="list-style-type: none"> • Listens to others • Asks questions • Shows curiosity • Considerate of the learning of others 	<ul style="list-style-type: none"> • Shows motivation • Is independent • Is engaged • Works hard 	<ul style="list-style-type: none"> • Perseveres • Tries something new • Makes connections • Problem solves
Social behaviours	A respectful member of the Knebworth community	A responsible member of the Knebworth community	A resilient member of the Knebworth community
	<ul style="list-style-type: none"> • Is kind • Considers others feelings • Values others opinions 	<ul style="list-style-type: none"> • Is honest • Is trustworthy • Seeks to help others 	<ul style="list-style-type: none"> • Reflects on mistakes • Learns from past challenges • Adapts and changes

Appendix 2: Recognising Positive Behaviour

1. **Non-verbal recognition:** This happens all the time in the classroom. Adults may, for example, offer a smile, thumbs up or make eye contact to subtly recognise a positive choice.
2. **Verbal recognition:** A comment on what a child has done that meets the school values to promote further valued behaviours. E.g., “I can see you are showing respect by listening carefully to the instructions.” “Thank you for tidying the classroom, you are showing great responsibility”. “I noticed that you kept going on that challenge – great resilience.”
3. **House Points:** There is a House display in the school hall. Pupils who have been observed to be embodying our school values of **respect, resilience and responsibility**, as explained in our “Learning and Social Behaviours Table” will receive House Points. House Points allow pupils to celebrate their individual achievements as well as work as a team towards a goal. Each pupil along with their siblings is sorted into one of four houses across the school. These are **Aschil, Bulwer, Eudo** and **Lytton**. House Points may be awarded by any adult in school. House points are awarded and celebrated with parents on Class Dojo on an individual basis. The pupils also place their House Point token into the central token display by the school hall. Each week, the pupil with the most House Points in each class will be celebrated in the Friday newsletter and in the Monday Values Assembly. At the end of the week, tokens are counted by the Year 6 House Captains, and the result is celebrated in the Friday newsletter and in the Monday Values Assembly. The House with the most House Points receives a coloured leaf, which is placed on the House display in the hall by the associated House Captain. The House with the most points at the end of the term will receive a House reward e.g. movie afternoon, extra playtime, wear your trainers to school, treat at the end of the term. Pupils can be awarded House Points regardless of their developmental stage. Reasonable adjustments will be made for pupils who find it particularly difficult to make positive choices due to factors which are out of their control, such as trauma, attachment issues, special educational needs, and disabilities.
4. **‘In the moment’ celebration:** Pupils’ achievements may be celebrated ‘in the moment’ by being recognised by another adult in school or through a message/phone call/postcard home.
5. **Values Certificates**

EYFS

On a weekly basis, the pupils in EYFS come together in their respective class to celebrate their successes. In this assembly, two pupils from each class are awarded a ‘values certificate’. These certificates are based around the school’s values of respect, responsibility and resilience and are focused on pupils recognising the learning and understanding that has taken place for them to achieve this award.

These awards are then shared with the rest of their class, identifying, and reiterating the expectations of the school in a positive way to embed these learning skills and behaviours. These pupils’ names will also be shared in the ‘Awards’ section of our Friday newsletter.

Years 1-6

Silver values certificate: Awarded to a pupil in Years 1 to 6 who has gone *above and beyond* in modelling our school values or has made *significant progress* in their behaviour choices. The pupil will be celebrated in the Friday Celebration Assembly and awarded their certificate. This is then followed by a 'Celebration Tea' with the Senior Leadership Team. The pupil will also be awarded a silver leaf on our Knebworth School Values Tree. The pupil's name will also be shared in the 'Awards' section of our Friday Newsletter.

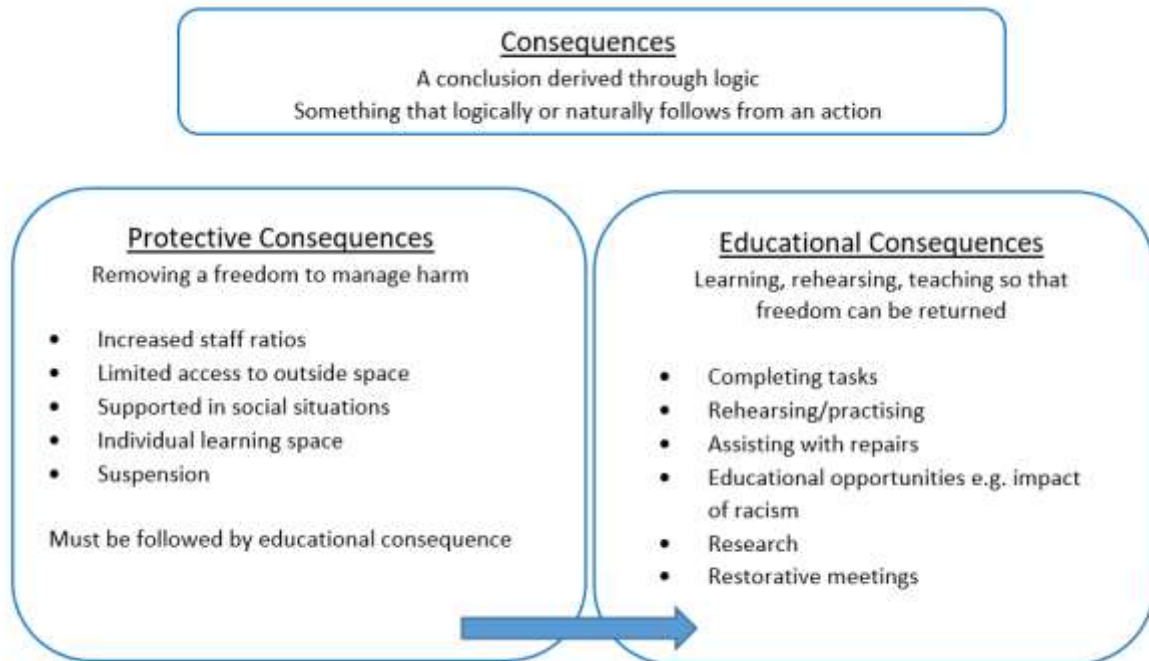
Gold values certificate: Awarded to a pupil in Years 1 to 6 who has shown *exceptional behaviour and consistently made safe choices* in line with our school values or has made *exceptional progress* in their behaviour choices throughout the whole academic year. A gold values certificate and gold leaf will be issued at the end of the year in the final Friday Celebration Assembly to one pupil per class. This is then followed by a 'Celebration Tea' with the Senior Leadership Team. The pupil's name will also be shared in the Friday newsletter. They will also receive a gold letter home from the Senior Leadership Team. The gold leaf will be placed on our Knebworth School Values Tree and will remain there for the whole of the next academic year to celebrate role model behaviour.

In the entrance of Knebworth School, our School Values Tree is displayed. On this tree, you will see our silver and gold leaves on display, which have been awarded to those children who have received a silver or gold values certificate.




6. **Mr Williams Cup:** At the end of the year, one Year 6 pupil who has shown *exceptional behaviour and consistently made safe choices* in line with our school values or has made *exceptional progress* throughout their entire journey at Knebworth will receive the Mr Williams Cup. This award is discussed with teaching and learning staff and the chosen pupil is decided by the Year 6 team. The award is given in the Year 6 leavers' assembly at the end of the year. The pupil is photographed with the cup, and the photo is placed in the Mr Williams Cup book. The photo book is then displayed in the entrance hall along with the Mr Williams Cup. The pupil's name will be shared in the final Friday newsletter of the year.

Appendix 3: Protective & Educational Consequences



Appendix 4: Behaviour Stages Summary

This diagram shows all staff how to respond to behaviour as it escalates/de-escalates. The aim is always to provide the right support at the right time, in order to encourage positive behaviour choices and swift reintegration.

<u>Behaviour Stages</u>	
Class-based behaviour management strategies	
Advice from phase leader and/or informal advice from inclusion team	
Referral to inclusion team, meeting arranged with parents, tiered support	
SLT involvement and plan e.g. individual targets and monitoring, risk reduction plan, external agencies	
Suspension	

This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

Classroom Support Plan



1. Non-verbal/verbal communication

Eye contact. Positive noticing. Linked to values.



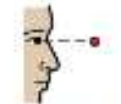
2. Verbal reminder

Reminder of expectations. Positive noticing.



3. Warning + take up time

"This is a warning. Think carefully about your next choice." Repeat expectation/instruction using positive language. 30 second script.



4. Refocus

Time to regulate. Make a change. Refocus on values.



5. Restorative Reflection

Restorative conversation using restorative questions as prompts.



6. Escalate

Phase leader. Inclusion Team. SLT.

30 second intervention script

I've noticed you are...
 It was our value of... that you didn't follow
 You have chosen to...
 Do you remember earlier/yesterday/last week when you...
 That is who I need to see today.
 Thank you for listening.
 (Take up time)



RESPECT - RESPONSIBILITY - RESILIENCE

Key adult	Stages of Consequence	Explanation and examples	Possible examples of behaviours (these examples are given as guidance and are not an exhaustive list)	Possible next steps	CPOMS?	Who to inform and how
Teacher	1. Non-verbal communication	Any form of unspoken communication to get children back on track without disrupting the flow of learning e.g. <ul style="list-style-type: none"> Eye contact Raised eyebrows Point Gesture/indicate e.g. 'sh' gesture Shake head 	The classroom-based strategies should be moved through progressively if the same low-level behaviours persist <ul style="list-style-type: none"> Distracted/distracting Not listening Talking Calling out Not sitting safely 	<ul style="list-style-type: none"> Praise for improved choices Restorative conversation at the end of the lesson Limited choice Complete work/re-do work Protective consequences Educational consequences 	No	N/A
	2. Verbal communication	A spoken comment to draw attention to the behaviour expectation that is not currently being met or to quickly improve E.g. <ul style="list-style-type: none"> Name the behaviour and thank them for stopping e.g. "We sit safely on our chair, thank you." "We listen when others are talking, thank you." Limited choice: "Put the pen on the table or in my hand." Positively phrased instructions: "Walk in the corridor." 				N/A
	3. Reminder	Up to 2 reminders are given following verbal communication to bring behaviour back in line with expectations. This may include modelling expected behaviour to the child. E.g. <ul style="list-style-type: none"> Remember, we show we are listening by looking at the person talking and not calling out. Remember, I am looking to see your best work. 				N/A
	4. Moved to another area of the learning environment	The child is asked to move to another area of the learning environment and the reason explained. E.g. <ul style="list-style-type: none"> Name, come and sit at the focus desk. I have asked you not to call out and reminded you twice. We listen when others are talking. 				N/A
	5. Reflection Time with teacher	<ul style="list-style-type: none"> This can take place during the lesson, break or lunch time. The pupil reflects to explore and discuss the event by filling out a reflection form. Reflection forms can be scribed by an adult, or completed by a pupil either in words, pictures or in note format. Use of Communication in Print or Widgets pictures can also be used to make it fully inclusive and accessible to a pupil regardless of SEND and developmental stage. The focus should be not on behaviour itself but the repair strategies to create a solution-focused, positive approach. 	<ul style="list-style-type: none"> Persistent behaviours from stage 1-4. Intentionally disrespectful to another child Work refusal Lying Answering back/rudeness Defacing work Name calling/swearing Play fighting 	<ul style="list-style-type: none"> Praise for improved choices Restorative conversation Limited choice Complete work/re-do work Protective consequences Educational consequences Individual workspace New learning partner 	Yes Behaviour Stage 05 (Reflection time with Teacher)	<p>Inform parent via phone call or in person</p> <p>Informal discussion with the inclusion team may take place.</p>

Phase Leader	6. Reflection Time in a Phase Leader's classroom	<ul style="list-style-type: none"> Reflection Time completed with a phase leader This time should be a chance for the child to reset, ready to return to their classroom. Phase leader to make a professional judgement about any next steps/escalation based on the incident 	<ul style="list-style-type: none"> Persistent stage 5 behaviours Disrupting the class so learning is negatively impacted Deliberately damaging property Minor physical e.g. slap, pinch, push Leaving the classroom without permission 	<ul style="list-style-type: none"> Praise for improved choices Restorative conversation Limited choice Complete work/re-do work Protective consequences Educational consequences Individual workspace New learning partner Restorative action Individual resources 	Yes Behaviour Stage 06 (Reflection time with Phase Leader)	<p>Inform parent via phone call or in person</p> <p>Informal discussion with the inclusion team may take place.</p>
Inclusion Team	7. Referral to Inclusion Team	<ul style="list-style-type: none"> It is likely that informal discussions with the inclusion team have already taken place Concerns about the pupil are raised directly with the inclusion team, which they will discuss during inclusion meeting Advice/recommendations/actions will be discussed with the class teacher 	<ul style="list-style-type: none"> Persistent stage 6 behaviours Concerns about behaviour being linked to SEND/SEMH 	<ul style="list-style-type: none"> Meeting with parents Protective consequences Educational consequences Intervention programme Calm space Structured lessons/lunch times 	Yes Behaviour Stage 07 (Referral to Inclusion Team)	Parent invited for formal meeting with class teacher/inclusion team
SLT	8. Referral to SLT	<ul style="list-style-type: none"> If a child's behaviour has continued to escalate despite all support in place, they should be referred to the assistant/deputy head SLT will work with the teacher/child/family to decide on the most appropriate next steps A formal meeting will be held between home and school to agree a way forward 	<ul style="list-style-type: none"> Persistent stage 7 behaviours Harassment based on protected characteristics Major physical leaving a mark e.g. punch, kick, bite Fighting Bullying Stealing Persistent refusal to follow any instruction from staff 	<ul style="list-style-type: none"> Meeting with parents Protective consequences Educational consequences Referral to external agencies Safety/support plan Part-time timetable Changes to timetable Individual risk reduction plan 	Yes Behaviour Stage 08 (Referral to SLT)	Parent invited for formal meeting with class teacher/SLT
Head	9. Internal Suspension	<ul style="list-style-type: none"> The child remains in school but all or part of their day is undertaken in the Inclusion Area 	<ul style="list-style-type: none"> Persistent stage 7 behaviours Persistent, significant disruption to learning Possession of an object that could be used to intentionally harm Peer-on-peer abuse Physical assault Serious deliberate damage to school property 	Follow Suspension/Exclusion Policy <ul style="list-style-type: none"> Meeting with parents Reintegration plan Formal recording of any suspensions 	Yes Behaviour Stage 09 (Internal Suspension)	Follow Suspension/Exclusion Policy
	10. Fixed Term Suspension	<ul style="list-style-type: none"> The child is not permitted on the school site for a set period of time, as decided by the headteacher This time is used to plan for the child's reintegration into the school. A reintegration meeting must take place upon their return 			Yes Behaviour Stage 10 (Fixed Term Suspension)	
	11. Permanent Suspension	<ul style="list-style-type: none"> The child is not permitted on the school site permanently and they are removed from the school roll. 			Yes Behaviour Stage 11 (Permanent Suspension)	

Appendix 5: De-escalation Strategies

Positive phrasing e.g. - "Stand next to me" - "Put the toy on the table" - "Walk beside me"

Offer limited choices e.g. - "Put the pen on the table or in the box" "You can finish your work now or at break time"

Disempower the negative behaviour e.g. - "You can listen from there"

Use a De-escalation Script e.g.

- Use the person's name – "David"
- Acknowledge the pupil's right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me."



Appendix 6: Tiered System, as per Hertfordshire's Emotional Wellbeing and Behaviour Strategy

Tier 1 – Prevention and Early Identification (Universal) – the school provides support for all pupil's emotional wellbeing from its own resources

Tier 2 – Getting Advice and Signposting (Universal plus) – the school accesses enhanced advice and guidance from other schools in the area for those pupils whose emotional wellbeing is affecting their ability to engage in learning or the school environment

Tier 3 – Getting Help (Targeted) – the school accesses targeted support from specialist local providers, outreach, or other locally commissioned services through their DSPL's. Support can be accessed from ESC, PBS's, special school outreach, ISL or public health. pg. 10

Tier 4 – Getting More Help (Targeted plus) – the school accesses short term provision away from the school when a pupil or young person is considered to be at immediate risk of permanent exclusion

Tier 5 – Getting Risk Support (Specialist) – suitable quality assured alternative provision is commissioned for pupils who have been permanently excluded until a new school placement is identified. There may of course be occasions when it is necessary to consider whether a mainstream school remains an appropriate placement

Appendix 7: Reflection Form

REFLECTION CARD

Pupil name: _____ Year Group: _____ Date of incident: _____

Our school values are: **Respect**



Responsibility





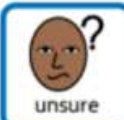


































Resilience



Circle those you did not follow.

1: What happened?	2: What were you thinking or feeling?	3: Who was affected?
made silly noises shouted at someone rude to someone walked off scribbled on work threw something tore something broke something swore at someone hurt someone made a mess something else	worried fidgety confused angry frustrated scared excited mad silly distracted out of control fizzy giggly anxious not okay Something else	Me A friend A teacher A T.A. My mum My dad My family My class My friends Someone else's family An adult Someone else
Additional notes:	Additional notes:	Additional notes:

4: What are you thinking or feeling NOW?	5. What could you do next time?	6. How can we repair?
 sad  sorry  guilty  ashamed  unsure  scared  okay  tired  calm  better  fizzy  something else	 Talk to a teacher  Ask for a brain break  Fiddle with something  Count to 10  Talk to someone  Take deep breaths  Play with someone else  Sit next to someone else  Go for a walk  Make a change  Think about the zones  Something else	 write it down  write a letter  talk with someone  say sorry to someone  time to reflect  draw  fix something  make a plan  make a change  zones toolkit  tidy up  something else
		

Reflection with: _____ Date _____

Appendix 8: Lunchtime Behaviour Guidance

Stage	Examples of behaviours		Action
0	Children go above and beyond to be respectful, responsible or resilient e.g. supporting another child who is upset	Recognise	Award house point
0	Children playing happily, interacting positively	Expectation	Continue active play role
1	Unkind words e.g. shut up Bumping into each other Disagreement	Reminder	Give children a reminder about behaviour expectations e.g. "Remember, we are respectful towards each other which means we use kind words." "I understand, you are excited, but you need to be aware of other children around you when you are running." Support children to resolve any minor disagreements amicably e.g. "If you want to play tag but your friend wants to play football, you could take it in turns or play with different people today. What would you like to do?"
2	Play fighting Name calling Argument	Warning	Give warning that behaviour needs to stop or consequences will be escalated Give time out in small garden if required
3	Above behaviours continue	Teacher	Notify teacher at the end of the lunch period Time out in small garden
4	Above behaviours continue Deliberate physical contact e.g. hit, kick Fighting	SLT	Radio SLT member on duty and bring child/ren to inclusion area SLT member to complete reflection time and decide on next steps e.g. protective consequence, educational consequence. (Refer to behaviour stages guidance)
5	Bullying Verbal abuse Physical assault	SLT+	Radio SLT member on duty and bring child/ren to inclusion area Immediate protective consequences SLT member to decide next steps based on incident/context. (Refer to behaviour stages guidance)