

*“Preparing children for a life full of learning.”*

**Kingshill Infant School**

## **Positive Relationships Policy**



**Reviewed: November 2024**

**Review due: November 2025**

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**This statutory policy is adopted by the Governing Body and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable children to develop as fully as possible. Lots of specific terminology is used so there is a Glossary - Appendix 1**

## **1 Vision and Values**

We have a therapeutic approach to behaviour which embraces Hertfordshire Therapeutic Thinking (an inclusive approach to behaviour management owned by Hertfordshire County Council, Integrated Services for Learning which recognises the need to ‘do different for different’).

This policy will give a clear code of conduct for promoting pro-social behaviour through a therapeutic approach which ALL staff will follow. This policy is intended to ensure that there is an agreed and shared philosophy. The policy outlines the procedures that the school uses to strive for excellent behaviour. For the policy to be effective we rely on all members of staff to promote a high standard of behaviour and to take the lead in modelling pro-social behaviour, courtesy and respect that they wish to see throughout the school.

Our vision is to promote and teach behaviour that enables all children to develop socially, academically and personally within a positive, safe environment. High standards are expected in behaviour, including attitudes to learning. Children have a right to learn and teachers have a right to teach. This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on consequences, not punishment.

Staff are trained in level one training and new staff joining the school will receive this training as soon as it is available to them. Jenny Milbourn and Elliott Plumb are accredited Hertfordshire tutors. The tutor(s) are responsible for delivering the full training to new staff and annual refreshers are also held.

### **Core Values at Kingshill infant school - RESPECT, HARD-WORKING, TEAMWORK**

We encourage, embrace and celebrate our values in everything that we do. These are taught explicitly in assemblies, stories and through the SCARF programme for PSHE. We celebrate those who have shown that they have been thinking about the core values in our weekly celebration assemblies. Through this work, children are able to speak about the core values and what they mean to them.

### **2.Implementation**

- All new families are directed to the policy on the website
- All new staff receive training delivered by the tutors.
- All stakeholders consulted and informed of changes.
- Our values are displayed, discussed and reinforced across the school and during all parts of the day.
- Incidents are recorded on CPOMs to track and monitor issues.
- Classes have regular circle time and have a Worry Monster to enable communication from children about any issues – these are checked regularly.
- All staff are given an annual refresher, which will include any updates to the policy.

### 3. PRO-SOCIAL BEHAVIOUR – what is it and how we respond

**We have a set of Golden rules (Appendix 2) which outline prosocial behaviour. Golden rules are displayed around the school and in every classroom.**

It is vital that all staff respond to prosocial behaviours. By all staff responding in a consistent, agreed way we will motivate prosocial behaviour.

At Kingshill we promote and respond to prosocial behaviour by:

*In The Classroom all adults will:*

- model positive behaviour for all pupils.
- refer to the agreed rules which are on display in classrooms (See Golden Rules in Appendix 1)
- Refer to the school values
- Use specific praise - name the desired behaviours through verbal praise. It must be specific, recognising prosocial behaviours. “You remembered your manners, Thank you”
- use actions (thumbs up, smile, nod)
- award gold stars or special stickers – not to be used as a ‘bribe’ but as a ‘surprise’
- pass on positive comments made by staff to parents - verbally, via the class email, praise card, head teacher certificate/ sticker
- take the child to visit a partner teacher/ member of SLT to share and celebrate their achievement
- Each class collects pom-poms. Pompoms are given in recognition of children following the school’s Golden Rules and values. The aim is to reach 100 and then a class reward is chosen by the children. The children are rewarded when they reach milestones too: 25,50 and 75. When a class reach a milestone, they can choose a class reward: an extra playtime or a golden time afternoon.

*On The Playground and at lunchtime all adults will:*

- model positive behaviour for all pupils.
- refer to the agreed rules which are on display in classrooms and on the playground (See Golden Rules in Appendix 1)
- refer to the school values
- nominate children for a Fine Diner Award when the child shows prosocial behaviour, being specific about the behaviour shown when awarding the child.
- contribute to Class Reward systems. Feedback to the Class Teachers if a child/class have earned a token, making it clear which behaviour is to be rewarded.
- use specific praise - recognising prosocial behaviour e.g. You are lining up, facing the right way. Thank you.

*Achievement Assembly*

- Our Friday Achievement Assembly, 1 child from each class is nominated for the start of the week and 1 child for the values award

- This assembly serves to celebrate these achievements and to reinforce the school's values and golden rules.
- The children then spend time with the Headteacher for hot chocolate and marshmallows.

#### **4. Managing Unsocial and Antisocial behaviour**

As a staff we have agreed on what we consider as unsocial and anti-social behaviour. The next two sections outline how we will respond to these behaviours.

When dealing with unsocial or antisocial behaviour the adults WILL NOT:

- be dominating and imposing this includes shouting at children when they show these behaviours
- demand obedience
- tell children what they must not do
- punish children - any consequence must be linked directly to the behaviour which has been displayed. "You have thrown the books away so you will miss swimming" is a punishment. "You have thrown the books so (obviously) you will need to stay in at the beginning of break to clear them up." is a consequence.
- take away all pleasurable experiences
- shame, belittle, embarrass or humiliate
- use bribery

We will:

- give reminders of our golden rules
- give reminders about our values
- give two choices
- use de-escalation script
- use positive phrasing
- use consequences that match the behaviour
- use reflect, repair and restore as a tool to help the child learn

#### **5 Responding to detrimental Behaviour**

*Detrimental behaviour is: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others.*

At Kingshill we have agreed what we believe as unsocial behaviour and how we will respond to unsocial behaviour. **Unless stated the Class teacher/class TA or MSA deals with the behaviour.**

RESPONDING TO DETRIMENTAL BEHAVIOUR AT KINGSHILL		
'Day-to-Day' Detrimental Behaviours	Educational Consequence	Protective consequence
<ul style="list-style-type: none"> <li>Not following an adult's instruction (e.g. not following team stop signal)</li> <li>Interrupting when others are talking</li> <li>Talking in assembly/ carpet time</li> <li>Making inappropriate noises</li> <li>Wandering around the classroom</li> <li>Answering back to adult.</li> <li>Pushing other children in the line</li> <li>Unwanted physical contact with other children. E.g. touching hair, picking children up.</li> <li>Play-fighting.</li> <li>Drawing on or damaging school equipment, books and furniture.</li> </ul>	<p>Reminder from adult:</p> <ul style="list-style-type: none"> <li>Positive phrasing, gesture/Sign from adult, visual reminders of the 5 Rules of listening/Values/Golden Rules.</li> </ul> <p>If a child is given 3 verbal reminders, then, if necessary (choice depending on the situation...)</p> <ul style="list-style-type: none"> <li>Re-positioning – carpet space/ table space/ zone in the playground/hold an adult's hand at play time for 3 minutes</li> <li>Practice the required Pro-Social Behaviour with an adult, in their own time (3 - 5 mins max)</li> </ul>	
<ul style="list-style-type: none"> <li>Spitting on the floor</li> </ul>	<ol style="list-style-type: none"> <li>Reflect and discuss that behaviour with an adult</li> <li>Repair – help to wash it away with water</li> </ol>	
<p><b>Unintentionally:</b></p> <ul style="list-style-type: none"> <li>Hurting somebody's feelings</li> <li>Hurting someone physically</li> </ul>	<ul style="list-style-type: none"> <li>A restorative session (use sentence stems on your lanyard)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to inform both sets of parents if a child is hurt physically and a mark is left.</li> <li>If a comment made is racist/sexist, misogyny, misandry, homophobic or biphobic, SLT are to inform both parents and incident must be added to CPOMs.</li> </ul>
Age-Appropriate Biting (Nursery/ possibly Reception)	<ul style="list-style-type: none"> <li>Reflect and discuss that Behaviour with an adult</li> <li>Restorative session with adult and both children involved.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to inform Parents (including the parents of the child that has been bitten)</li> </ul>
Not telling the truth	<ul style="list-style-type: none"> <li>Reflect -reassure child telling the truth is the best thing</li> </ul>	

	<ul style="list-style-type: none"> <li>• A restorative session (use sentence stems on your lanyard)</li> </ul>	
Swearing	<ul style="list-style-type: none"> <li>• Remind child that we do not use that language at our school.</li> </ul>	

RESPONDING TO DIFFICULT DETRIMENTAL BEHAVIOUR		
DIFFICULT BEHAVIOUR	Educational Consequence	Protective Consequence (not always required):
<ul style="list-style-type: none"> <li>• Continuous disruption (after 3 reminders)</li> </ul> <p><b>Intentionally:</b></p> <ul style="list-style-type: none"> <li>• Damaging or defacing equipment</li> <li>• Hurting someone physically</li> <li>• Using hurtful language (including Racial, sexist, misogyny, misandry, homophobic, biphobic comments)</li> <li>• Spitting at somebody</li> <li>• Swearing at somebody</li> <li>• Throwing an object at somebody</li> <li>• Threatening adults or peers</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to reflect and discuss with a restorative session. E.g. write a sorry note, social story.</li> <li>• Teacher (and/or SLT member) to inform parent of incident through a phone call or meeting if you feel it is appropriate.</li> </ul> <p>(NB: Adult on Duty/MSA to inform Class Teacher if it happened outside during Playtime/Lunchtime)</p>	<p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Removal of child from the area for short period e.g. rest of lunchtime/ spend time in a safe space/ spend time with adult stand with an adult in the playground.</li> <li>• Send child to another classroom <b>within their phase (e.g. Year 1 go to Year 2, Reception to Nursery)</b> for a limited time: Use this when you feel you need to protect the other children's learning and wellbeing. <b>This is <u>not</u> for another adult to talk to the child about their behaviour, this disempowers you.</b></li> <li>• When a mark is left or a comment made is racist/ sexist, misogyny, misandry, homophobic, biphobic, SLT to inform both parents and incident must be added to CPOMs.</li> </ul> <p><b>STEP 2: (when behaviour is becoming regular):</b></p> <ul style="list-style-type: none"> <li>• Teachers will monitor this behaviour and check in with any children affected at least weekly until the behaviour has stopped.</li> <li>• Removal of child from area (e.g. playground) with planned, staged return over a given period.</li> </ul>

		<ul style="list-style-type: none"> <li>• Limit access to certain areas (e.g. zoning)</li> <li>• Planning may need to be put in place, see section 6 of the Positive Relationships policy.</li> </ul> <p>If behaviour is becoming regular, add incidents to CPOMs, parents informed, discuss with behaviour lead Holly Turner (KS1) and Tracey Tomlin (EYFS).</p> <p><b><u>Last resort:</u></b> SLT consider internal exclusion (half-a-day in another class)/fixed term suspension following guidelines</p>
<ul style="list-style-type: none"> <li>• Bullying (repeated targeting from one child/group to another child/group)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative session with adult and both children involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Both parents informed by a member of SLT.</li> <li>• SLT will monitor this behaviour and check in with any children affected at least weekly until the behaviour has stopped.</li> <li>• Removal of child from area with planned, staged return over a given time period.</li> <li>• Limit access to certain areas</li> <li>• Planning may need to be put in place, see section 6 of this policy</li> </ul>
<p><b>Fixed Term Suspensions:</b> Behaviours which are deemed to cause significant harm to the individual or school community may result in the child receiving a <b>fixed term suspension</b> for:</p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour.</li> <li>• Failure to follow instructions during an internal suspension.</li> <li>• Intimidation of any member of the school community.</li> <li>• Theft.</li> <li>• Persistent bullying.</li> <li>• Behaviour that seriously disrupts the school day and the learning of others.</li> <li>• Physical violence towards a member of staff or a peer.</li> </ul> <p>The time of the suspension increases the more suspensions a child receives. They will receive between <b>1 day and 15 days of suspension, up to 45 days in an academic year based on the severity or the frequency behaviour</b>. At this point, a permanent exclusion would be considered.</p> <p><b>A child may be permanently excluded for:</b></p> <ul style="list-style-type: none"> <li>• Persistent or serious sexualised behaviour towards a peer or member of staff.</li> </ul>		



- Persistent disruptive behaviour.
- Physical violence towards a member of staff or peer.
- Criminal offences which include deliberate damage to property.
- Violence which causes significant harm to any member of the school community.
- Possession of a weapon or any items that may harm others, including illegal drugs.
- To avoid external suspension, internal exclusion may be used. In this case the child will be removed from the classroom setting and will work away from their peers for a set period of time. They will be supervised by a member of staff and set work to complete.
- We follow Hertfordshire County Guidelines for fixed/permanent suspensions.

<p><b>Children on Risk Reduction Plan who show crisis or dangerous behaviours</b> See individual RRP for each child's difficult behaviour. These may include, but are not exclusive to: push slap punch kick</p>	<p>1. Head/SLT to <b>go to</b> child 2. Head/SLT to contact parent 3. Add Incident to CPOMS 4. Check to ensure strategies on RRP have been followed correctly</p>	<p>Internal Review to ensure strategies on Risk Reduction Plan have been followed,  After discussion about severity of incident <u>and</u> check to ensure strategies on Risk Reduction Plan have been followed, this behaviour may lead to suspension.</p>
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### Guidance for Restorative sessions:

- Adult to be calm and empathetic
- give children time before this session ensuring they are regulated and calm
- identify who has been affected and how
- consider how we can repair relationships
- use sentence stems: I didn't like it when.....      It made me feel....      Next time I would like it if you...      I am sorry for/because...
- use this session to teach pro-social behaviour

### 6. Responding to Anti-social behaviour

*Anti-social behaviour is: behaviour that causes harm to an individual, a group, to the community or to the environment. difficult or dangerous behaviour.*  
At Kingshill we have agreed what we believe is Anti-social behaviour and how we will respond to anti-social behaviour. **Unless stated the Class teacher/class TA or MSA deals with the behaviour.**

## RESPONDING TO ANTI-SOCIAL BEHAVIOUR

ANTI-SOCIAL BEHAVIOUR	EDUCATIONAL CONSEQUENCE	PROTECTIVE CONSEQUENCE
<p>Continuous disruption</p> <p><b>Intentionally through anger:</b> Damaging equipment</p> <p>Hurting someone physically</p> <p>Using hurtful language (including Racial, sexist, misogyny, misandry, homophobic, biphobic comments)</p> <p>Spitting at somebody</p> <p>Swearing at somebody</p> <p>Throwing an object at somebody</p>	<p>1. Reflect and discuss that Behaviour with an Adult</p> <p>2 . Restorative session with adult and both children involved with member of SLT</p> <p>NB: Adult on Duty/MSA to inform Class Teacher if it happened outside during Playtime/ Lunchtime</p>	<p>STEP ONE: Removal of child from the area for short period e.g. rest of lunchtime/ spend time in a safe space/ spend time with adult in their unit.</p> <p>If the child needs to spend time in another classroom because you feel it improve their behaviour, this can be used. This is to be used to protect the other children’s learning and wellbeing. <b>This is not for another adult to talk to the child about their behaviour, this disempowers you.</b></p> <p>When a mark is left or a comment made is racist/ sexist, misogyny, misandry, homophobic, biphobic - SLT to inform both parents and incident must be added to CPOMs.</p> <p>If behaviour is becoming regular - add incidents to CPOMs, parents informed, discuss with behaviour lead JM</p> <p>STEP 2: (when behaviour is becoming regular)</p> <p>SLT will monitor this behaviour and check in with any children affected at least weekly until the behaviour has stopped.</p> <p>Removal of child from area with planned, staged return over a given time period.</p>

		<p>Limit access to certain areas</p> <p>Planning may need to be put in place, see section 6 of this policy.</p> <p><b>Last resort:</b> SLT/ SENCO consider suspension/ exclusion following guidelines</p>
<p><b>Children on Risk Reduction Plan who show crisis or dangerous behaviours</b></p> <p>See individual RRP for each child's difficult behaviour. These may include, but are not exclusive to:</p> <p>push slap punch kick</p>	<ol style="list-style-type: none"> <li>1. Head/SLT to go to child</li> <li>2. Head/SLT to contact parent</li> <li>3. Add Incident to CPOMS</li> <li>4. Check to ensure strategies on RRP have been followed correctly</li> </ol>	<p>Internal Review to ensure strategies on Risk Reduction Plan have been followed,</p> <p>After discussion about severity of incident <u>and</u> check to ensure strategies on Risk Reduction Plan have been followed, this behaviour may lead to suspension.</p>

## 7. HOW WE DEAL WITH PERSISTENT, ANTI-SOCIAL BEHAVIOUR

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, reasonable adjustments are made depending on individual circumstances.

**Early Diagnosis plan, Predict, Prevent and Progress Plan** or a **Therapeutic Plan** are used to formalise and communicate strategies that differentiate from policy. These plans are needed when behaviours are difficult or dangerous *and persistent*. If a member of staff feels a child needs a plan, they **MUST** talk to a Therapeutic Thinking tutor (Jenny Milbourn or Elliott Plumb). The parents will be informed that the behaviour leads are going to be involved with the child. The parents will be involved in the planning process and sign the plans.

In order to create a plan, we follow the Therapeutic Thinking Graduated Response chart which is saved on the school's shared drive. We use Therapeutic Thinking tools to record our analysis and our plans.

Once a plan has been created ALL staff MUST follow the plan for that child, it must be shared with the parents.

Where individual behaviour plans are in place, we are working with children with particular needs in order to improve their behaviour. We still maintain the school's high expectations and work with the pupil and their parents to improve the behaviour, taking account of individual circumstances. These children may require additional, more specialised intervention from an external agency that can provide advice and guidance. These agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- Rivers Education Support Centre
- Child and Adolescent Mental Health Service (CAMHS)

*Strategies:*

We will use **de-escalation strategies** with children in order to prevent them from exerting behaviours that could result in harm to themselves, other children, or property. This will be stated on a child's plan

We may use:

**De-escalation script** used by all staff when crisis may happen (on back of staff lanyards as a prompt - see appendix)

**Individualised scripts** to be used by all staff in specified situations to ensure a consistent approach

**Educational consequence** must be appropriate to the incident and individual – this must be logical, purposeful and meaningful

**Protective consequence** may be necessary i.e. the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.

**Positive phrasing** – e.g. sit down, thank you

**Child's limited choice** - sit on the chair or the carpet. Chair or carpet. **Disempowering the behaviour** 'You can listen to the story from there' Come and find me when you are ready

**Adult directive (leading to differentiated workspace)**

**Further consequence (SLT involvement)**

**After A Crisis (dangerous or difficult behaviour)– Reflect, Repair, Restore** - There will be times when a child has reached 'crisis'. After a crisis, children will be given the opportunity to **reflect** on their behaviour, **repair** any damage and **restore** any relationships.

A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict to reveal feelings and needs, and through discussion ensures conflict is less likely to happen again.

More simply it involves asking:

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

Restorative questions might include:

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- How can we all make it OK for you to go back to class?
- What do you think ... might need?

As such, children will still have a consequence to their behaviour, but through the Reflect, Repair, Restore technique they will identify that themselves, and thus contribute to improving their *internal* discipline.

### **8.RESTRICTIVE PHYSICAL INTERVENTION**

Our commitment to positive behaviour management means that physical intervention is used very rarely. The use of restrictive physical interventions is only appropriate in the following circumstances:

- To prevent a child from committing a criminal offence
- To prevent a child from hurting themselves or others (including physical and mental)
- To prevent or stop a child from causing serious damage to property
- To prevent or stop a child from causing significant harm to learning

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

If a child will continually need restrictive physical intervention this will be on their plan and a member of staff will have to be trained on STEP UP.

## **9. POSITIVE HANDLING**

There are occasions when staff will have cause to have physical contact with individuals. At Kingshill we agree to:

### **Lap sitting**

- must always be initiated by the child
- It is never acceptable for an adult initiate lap sitting
- Our aim will always be to limit this level of contact and move the child to the side of the adult to sit alongside them, as soon as it is practical and appropriate to do so without distressing the child further.

### **Hugging**

- We teach the children the difference between a 'cuddle' and a 'hug' - that cuddles are for family and friends at home but a Kingshill Hug is acceptable in school.
- The Kingshill Hug is where the adult and child are positioned side by side and the contact is only for the period of time needed to comfort or reward the child.
- Should a child initiate a hug from the front of body position, we will move the child to the side and convert into a Kingshill Hug as soon as it is possible to do so.
- Staff must not initiate a hug from the front of body position

### **Removing an upset child from parent in the morning -**

- ask parent - "Are you happy with me taking N into class?"
- Prepare child: "say goodbye to mummy/ daddy, we are going into class?"
- Use mittens to guide child into classroom.
- If this becomes persistent for a child, planning may be needed and strategies put in place.

### **Removing a child from an area**

- if a child is becoming anxious and difficult/ dangerous we may need to remove the child from the classroom.
- When this is needed we use mittens as outlined in training and Appendix 3

**Carrying a child :** We recognise that there are times when a child will need to be carried. This could be for first aid reasons or taking an upset child from a parent in the morning. At these times:

- staff will only carry a child if they themselves are able to.
- Carrying is not something we do on a daily basis and not in play situations either.

## 10. HOME/SCHOOL LIAISON

Parents have a vital role to play in promoting good behaviour and by giving the school their full support, as stated in the Home/School Agreement.

We expect parents to -

- keep us informed of behaviour difficulties they may be experiencing at home, notes about which may be kept by the teacher concerned.
- inform us of any changes at home that may have an effect on the child at school, notes about which may be kept by the Head or teacher.
- inform us about their child's ill health and any connected absences, notes about which will be kept in the absences booklet in the office and letters from parents kept in registers.
- support any disciplinary action taken within the school.

The school will endeavour to achieve good home/school liaison by -

- promoting a welcoming environment within the school
- giving parents regular and constructive comment on their child's work and behaviour
- encouraging parents to participate fully in the life of the school through F.K.S. functions, health and classroom workshops, voluntary activities
- involving parents at an early stage in any disciplinary action.

## 11. SUSPENSIONS AND PERMANENT EXCLUSIONS.

- A decision to exclude a pupil permanently will only be taken: **“in response to a serious breach or persistent breaches of the school's behaviour policy: and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”** This is consistent with the current DfE guidance on exclusions.
- If a suspension is put in place, this time allows the school to put a plan in place to ensure the safety of the child and of the school community for when they return to school.
- Parents should always be informed if unacceptable behaviour is happening frequently and incidents are recorded on CPOMS, giving a clear picture of frequency and any patterns or triggers. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme or persistent poor behaviour may eventually lead to permanent exclusion.

- The decision to exclude any pupil is taken very seriously and the decision, although made by the headteacher, is informed and influenced by discussion with the SLT, SENCO and any staff involved with the child.
- If the Headteacher externally excludes a pupil, parents/carers are informed as soon as possible, with reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish appeal against the decision to the Governing Body. The school informs the parents/carers how to make such an appeal.
- The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any suspensions beyond 5 days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- If an exclusion is taken to an appeal, the Governing Body will form a Discipline Committee which will be made up of three members. This committee will consider any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents/carers and the LA and consider whether the pupil should be reinstated. If the Governors Appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

A copy of Hertfordshire Exclusion Guidance can be found on the Herts grid at:

<https://www.thegrid.org.uk/info/welfare/exclusions.shtml>

**DfE Guidance:**

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

**APPENDIX 1**

**Anti-social Behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being Therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.



**Bribery:** The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

**Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Externalising:** When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

**Internalising:** When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

**Pro-social Behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved. **Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsocial Behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.



## OUR GOLDEN RULES

***We are gentle, we never hurt others***

***We listen to people, we never interrupt***

***We are honest, we never hide the truth***

***We are kind, we never hurt anybody's feelings***

***We work hard, we never waste our own or other's time***

***We always try our best, we never give up***

***We look after property, we never waste or damage things***

**APPENDIX 3**

**Positive Handling Mittens Approach**



OPEN MITTEN (used to move a child away)

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



CLOSED MITTEN (Used to draw a pupil closer)

- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

## **APPENDIX 4**

## De-escalation Script

This is a script to be used when a child is trying to engage adults or others in conflict.

The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help.
4. Talk and I will listen
5. Come with me to . . . . . and . . . . .

Appendix 4: Restorative session sentence stems poster

**Restorative De-brief** sentence stems:

**I didn't like it when....**

**It made me feel...**

**Next time, I would like it if...**

**I'm sorry because...**

Appendix 7: absconding the school site

#### General Advice (included in child's plan when appropriate)

- Consider the safety aspects, reduce any risk e.g., move door release buttons higher etc.
- Adults to use their proximity for reassurance or a deterrent before the pupil leaves the room.
- Use a variety of teaching styles and alternate physical and mental assignments.
- Initiate a break card system or non-verbal signal for them wanting to leave the class. Remember that many pupils will revert to anti-social behaviours as their need is not met through pro-social behaviour i.e., asking to go elsewhere.
- Teach protective behaviours with a clear focus on personal safety.
- Give the pupil valid movement breaks so they know they will have the opportunity to move. These should be timetabled and not removed as a form of punishment.
- Chunk activities into smaller blocks so the pupil does not constantly remain seated.
- Sit the pupil in class next to who they consider a safe person in class (pupil or adult)
- Link praise, motivators and rewards to remaining in class. Script this pro-social praise and consider if this should be public praise or private praise.
- Provide a check in buddy/champion (pupil or adult). Ensure the pupil has regular timetabled access to this person.
- Facilitate valid movement breaks such as 'helping with a job', sensory circuits etc. The class teacher must be pre-emptive and send the pupil before they become agitated.
- Have an absconding plan for the child that is agreed with the parents

#### Strategies for children who abscond (include in their behaviour plan)

- Sit the pupil away from exits.
- Use distraction activities.
- Give the pupil 2 positive limited choices- these may include an activity out of class.
- Timetable 'time away' from the classroom.
- Do not overwhelm the pupil with too many adults interacting at once. Consider the best adult to engage the pupil by completing an **Anxiety Analysis** grid.
- Create a safe space for the pupil to retreat to.
- Provide a visual timer to show the periods of time they are required to be in/out of the classroom.
- Use 'Now and next' board to support transitions.

#### During incident

- Use 'empathy matching' to attune to their frustrations and allow them time to de-escalate without adding further demands.
- Clearly explain any expectation or consequences for leaving the classroom.
- Use De-escalation script.

- Disempower the behaviour- Do NOT chase the pupil around the school/community- this has provided them with the perceived adult response to the anti-social behaviour. Follow/observe from a distance- if you know the pupil well enough, wait for them to return.
- If **child leaves the site**, Office to call parent and police. Familiar adult and one member of SLT to follow from a distance.

#### After Incident

- Complete restorative debrief when the pupil is ready to engage- this will look different for different pupils.
- Complete a **Therapeutic Tree**. Encourage pupil to link their experiences, feelings and behaviours. Consider pupil voice and make adaptations where needed.
- Allow the pupil to re-enter the classroom when ready- praise them for getting it right!
- Create a social story about safe behaviour and leaving the room.
- Consider your consequences- Protective/ Educational.
- Record incident in line with school policies.
- Update all Therapeutic Thinking paperwork accordingly.
- Check in on all persons involved in the incident.
- *Pupil and parents to be made aware that if the pupil leaves school, then the parents and police are called (police are called because the child's absconding becomes a community issue) – What does your setting policy currently say about leaving the premises?*