



Learning Together, Learning for Life

Reed First School Positive Behaviour Policy

Agreed by FGB:

Date of Review: March 2025

Headteacher: Vicky Wittich Date: 18.03.2025

Chair of Governors: Charlotte Eeles Date: 18.03.2025

*Too often we forget that discipline really means to teach, not to punish.
A disciple is a student, not a recipient of behavioural consequences.*

Dr. Dan J. Siegel

1. School Values and Vision Statement:

Learning Together Learning for Life

Our school vision:

We aim to be an inclusive school, a place where families are welcomed and involved as part of our community. Our children's experiences are memorable and take into account their individual needs, interests and aspirations. Staff encourage and model growing minds and celebrate those who independently seek challenge and show resilience as part of the learning journey. Pupils will become confident life-long learners who leave us ready for the next stage of their learning for life and a respect for everyone's future.

We achieve our vision through:

- A happy, welcoming and safe environment
- Engaging indoor and outdoor spaces
- Active and inspiring learning
- Teaching a skills based curriculum
- Opportunities which are rich and varied
- Recognising each member of our school as an individual
- High aspirations for pupils with therapeutic support
- Demonstrating pro-social behaviours
- Working in partnership with parents, governors and the wider community

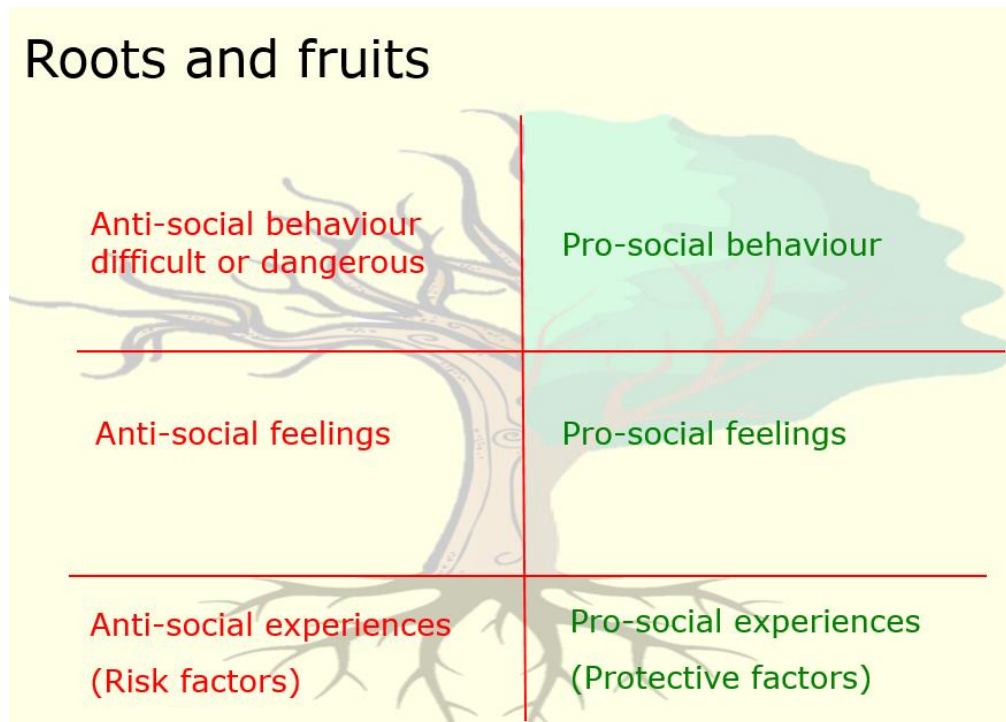
Our vision for this policy:

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Hertfordshire Steps (Now: Therapeutic Thinking) in the academic year 2021-2022 after our Headteacher became a STEPS trainer. This policy outlines the purpose, nature and management of behaviour in our school in line with Hertfordshire Steps. As a school we rely on all of our members behaving in certain ways to achieve its purpose. Our central purpose is concerned with children's learning and their overall well-being in order to achieve their best through self-regulation.

As a school we understand the definition of behaviour as:

- Anything a person says or does, which is everything we see or hear.

- How you act or conduct yourself, especially towards others.
- Everything from the most pro-social to the most extreme anti-social.



This model demonstrates our understanding of how experiences at the root can lead to different behaviours. At Reed First School, we recognise that all behaviours stem from an experience. We aim to establish a pro-social environment but also recognise that where anti-social behaviours are seen the feelings and experiences associated need to be explored and analysed. The sections below, outline and explain the behaviours which may be seen in school and our approaches them.

2. Pro-social behaviour

Prosocial behaviour is defined as: *behaviour through which people benefit others* (Eisenberg, 1982)

At Reed First School, we aim to establish an environment where pro-social behaviour is a part of all that we do. We promote behaviour which is positive, helpful, and intended to promote social acceptance. We ensure all members of our school have concern for the rights, feelings and welfare of other people. We show behaviour which benefits other people or society.

We achieve this through:

- Positive relationships

We ensure the relationships in school are based on mutual respect. We support the work of Andrew Moffat in saying: 'No Outsiders, all different, all welcome'. We expect all members of our school to be able to develop positive relationships by celebrating differences. <https://no-outsiders.com/>

- Role modelling

We ensure prosocial behaviours are modelled between staff and to every child through language and actions. There is a calm environment across the school. Pupils learn from each other and the adults around them.

- Consistency

We ensure all members of our school experience the same support and shared expectations. When needed, differentiated measures to provide equal opportunities are used to achieve equity.

- Scripts and routines

We ensure that the way we model, support and encourage pro-social behaviour uses consistent methods across the school.

- Positive phrasing

We ensure consistency in the way pupils and staff are using positive phrasing, for example: "Put the pencil on the table please", not, "Stop fiddling".

- Planning

We ensure we plan daily opportunities to teach pro-social behaviours through activities set up in lessons and at play, assemblies and social interactions. Where children are needing further support, restorative strategies will be planned and shared to ensure consistency for every pupil. This includes our behaviour curriculum which is driven by our weekly lessons in PSHE which ensure explicit teaching of the following:

- Participating, contributing and collaborating
- Compromise
- Inclusion and tolerance
- Conflict resolution (non-physical)
- Interacting with staff and peers
- The benefit of community and participation
- Respecting and valuing the contribution of others.

- Reward, feedback and recognition

We ensure all pupils' progress in developing their pro-social behaviours is recognised by giving them individual thanks both verbal and non-verbal. Knowing each pupil as well as we do, the way pro-social behaviours are recognised will be bespoke to the individual, for example, knowing a child would prefer a written comment for only them to see or perhaps a verbal response for all to hear.

Recognition is also given in tangible rewards in the form of house points and postcards home which are specific to seeing our values in action which support positive behaviours.

- Comfort and forgiveness

We ensure all pupils know that if wrong choices are made, they will be supported to restore their behaviour. All pupils are supported to make a fresh start when needed and are listened to ensure they are emotional ready to continue to be pro-social through self-regulation.

Links to our values

Our school values have been carefully chosen to support behaviours for learning and pro-social behaviours for life. We want to ensure everyone feels the same to go on to achieve prosocial behaviours. We recognise that all children are different and react individually to responses, therefore responses to pro-social behaviour will be tailored to suit their needs.

At Reed First School we may do the following to encourage pro-social behaviour choices in daily provision:

- Plan for pro-social behaviour by ensuring that all lessons are accessible, lively and engaging
- Plan to avoid conflictual situations / negative experiences
- Build trust and rapport
- Adapt teacher proximity to individuals or groups
- Use non-verbal signals such as a gentle touch on the shoulder or eye contact to attract attention to the learning
- Give an expectation reminder – a positive reminder of the learning expectation(s) and school value(s) that need to be adhered to
- Provide calm me time – time spent away from a group but still in the classroom reflecting on the behaviour before having a discussion with an appropriate adult considering any roots to the behaviour and reminders of positive behaviour choices
- Give redirection by adult and refocus - this may be moving a child to work at a different table or with a different group
- Allow time to respond to positive reminder or instruction
 - Use de-escalation scripts / non-confrontational body language / a calm supportive voice
- Give chances to reflect, repair and restore

It is the responsibility of the class teacher supported by the Headteacher to establish an environment which will establish pro-social behaviours. Other adults working with the class will take the lead from the class teacher around effective practice.

It is the responsibility of every adult in the school to promote and recognise pro-social behaviour.

3. Supporting all learners

At Reed First School, we ensure consistent approaches are seen across the setting which support all children to use positive behaviours for learning and pro-social behaviours that benefit the dynamic.

Wrap around care: Children who attend wrap around care are able to demonstrate the behaviours seen through the rest of the day by ensuring the staff who are with them are in school at other times and are fully trained in the STEPS approach.

The start of the day: Children and their families are able to arrive before the bell is rung in order to start their day in a calm way. Children who may have anxieties about coming in to school are supported in conjunction with their family to find ways to arrive with a healthy therapeutic balance through sufficient pro-social feelings not to become overwhelmed.

Shared spaces: Teachers are responsible for ensuring that their classrooms are welcoming, accessible, well equipped and organised places. The classrooms will reflect the learning taking place and have clear areas for children to independently select and use resources. Every classroom enables learners to work in a variety of ways including giving a quiet area: a regulation station for all children to make use of. All members of staff are responsible for ensuring the school is well presented and a place we all enjoy being in.

There is also a nurture area for pupils from across the school to access and is used in therapy sessions.

Lessons: Teachers will ensure their lessons are planned to engage and enthuse all pupils. All lessons planned will take into account the needs and different learning styles of the class. All children are given positive reinforcement around demonstration of pro-social behaviours and behaviours for learning (examples of these are in section 2). Our values will be referred to and our feedback policy enables all learners to engage with the journey of learning, taking ownership of their behaviours for learning effectively.

Outside play: The children at Reed First School are encouraged to spend time outside whatever the weather making use of our large outdoor space. Having space to play and interact further supports our children in achieving a healthy therapeutic balance. Toys and games are managed by our play leaders who are pupils. Staff who are outside with the children have received full Therapeutic Thinking training and are therefore consistent in their expectations and approaches to encourage pro-social behaviours and interactions.

Staff who are leading sessions are responsible for ensuring all pupils are experiencing the common strategies as outlined in section 2.

All staff will use positive phrasing whenever a pupil may need a reminder about pro-social behaviour, for example:

- 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

All children will be given clear choices when redirection or de-escalation is needed:

For example:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- It is snack time, an orange or apple?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Phrasing like this ensures that a desired outcome is achieved but the pupil is able to choose where to begin.

We also recognise our children have different personalities which will include:

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Happy introverts and happy extroverts are safe learners.

4. Unsocial behaviour

Unsocial behaviour is not the same as anti-social behaviour. Those demonstrating unsocial behaviours may:

- Be unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others.
- Be seen not doing as instructed, but not to the detriment of self or others.

Examples of un-social behaviour include:

- Avoiding a task by finding excuses.
- Pretending to be on task.
- Saying they feel unwell.
- Leaving something they need at home or in the wrong place.
- Not wanting to enter a particular room.
- Not wanting to join in a particular lesson.

Working with pupils' experiences and feelings is likely to have a far greater impact on behaviour. This approach creates internal discipline. If a pupil believes and feels there are alternatives to their behaviour and has the skills to use them, this will impact on

their behaviour in all environments irrespective of the presence of a controlling adult. The behaviour change will become permanent.

Therefore, staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. We are also aware that the behaviour exhibited may be subconscious behaviour where the child is unable to moderate or self-regulate. For example:

Do they present themselves in a much quieter way in a particular subject? Do they recognise this themselves?

Do they avoid climbing? Do they have a phobia of heights?

The response to any unsocial behaviour should be to enable the pupil to communicate their feelings. Staff must give the pupil time to reflect and understand what may be causing them to demonstrate unsocial behaviours and adapt future times where higher anxieties may lead to repeated behaviours. All staff must analyse the behaviour, not moralise. It is crucial to give pupils who internalise and who are introvert, the opportunities to communicate their emotions and give them the same support as a child who is an extrovert and externalises their feelings.

For example; a child who is showing unsocial behaviour by quietly copying the work of others, needs time with their teacher to plan the support needed to raise their confidence and have resources in place to access the task fully. The teacher may say, "I can see you are finding this difficult, can we talk about how to make the task easier for you to try?"

The class teacher will take responsibility for leading support around unsocial behaviour. Where a support member of staff notices unsocial behaviour, they also need to give the child recognition and support and share with the class teacher what has been discussed or supported so far.

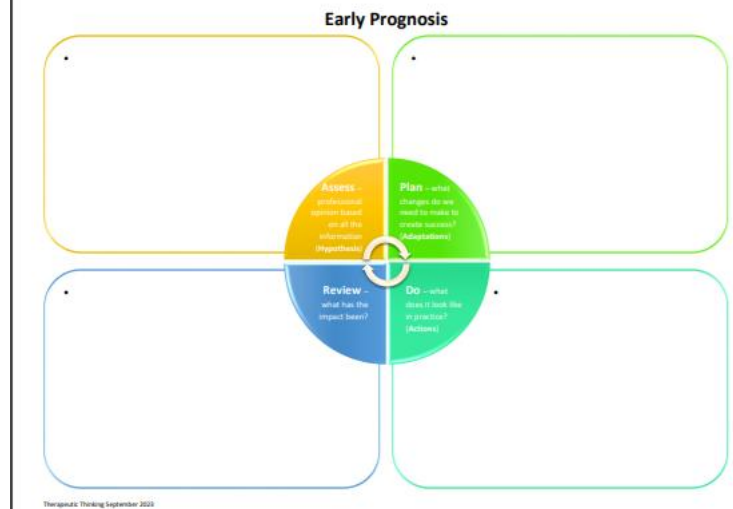
As a school, we recognise every child as an individual. As a result, while all conversations will be positive and supportive, the solutions will be tailored to support that particular child. Strategies and adaptations made will be shared with the adults who work with that child.

Where there is a pattern of unsocial behaviour, incidents will be discussed with the Headteacher and or SENCo. Checking the wellbeing of all pupils is standing agenda item at every staff meeting. It is the responsibility of the class teacher to meet with parents or carers to discuss areas of concern and share strategies and support. In turn, it is the parent or carer's responsibility to share with the class teacher or Headteacher any changes in behaviour which are unsocial.

Therapeutic Thinking early prognosis (see below) may be used by the class teacher with the support of the Headteacher and SENCo if needed. This can be used in conjunction with the Roots and Fruits analysis tool (app 1) and anxiety mapping (app 2) to support the understanding of the root of the behaviour. This is used where our behaviour policy is being followed, however, the unsocial behaviour is not improving. An assess, plan, do, review cycle will be followed to measure the impact of the steps taken to support the pupil in consultation with parents or carers.

Early Prognosis		Date:
		Staff member:
The behaviour	Intentional, non-judgemental, factual description, including severity and frequency.	
Pupil voice		
Function	Sensory	Do we still need more information?
	Escape or Avoidance	
	Attention	
	Tangible gain	
Health & wellbeing	Including diagnoses, diagnostic pathways being explored, physiological responses, mental/health factors, additional medical needs, barriers etc.	
Context	Home	Do we still need more information?
	School	
	Community	
Cultural relevance		

Therapeutic Thinking September 2023



Where early prognosis is not working, a plan will be written to further support the pupil. See section 6.

5. Antisocial behaviour

Antisocial behaviour is defined as:

- Behaviour that causes harm to an individual, themselves, the community or to the environment;
- Behaviour that is likely to cause injury, harassment, alarm or distress;
- Behaviour that violates the rights of another person;
- Behaviour that is contrary to the laws and customs of society.

Personality type does not necessarily dictate whether anti-social behaviour will be externalised or internalised. Extroverts may internalise their anti-social feelings and introverts may externalise their anti-social feelings.

If a pupil demonstrates behaviour which fits the definitions, the risks will be evaluated and where possible the following steps will be taken:

- We may use de-escalation scripts to support de-escalation of behaviour, for example:

{child's name} I can see something has happened;

I am here to help;

Talk and I will listen

Come with me and.....

- Give time to calm in a designated safe space chosen either by the child or the adult.
- We may seek support from another adult in the school if needed who we know has a positive relationship with the pupil.
- Where possible, the pupil may be given the opportunity to come out of the class to have some 'Calm me time'
- Where a pupil needs to be removed from a room for the safety of others, all staff will follow our policy: **Reducing the need for physical interventions in school.**
- Once the pupil is ready to talk and in a safe space, the adult will calmly explain what has gone wrong. The description will be factual and non-judgemental, for example:
You left your seat and other children were distracted for 5 minutes before Mrs X brought you to my office. Your learning tasks were not completed.
Staff will encourage the pupil to use their emotional literacy to share their feelings around the behaviour. Together, the pupil and staff member will discuss the root of the behaviour and find ways to predict how the pupil will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings.
- A consequence will be 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. (What we do for children.) The consequence for the behaviour will be proportional and where possible agreed with the pupil. For example, a consequence could be, *your learning was not completed, will you complete it now with me or at break time?*
- Therapeutic Thinking early prognosis (see above in section 4) may be used by the class teacher with the support of the Headteacher and SENCo if needed. This is used where our behaviour policy is being followed, however, the anti-social behaviour is not improving. An assess, plan, do, review cycle will be followed to measure the impact of the steps taken to support the pupil in consultation with parents or carers.

Incidents will be logged in the pupil's individual behaviour file on our Management Information System. It is the responsibility of the class teacher with the support of the Headteacher to meet with parents or carers the same day to discuss areas of concern and share strategies and support. In turn, it is the parent or carer's responsibility to share with the class teacher or Headteacher any changes in behaviour which are anti-social.

Where early prognosis is not working, a plan will be written to further support the pupil. See section 6.

6. Creating a plan

In most cases, where a cycle of assess, plan, do, review does not have an impact, another action or hypothesis will be tried. A risk calculator will also be completed to ascertain whether the continued anti-social or un-social behaviour is causing dangerous or difficult behaviour which cannot be supported through the provision for pro-social behaviour offered to every child or with the use of early prognosis.

Difficult behaviour is behaviour that is antisocial, but not dangerous.

Behaviour which will imminently result in injury 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 is dangerous.

Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other pupil. This pupil, cannot be kept safe by simply following our policy and need a differentiated plan in order to be safely included. The behaviour of this student may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it.

Caroline Belden

7. Unforeseeable behaviour

Unforeseeable behaviours are behaviours not covered by our policy, never previously experienced, or so historic we believed they would not reoccur. Incidents will be logged in the pupil's individual behaviour file on our Management Information System. A risk assessment (app. 3) will take place to decide if a policy or plan is required to prevent this behaviour or respond to it if the behaviour occurs again. Parents or carers will be contacted as soon as possible to be included in the decisions around the need for a plan or further support. Wherever possible, a pupil who demonstrates unforeseeable behaviour will be kept in school unless the risk assessment identifies dangerous behaviour which is likely to reoccur to themselves or others. A risk reduction plan (app. 4) will include how to respond and support similar future behaviours. As in line with our policy, the root of the behaviour will be investigated in order to minimise the likelihood of repeated behaviour.

If the unforeseeable behaviour demonstrates through an immediate assessment of risk, that there is clear danger to the pupil themselves, others or property, restrictive physical intervention would be justified because the pupil is not able to calm or be calmed down. Staff following Therapeutic Thinking training will follow de-escalation steps to support the pupil before any restrictive interventions are put in place. These will include use of:

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

All staff will follow the restrictive interventions policy to ensure both themselves and the pupil being restrained are safe and at no risk of further harm.

Other pupils and staff may be directed to another part of the building to remain safe. There must be more than one adult present with the pupil who is needing restraint. Where staff are in clear or potential danger of injury and harm, the police may be called.

Parents or carers will be contacted as soon as possible to attend school.

8. Exclusions

In extreme and rare circumstances, dangerous or repeated difficult behaviours may result in fixed term exclusions, in line with Hertfordshire LA guidelines (see link to the grid below). In these cases, additional behaviour support and strategies may be used, including the use of a Support Programme (SP) and/or a Risk Management Plan. We will work with outside agencies, parents and the child to reintegrate them back into the school following an exclusion.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious or repeated acts of misbehaviour. For repeated or very serious acts of anti-social or dangerous behaviour, the Headteacher may permanently exclude a child.

Any exclusion will follow procedures outlined in the Herts Exclusion Guidance Supplement. This guidance is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE)², *“Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion – September 2017”*.

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

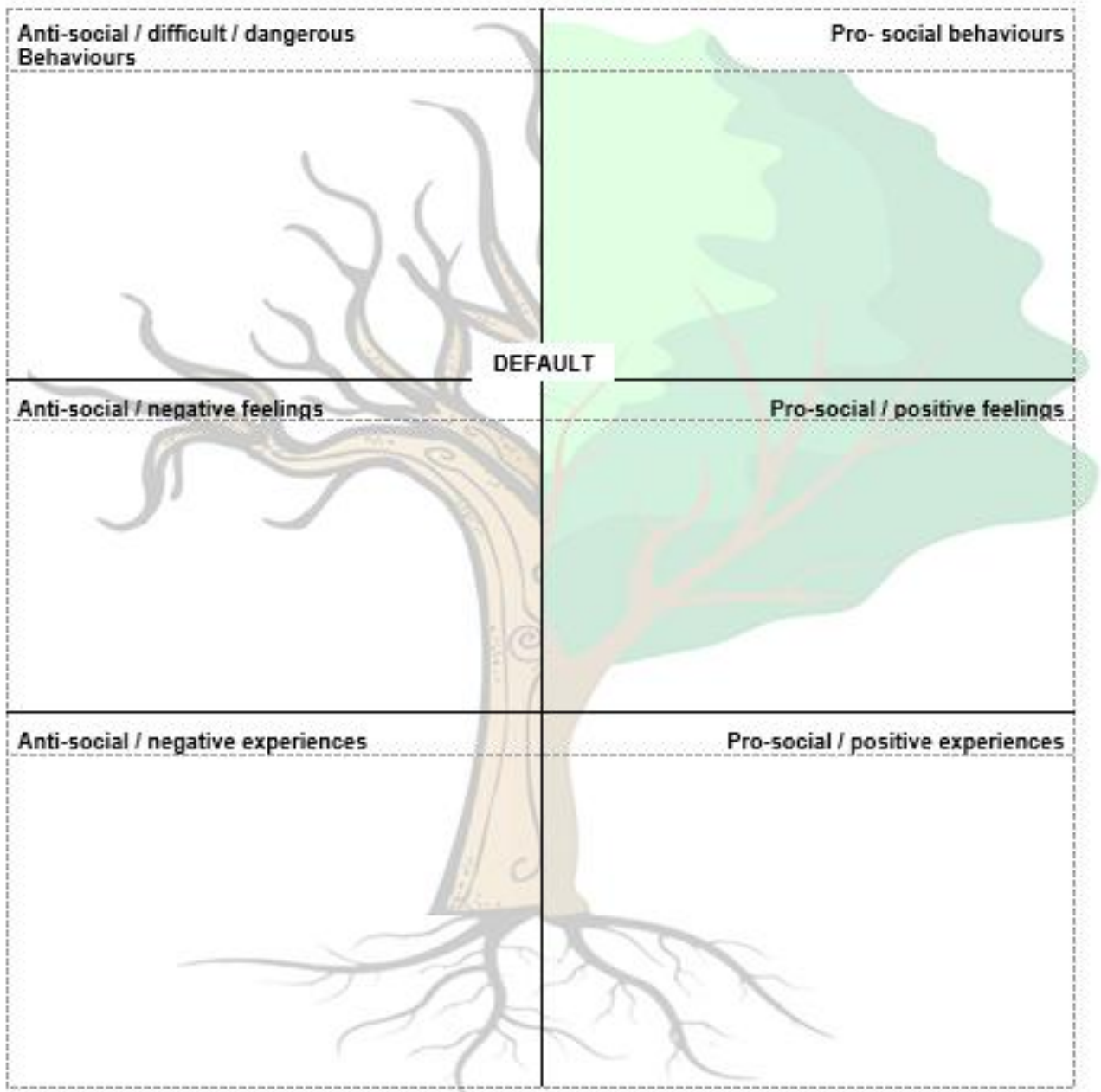
<https://thegrid.org.uk/admissions-attendance-travel-to-school/exclusions>

Roots and Fruits

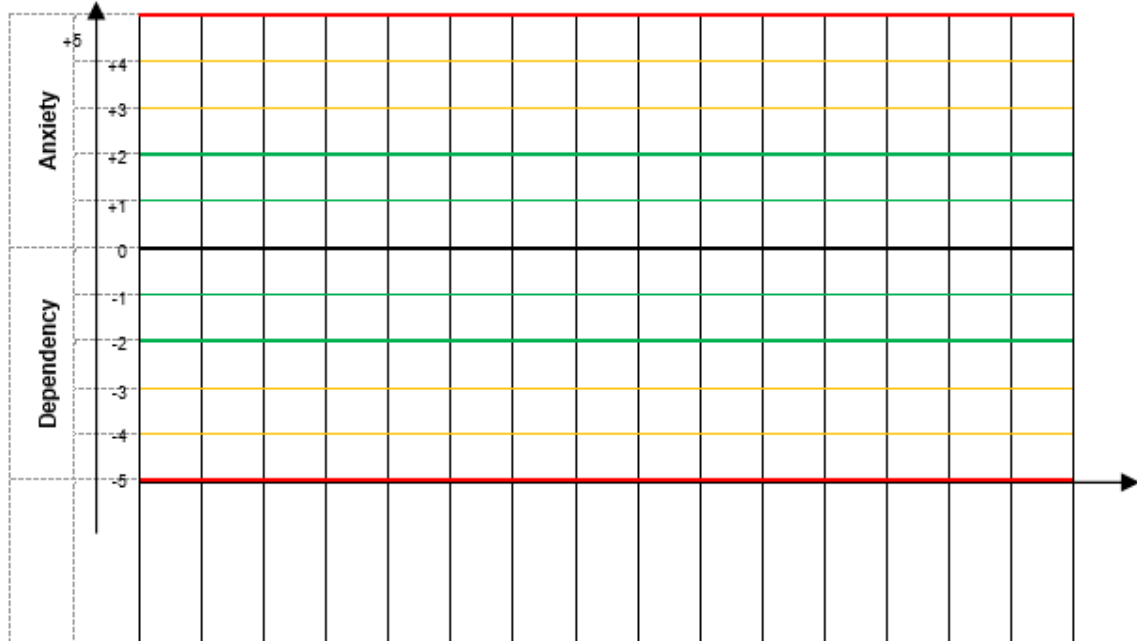
Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Anxiety Mapping



Time of day, days of the week, supporting staff, location, activity, learning style, peers. etc

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

Risk Assessment Calculator

Name					
DOB					
Date of Assessment					
Harm / Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

App. Four

Risk Reduction Plan (Doc 1)

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....