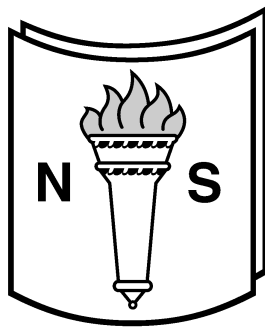


Newberries Primary School



Behaviour Policy

Play Together, Learn Together, Achieve Together, Grow Together

Date of Review: June 2026

Next Review Date: June 2027

1. Values and Vision Statement

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Therapeutic Thinking Hertfordshire (Steps) each academic year. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

At Newberries Primary School we take a positive and proactive approach to behaviour management. We believe that teaching valued behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair.

We believe that high self-esteem promotes good, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

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

Our behaviour strategy recognises that all behaviour is a form of communication and it is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Within Therapeutic Thinking we describe:

- Behaviours as valued and detrimental
- Feelings as helpful and unhelpful
- Experiences as positive and negative

For further information regarding vocabulary and definitions, please see **Appendix A**.

For further information regarding policies, which can be read in conjunction with our Behaviour Policy, please see **Appendix B**

2. Valued Behaviour

Valued behaviour is defined as:

- Creating helpful feelings in self and others.
- Behaviour which is positive, helpful and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society.

At Newberries Primary School, we communicate and teach valued behaviours via our Golden Rules (**Appendix C**), Whole School Core Values (**Appendix D**) and Zones of Regulation (**Appendix E**).

Valued behaviours are acknowledged and rewarded in the following responses by staff.

Valued Behaviour	Examples of Staff Response
Engaged Learning - “Being ready to learn” or “In the green zone.” ● Body language, which is appropriate to the lesson, evidencing that they are ready to learn ● Focus on adult leading ● Showing attentive listening to peers and adults ● Raising hand to contribute to discussions ● Turn taking ● Consistently putting in a high level of effort ● Neat presentation in books ● Following an instruction first time ● Focussed on task ● Sharing resources within lessons ● Being organised, showcasing independence in the resources they need ● Keeping property and belongings tidy and organised ● Taking action to support the ethos of ‘Tidy Table Tidy Mind.’	● Thanking pupils, stating the specific valued behaviour when doing so ● Highlighting specific valued behaviour in class through praise ● Verbally sharing examples of valued behaviour with parents and carers via a face to face chat at the classroom door or phone call home ● Issuing classroom based team points, dojo points, marbles or stickers (relevant to classroom reward system.) ● Star of the Day note awarded at the end of the school day ● Privately handing out “Well done” slips to children to celebrate an improvement in valued behaviour ● Stamp or sticker in book thanking and praising children for presentation or effort in task ● Head-teacher Sticker award to celebrate excellence
Showcasing a ‘Golden Rule’ (<i>see Appendix C</i>) For example: ● Apologising when appropriate ● Smiling or acknowledging others ● Not interrupting others while they are speaking and acknowledging what is said ● Not pushing or shoving in corridors, during transitions or play ● Having respect for the school environment - looking after equipment, resources and the building ● Knocking on classroom and office doors before entering ● Covering mouth and nose when coughing or sneezing ● Not speaking with food in mouth ● Asking for permission before getting up and moving around the classroom, where appropriate ● Not swearing ● Not arguing with adults decisions or instructions ● Not name-calling	● Awarded a Golden Certificate during whole school celebration assemblies, which take place each Friday

Showing an action which links to a whole school core value (Appendix D) For example: • Waiting to speak so to not interrupt others • Holding a door open • Picking up litter • Showing an act of kindness • Helping an individual in need • Volunteering time • Cooperating with others • Taking pride in looking after the school environment • Saying 'please' and 'thank you' appropriately • Saying 'excuse me' when interrupting a lesson or an adult when they are speaking • Holding open a door for an adult or other children • Moving out of the way to allow adults to pass • Responding to adults around the school i.e. saying good morning	• Awarding school value rosette stickers
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Expectations of all staff

Our expectation is that all staff model and recognise valued behaviour. All staff, regardless of function or the nature of their employment, are responsible for modelling, teaching, implementing, supporting and rewarding valued behaviour.

3. Supporting All Learners

We believe that an appropriately structured curriculum, which teaches valued behaviour as well as emotional literacy, and effective learning play a significant contribution in ensuring positive experiences, through valued behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of detrimental behaviour. At Newberries Primary School, the implementation of a spiral curriculum following Jigsaw PSHE Scheme Of Work supports the consistent, age-appropriate teaching and learning of social and emotional behavioural skills.

Our curriculum and weekly timetable includes set times for daily mindfulness sessions, learning activities focussing on developing 'A Growth Mindset', discussions regarding the importance of health (both physical and mental) and wellbeing as well as PSHE lessons and the explicit teaching of emotional literacy through Zones of Regulation.

Reasonable Adjustments to support behaviour

Actively building a rapport and trust with pupils is essential in promoting valued behaviour. In order to influence and guide pupils, it is necessary to be aware of their needs, their interests and views so that situations can be seen from their perspective. Pupils will achieve more when they are confident and when they feel trusted. Due to this, reasonable adjustments may be made to enable a child to access an element of school life successfully.

Universal Reasonable Adjustments	Agreed Responses Outside of Universal Reasonable Adjustments (for some pupils)
Pupil allowed to sit in a chair at their table space, rather than carpet.	Pupil to hold pocket sized fidget toy to successfully engage in focussed learning
Pupil allowed to sit in chair at the side of an activity rather than in the middle of group task	Pupil supported in movement break to refocus mind and body
Pupil allowed to sit on the floor for group work	Pupil to have access to individual workstation within the classroom.
Pupil supported in natural movement breaks around the classroom by completing a job or role (E.G. tucking in chairs)	Pupil to have access to 'breakout area' to work and complete a task away from peers

Expectations of all staff

As adults, we are responsible to model valued behaviour towards children as well as each other. All at Newberries Primary School believe that children should be treated sensitively; responses should never damage self-esteem and should focus on the behaviour rather than the individual child.

4. Unsocial Behaviour

Unsocial behaviour is defined as 'Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of unhelpful feelings.'

Unsocial behaviours are not detrimental behaviours as they are not to the detriment of others. Generally unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their unhelpful feelings with high levels of interaction with introverts often communicating their feelings through quiet non-compliance. All staff strive to interpret unsocial behaviour as a communication of unhelpful feelings and so differentiate their support.

Unsocial Behaviour	Staff Response
● Sitting under the table or hiding under a blanket in the reading corner ● Leaving the learning environment ● Work refusal ● Not taking part in class discussions ● Repeatedly asking the same question, interrupting the teacher input or instructions ● Loudly, and repeatedly, stating that they do not understand ● Shouting out "I can't do this" or "I don't understand" before instructions have been given from anxiety ● defacing (E.G cutting or scribbling on) own work ● spending more time than necessary looking for an item of equipment (E.G. lost	● Distraction E.G. completing a job for classroom adult ● Pre-teaching to build confidence in vocabulary and subject matter ● Post-teaching to address misconceptions before the next lesson ● Private discussion between trusted and familiar adult and pupil to better understand pupils emotions around particular task or subject ● Recognising that a pupil has a concern and providing time to listen to a pupil's concerns, validate their emotions and then investigate and respond appropriately (with feedback). ● Scaffolding - an additional resource provided E.G. wordbank, an example, concrete resource ● Opportunity to work with an adult either 1:1 or within a small group

worksheet, template, pencil, sharpener, ruler)	• Reasonable Adjustment • Use phrasing which tells the child what you want them to do, not what we don't want them to do. • Provide comfort and forgiveness • Plan activities which motivate and inspire pupils. • To ensure that as much communication as possible is visual and therefore use picture prompts, as well as hand gestures to communicate
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Expectations of all staff

Class Teachers, Teaching Assistants, LSA's and Key Workers working within each classroom are responsible in building and maintaining professional relationships with pupils to understand their individual needs. We actively believe that by doing so, staff can best observe, monitor and support unsocial behaviour consistently in a variety of supportive ways. Part of facilitating these relationships is by ensuring that valued behaviours are recognised instantly and that success of this is shared through reward and positive reinforcement set out in section 2 above.

5. Detrimental Behaviour, Teachable Moments and Consequences

Detrimental behaviour is defined as:

- Creates unhelpful feelings in self and others
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

In order to change a detrimental behaviour we need to recognise that behaviour is communication and analyse behaviour to understand any potential triggers, causes or unmet need.

We teach our pupils through teachable moments by providing consequences which are proportionate, relevant and logical. It is therefore essential that there is always an educational consequence, which provides the pupil with the skills and incentives to behave differently if, or when, faced with the same set of circumstances reoccurring.

There are four types of consequences.

Educational	Protective	Restorative	Natural
(Always)	(If necessary)		(If applicable)
A teachable moment where a child learns and understands the reasoning behind a rule/decision	To keep an individual child, groups of children and peers as well as adults and school property safe	Consequences which aim to address and reflect upon behaviour and restore relationships with peer or adult	Consequences that happen naturally
<i>To ensure consequences are proportionate, relevant and logical, the word "obviously" is often used to reason and explain the teachable moment.</i>			

For behaviours displayed that need additional support, outside of the strategies outlined in the above sections of this policy, we follow the Graduated Response (Appendix F.)

5c. Safe and Appropriate Touch (Physical Contact)

There are occasions when it is entirely appropriate and proper for staff to have physical contact or physical intervention with children or young person (this is not physical restraint).

For example:

- For affirmation/praise
- To comfort a child in distress (so long as this is appropriate to their age)
- To gently direct a child or young person, including separating from parents/carers
- For curricular reasons (for example in PE, Drama, etc.)
- First aid and medical treatment
- In an emergency to avert danger to the child
- Steering, guiding or escorting a child
- Supporting the implementation of an intimate care plan where necessary

On the occasions where a pupil needs steering, guidance or escorting, safe touch could include: placing hands on elbows, upper arms or shoulders using open or closed mittens

Note that at Newberries Primary School:	Staff Response	Rational
Children <u>are not</u> encouraged to sit on the laps of adults	Instead, pupils will be redirected to sit next to an adult or in an appropriate substitute place	This is crucial in ensuring boundaries are established appropriate to their professional role and in relation to the child's individual needs.
Staff <u>do not</u> lead children away from an area by holding their hand or wrist,	Staff can offer their hand for a pupil to accept and walk along side an adult to a named space	This is to ensure that the pace of walking is appropriate to the age and development of the child ensuring no pulling is implemented.
Staff <u>do not</u> lift or carry children unless there is imminent danger	Staff strategically ignore the refusal to move to desired space by keeping a visual from a distance.	This removes the audience for pupils who consciously refuse to transition to a new learning space.
We recognise that <u>not all children</u> feel comfortable with certain types of physical contact and this should be recognised. We acknowledge that some children are more comfortable with touch than others, some children may be more comfortable with touch from some adults than others and/or some children respond to touch differently depending on their mood at that time.	Wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.	Seeking permission where possible supports staff in listening to, observing and taking note of the child's reaction or feelings so to identify the use and level of contact and/or form of communication which is acceptable to the child.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with a child in one set of circumstances, may be inappropriate in another, or with a different child.

In all situations where physical contact between staff and children takes place, staff will consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)
- The purpose of the physical contact

Expectations of all staff

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. All staff:

- have the right to work in a safe environment
- hold the responsibility to support emotional regulation of pupils
- have the right, along with the responsibility, to support pupils through safe, appropriate touch
- receive training on appropriate touch as part of our annual Therapeutic Thinking training
- receive updates in regular Safeguarding training
- model ways of resolving and restoring conflict
- model important concepts such as trust, respect and valuing individual diversity
- actively listen to each other and respond sensitively and constructively to issues

6. Unforeseeable Behaviour

Unforeseeable behaviours are defined as 'behaviours not covered by policy, never previously experienced, or so historic that we believed they would not reoccur.'

In the circumstance where unforeseeable behaviour occurs, staff should respond using the responses outlined within our behaviour policy and inform a member of SLT if immediate support is required. All information about the incident should be recorded and staff will use a Risk Reduction Plan proforma to assess whether it is identified that a child needs something that is in addition to, or different from, this policy. If required, a Risk Reduction Plan, Pupil Profile or Support Plan may be written to prevent the behaviour occurring again and support adults to manage the behaviour.

7. Communication and Recording within School

Valued and detrimental behaviours are noted by classroom teachers and communicated with the relevant members of SLT (Phase Leader, SENCO or Pastoral Lead). An analysis of pupil behaviour may then be captured to develop a deeper understanding and then communicated with parent/carers as outlined in Section 8. In addition, the Designated Safeguarding Leads (DSLs) keep a record of any Bullying, Racial, Homophobic, Sexualised or any form of religious prejudice behaviour reported via our safeguarding documentation. All records are kept in line with GDPR regulations.

8. Communication with Parents and Carers

At Newberries Primary School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting valued behaviour and attendance.

We feel it is important that parents/carers know the measures taken to promote valued behaviour in school and are able to participate in their children's education by having two-way communication with the school.

This information is shared by:

- Our Home School Agreement
- Newsletters
- Awards that are sent home E.G. Stickers or certificates
- Communication with class teacher
- The procedures as laid out in our Behaviour Policy and Anti-bullying Policy for parents/carers
- Ensuring parents/carers are involved in supporting the school in promoting valued behaviour
- Ensuring that parents/carers have the opportunities to work collaboratively with class teachers, SENCo and Pastoral Lead.
- Parent Teacher Consultations
- Meet The Teacher mornings

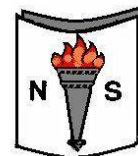
In addition:

Behaviour	Communication From Whom	When	How
Minor Unsociable Behaviour	Class Teacher	After School	Verbal communication at the classroom door or phone call home.
Persistent Unsociable Behaviour	Class Teacher	After School	A meeting, if behaviour continues.
Detrimental Behaviour (deemed difficult)	Class Teacher	Before the end of the school day	Phone call home.
	Relevant member of SLT: Phase Leader, SENCO, Pastoral Lead	After school, at a mutually convenient time	A meeting, if behaviour continues.
Detrimental Behaviour (deemed dangerous)	Class Teacher	Within the school day	Phone call home.
	Relevant member of SLT: Phase Leader, SENCO, Pastoral Lead	After school, at a mutually convenient time	A meeting, if behaviour continues.
Suspension and Exclusions	Headteacher Deputy Headteacher	As soon as possible.	Phone call home and letter emailed to parents/carers.

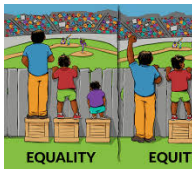
Note that when details of an incident is shared, due to confidentiality, the details of the teachable moments and consequences given to anyone but your child can not be discussed.

9. Exclusions

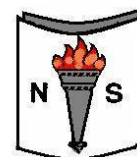
Newberries Primary School follow the Department for Education statutory guidance on exclusion of pupils from maintained schools in England. This details when a suspension or a permanent exclusion would be required. The Head teacher will make the definitive decision to suspend and will communicate with parents using the methods detailed above. Following a suspension, there will be a reintegration meeting and a plan will be created/adapted to manage future behaviour. We strongly believe that suspensions are a last resort.



Appendix A

<u>Key Definitions</u>	
Behaviour:	Everything a person says or does.
Being Therapeutic:	An approach to behaviour that prioritises the valued behaviours, helpful feelings and positive experiences of everyone within the dynamic.
Bribery:	The threat or action of withholding of a desirable object, person, experience or activity to make the child engage in an assigned expectation or task.
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 planned, logical response to behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviours, enabling behaviour change.
Dangerous behaviour:	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.
Detrimental behaviour:	Detrimental behaviour is defined as: - Creates unhelpful feelings in self and others - Behaviour that causes harm to an individual, the community or to the environment - Behaviour that is likely to cause injury, harassment, alarm or distress. - Behaviour that violates the rights of others.
Difficult behaviour:	Behaviour which is not valued in the setting or context, but is not considered dangerous.
Dynamic:	Any group of people brought together through choice, circumstance or obligation.
Educational Consequence:	Educational consequences progress the child's understanding and engagement.
Equality: Equity:	Affording people the same equal status, rights, and opportunities. The differentiated measures to provide equal opportunities. 
Externalising:	When a person's natural response to unhelpful 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.
Extrovert:	A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline:	Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.
Internalising:	When a person's natural response to unhelpful 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.
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.
Protective Consequence	Protective consequences are necessary measures to manage the risk of harm.
Reward:	A planned logical response to a behaviour designed to help children learn and develop transferable behaviours leading to the likelihood of this being repeated in all contexts.
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.
Valued Behaviour:	Valued behaviour is defined as: - Creating helpful feelings in self and others. - Behaviour which is positive, helpful and intended to promote social acceptance. - Behaviour characterised by a concern for the rights, feelings and welfare of others - Behaviour which benefits other people or society.



Appendix B

School Policies which support the understanding and implementation of this Behaviour Policy.

- Anti-Bullying policy
- Curriculum policy.
- PSHE & RSE policy.

Influential DfE Guidance for Therapeutic Behaviour Policies:

Mental Health and Behaviour in Schools (March 2016) (Revised November 2018)

Transforming Children and Young Mental Health Provision Green Paper (December 2017)

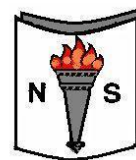
Hertfordshire's emotional wellbeing and behaviour strategy 2020 – 2023 (Version 2 January 2022)

DfE Guidance to support the review of this Behaviour Policy

Suspension and permanent exclusion guidance (September 2023)

Behaviour In Schools (February 2024)

Appendix C



Our Golden Rules

We have an agreed set of Golden Rules at Newberries Primary School, which help us to work together for excellence to ensure Newberries Primary is a successful school.

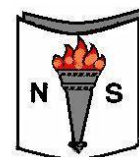


Appendix D

Our Whole School Core Values

September: Respect		April: Tolerance
October: Equity	January: Compassion	May: Happiness
November: Perseverance	February: Resilience	June: Honesty
December: Kindness	March: Responsibility	July: Self-belief

Appendix E



Zones of Regulation

The Zones of Regulation uses four colours to help children self-identify how they're feeling and categorise it based on colour. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children recognise their own triggers, learn to read facial expressions, develop problem solving skills and become more attuned to how their actions affect other people.



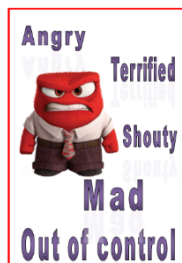
The Green Zone

The green zone is used to describe when you're in a calm state of alertness. Being in the green zone means you are calm, focused, happy, or ready to learn. This is predominantly the state you want your child to be in. It's also the state most needed in the classroom and at home in order to learn.



The Yellow Zone

The yellow zone describes when you have a heightened sense of alertness. This isn't always a bad thing, and you typically still have some control when you're in the yellow zone. Being in the yellow means you may feel frustrated, anxious or nervous. But, it could also mean you're feeling excited, silly, or hyper – which is okay in the right situation.



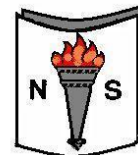
The Red Zone

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer about to control their emotions or reactions. This is the zone children are in during meltdowns. Being in the red zone means you're feeling anger, rage, terror, or complete devastation and feel out of control.



The Blue Zone

The blue zone, is used when a person is feeling low states of alertness. When you're in the blue zone you may be feeling down – sad, sick, tired, or bored. You're still in control, as you are in the yellow zone, but with low energy emotions.

Graduated Response**Therapeutic Thinking Graduated Response**

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: - o Function of behaviour - o Health and wellbeing - o Context - o Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.