PRAE WOOD PRIMARY SCHOOL
Everyone Valued, Everyone Learning, Everyone Welcome
admin@praewood.herts.sch.uk
King Harry Lane, St Albans, Hertfordshire AL3 4HZ
Telephone: 01727 751930
www.praewood.herts.sch.uk

Emotional Wellbeing and Positive Behaviour Policy

This policy should be read in conjunction with the Home/School Agreement, Child Protection Policy, Complaints Policy, SEND Policy, RSHE Policy, Equality, Diversity and Inclusion Policy.

Our Anti-bullying Policy is included within this policy, under Section 5.

Issued: September 2024. Review Date: September 2025 or sooner if legislation changes.

Signature: Jenny Sheppard   Date: September 2024
Head Teacher

Signature: Tony Fitzpatrick   Date: September 2024
Chair of Governors

1. Vision and Values Statement: Everyone Valued, Everyone Learning

Our emotional wellbeing and positive behaviour policy aims to provide a consistent approach with a clear understanding of the expectations at our school. We see an intrinsic link between emotional wellbeing and behaviour and therefore it is important that we consider wellbeing when we consider behaviour. Our approach is enshrined in policy, championed by leadership and embedded through staff training. We hope that through this our children will become positive, responsible and independent members of our school community and global citizens of the world. **We foster a school ethos where our teachers can enjoy teaching and our pupils are able to learn in a calm and safe environment.** Our positive behaviour policy is about ensuring we can maintain this whilst best meeting the needs of all our pupils.

We believe the positive experiences our children receive promote positive feelings which in turn promote positive behaviour. This underpins our school ethos, '*Everyone Valued, Everyone Learning, Everyone Welcome*.'

We aim to promote equity. Just as when learning, not all children require the same amount of support with their emotional and social development. However, all children have the right to access educational opportunity equally and every member of our school community should feel valued and respected, and be treated fairly, consistently and with understanding, regardless of their special educational needs, ethnicity, disability, gender, sexual orientation or religion. (Disability Act, 2010).

We aim to:

- Create a calm and ordered learning environment where teachers enjoy teaching and children enjoy learning;

- Promote an environment where we help our pupils to feel safe, self-regulate their behaviour and feel motivated to act pro-socially (helping, sharing, cooperating);

- Encourage consideration for others in the community by promoting respect, courtesy, tolerance, trust, honesty, compassion, integrity, dignity, fairness for all;

- Support the development of self-esteem and self-respect by distinguishing between a pupil and their behaviour;

- Ensure that appropriate behaviour is encouraged and recognised by all of our whole school community;

- Foster pride in the school: in its property, in work, in effort, as well as achievement;

- Understand that some children require a differentiated approach and different provision;

- Ensure that everyone understands that being 'fair' doesn't mean that everyone has the same provision, but means that everyone has what they need.

Where a child's behaviour contradicts our aims and inhibits their own learning or affects the ability of their teacher to teach and their peers to learn, we will work closely with the child and their parents/carers to understand the issue(s) and find solutions. We also have systems in place for early identification of SEND as we understand that unwanted behaviour may be exhibiting an unmet/unidentified need. (Also see our SEND Policy.)

Where children do not meet the school's high expectations of behaviour, incidents are dealt with swiftly by ensuring that appropriate protective and educational consequences are in place. At Prae Wood we do not tolerate bullying or discrimination of any kind and act immediately to stop it. Incidents of harassment and bullying are dealt with promptly and firmly, and in a manner that supports and protects the victims and enables those who are bullying to move on.

2. Universal Provision

Everyone at Prae Wood has a part to play in promoting high standards of behaviour – we all share the responsibility for ensuring that our behaviour policy and school rules are valued, and ensure that we respond to and report incidents of inappropriate behaviour. We have high expectations of the children in terms of their behaviour as well as their work, and we strive to ensure that all our children can work to the best of their ability. All staff take the lead in modelling high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

We use a variety of resources to promote social and emotional development. We have fully embedded Hertfordshire's Therapeutic Approach to Promoting Positive Behaviour known as *Therapeutic Thinking* (formally known as Hertfordshire *STEPS*). All new staff joining Prae Wood receive this training and we expect this to be used and incorporated into classroom delivery alongside our focus on 'Building Learning Power' (Appendix 9), weekly class and whole-school circle times, and our RHE (Relationships Education and Health Education) curriculum. All staff also complete Hertfordshire County Council's Virtual Schools training on *Understanding Attachment Aware and Trauma Informed Practice* to ensure that they have the skills to support children.

We teach behaviour as we teach other areas of the curriculum, through modelling of and recognition of good practice. Our teaching of this vital area of the curriculum is delivered mainly by class teachers, but all adults who have contact with children – teaching assistants, learning support assistants, lunchtime staff and ancillary staff – are aware of the objectives and the key ideas that are introduced to the children.

School Rules

We take a positive approach and always emphasise what children should *do* rather than what they should *not*.

Our School Rules are displayed in each classroom and around the school, and all are positive messages:

- We look after property.
- We are gentle.
- We tell the truth.
- We are kind and helpful.
- We listen to people and show respect.
- We are ready to learn.

Each class also has a classroom code. This is an agreement between all children and all adults working with each class at the beginning of the academic year. It is reviewed each term and is displayed clearly in the classroom. General incidents of poor or anti-social behaviour (e.g. a playground incident/dispute) may be discussed with the whole class during circle time so that appropriate solutions can be found and acted upon.

All staff have an understanding that difficult behaviour may be a child's way of communicating something (for example, that they are upset, confused or hungry).

In Early Years Foundation Stage and Key Stage 1 we encourage pro-social behaviour with the phrase: *Kind words and gentle hands.*

In Key Stage 2 we encourage personal responsibility from the children and teach emotional regulation skills. The Brain Buddies programme is delivered by our Education Mental Health Practitioner in Year 4. A school mentor or counsellor is available for some children who may be identified as needing additional support following discussions with parents and SLT.

Happy Playtimes

We take a consistent approach to behaviour both in the classroom and on the playground. At lunchtime, children are supervised by midday supervisors (many are also TAs) who are responsible for the children's safety and wellbeing. The school's Sports Ambassadors establish expectations for a happy playground and support children in their play.

We promote positive behaviour on the playground by ensuring that communication is clear and consistent and that support is available for children who need additional help:

- A nominated member of SLT is on duty at lunchtime.
- Rotas are in place and clearly displayed in classrooms and on the playground to ensure children are aware which outside areas and activities they can use at different times.
- Equipment Monitors are responsible for playground equipment to ensure it is available and used fairly.

- MSAs are trained to ensure a consistent response and ensure information about incidents are passed to the class teacher.

- Year 6 Junior Play leaders are available to support their peers and identify a solution to a situation.

- At lunchtime, a bell or whistle will sound a final 5 minute 'calming down time' on each playground, when children can use the toilet, refill their drink bottle and compose themselves ready for afternoon lessons and equipment should also be put away at this time.

- Bins are available for children to dispose of their own rubbish on the playground to keep school tidy.

- Assemblies and circle times are used to promote positive playtime behaviours, collaborative games and to trouble-shoot difficulties.

- The Den, school's dedicated inclusion space, is available at break and lunchtime for children who need a quieter environment.

3. Reasonable Adjustments

We understand that undesirable behaviour often indicates an unmet need and work to identify the need and support. Through our therapeutic approach to behaviour, we aim for our pupils to act pro-socially because they are motivated to do so.

In compliance with the Equality Act 2010, reasonable adjustments are made to ensure all children can access the curriculum as well as supporting pupil's emotional and social needs. Just as we differentiate learning for pupils, some children require differentiated behaviour support. Whilst the vast majority of our pupils' needs are met through our positive approach, some pupils may require reasonable adjustments. In the first instance, staff are trained to use our *Therapeutic Thinking* approach.

Therapeutic Thinking Approach

Staff focus on de-escalation and preventative strategies, rather than focusing solely on reactive strategies. We respond to situations of unwanted behaviour as follows:

- Staff use **positive phrasing** with the children. (e.g. '*Hands in your lap*.' '*Walking through the hall, thank you.*')

- If required, staff will offer a **limited choice** (e.g. a child refusing to participate in a lesson may be offered the choice of going for a movement break with the class teaching assistant or moving to a quiet table to work by themselves.)

- **De-escalate unwanted behaviour** (e.g. avoiding confrontation when a child is in a heightened state of anxiety and unable to participate in a lesson and sitting beneath their desk. By gently reassuring the child that it is understood that they are not ready to join the lesson yet but that you will check on them shortly, enables the teacher to continue teaching, the other children to continue learning and the pupil 'not

conforming' having time to calm down and know their teacher understands they need some time.) Distraction techniques can also help to re-engage a pupil.

- **Consequences** (protective or educational).

- **Repair and Restore** with the child. The child may make amends by apologising and having a restorative conversation to determine what went wrong and why, with staff offering to support the child.

See Appendix 1 - Quick Glance Responses and Consequences for examples

In most instances, a One Page Profile works well to identify particular strategies to support a child. A One Page Profile is written for a pupil who requires reasonable adjustments to enable them to access learning and/or for behaviour support. Anxiety mapping may be used to identify triggers for a pupil's behaviour/emotional upset. For example, staff may identify that there are days of the week, times of the day, particular subjects and activities that cause a child difficulty. A One Page Profile highlights the child's strengths, their likes and strategies to support them in maintaining focus and emotional wellbeing. For example, talking through a task may help to settle a child, having a responsibility can help to foster self-worth, a fiddle toy may help a child to sit quietly or a colouring activity may calm a child who is anxious. A friendly check-in by a trusted adult on the playground may help a child who struggles to come into school in the morning. The teacher will liaise with SLT, as well as the child's parents, to discuss appropriate strategies/ adjustments. Other examples that work well include: an individual table (work station), feelings chart, home-school communication book, a movement or sensory break to enable the child to regulate their emotions, a reward chart, a social story and a Now &Next visual or an individual timetable (e.g. alternative provision).

If all appropriate strategies have been employed and the child's behaviour continues to disrupt their own learning or that of others, the child may be removed from the classroom. For the older child, this may be a discussion with the pupil to agree they can work outside of the classroom or it may be the child goes to an adjacent classroom or a member of SLT's office.

School, in collaboration with parents, can draw upon support from external agencies to work together to help us to meet a child's needs and enable successful outcomes. We also have systems in place for early identification of SEND as we recognise that unwanted behaviour can indicate an unmet/unidentified need. (See our SEND policy.)

4. Positive Emotional Wellbeing and Behaviour

Rewards:

We celebrate positive behaviour as well as effort in learning in our weekly Celebration Assemblies. We praise and reward children's positive behaviour in a variety of ways and acknowledge children's efforts and achievements both in and out of school:

- Praise (verbal, gesture, action)

- Stickers from teaching & support staff

- Certificates (EY and KS1) and Praise Postcards (KS2)

- Shared celebration with other members of staff, SLT and Headteacher for verbal praise, positive recognition, sticker

- KS2 class incentive chart – working towards a collective goal and enjoying success in achieving this together

We also acknowledge that some children prefer discrete praise whereby an adult will communicate with the child one to one rather than in front of the whole class.

We recognise that positive emotional wellbeing is an essential prerequisite to effective learning.

5. Negative Emotional Wellbeing and Behaviour

Expectations of our pupils' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and consistent improvements secured. For some children, there is a difference between a child's chronological age, their academic achievement and their emotional literacy. Children achieving academically well may still require support for their emotional wellbeing.

Persistently **disruptive behaviour** is whereby the actions of a pupil disrupts their own learning as well as the teaching and learning of others. Some examples include: calling out, using derogatory language, distracting other pupils or making them laugh, deliberately making noises, throwing equipment, hurting other pupils (or staff) and leaving the class without permission.

When a child's behaviour is becoming persistently disruptive, we will work with the parents/carers to discuss. We can employ anxiety mapping and a Risk Reduction Plan may be drawn up. This identifies potential triggers alongside strategies to support the child. A Risk Reduction Plan ensures all adults are aware of early warning signs that the child is becoming dysregulated so they can use a consistent approach to prevent behaviour from escalating with the aim of keeping the child and others safe. In some instances, staff are given clear scripts (Appendix 4) to use when dealing with a particular child. For example, a child who is disrupting the lesson may not understand the task or be ready to learn due to emotional dysregulation. '*I can see you're not ready to learn yet. You may read your book or colour in and I will come and help you in a few minutes.*' (This gives the child a limited choice so they feel in control as well as reassuring the child you understand they need some support. It also gives them some time to calm down.) If a child continues to disrupt the class, the next step on their plan will be followed.

We may also record certain behaviours using a frequency and intensity chart to enable SLT to determine the level of disruption. SLT are informed of incidences of poor behaviour and where deemed necessary, parents/carers are informed. Moderate incidents (Appendix 1)

are recorded on our internal CPOMS system. This can help senior leaders/SENDCo to identify triggers or patterns and monitor a child's behaviour.

We acknowledge that children can act consciously and unconsciously and this is taken into consideration when consequences are discussed. For example, if a child refuses to follow an instruction it may be an unconscious response to feeling overwhelmed or anxious and highlight that they need to be supported.

Children respond well to positivity and we recognise some pupils prefer praise to be private (e.g. not addressed to the whole class). A reassuring smile goes a long way to support a child with emotional insecurities. Often, all that is required is a glance and a gesture to remind them their behaviour needs altering. Following this, a verbal reminder is given and then our *Therapeutic Thinking* process followed. Where a child's emotional wellbeing is of concern, often a movement break works well. The child feels supported and understood whilst needing time to think/talk through what is worrying them. For some pupils, a conversation is all that is needed to address poor behaviour or emotional upset. A conversation can be the consequence with no further action required. When a behaviour cannot be modified and peers are being impacted, the child will likely be taken to another room. When this happens, parents/carers will be informed. For some pupils, this will mean following the strategies/action on their plan.

Consequences (Appendix 3) enable children to take responsibility for mistakes and support children to make the right choices in future to ensure a safe and positive learning environment for everyone. Consequences should be either protective or educational consequences, should logically or naturally follow from an action. Consequences are employed according to the individual situation. Examples of consequences used are:

- A conversation
- Limited choices – For example, 'You can work with a partner or on your own' or with younger children, 'You can sit with me or sit quietly on the beanbag.'
- Time out / sit at the calming or thinking table
- Lose 5 minutes playtime or lunchtime to complete a task or assist with repairs
- Sent to KS leader / another class
- Sent to SLT or Headteacher
- Discussion with parents (informal discussion or a planned meeting)
- *An internal or fixed term suspension (or a permanent exclusion may be used following investigation)

*Refer to section 11 on Suspensions and Exclusions

After an incident in which a consequence has been employed, the child/teacher relationship should be rebuilt through a restorative conversation – essentially, we mean, "*Let's start again.*" All children start afresh each day. Although, more serious incidents and persistent poor choices may mean a member of the SLT meeting with the child (and their

parent) in the morning before going into class to debrief and set the child up positively for the day.

We strive to provide all children with a positive school experience. It is not our ethos to remove pleasurable experiences for children unless it is required as a protective consequence to ensure the safety and positive wellbeing of others. For example, we would not prevent a child from representing our school in a football match or joining a school trip unless their attendance would be detrimental to other pupils or present an unmanageable safeguarding risk. In such instances of a pupil not being able to go on a school trip, provision will be made for them to remain at school.

Reduced Timetables

It is recognised that there may be occasions when a child is unable to attend school full-time due to medical or wellbeing reasons. A reduced timetable may be required for example when 'A child is experiencing severe poor emotional wellbeing at school and is finding it increasingly difficult to cope with full-time attendance. In such circumstances the law permits the Guidance on the Use of Part Time Timetables.' *HCC Guidance on the use of reduced timetables.* In such instances, we use this guidance for all pupils of compulsory school age and register any such timetable amendments with HCC. (Children in Reception not of compulsory school age may require a gradual build up to full time.) Some children with high levels of anxiety may at times be unable to enter the classroom and may be supported in the school's dedicated inclusion space, the Den, while they reintegrate back into school routines. Where a child is unable to attend school for medical reasons, including diagnosed mental health difficulties, we will work with the child, parents and outside agencies to provide appropriate specialist support and alternative learning provision where appropriate.

Anti-bullying policy

At Prae Wood we do not tolerate bullying or discrimination of any kind. We act immediately to stop any such behaviour and regularly report bullying data to the Governing Body and Local Authority. Incidents of harassment and bullying will be dealt with promptly and firmly, and in a manner that supports and protects the victims and addresses the needs of the bully.

We take the issue of bullying seriously and work with members of our school community so that they know:

- What the term bullying means;

- Why bullying is unacceptable;

- How we address bullying;

- What support there is for those who have been bullied or those who bully, as well as consequences for those who bully.

We teach the school's values to all the children so that they understand what not to do and be motivated to behave pro-socially.

We define bullying as deliberately hurtful behaviour (emotionally or physically), repeated over time and / or where an individual is repeatedly intimidated or coerced. Many types of bullying are identity-based (based on gender, homophobia, racial or discriminatory to a disability or difference).

Bullying can take many forms, but the main types of bullying are: emotional, physical, discriminatory, verbal and misuse of technology (see chart below on p.11).

We teach about bullying within our assemblies, our annual anti-bullying week, story time, circle time, RHE and through our *Everyone Welcome* sessions. All staff understand that consistent and fair responses contribute hugely to eliminating bullying in schools. We use our Anti-Bullying Week as a focus in the Autumn term and follow the Jigsaw programme to deliver the RHE, where Relationships units focus on friendships, getting on & falling out, anti-bullying and online bullying.

We encourage pupils to report bullying cases and in order to make this easier we make sure that there are effective support mechanisms in place so that pupils can do so and know which adults they can talk to. Pupils need to believe that they are supported to ensure they feel able to report bullying. We encourage parents to tell us if they are concerned about bullying, or if their child has reported anything to them. Staff are trained to understand that vulnerable children with a disability or children who may be gender questioning are more likely to experience bullying and ensure children know who their trusted adults are and check in with them on a regular basis.

Peer mediation can provide a safe opportunity for pupils to share concerns and explore their own solutions to a range of difficulties. Pupils can access The Den, school's dedicated inclusion splace, at break and lunch times and play leaders can also support to help ensure a happy play time. Mentoring and counselling can also be used to support victims as well as the bully themselves as we often find that the bully may also have an unmet need.

Bullying that takes place outside of school is also of concern to us as it often impacts on behaviour in school and on the mental health and wellbeing of pupils in school. In our experience, this is predominantly in the form of online bullying and we urge all parents/carers to follow our Home/School Agreement and monitor their child's online activity vigilantly. We do not allow children to bring mobile phones to school.

Online bullying, or the improper use of technology for bullying, is addressed age appropriately with all pupils to make clear the acceptable boundaries for these methods of communication. Children over the age of ten are legally responsible for their actions and inappropriate online use can be reported to the police and or Children's Services.

Online safety is taught on a regular basis, through the RHE curriculum, computing lessons and assemblies etc. Throughout the school and in Key Stages 1 and 2 we use the SMART mnemonic to help children remember how to keep themselves safe online and report concerns. (**S**tay safe, don't **m**eet up, care when **a**ccepting files, **r**eliability and **t**ell someone.) Our rhetoric is to instil in our pupils that they must report something of concern, even if they were accessing inappropriate material / acting inappropriately themselves, so that they can be suitably supported. **Bullying is a form of child-on-child abuse** and staff are trained to understand some children do not know how to report or feel able to report and so we teach children age appropriate scenarios and how to report. Also read our *Child Protection policy* and the DofE *Keeping Children Safe in Education statutory guidance*.

Procedures when bullying incidents occur

If a bullying incident is reported to the Headteacher or other SLT member, the following steps will be followed:

1. An investigation will be conducted by the Headteacher or other SLT member to determine what has occurred in the situation reported. This will take place with the children reported to be involved in the incident(s), both those who have been the victim of bullying and those who may have been responsible. This investigation will be conducted appropriately, mindful of the age and emotional maturity of the children involved.

2. A record is made of the incident and the outcome of the investigation. This is recorded on our internal CPOMS system.

3. A course of action will be decided upon in response to the incident and on the basis of the investigation.

4. Parents of children involved will be notified and consequences will be explained to the children involved and their parents.

5. The incident will be followed up by the Headteacher or other member of SLT at regular intervals following the incident to ensure that the victim of the bullying is supported, sees themselves to be a valuable member of the class, and feels comfortable and able to return to the classroom and make adults in school aware of their situation.

6. There will also be support available for the child who has been responsible for the bullying incident to help them to understand their actions and any possible reasons behind it, and to enable them to move on from the incident as quickly as possible.

7. Where appropriate, outside agency support will be sought for both the victim and perpetrator of bullying incidents in our school.

Type of Bullying	Examples (not exhaustive)
Emotional	Repeatedly being unkind, spreading nasty stories about someone, excluding from social groups, tormenting, encouraging others to be unkind and being made the subject of malicious rumours.
Physical	Repeatedly hitting, kicking, pushing, biting, spitting, pinching, taking others' belongings, any use of violence.
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist)	Repeated taunts, gestures, graffiti or physical abuse focused on particular characteristics e.g. gender, race, sexuality

● Homophobic and transphobic ● Misogynistic ● Ableism	
Direct or indirect verbal	Repeated name-calling, sarcasm, mocking gestures, spreading rumours, teasing, belittling, leaving someone out.
Cyber-bullying	Repeated bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. For example, sending nasty messages, posting unkind content online, sharing photos or videos.

Zero tolerance approach to sexual harassment

We will ensure incidents of sexual harassment and or violence are met with a suitable response.

Comments will not be dismissed as 'banter' and swift action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable.

Within our school curriculum, we raise awareness of gender stereotypes through education in an age-appropriate and sensitive manner. Sexual harassment is challenged and depending on the age of the child and the individual circumstance, following investigation from the Headteacher or member of SLT, such behaviour may lead to a suspension or permanent exclusion. (See section 11 on Suspensions and Exclusions)

We define *sexual harassment as, 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school in the context of child-on-child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. *Keeping Children Safe in Education, Part 5: Child-on-child sexual violence and sexual harassment

Type of sexual harassment	Examples (not exhaustive)
Verbal comments	Telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names and telling sexual 'jokes'.
Physical behaviour	Deliberately brushing against someone, interfering with someone's clothes. Displaying pictures, photos or drawings of a sexual nature. Up skirting.
Online	Taking and sharing of nude and semi-nude photographs.

	Sharing of unwanted explicit content. Unwanted sexual comments and messages.

In the event of an incident regarded as sexual harassment the following actions and consequences may be used:

- All incidents are recorded on our internal CPOMS behaviour log and passed onto SLT
- Parents/carers of the victim and the perpetrator informed will always be informed
- An educational / protective consequence put into place
- A therapeutic intervention may be offered to the victim and the perpetrator
- Incidents of sexualised behaviour are always reported to school governors
- A referral to Children's Services
- An internal / fixed term suspension / permanent exclusion

6. Dangerous / Unsafe Behaviour or Circumstances

We define **dangerous or unsafe behaviour** or circumstances which will predictably result in imminent injury or serious harm. 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.

Staff are trained to promote positive behaviour and to defuse situations from escalating.

Our actions and responses are appropriate to the needs of the individual child in accordance with their emotional state and their age. For example, a child in the Early Years Foundation Stage who climbs on the furniture may respond to a gentle reassuring de-escalation request, 'I can see you're angry, I'm here to help.' (Offer of a hand) 'Let's go for a walk in the garden.' A child in KS2 who has thrown a chair out of frustration and anger may also respond to a reassuring, 'I can see you are cross, I'm here to help,' in an attempt to de-escalate an anxiety inducing behaviour (As per *Therapeutic Thinking* Training)

Physical intervention is described as contact between staff and a child where no force is involved (e.g. comfort, affirmation, facilitation which may include holding the child's hand where there is no pulling involved or to walk offering a comforting arm around a child's shoulder). 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.

If children do not respond to de-escalation measures, adults will determine whether to use **restrictive intervention and restraint** to escort the child out of the classroom and away from others to calm down. We define restrictive intervention and restraint as being planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently.

We may use physical intervention to direct or steer a child away from others as per Herts Therapeutic Thinking training.

Where it is felt that a child will not respond to being removed from the situation and away from others or in doing so will escalate the child's behaviours further, the class will instead be evacuated to another space e.g. library or hall.

In such instances, a member of the SLT will be called. The child's Risk Reduction Plan will be looked at and strategies reviewed.

Staff are trained to calm a child in distress. When the child is calm, staff will work with the child to determine the cause and consequences applied (educational or protective) followed up with restorative support.

7. Unforeseeable Behaviour or Circumstances

Our procedures for dealing with something we cannot foresee is as follows: SLT can send an emergency announcement to all phones in the school notifying staff of a situation. There are phones in all classrooms and walkie talkies are used to contact admin or SLT for support.

An unforeseen event is an event that school has not been able to predict. For example, a stranger on the school grounds, a child leaving the school premises or a child bringing a weapon into school.

With the above in place, we aim to act calmly and swiftly. Following an unforeseen event, we will review practice and risk assessments written if required.

8. Support from External Agencies

We work with many agencies to support a child. We acknowledge that unwanted behaviour can be indicative of an unmet need, including a special education need. Referrals to outside agencies requesting advice and support can only be made with parents/carers permission. Schools can seek advice from professionals without permission to seek advice but this is on an unnamed basis and the professional is not able to observe the child in school and meet the child, which is our preference. (Except in the case of Child Protection where a child's welfare is endangered.)

9. Communication and Recording within School

We use CPOMS for our internal monitoring and recording system. This enables SLT to monitor frequency and intensity of behaviours and support us in identifying any potential triggers as well as use as evidence for requesting specific support.

10. Communication with Parents and Carers

Whilst low level behaviours are unlikely to be reported to parents/carers (Appendix 1), persistently low level behaviours will be. Working in close partnership with parents/carers ensures a joined up approach where we can value each other's' knowledge and experience to best support a child.

11. Suspensions and Exclusions

*Government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

(*Department for Education, Suspensions and permanent exclusions from maintained schools and academies and pupil referral units in England, including pupil movement, 2023. Part Three.)

In exceptional circumstances, a child may be taught outside of their classroom (internal suspension). This is not a decision taken lightly but from experience can have a positive outcome with gradual reintegration back into the mainstream classroom. In such circumstances, the child will have a personalised timetable to support their emotional wellbeing and behaviour.

*Only the Headteacher can issue a fixed term suspension or permanent exclusion (or deputy Headteacher if acting as Headteacher in their absence). In this event, parents are informed (preferably in person if they are able to) and a reintegration meeting will take place on the morning the child returns to school following a fixed term suspension. Examples that may constitute a fixed term suspension can be difficult to list as the nature of the offence, the individual circumstances and the age of the child vary but examples leading to a fixed term suspension could be: physically hurting another pupil or member of staff; using sexually explicit language to cause offence/ harm to an individual; making a deliberate false accusation about a member of staff; posting malicious stories or rumours about a pupil online.

*A pupil's behaviour outside of school can be considered grounds for a suspension or permanent exclusion.

(*Department for Education, Suspensions and permanent exclusions from maintained schools and academies and pupil referral units in England, including pupil movement, 2023. Part Three.)

Whilst permanent exclusion may be necessary in the most serious cases, it is our intention to put intense support in place and enlist the support of external professionals (Links Outreach Team, Education Psychologist and/or Advisory Teachers) to prevent this from happening. Where strategies continue to fail and having a child in school is deemed as not being compatible with the other children's learning and the teacher's ability to teach in a calm environment, we would discuss alternative education with the parents. If not already underway, we would request an Education, Health Care Needs Assessment (potentially leading to an EHCP). We also work closely with Links Outreach Team who have short term primary education provision (Cedars) for pupils to attend for two terms for therapeutic

intense support. Pupils attending Cedars have very successfully reintegrated back into Prae Wood.

'Exclusion from school should never mean exclusion from education' Edward Timpson, 2019.

Teachers have a right to teach in a calm and safe environment and pupils have a right to benefit from high quality education. Timpson highlights the necessity of needing to equip schools in dealing effectively with disruptive behaviour and this is something we value at Prae Wood and invest time and resources in with our behaviour leads and annual training for all staff. Our behaviour Lead, Ms Collinge is also trained in SEND; safeguarding; attachment and trauma and ACEs (Adverse Childhood Experiences).

Permanent exclusion

Permanent exclusion will be used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil and or others in the school.

Following investigation, the Headteacher may decide to convert a fixed term suspension into a permanent exclusion if new information comes to light.

If the Headteacher suspends a pupil on a fixed term suspension or a permanent exclusion, the parents/carers will be informed immediately, stating reasons. A confirmation letter is issued outlining the reasons and number of days.

At the time of the permanent exclusion, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school will in this instance, inform the parents/carers how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by 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 following permanent exclusion, the Headteacher must comply with this ruling.

12. Useful Links and Policies

DfE Keeping Children Safe in Education

DfE Suspensions and permanent exclusions from maintained schools and academies and pupil referral units in England, including pupil movement

DfE Mental Health and Behaviour in Schools

HCC Guidance on the use of reduced timetables

HCC Implementation Guide – Hertfordshire's emotional wellbeing and behaviour strategy, Jan 2022

HCC Model Policy – Reducing the need for restrictive interventions in schools, Dec 2019

Timpson Review of Exclusion (2019)

Prae Wood School Policies:

Home School Agreement

Child Protection Policy

SEND Policy

RSHE Policy

Equality, Diversity and Inclusion Policy

13. Definitions

Behaviour	Everything that a person says or does.
Consequence	A consequence naturally or logically follows on from an action. Consequences are designed to help children learn and develop new behaviours or resilience transferable to all contexts.
Dangerous behaviour	Behaviours which will predictably result in imminent injury or harm. 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.
Disruptive behaviour	Actions of a pupil, disrupts their own learning as well as the Interrupting the teaching, affecting the learning for all.
Equality opportunities.	Affording people the same, equal status, rights, and
Equity	The differentiated measures to provide equal opportunities.
Negative behaviour	Behaviours that contradict the school's vision and values, or may cause harm to an individual, a group, to the community or to the environment.

Physical intervention	Described as contact between staff and a child where no force is involved (e.g. comfort, affirmation, facilitation - holding a child's hand)
Prosocial behaviour	Behaviour which is helpful, values social acceptance and upholds the school or setting's visions and values. Prosocial behaviour is synonymous with positive behaviour.
Restrictive intervention and restraint intervention	Planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently. Physical to direct or steer a child away from others. (Per STEPS training)
Reward	A desirable object or experience given to celebrate outcomes already achieved.
Therapeutic approach	An approach to behaviour that priorities the prosocial feelings of everyone within the dynamic. Schools policy establishes the methodology by which prosocial behaviour replaces antisocial behaviour through planned and sustained prosocial experiences.
Unsafe behaviour	Behaviours which will predictably result in imminent injury or harm. 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.

Appendices (detail in supplementary document)

Appendix 1 - Quick Glance Responses and Consequences

Appendix 2 - What To Say (Negative Phrasing/Positive Phrasing)

Appendix 3 - Educational and Protective Consequences

Appendix 4 - De-escalation Script

Appendix 5 - Useful Strategies for Managing Behaviour (Guide for school staff)

Appendix 6 – Building Learning Power