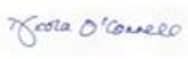
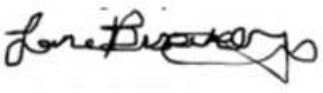
Holtsmere End Infant and Nursery School

Behaviour Policy

Date: December 2025

Signed:

Nicola O'Connell – Headteacher 

Jane Bisseker – Chair of Governors 

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Vision and Values statement

At Holtsmere End Infant and Nursery School we are passionate about having a therapeutic approach to behaviour, which is underpinned by the training we have all completed by Therapeutic Thinking Hertfordshire (STEPS). Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset.

We have high expectations of all our pupils; in their education and behaviour. Staff will support this through positive learning experiences, promoting self-belief through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours. Our strong school ethos and values system underpins everything we do at Holtsmere where we encourage our pupils to believe in themselves, be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

Pro-Social Behaviour

A whole-school approach to pro-social behaviour

Behaviour at Holtsmere End Infant and Nursery School is supported through positive learning experiences; promoting self-belief recognition of potential and effort; development of positive relationships with the children; and use of positive behaviour management strategies to promote pro-social behaviours.

We aim for children to develop positive and pro-social behaviours through:

1. Clear and high expectations

2. Good role models in both children and adults

3. Clear and consistent boundaries.

To achieve this, we work closely with the school community including parents/carers, to:

• Promote pro-social behaviour, self-discipline, self-regulation and respect for others

• Ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life

• Focus on de-escalation and preventative strategies

•Have understanding and awareness of what behaviour might be communicating

• Recognise the difference between conscious and subconscious behaviour

• Recognise that some children may internalise and some may externalise their behaviour and feelings

Manage disruptive, difficult or dangerous behaviour if and when it arises; and

• Offer restorative support to reflect, repair and restore.

What is pro-social behaviour?

At Holtsmere we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions, which benefit the individual and others around them, such as:

• Acknowledgement of own feelings

• Identify, understand and accept mistakes as learning opportunities, and use a positive mindset to persevere and challenge themselves to complete difficult tasks

• Identify, reflect and repair anti-social behaviour choices

• Respect for their right and the rights of others to learn, and their responsibility to ensure their behaviour choices don't negatively impact upon this

Responding to and promoting pro-social behaviour

Staff will encourage pro-social behaviour and will respond positively to any on display, including (as appropriate to the pupil and situation) by (See Appendix 2):

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Building in 'motivators' following the engagement of 'adult directed activities'
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions
- Awarding house points when children demonstrate elements of our wellbeing mantra

Supporting all learners

At Holtsmere we apply a consistent approach which supports all children to have behaviours or learning and pro-social behaviours that benefit the dynamic. There are common strategies used in every classroom and across the school.

Our school rules

- We listen
- We are kind to ourselves and each other
- We are polite
- We respect ourselves, others and school property

Our Wellbeing mantra

- I am kind
- I am brave
- I believe in myself

To support all children, we ensure that we:

Model desired behaviours

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Give public praise and private criticism

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour, or correction in public, can often be very damaging. In many cases, drawing any attention to anti-social behaviour should be as private as possible;

- lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.
- In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Are consistent and clear

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger anti-social behaviour.

Adopt a positive Mindset

An individual's 'mindset' is key to achievement and success in all walks of life.

Having a positive mindset helps to improve resilience, behaviour and achievement. At Holtsmere this can be seen through:

- Celebrating mistakes and learning from them;
- Never giving up – perseverance is necessary to succeed;
- Collaborating to learn from each other;
- Seeking inspiration but not comparing ourselves to others;
- Challenging ourselves, taking risks and continuously improving our performance;
- Remembering that our brains are making new connections and growing all the time.

The way we do things at Holtsmere

At Holtsmere, we have developed a document, 'Our inclusive classrooms' which provides the foundations of the systems and procedures followed by all to ensure an inclusive, meaningful, respectful learning environment where all children can 'be all they can be.' This is on display in every classroom.

To support all learners in the classroom, the following tiered approach is followed.

	Behaviour examples	Action
1	• Calling out • Refusal to follow instructions • Not sitting sensibly • Talking/distracting others on the carpet • Being unkind to peers and adults • Not sharing/taking things from other children • Speaking rudely • Not displaying good manners/being polite	Positive reminder of the expectation and that the child can do what is expected of them. This may include nonverbal cues
2	**Repetition of one or more of the above**	**Verbal warning given** Positive phrasing with reminder of expectation including what the consequence will be
3	**Continuation of behaviours beyond the verbal warning**	**Consequence in class** Maximum of 10 minutes Proportionate to the behaviour and age of the child e.g. move to another table/place in the classroom, time to reflect, complete work **Record on CPOMS – Behaviour seen and consequence given**
4	• Hurting others • Breaking resources • Swearing • Persistent refusal to follow instructions • Walking out of class • Hiding in toilets/cloakroom • Climbing on furniture/windowsills	**Consequence in another location** **This could be in the library, Hub area or Rainbow room** **Children should be aware of where they are going and what the space looks like to ease anxiety** Maximum of 10 minutes Proportionate to the behaviour and age of the child Restorative story shared **Record on CPOMS - Behaviour seen and consequence given**
5	• Persistent refusal to follow instructions • Throwing objects • Moving furniture • Swiping resources from tables/shelves	**Consequence involving the Senior Leadership Team** Consequence by Key Stage Leader /Deputy Headteacher Proportionate to the behaviour and age of the child Time to reflect Restorative story shared Parents informed at the end of the day **Record on CPOMS - Behaviour seen and consequence given**
6	**Continuation of serious behaviours**	**Consequence involving the Headteacher** Proportionate to the behaviour and age of the child Time to reflect Restorative story shared Parents informed by the Headteacher Discuss next steps **Record on CPOMS - Behaviour seen and consequence given**

Playtime

Break times and lunchtimes are supervised by teachers, teaching assistants and Midday Supervisor Assistants (MSAs), who encourage the children to play well together and form good relationships with their peers.

The staff closely monitor the children and address any incidents through the Playground Behaviour steps detailed below. Any significant incidents (Step 5 or above) are logged on CPOMs with appropriate educational and protective consequences in place.

	Behaviour examples	**Action**
1	• Refusal to follow instructions • Being unkind to adults or peers • Not sharing/taking things from other children • Speaking rudely • Not displaying good manners/ being polite	Positive reminder of the expectation and that the child can do what is expected of them. This may include non-verbal cues.
2	**Repetition of behaviours**	**Verbal warning given** Positive phrasing with reminder with expectation including what the consequence will be
3	**Continuation of behaviours**	**RESET** **-Positive reset of behaviour expectations given**
4		**CONSEQUENCE WITH ADULT IN DIFFERENT LOCATION (I.E INSIDE)** **- Follow steps 1 - 3** **- Proportionate to the behaviour** **- Maximum 10 minutes** **- Log on CPOMS – behaviour seen and consequence given**
5		**CONSEQUENCE INVOLVING Headteacher:** **- Follow steps 1 - 3** **- Consequence given involving the Head** **- Parental contact and follow up where necessary** **- Log on CPOMS – behaviour seen and consequence given**

Unsocial Behaviour

Unsocial behaviour can be defined as:

• Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others

• Not doing as instructed, but not to the detriment of others.

• Quiet non-compliance which does not negatively impact on other pupils' learning.

Examples of unsocial behaviours may be (this is not an exhaustive list):

•Quiet refusal to engage in learning task

•Quietly spoiling work

•Choosing to sit away from the rest of the class or away from a specific area

•Quiet refusal to return to classroom after being outside

• Leaving the room without permission

•Quiet refusal to come into school e.g. upset and difficulty in separating from adults

At Holtsmere we recognise that unsocial behaviour is a communication and so differentiation or support is required. This may be achieved in the following ways:

• Soft starts planned with parents – individualised according to specific needs

•Adults to check in and ensure instructions are understood

•Offer additional support and scaffolds

• Set small and achievable goals within content of the wider task

•Allowing child to complete work in a different location

•Use of positive phrasing (See Appendix 4)

•Use of limited choice (See Appendix 5)

•Disempowering the behaviour (See Appendix 6)

•Use of Therapeutic response script (See Appendix 7)

Positive phrasing and limited choices should be given 'take up time', which provides the child time to think process and consider. Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication.

Careful and planned staff responses to unsocial behaviour are essential to allowing introverts and internalisers to communicate feelings.

Antisocial Behaviour

What is anti-social behaviour?

Anti-social behaviour is any behaviour that is disruptive, difficult or dangerous (from low level to significant). It includes behaviour that causes harm (to others, to a community and/or the environment); behaviour that has negative personal impact (causing injury, harassment, alarm or distress); and behaviour that infringes or violates the rights of others.

Preventing anti-social behaviour

In addition to promoting pro-social behaviour, staff will actively prevent antisocial behaviour, including (as appropriate to the pupil and situation) by:

• Having an inclusive ethos and positive learning environment

• Being aware and applying a reflective approach to the needs and strengths of individuals

• Acknowledging when a child might need a change of environment (e.g. by offering time in the 'calm' room where pupils are able (with or without adult support as deemed appropriate) to access a range of resources to help regulate their emotions/de-escalate their anxiety (noting that this is not a sanction or what is sometimes referred to in other schools as 'isolation' or 'seclusion').

• Offering verbal and non-verbal reminders of the expectations placed on them

• Giving pupils specific and limited choices

• Identifying the basis of feelings that may drive anti-social behaviour through Roots and Fruits analysis if required (see Appendix 8)

• Predicting and preventing escalation through Anxiety Mapping as needed (see Appendix 9)

• Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy. These may include: an Educational Psychologist (EP); a member of the Child and Adult Mental Health Team (CAMHS); a school counsellor; Dacorum Educational Support Centre (DESC); the Herts County Council Behaviour Support Team (STEPS Therapeutic Thinking); the SEND Communications and Autism Specialist Advisory Services, Paediatricians and other medical professionals.

De-escalating incidents

When anti-social behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult or dangerous, staff will aim to remain calm and/or de-escalate, using any, or all of the following:

• De-escalation scripts (see Appendix 7) which are used consistently by all staff

• Using positive phrasing (e.g. “walk slowly to be safe”, “when you’re calm, we can talk about this”, “you need to ….”)

• Giving pupils specific and limited choices (e.g. “phonics inside or outside…”)

• Disempowering the behaviour – usually by focusing on children demonstrating prosocial rather than on the individual demonstrating anti-social behaviour (e.g. “I can see you’re listening….”)

• Using Therapeutic Thinking moving and handling strategies to steer the child to safety (noting that all school staff who come into contact with children are trained in these techniques) (see Appendix 12)

• Resources (such as Anxiety Mapping and Roots and Fruits Analysis) to inform development of a Positive Behaviour Plan (see Appendix 10).

Differentiated responses

At Holtsmere, we recognise that there are times when a differentiated response to antisocial behaviour will be necessary based on the individual circumstances of the child.

We acknowledge that disruptive, difficult or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma, fear and fear of failure, because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND).

Where appropriate, school will use tools (e.g. Anxiety Mapping and/or Roots and Fruits) to seek to understand this better and may adapt the prevention and de-escalation strategies as well as the consequences chosen as necessary.

Where anti-social behaviour has become very significant, a Positive behaviour Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs (see template at Appendix 10).

Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, the desired effect (e.g. for a pupil who is persistently displaying significant anti-

social behaviour). In such instances, Holtsmere staff work with agencies and take their guidance to ensure that as comprehensive an understanding of underlying issues (including any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues) have been identified as possible, so that appropriate intervention strategies are put in place at the earliest reasonable opportunity.

Consequences for anti-social behaviour

Following an incident of behaviour that is disruptive, difficult or dangerous, staff will provide a consequence. Consequences must be logical and reasonable in all the circumstances and may only be provided:

• by a paid member of school staff (or other person, such as a volunteer, but only if expressly authorised by the Head Teacher and only where they have been specifically referred to the requirements contained within this policy);

• on school premises or while the pupil is in the charge of a member of staff;

• where it is compliant with all other legislation (e.g. relating to disability, special educational needs, race or other equalities and human rights); has taken account of all of the above plus age and any special religious requirements affecting the pupil; and is without recourse to corporal punishment (i.e. physical force as a punishment) which is illegal.

Guidelines for responding to instances of anti-social behaviour are set out in Tables 1a (low level incidents) and 1b (significant incidents) below. However, in all instances, the response should be appropriate to both the circumstances and to the individual concerned; at its most extreme, a differentiated response logical, meaningful and have purpose and (beyond simple reminders about expected behaviour) can be either protective or educational, as follows:

Protective consequences:

These are actions taken by staff to ensure that all children and adults feel safe in the school environment.

These may include but are not limited to:

• Reduction in time spent with peers to reduce harm

• Increased staff-ratio and or re-deployment of staff

• Limited access to outside space

• Escorted in social situations

• Work requiring completion to be sent home and supported by parents/carers

• Differentiated teaching space or being taught outside of the classroom

• Exclusion from an area or school

• Pastoral support plan

Protective consequences are further supported through the 3R's which provides an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices (including through the use of various behaviour analysis tools such as Anxiety Mapping and Roots and Fruits).

Educational consequences:

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalising pro-social alternatives and avoiding repetition of anti-social behaviours. These may include, but are not limited to:

• Rehearsing or teaching about pro-social responses so the freedom can be returned

• Home/ school communication

• Behaviour related research to understand how and why actions have impacted others

• Modelling pro-social behaviour through:

  - Third-person role play to understand other pupils'/staff feelings
  - Social stories
  - Behaviour related research that shows how and why actions have impacted others

• Restorative meetings with the child and/or with them and their parent/carer

• Being supported to complete or re-do tasks to the expected standard for the child

• Modelling pro-social behaviours to younger peers

* Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued primarily for the purposes of applying a sanction.

Significant anti-social behaviour

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Head Teacher or a member of SLT. In addition, or as an alternative to a consequence as set out above, this may also result in:

• A Therapeutic Plan being written (see template at Appendix 10).

• Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion

• A suspension or permanent exclusion from school (see below).

Staff may seek guidance or advice from STEPS Therapeutic Thinking Team or the Hertfordshire Inclusion Team in determining the most appropriate response to any given instance.

3Rs - Reflect, Repair and Restore

Where protective consequences are used as well as following any incident of significant antisocial behaviour, circumstances allowing, we reflect, repair and restore by:

• Revisiting the experience with the child when they are calm, relaxed and reflective

• Spending time with an adult to purposefully repair the anti-social behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)

• Re-telling the story with an adult what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time.
At all times, discussion about the incident will focus on the anti-social behaviour (i.e. the act) and not the child

Positive Physical Intervention

All staff who have legal control of pupils at Holtsmere receive (Therapeutic Thinking) training in physical intervention to ensure that, where practiced, it is safe and appropriate (see Appendix 12). Staff will use positive physical intervention to support pupils, including in (but not limited to) the following ways:

• Open mitten (i.e. open hand with closed fingers) to guide a pupil to a safe area

• To give recognition, praise and/or to re-focus pupils (e.g. by a high five or a tap on the shoulder)

• To reassure a pupil if they are upset (e.g. by sitting close/next to the child or offering an alongside 'supportive hug'). Staff will not allow children to sit on their laps.

• Hand over hand activities, which allow staff to model and support a pupil using a range of resources and equipment (e.g. guiding using scissors or PE equipment)

• Moving, handling and self-care (e.g. nappy changing). Some children will have individual care plans where procedures are clearly highlighted.

Restrictive Physical Intervention

Every effort is taken to avoid the need for restrictive physical intervention (RPI), yet very occasionally incidents occur where a member of staff is required to use force intentionally to restrict a child's movements against their will.

The use of RPI is permitted only in the following circumstances:

• to prevent a child from committing a criminal offence

• to prevent a child from injuring self or others

• to prevent a child from causing serious damage to property

In all instances, staff are required to use their best judgement (i.e. dynamic risk assessment); to ensure that their action is necessary, reasonable and proportionate; and in ways that best maintain the safety and dignity for all concerned.

Following any incident in which RPI is used, a written record must be made and stored on school internal recording system, and within 24 hours parents/carers must be notified. The record must include an assessment of ongoing risk, with Therapeutic Thinking Team notified and advice sought if a repeat incident is assessed as being likely.

Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. It would include situations where we would have to involve emergency services or specialist teams.

Antisocial behaviour incidents are recorded on CPOMS. In addition to this, if an incident results in an suspension, this will be recorded on Arbor. Racist incidents must be recorded in CPOMs. Parents will be informed as soon as possible after the incident by the member of staff dealing with it to ensure that as much information as possible can be given. This may not be straight away if that member of staff is engaged with the child. The local authority and safeguarding lead will be informed where necessary. The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures. In rare situations where a child is in danger of causing significant harm to themselves or others, police may be called.

Communication and Recording within School

At Holtsmere we use CPOMS to record incidents of unsocial and antisocial behaviour. All staff have access to CPOMS and are given login in details when they join the school. It is the responsibility of all members of staff to record unsocial or antisocial behaviour they have managed. This should be completed as soon as possible after the incident. Records of incidents are accessible by all members of the senior leadership team and all DSLs within our setting.

Records of incidents are used as a communication tool and to enable the leadership team to track patterns of behaviour and so should be factual, non-judgemental and avoid over or under describing. No assumptions should be made. If specific language has been used then this should be recorded verbatim.

Communication with Parents and Carers

We involve carers/parents in all aspects of school life, including managing behaviour. We endeavour to keep the parents informed of changes to the rules and of their child's progress in school through continual feedback.

The school has an open-door policy and parents are encouraged to discuss concerns or problems with class teachers and management at an appropriate time. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions.

This is achieved in the following ways:

• At the start of the year parents are reminded of the home school agreement and their role in supporting their child and expectations of behaviour.

• Carers/parents receive both oral and written communications as to the school's expectations regarding behaviour and expectations within the school at 'Welcome meetings' with the class teacher.

• Carers/parents receive written progress reports at the end of the year and there are two parent/teacher consultation meetings. Behaviour is discussed through both of these methods.

• Sundeep Chandra (SENCO) can also offer support for a range of presenting behaviours linked to SEN.

Incidents of difficult or unsocial behaviour are discussed with the parents/carers of the children involved. This may not happen on the same day but will take place via email, telephone or face to face, depending on the nature and timing of the incident and the availability of the parents. This will be done by the class teacher in the first instance. A member of the Senior Leadership Team may be involved dependent on the nature/ frequency of the incidents. A pastoral support plan may be put in place between parents, pupil and school to support pro social behaviours.

Incidents of dangerous behaviour are discussed with the parents/carers of the children involved on the same day and this will always be done by a member of the Senior Leadership Team. This may be via telephone or face to face, depending on the nature and timing of the incident and the availability of the parents.

Exclusions

Suspensions and Permanent Exclusions

The term 'suspension' is a reference to what was previously referred to – and what is still described in relevant legislation - as an 'exclusion for a fixed period', or a 'fixed term exclusion'. Exclusions can no longer be for short fixed-term periods of time and are instead permanent.

Suspensions and exclusions are not desirable in any school; they will almost always follow the break-down of considerable measures that have been put in place to support improved behaviour, and in all instances will only be considered for significant anti-social behaviour (of the type set out in Table 1b).

An exclusion would only ever be considered if this standard was met AND if allowing the child to remain in school would seriously harm the education or welfare of that child or others in the school.

The final decision to suspend or exclude a pupil can only be made by the Head Teacher, following government (DfE) guidance and statutory guidelines. Before making such a decision, the Head Teacher will always ensure that there has been a thorough investigation in which the child and others concerned have been able to give their version of events and written statements/a record of actions have been kept. In addition to notifying parents (see below) the Head Teacher will notify the local authority of all suspensions and exclusions and if a child has a social worker or is looked-after, the Head Teacher must also notify them and/or their Virtual School Head.

The current guidelines to which the Head Teacher must have regard are:

➢ Guidance on the legislation and statutory guidance issued by Department for Education (DfE) covering: suspensions and exclusions (including new guidance on the notifying the local authority and the role of any social worker);

managed moves; and the short-term use of off-site direction (to alterative provision) – see 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (dated September 2023*) and Hertfordshire County Council's current guidance – 'Exclusions Guidance Supplement' (dated January 2023*)

*These sets of guidance documents are revised and updated from time to time, so care must always to be taken to ensure that the current versions are being used.

Parents/carers of a pupil who is suspended or excluded may also find the above sets of guidance of use and may want to note that the DfE has also produced a separate School exclusions: guide for parents. In any event, they will always be informed of the Head Teacher's decision without delay (i.e. usually by telephone at the time and always confirmed in a letter within 24 hours). The letter to parents/carers is a formal legal document that will also provide the following information:

• The reasons for the suspension or exclusion;

•and the date from which it applies/d; and

• Parents' right to make representations about the suspension or exclusion to a named member of the Governing and how the pupil may be involved in this (if appropriate);

• How any representations should be made; and

• In circumstances where there is a legal requirement for the Governing Body to consider an exclusion, that parents have a right to attend the meeting, to be represented at the meeting (at their own expense) and to bring a friend.

Either in that letter, or separately, parents/carers will also be notified (again the duration of the suspension, or the fact that the exclusion is permanent without delay) about:

• The legal requirement for them to ensure that an excluded child is not present in a public place during school hours without reasonable justification (and that a fixed penalty fine can be imposed if this requirement is breached); and

• Sources of relevant free and impartial information (see Hertfordshire's guidance);

Note that from the 6th day of any suspension it is a statutory requirement that full or (with the permission of parents/carers) part-time education is provided for the child. However, before then, every effort will always be made for disruption to the child's education to be kept to a minimum. Therefore, where

appropriate, parents will also be notified about arrangements for setting and marking work done at home or elsewhere during the period of suspension.

After a suspension (and also after any off-site direction (to Alternative Provision) – usually on the first morning of the pupil's return (but always before or at the point they return) - a reintegration meeting will take place to support the pupil in returning to school life and fulltime education. The school's reintegration

strategy is aimed at offering the pupil a fresh start; helping them to understand the impact of their behaviour on themselves and others; teaching them how to meet the school's behaviour expectations; fostering a renewed sense of belonging within the school community; and building engagement with their learning. Wherever possible the initial meeting will include the pupil's parents, but inability or unwillingness to attend will not prevent the child from returning as planned.

Managed Moves and Alternative Provision

Suspension and Exclusion guidance (referred to above) additionally provides detail about both managed moves and the school's right to direct a pupil to alternative provision.

A managed move is a voluntary formal agreement between two schools, parents/carers and a pupil, for the pupil to change school under controlled arrangements arranged by the Inclusion Team at HCC. It will not be used as a threat to avoid removing the pupil from their current school but is often used as an alternative strategy where there is a risk of permanent exclusion; where there is no prospect of success for the pupil in their current setting; and where all concerned agree that this is in the best interests of the pupil's education.

For children with an EHCP there should be an annual review.

In contrast, school has the power (under S23(3) of the Education Act) to direct a pupil to be sent to another premises for their education. This provision will be used to support the improvement of behaviour and although the permission of parent(s)/carer(s) is not required, it will ordinarily be sought, to ensure that there s the greatest prospect of successful reintegration back into school once completed. The use of alternative provision is strictly time limited and there are clear guidelines about how it must operate, what information must be given to parent(s)/carer(s) and the process for monitoring success.

Appendix 1: Key definitions

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

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

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

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

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

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

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

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

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

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcome and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

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

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 anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

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 generally seek out attention or social interactions and tend to avoid public recognition and attention.

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

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

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

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

Appendix 2: Demonstrating Prosocial Behaviours and Response

Anti-social behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Prosocial behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate pro-social behaviours:

Pro social behaviour	**Example response**	**Who is responsible?**
Being respectful of all members of our school community and environment e.g • Saying 'please' and 'thank you' • Holding a door open for someone else or letting them pass first • Following instructions quickly and quietly when asked to listen • Paying attention • Working well with classmates • Following instructions at the first time of asking • Moving from one task to another without reminders • Keeping calm in a difficult situation • Treating books, equipment, belongings carefully	Giving meaningful and specific verbal praise and positive feedback e.g. 'Thank you (child's name) for….' • Allocating roles and responsibilities inc. monitors and classroom greeters • Acknowledging pupils in Friday's celebration assembly when discussing our mantra I am kind I am brave I believe in myself • House points	Learning Support Assistants, Teachers, SLT and Office staff
Displaying positive learning attitudes and supporting others with their learning e.g • Taking a lot of care or giving something a lot of thought • Contributing in discussions (willing to answer questions or talk about a subject) • Asking for help when they need it • Reading x number of times • Completing work with focus and concentration	• Positive praise • Communicating a child's pro social behaviours with parents/carers as appropriate • Awarding house points linked to our mantra (see above)	Learning Support Assistants, Teachers, SLT and Office staff
Establishing and maintaining positive relationships and interactions with peers and adults. Acknowledging one's own feelings, communicating this to elicit support. E.g. • 'I am feeling anxious, I need space' • Taking turns and waiting for others • Sharing (equipment, books, toys, as well as games) • Looking after someone if they are upset • Listening and acknowledging how someone feels	Giving meaningful and specific verbal praise and positive feedback e.g. 'Thank you (child's name) for….' • Quiet space provided • Movement break given • Time to talk	Learning Support Assistants, Teachers, SLT and Office staff

Appendix 3: Actions to Support Low Level Disruption

Often a simple strategy can be implemented for managing a child's behaviour that is impacting negatively on their own and/or others learning and general low-level disruptive behaviour:

Below are some examples* of what these may be:

• Distraction

• Change of seat

• Express belief in the child / remind the child or past success

• Reward those who have completed work with praise

• Deliberately change tone of voice

• Set a challenge – which table can be ready first?

• Praise children on task – getting it right

• Set a specific task e.g. can you do 'X' by the time I get back?

• Offer support

• Gentle touch on shoulder as a reminder to focus on work

• Tactically ignore (but address with the child later).

• Respond to those children who are following the rules.

• Class rules reminder to whole class or privately to the individual

• Use non-verbal signals

*this is not an exhaustive list

Appendix 4 : Positive Phrasing

Positive phrasing provides clarity of the instruction and desired outcome.

Use of positive phrasing supported by 'please' or 'thank you'. Using 'please' suggests an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests expectation of the child complying.

➢ Stand next to me

➢ Put the pen on the table

➢ Walk in the corridor

➢ Walk with me to the library

Appendix 5: Limited Choice

A limited choice is simply a decision, given to a child by an adult, between two or more alternatives. The alternatives should be developmentally appropriate, reasonable, respectful and acceptable to the child, the adult and for the situation.

- "Put the pen on the table or in the box"
- "Talk to me here or in the playground"
- "Are you going to wear shoes or wellies?"
- Where shall we talk, here or in the library?
- Are you going to sit on your own or with the group?
- Are you starting our work with the words or a picture?

Appendix 6: Disempowering Behaviour

Disempowering behaviour avoids engagement and or a reaction to a child's behaviour, which can empower them to continue.

Examples of this could be:

- "If you are walking away I am going to make sure you are safe by following at a distance"
- "We will carry on when you are ready."
- "You can listen from there" (under the table)
- "Come and find me when you come back/feel calm"
- "Come over/ down/ in in your own time"

Appendix 7: De-Escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

• use the child's name

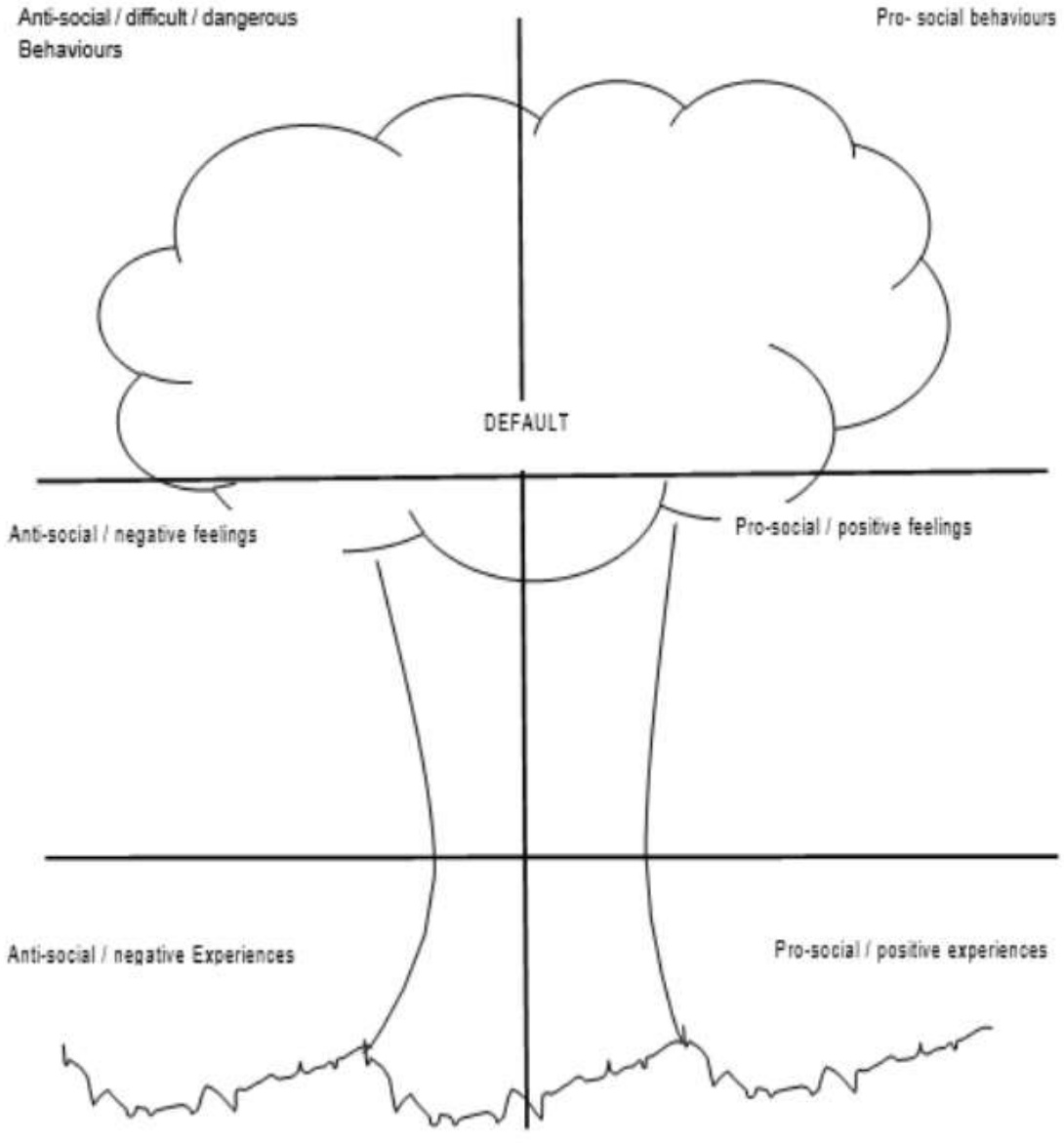
• acknowledge their right to their feelings

• tell them why you are there.

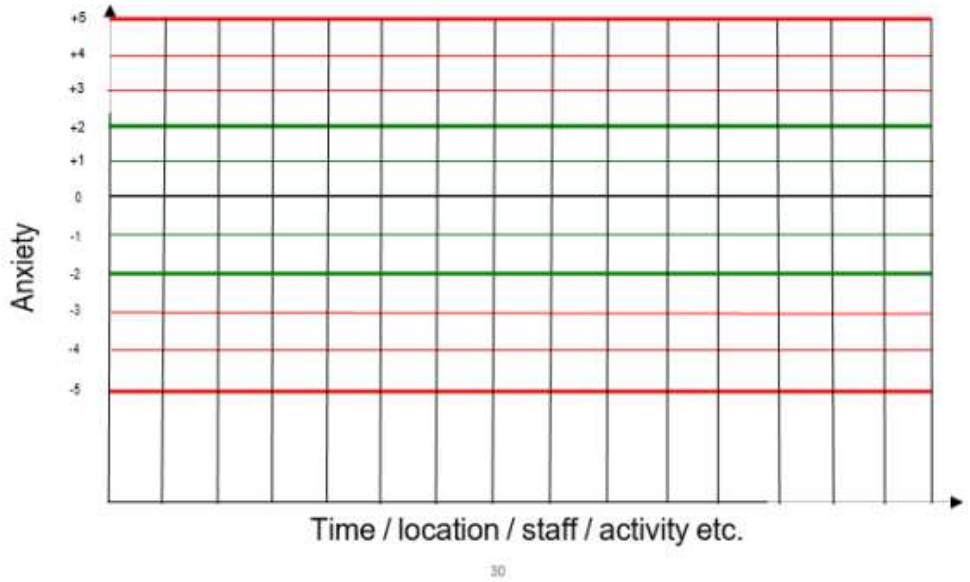
Using a de-escalation script gives a focused, calm and consistent approach and helps to avoid an emotional response.

De-escalation Script
• Child's name
•I can see something has happened
•I am here to help
• Talk and I will listen
• Come with me and…

Appendix 8: Roots and fruits



Appendix 9: Anxiety mapping



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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 -

Appendix 10: Moving and handling strategies

The following are sample images from Hertfordshire's STEP ON programme showing appropriate techniques used in respect of physical intervention.

Open mitten – used to move a child away		
Closed mitten – used to draw a student close		
Supportive hug – to communicate and reward		

Open mitten escort – to escort a child to safety 0		
Paired escort - to escort a child to safety		

Appendix 10: Positive behaviour plan

Positive Behaviour Plan

NAME DOB

Key adults: (Teacher) (LSAs)

Green behaviours.

When _____ is calm, regulated and ready to learn, we will see:

_____'s triggers for dysregulation include:

Yellow behaviours (early warning signs)

When _____ is beginning to dysregulate, we will see:

Yellow Strategies

To support ___, we will:

Appendix 11 Holtsmere Inclusive classrooms

Holtsmere End Infant and Nursery School

Our inclusive classrooms

Holtsmere End Infant and Nursery is proud to be an inclusive school.

Every child is taught in a classroom where:

- Children are made aware of and understand the behaviour expectations- school rules are shared and classroom rules are created together
- Children are treated fairly and the behaviour policy is followed with consequences consistently applied
- Children are listened to and allowed time to share their feelings and views
- Children are supported and tasks are scaffolded so that everyone in class can access the learning
- Our teachers and support team are aware of the needs in each class, they make inclusive changes to benefit all, helping it become a calm, safe and purposeful environment
- Opportunities are created for shared learning in the same environment so that children can learn from each other
- Visual timetables, learning prompts are displayed clearly
- Children have opportunities to achieve and share their learning