

# Hillshott Infant School and Nursery



## Behaviour Policy

**2025**

The persons responsible for this policy are:

Melissa Peacock – Headteacher
Chris Bassett – Chair of Governors

This policy will be reviewed annually by the full governing body,  
or more frequently if needed

## **1 Values and Vision**

**1.1** At Hillshott Infant School and Nursery, we believe that every member of the school community should feel safe, secure and valued and be treated with respect and understanding.

**1.2** All staff are expected to apply the principles of Therapeutic Thinking (previously known as STEPS) to help pupils become responsible and increasingly independent members of the school community. We encourage kindness and cooperation and understand that some pupils may require highly personalised strategies to enable them to succeed.

**1.3** Therapeutic Thinking is used in conjunction with Zones of Regulation, a school-wide approach we use at Hillshott to help pupils categorise their emotions and learn a variety of strategies to manage their feelings in a safe and age-appropriate way.

## **2 Responses to prosocial and antisocial behaviour**

**2.1** Therapeutic Thinking defines prosocial behaviour as:

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

Therapeutic Thinking defines antisocial behaviour as:

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

**2.2** At Hillshott school we recognise and acknowledge prosocial behaviour in a variety of ways:

- All staff are encouraged to congratulate pupils and give specific praise for demonstrating prosocial behaviour.
- All staff can choose to award pupils with points/Dojos, stickers and send positive messages home.
- In our weekly celebration assembly, class teachers select a pupil from their class to be a 'Hillshott Star'.

- We sometimes use Marvellous Me or Tapestry software to notify parents or guardians of their child's achievements.
- We allow teaching staff to develop their own strategies to encourage and praise prosocial behaviour for individual pupils.

**2.2** We also acknowledge children's achievements outside of school, for example, music or swimming certificates can be shared in class or during celebration assembly.

**2.3** PSHE lessons, Zones of Regulation and pastoral interventions are all used to facilitate discussions around prosocial and antisocial feelings and behaviour.

**2.4** To discourage antisocial (difficult/dangerous) behaviour we can implement a number of protective and educational consequences depending on the situation. For example:

- Staff will remind pupils of their class rules; these are created and agreed by the class at the beginning of the year.
- Staff will give verbal or visual warnings to pupils who are not on task or following instructions.
- If a pupil's behaviour persists, they may be asked to change seats, finish their work during play or lunch time, have reflection time or work in an alternative location.
- If a pupil's behaviour jeopardises their own or others safety, staff will consider the individual needs of that pupil and implement strategies they think could help reduce the risk of harm, such as giving the pupil space, moving furniture or withdrawing other pupils from the area until they calm down. The Therapeutic Thinking de-escalation script (**appendix a**) is used to encourage pupils to an alternative location to talk, however where this does not have the desired effect, safe physical manoeuvres may be used by Therapeutic Thinking trained staff. These include:
  - Open mitten guide
  - Open mitten escort
  - Supportive hug/arm
  - Paired supportive arm
- (**appendix b**)
- If a pupil repeatedly acts in a way that disrupts, hurts or upsets others, we will work with the parents to try and identify any unmet needs and begin the process of assess – plan – do - review.
- Staff will be asked to track any patterns in behaviour using ABC charts (**appendix c**), with a view to putting in place preventative

strategies or a Therapeutic Plan (**appendix d**) with support from the school SENCo.

- Following an incident of antisocial behaviour, the staff member involved will have a restorative conversation with the pupil to discuss the impact of their behaviour and reflect on what could be done to repair the situation and prevent it from happening again. For very young pupils or pupils with additional needs, this may be done through visual cards, drawing, stories or puppets.
- We use Records of Behaviour (paper-based) or CPOMs (digital) to record any incidences that result in harm to themselves or others, or periods of prolonged distress. These records are shared with the designated safeguarding leads who will follow up with any additional actions if necessary.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try and stop any further occurrences of such behaviour. While it may be difficult to eradicate bullying, we do everything we can to ensure that our pupils attend school free from fear. All incidences are logged with the Head teacher. Please see our anti-bullying policy for further details.

**2.6** All members of staff are aware of the regulations regarding the use of force in mainstream school. Staff only use physical intervention to prevent harm, guide or direct a pupil, administer first aid, praise or congratulate and to support curriculum learning e.g. Drama or PE. The actions that we take are in line with the Therapeutic Thinking recommendations and national guidelines on the restraint of children. Please see our related policy on Restraint and Restrictive Intervention for further details.

### **3 The role of school staff**

**3.1** All members of staff are expected to treat all pupils with respect and understanding.

**3.2** All members of staff have high expectations of pupil behaviour and strive to ensure that all pupils work to the best of their ability.

**3.3** Teaching staff will ensure that the rules are enforced in their classes, and that their pupils behave in a responsible manner during lesson time and when moving around the school.

**3.4** Teaching staff follow our school procedures for addressing repeated, antisocial behaviour (**appendix e**).

**3.5** The Head Teacher, SENCo and class teacher may liaise with external agencies and seek advice/request support for individual pupils with parental consent.

**3.6** Teaching staff will contact parents if they have concerns about the behaviour or welfare of a pupil.

**3.7** All staff will acknowledge and praise prosocial behaviours seen in lessons and around the school.

## **4 The role of the Head teacher**

**4.1** It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all pupils within the school.

**4.2** The Head teacher supports the staff by implementing the policy, by agreeing the standards of behaviour, and by supporting staff in their implementation of the policy.

**4.3** The Head teacher uses assembly times to discuss behaviour expectations with the pupils.

**4.4** The Head teacher ensures that records of all reported serious incidents of antisocial behaviour are kept in a secure location.

**4.5** The Head teacher has the responsibility for issuing suspensions to individual children if necessary. For repeated or very serious acts of antisocial behaviour, the Head teacher may choose to permanently exclude a pupil.

## **5 The role of parents and carers**

**5.1** We expect parents and carers to support their child's learning and co-operate with the school. We try to build a supportive dialogue between home and school and inform parents/carers as soon as possible if we have concerns about their child's welfare or behaviour.

**5.2** If the school applies a consequence for antisocial behaviour, we expect parents/carers of that pupil to support the actions of the school. If parents/carers have any concerns about the way that their child has

been treated, they should initially contact the class teacher. If they are unsatisfied with the actions that have been taken, they should contact the SENCo or Head teacher in line with the school's complaints policy.

**5.3** Staff will not tolerate physical or verbal abuse of any kind from parents/carers. Staff will report any incident to the Head teacher immediately who will take appropriate action. We take precautions to ensure that staff are safe by:

- Holding some of our family consultations in the school hall or over the phone.
- Informing colleagues when meeting is taking place with a parent after school.
- Ensuring that there are at least two adults in the classroom at the beginning and end of each day.
- Using the internal telephone system or walkie-talkies to request assistance.
- Applying consequences if staff are subject to any aggressive, intimidating or verbally abusive behaviour on school grounds or through social networking.

## **6 The role of governors**

**6.1** The governing body support the Head teacher in adhering to general guidelines on standards of discipline and behaviour, and reviewing their effectiveness.

**6.2** The Head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may become involved at the Head teachers request.

**6.3** Governors are notified of suspensions and are involved with any permanent exclusions. Governors use the latest regulations to support their decisions.

## **7 The role of the children**

**7.1** Pupils take part collectively in deciding class rules at the beginning of the year. Consequences for antisocial behaviour will form part of this discussion.

**7.2** Pupils will be responsible for adhering to the classroom rules and accepting the consequences if they do not follow them.

**7.3** Some pupils will have the opportunity to share their views about the support they need as individuals so they can be successful in school. We sometimes use pupil profile templates to facilitate these discussions (**appendix f**).

## **8 Suspensions and permanent exclusions**

**8.1** In extreme and rare circumstances, repeatedly difficult or dangerous behaviour may result in a suspension, in line with Hertfordshire LA guidelines. This means that the pupil will be excluded from school for a fixed period of time (DfE, 2022).

**8.2** Only the Head teacher (or Deputy Head in their absence) has the responsibility for issuing suspensions.

**8.3** During a suspension period, school staff will review the support in place for the pupil and if needed, make amendments to try and reduce the risk of it happening again. This may involve the introduction of Pastoral Support Programme (PSP) and/or a Risk Reduction Plan. We will work with outside agencies, parents and the pupil to reintegrate them back into the school following a suspension. For repeated or very serious acts of antisocial behaviour, the Head teacher may decide to permanently exclude a child.

**8.3** The Head teacher will inform the LA and governing body about any permanent exclusion or suspension beyond five days in any one term. In the case of an appeal, the governing body is required to set up a discipline committee to investigate why the child was excluded, consider any representation by parents and the LA and decide whether the child should be reinstated. If the governors agree that a child should be reinstated, the Head teacher must comply with this ruling.

For further information, please read:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/suspension_and_permanent_exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_england_including_pupil_movement.pdf)

## **9 Drugs, alcohol and weapons**

**9.1** If a pupil brings any drug, alcoholic beverage or weapon onto the school site then the designated safeguarding leads (DSLs) will investigate how the pupil obtained the item and find out whether they know what it is and if they intended to use it. Parents will be notified and if required, children's services will be informed.

## **10 Monitoring and review**

**10.1** The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**10.2** All school staff are expected to record incidents of antisocial behaviour, particularly where a child has damaged school property or caused harm to themselves, another child or staff member. These records are stored securely on CPOMs until the child leaves the school, and are then transferred to their next setting.

**10.3** The Head teacher keeps a record of any child who is suspended or permanently excluded.

**10.4** It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

**10.5** The governing body reviews this policy annually. The governors may however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**10.6** The school has created a 'Therapeutic Behaviour' leaflet available to parents on request. It is also available on the school website.

## **11 Training**

**11.2** All staff who work with children receive annual training from the school's Therapeutic Thinking tutors to develop their skills and confidence in managing the behavioural expectations set out in this policy in line with current guidance.

**11.1** Our Therapeutic Thinking tutor is Mrs Mountney. She receives annual training from the Therapeutic Thinking team to ensure she is kept informed of any updates to current practices.

**11.3** Where further training or advice for individual pupils is required, the Special Educational Needs Coordinator will request this from the North Herts Primary Support Service (behaviour support team).

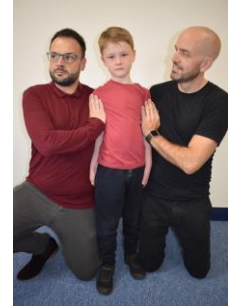
### **Appendix a:**



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 b:



## Appendix c:

ABC monitoring chart

Setting/ activity event [Describe the setting where the behaviour occurs.]	Antecedent [Describe what happens right before the behaviour occurs.]	Behaviour [Describe the behaviour.]	Consequence [Describe what happens as a consequence of the behaviour.]

Name of Pupil: \_\_\_\_\_

## Appendix d:

**Roots and Fruits**

Name	
Learning Unit	
Age	
Home Date	

Anti-social / difficult / dangerous behaviours

Pro-social behaviours

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

DEFAULT

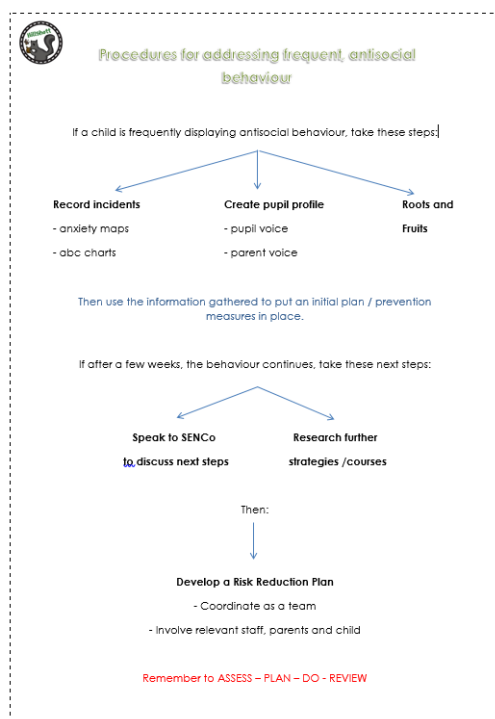
### Individual Risk Reduction Plan

Name	DOB	Date	Review Date
Rewards – Consequences – Triggers and risk reduction measures:			
Pro-social / positive behaviour		Strategies to respond	
1.		1.	
Anxiety / DIFFICULT behaviours		Strategies to respond	
1.		1.	
Crisis / DANGEROUS behaviours		Strategies to respond	
1.		1.	
Post incident recovery and debrief measures			

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

Signature of Parent / Carer:..... Date .....

## Appendix e:



## Appendix f:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Pupil Profile**

I am good at...

I enjoy...

When I am sad, I show this by...

I find tricky...

When I am happy, I show this by...

I want to get better at...

You can help me by...