

Camps Hill

Primary, Nursery and Pre-School

Behaviour Policy

In Review

Approved by:	Governing Body
Last Reviewed:	November 2025
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1. **Vision and Values**

Camps Hill Vision:



INTRODUCTION

Our therapeutic approach to behaviour management has been inspired by the Therapeutic Thinking training we received from Therapeutic Thinking Hertfordshire (Steps) in 2014. This policy outlines the procedures in place in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose.

- ***'All children and young people have the right to be healthy, happy and safe; to be cared for, valued and respected; and to have high aspirations for their future.'***
- ***Every child deserves the best possible start in life and the support that enables them to fulfil their potential. EYFS September 2014***

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Aims:

- **Camps Hill Primary School is committed to providing an education of the highest quality for all children.**

- **Improve educational outcomes for all children by promoting/supporting their engagement with education whilst maintaining positive relationships.**

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- That we can teach behaviour and not control it
- Positive experiences create positive feelings. Positive feelings create positive behaviour
- Every child is different and unique.

We encourage our children to take responsibility for their own behaviour and support them by giving the resources and time to practice good behaviours as and when necessary. We enable children to put mistakes right and support them to make good behaviour choices. Some children may need additional support, guidance, care and love to meet these high expectations.

CAMPS HILL THERAPEAUTIC THINKING APPROACH

Therapeutic approach:

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

Inclusive:

We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

- **'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised**
  EYFS 2012

In Review

We have the power to change our own behaviour and not that of others.

- To create change we need to understand, not simply suppress the behaviour.
- Working with student's experiences and feelings creates an internal discipline, which results in long term change.
- Internal discipline teaches behaviour (external discipline controls it).

Negative experiences create negative feelings
Negative feelings create negative behaviour
-
Positive experiences create positive feelings
Positive feelings create positive behaviour

2. Governors statement of behaviour principles

1. Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Pro-social behaviour is promoted, recognised and encouraged consistently by staff, in line with the behaviour policy.
- Staff understand that all behaviour is communication, behaviour is investigated using the 'reflect, repair and restore' process.
- Behaviour feedback is used where children are not demonstrating valued behaviour choices.
- Age appropriate educational or protective consequences are implemented following behaviour incidents.
- Reasonable force is only used as a last resort if a pupil is at risk of harm, this must be proportionate to the risk.
- The behaviour policy is understood by children and staff
- The exclusions suspension policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

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- Behaviour will be taught from Pre-school to Year 6.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

3. Roles and responsibilities

Staff commitment

We believe the adults in school should lead by example and be good models for the children in their relationships and the way that they speak to others. This approach will establish a culture of understanding, respect and good manners and will help to foster good relationships between everyone in school, leading to better collaboration, attitudes and learning.

A staff commitment

School staff will investigate and address all unsocial, antisocial, difficult, dangerous and crisis behaviour.

Actions by staff are based on important principles.

1. It is the inappropriate behaviour that is rejected, not the child
2. Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
3. Adults will keep the situation calm
4. Staff will help children and always try to reduce conflict, not do anything that may escalate it
5. Adults will use the de-escalation script and a calm stance to reduce conflict
6. A child's success at reducing inappropriate behaviour should be acknowledged (flooded)
7. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended
8. Staff will follow any mini-plans, and therapeutic plans
9. Adults are responsible for 'making the weather'
10. Adults will not deal with incidents in a personal way
11. Will use their understanding of child development to make judgements on valued and detrimental age-appropriate behaviours.

Camps Hill Adults Promise to:

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Be kind, respectful and fair

Provide a welcoming, safe space

Provide a listening ear

Be an inspiring role model

Help you learn from your mistakes

Support everyone to achieve

Always celebrate every success

Always try their best!

(written by Staff in Autumn 2023)

Everyone is responsible for:

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it. Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby children and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting valued behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The SLT are responsible for:

· A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.

· Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring

the safety of all.

· Regular and clear communication with parents about their child's behaviour at school.

· Effective monitoring and review of therapeutic behaviours throughout the school.

· Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

· Regular training on a whole school basis and for individuals both as part of the school's induction process and as

part of an individual's training needs.

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The staff are responsible for:

· Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.

· Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through pre-empting, where possible, when situations may arise and taking reasonable actions to support and act pro-actively in reducing situations which raise anxieties.

· Recognising and valuing the needs of individual children according to social and academic ability and aptitude to enable them to achieve their full potential.

· Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.

· Enabling children to take an increasing responsibility for their own learning and conduct.

· Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.

· Ensuring there is effective supervision of all children at all times (i.e. 'walking' the playground and ensuring children are not left anywhere without supervision).

· Providing opportunities for children to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct

· Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

· Planning a programme of Religious Education and PSHE (including Circle Time) to promote prosocial behaviour.

· Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.

· Ensuring that new children understand the procedures and guidelines that are in place.

· Using CPOMs to record and communicate effectively

· Communicating to parents/carers when things have gone well and not so well.

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Parents are responsible for:

· Accepting, contributing to and supporting the school's codes of behaviour and therapeutic approach for staff and children.

· Accepting responsibility for the conduct of their children and offering encouragement and further support when appropriate.

· Agreeing to and signing the Home School Agreement when their child joins the school.

· Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

· Modelling valued behaviour when on site.

Children are responsible for:

· Following school rules and guidelines.

· Becoming increasingly responsible for the school environment and for their own learning and behaviour.

· Taking responsibility for their own actions and knowing the consequences they will have.

· Showing respect for each other and for each other's property and resources as well as for school property.

· Taking a pride in their learning, actions and appearance.

· Valuing each other's opinions and differences

· Accepting support from others.

4. Statutory guidance and key policies

- Parents will have access to the policy via the school website
- At least annually, a staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children. This will be presented to the Governors
- All staff will be 'Hertfordshire Therapeutic Thinking' trained and have a yearly re-fresher
- The Policy will be informed by
    - Mental Health and Behaviour in Schools (March 2016) (Revised November 2018)
    - Transforming Children and Young Mental Health Provision Green Paper (December 2017)
    - Hertfordshire Steps updates and training
    - Behaviour in schools Sept 2024
    - Individual Curriculum policies
    - PHSE policy & relationships
    - Exclusion Policy

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- Keeping children safe in education (September 2023)
- Working together to safeguard children (September 2003)
- Anti-bullying
- Governing body statement of behaviour principles
- Positive regard training
- HCC TAB training.

5. Supporting all children

Children may require reasonable adjustments to be made to reduce anxieties and promote valued behaviour. These strategies are adapted and personalised to meet the needs of the child;

Support in class:

- Class visual timetable
- Workstation, calm quiet space, personalised sticker recognition charts, social stories, personalised timetables/seating plan, worry cards, worry boxes, network hands.

Lunch time support: Friendship clubs

- EYFS, KS1 & KS2 lunch time, this club gives children the opportunity to play in a closely supervised environment during break times
- Children are identified by class teachers to use this club, and through SLT or pastoral direction
- A range of activities to suit different children's interest.

Lunch time support: Reflection club

- Runs for the whole lunch time
- Reflection club is a place to immediately investigate behaviour incidents
- Reflection club gives children the opportunity to have 'cooling off' time, reflect and discuss behaviour with a member of the senior leadership team. Then complete the repair and restore process guided by an adult.

Radio support

- SLT and the wellbeing team are available to support children throughout the day by request of the class teacher/support staff via radios

Support plans

Individual support plans will be used to outline any support / strategies in place to reduce anxieties and promote pro-social behaviour where it has been identified that the child would benefit from strategies

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beyond those whole school strategies outlined *section 7 – Pro-social behaviour,* which promote, recognise and encourage Pro-social behaviour.

- Stage 1 – Early support plans
- Stage 2 – Mini plan
- Stage 3 – Therapeutic plan
- Communication charts

Pastoral support

- A full time Pastoral Manager offers additional support to children and families within the school
- A full time Pastoral Assistant offers interventions and on call support as required.

Break up rooms and spaces

- Variety of calming activities
- Nurture curriculum.

6. Definitions of behaviour categories

Valued behaviour	Positive, helpful, and values social acceptance.
Un-social	Quiet non-compliance that does not negatively impact on other children' learning. Behaviour that demonstrates negative feelings – which does not negatively impact other children' learning. • Refusing to join in • refusal to engage in learning
Detri-mental	Behaviour which negatively impacts to an individual, a group, the community or to the environment. • Calling out, • swinging on chairs • wandering around the classroom • talking when this is not appropriate • distracting others.
Difficult	Behaviour that causes harm/disruption to an individual, a group, to the community or to the environment. Anti-social, but not dangerous. • Swearing • Poor language • Refusal to comply with rules and instructions • Rough play,

view

	• name calling, • disrespectfulness • Controlled tipping of chairs/ objects • Exiting class / not in designated learning space • Not wearing shoes / coat • Flooding classroom
Dangerous	Behaviour which is anti-social and 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. • Bullying, inappropriate/not age-appropriate sexualised behaviour or language and threatening behaviour due to the impact / seriousness / safeguarding implications. • Behaviour which could cause significant damage to property, • Physicality which results in harm requiring first aid • Directed / targeted throwing of objects • Climbing unsafely • Biting / scratching / spitting and other physical harm • Headbutting • Self-harm • Slamming doors
Crisis *(this is different to a meltdown)*	Behaviour which will predictably result in significant injury or harm • Leaving school site • Behaviour which results in significant harm requiring medical intervention from a medical professional

7. Valued behaviour

Relating to behaviour which is positive, helpful, and values social acceptance.

Enabling good learning for self and others
Taking responsibility for what you say and do
Being kind to others as well as yourself
Looking after property
Saying please and thank you and having good manners
Showing respect towards others
Making sensible, safe choices
Listening to others

Holding the door open for others Thinking about how others may feel

All staff are responsible for promoting prosocial behaviours using the following school strategies:

Mindsets – Process praise

As a staff we communicate messages about what we value. All staff should promote growth mindsets by using process praise ("Wow, that's a really good score. You must've tried really hard.) rather than intelligence praise. ("Wow, that's a really good score. You must be smart at this.")

- We will focus praise on the improvement / persistence / hard work

X - Change this praise	To this praise
- Look you got an A without really working. You are really good at Maths. - You did that so quickly and easily. That's impressive!	- You got an A without working. An A is nice, but you must not be learning much. - You did that so quickly and easily. I'm sorry I wasted your time. Let's do something you can learn from.

A Positive Teaching Culture

School staff to praise effort, achievement, kindness, respect for others and school procedures in lessons and other parts of the school day using a variety of different strategies. All staff will model this towards one another.

HT / DHT visits (3pm onwards)

Academic work, effort or behaviour of exceptional quality will be recognised by the Headteacher/DHT, who will award a special sticker for achievement, or a postcard home to recognise special achievement.

House Points

All children are allocated a 'house' which they can collect house points for. There are 4 houses within the school. Siblings will be allocated the same house. These points will be awarded for good behaviour as well as academic achievements. The weekly winning house will be announced in our weekly celebration assemblies. Staff have also an allocated house and can model sportsmanship.

Classroom recognition of positive behaviour – behaviour ladders KS1&2

All classrooms will display a 'Be the best you can be' ladder. This ladder will be used to recognise children displaying school values.

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The children can move up the ladder throughout the course of a week
Children will not move down the ladder
Class teachers will establish with their class what the outcome will be such as recognition activity for top 6 / postcards home / most improved award

Classrooms will also display the 'Are you being the best you can be poster and be the best you can be poster. Children names will stay on the values poster and when teachers would like to visually remind a pupil to demonstrate pro-social behaviour their name can be moved to the – Are you being the best you can be poster.

Where identified by class teachers that it would be beneficial for a class, the EYFS strategy of using the star and the wow can also be used, this strategy will be re-set each session.

EYFS thinking cloud star and wow

In EYFS classrooms all children will have their name displayed on the values poster 'be the best you can be' to recognise valued behaviour and demonstrating Camps Hill value, children can be moved to the star and then the wow. If the teacher feels that it would be appropriate to give a visual reminder to a pupil to display the values and pro-social behaviour the children name can be moved to the thinking cloud (are you being the best that you can be?)

Postcards

During the year all children will receive 1 Camps Hill Postcard to recognise achievement. These will be sent home to parents by class teachers. Teachers will monitor this to ensure this is consistent for all children.

Lunchtime Awards.

MSA's can give out lunchtime stickers to reward particularly good behaviour, helping others, setting a good example etc. These will contribute to the weekly lunch time award that is awarded in Friday assemblies. The winning classes can enjoy their lunch in the garden room as a reward.

'Be the Best'

Our Camps Hill Golden Threads will be celebrated and embedded in a weekly awards assembly on a Monday. During the year children will have the opportunity to receive 'Be the best you can be' certificate in this assembly for displaying our school values. Parents will be invited to celebrate this achievement by attending the assembly.

Our Values are:

- Be Kind
- Be Respectful

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- Be the best that you can be

PSHCE

Social and Emotional Aspects of Learning is part of our school curriculum which aims to develop children's emotional literacy. This in turn, will improve their relationships and learning. The school uses the Jigsaw scheme (see Curriculum map and PSHCE policy).

High expectations – THANK YOU

When giving instructions and directions staff will use positive reinforcement and by ending their direction with "thank you" this will imply that the expectation is that this will be followed by the children, for example: "Remember to walk down the corridor, thank you!"

Valued behaviour	
Confirmed application of school values	- Recognised by all staff - Given responsibility - Public praise in school newsletter - Used to role model others.

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8. Unsocial behaviour

Unsocial behaviour Quiet non-compliance that does not negatively impact on other children' learning. Behaviour that demonstrates negative feelings – which does not negatively impact other children' learning.	
Behaviour	**Follow up by adults**
• Refusing to join in • refusal to engage in learning	- Making reasonable adaptations to support the pupil to positively engage

	- Flood positive behaviours observed using prosocial whole school strategies listed in section 6 - Positive phrasing - Limited choice - Personalised adaptations - Pastoral support - Class teacher to explore the behaviour with parents / pupil - Personalised sticker chart - Good news book - Calm corner - Positive encouragement

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial, however pastoral support may be used to support children displaying these behaviours.

9. Detrimental behaviour

Detrimental behaviour Behaviour which negatively impacts to an individual, a group, the community or to the environment.	
Behaviour	**Follow up by adults**
• Calling out, • swinging on chairs • wandering around the classroom • talking when this is not appropriate • distracting others. • Low level disruption	- Disempower the behaviour - Limited choice - Positive phrasing - Non-verbal reminder - Verbal reminder - Change of seat / location to reset - Positive reset – in or out of class - De-escalation script **Educational consequences:** - Making up for missed learning - 5R's with class teacher **Protective consequences:**

	- Teacher to inform parents - If behaviour persists – mini plan to be put in place

10. Detrimental behaviour

Detrimental behaviour Behaviour that causes harm/disruption to an individual, a group, to the community or to the environment. Anti-social, but not dangerous.	
Behaviour	**Follow up by adults**
• Swearing • Poor language • Refusal to comply with rules and instructions • Rough play, • name calling, • disrespectfulness • Controlled tipping of chairs/ objects • Exiting class / not in designated learning space • Not wearing shoes / coat • Flooding classroom	- Disempower the behaviour - Limited choice - Positive phrasing - Non-verbal reminder - Verbal reminder - Change of seat / location to reset - Positive reset – in or out of class - De-escalation script **Educational consequences:** - Making up for missed learning - 5R's with class teacher - Assisting with repairs, as appropriate - Educational opportunities to understand the impact of behaviour and ways forward. - Rehearsing desired behaviour. - 5Rs conversation **Protective consequences:** - Teacher to inform parents - If behaviour persists – mini plan to be put in place

	- Limited access to specific activities for a specific period of time – either inside the classroom or outside at break time – this should be directly linked to the incident e.g., loss of football if incident happened during football. - 20/20/20 may be appropriate if longer periods of free play (such as lunchtime) are proving difficult for the pupil to self-regulate **Where behaviour is regularly persistent and disruptive:** - Complete relevant sections of the STEPs Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping. - Early intervention may be put in place, either within school or with the support of an outside agency e.g., ASPECTs following discussion with parents.

De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. **Child's name**
2. **I can see something has happened**
3. **I'm here to help**
4. **Talk and I'll listen**
5. **Come with me and...**

Staff members with an established relationship with the child may vary this slightly according to the child's behaviour plan or knowledge of 'what works best' with this child'. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

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11. <u>Dangerous detrimental behaviour</u>

<u>Dangerous detrimental behaviour</u>
Behaviour which is anti-social and 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.

Behaviour	Follow up by adults
Behaviour which is anti-social and 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. • Bullying, inappropriate/not age-appropriate sexualised behaviour or language and threatening behaviour due to the impact / seriousness / safeguarding implications. • Behaviour which could cause significant damage to property, • Physicality which results in harm requiring first aid • Directed / targeted throwing of objects • Climbing unsafely • Biting / scratching / spitting and other physical harm • Headbutting • Self-harm • Slamming doors	Radio call for SLT support / SLT to be informed of incident as soon as possible De-escalation script to be used If required other children removed from the area for their safety Staff to de-escalate from a safe distance **Follow up:** - SLT to inform parents of children involved via meeting or phone call **Educational consequences:** - Practising desired behaviour/completing missed work at break/lunch time. - Assisting with repairs, as appropriate • Educational opportunities to understand the impact of behaviour and ways forward. - Nurture sessions focused on self-regulation and emotional coaching **Protective consequences:** - Increased staff ratio 2:1 during the incident - Limited access to outside space or specific activities, including 20/20/20 - Escorted in social situations - Differentiated teaching space - A Therapeutic Plan to be completed - Interventions will be considered and put in place to support the pupil - SLT will consider contacting outside support agencies - Suspension or exclusion may be appropriate **Where behaviour is regularly dangerous** - Complete relevant sections of the STEPs Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping. - Therapeutic plan to be put in place - Early intervention may be put in place, either within school or with the support of an outside agency

12. Crisis behaviour

Crisis behaviour Behaviour which will predictably result in significant injury or harm	
Behaviour	**Follow up by adults**
• Leaving school site • Behaviour which results in significant harm requiring medical intervention from a medical professional • Unprovoked and/or sustained violence towards another child • Intentional physical violence towards a member of staff.	- Urgent SLT call to be made on radio - If a child attempts to leave site radio calls will be made within school to secure the front gates / office doors to prevent children exiting. - If a child leaves the school site the police, followed by the parents will be called. - SLT / pastoral staff will follow at a safe distance, being careful not to initiate a flight response which could cause the child to run in to the road. (Staff will wear a high-vis jacket and have a radio on their person to communicate with school and other supporting staff) Follow up actions: - meeting – SLT & parent

13. Communication and recording

Communication expectations

Behaviour type	Behaviour support contacted via radio	SLT immediately contacted via radio	SLT informed of incident	Recorded on CPOMS	Parent informed by class teacher	Parent informed by SLT	Serious incident form completed by SLT
Pro-social							
Unsocial				**Yes**	**Yes**		
Detrimental	**If required**			**Yes**	**Yes**		
Difficult	**Yes**			**Yes**	**Yes**		
Dangerous		**Yes**	**Yes**	**Yes**		**Yes**	
Crisis		**Yes**	**Yes**	**Yes**		**Yes**	**Yes**

All incidents where a staff member has been hurt by a child must be reported to the HT or DHT
All staff injured by a child, and whom received first aid, must immediately complete an incident log – available from Sarah Mortlock

Radios/telephones

- All 1:1 adults have a radio available on their person at all times (These are stored in site-managers office)
- Adults on playground duty have a radio available on their person at all times at break time and lunch time
- Teachers will take a radio when teaching in other areas of the school such as doing PE on the playground
- Each year group will have a pair of radios (Reception classes will have 2x radios per class)
- Behaviour team, DHT, HT, SENDCO & Office have access to a radio at all times to be 'on call'
- All classrooms have telephones

Radio support calls

Radio calls

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Behaviour support	For when support is needed for behaviour in the classroom. Use staff members in your classroom / year group to support first
Pastoral support	For when a child needs nurture/pastoral support more than what can be offered at the time in the classroom
SEN support	For when a child needs support with their SEN needs, that cannot be met at the time by the staff in the classroom
Support from the Rainbow room	For when a child that has use of the Rainbow Room needs support in the classroom
Support from the Snug	For when a child that has use of the Snug needs support in the classroom
DSL	A DSL is needed for Child Protection
SLT	A member of SLT is needed immediately
Code Red	For any immediate incidents that require school staff on the playground before or after school. For when a banned parent/person has tried to gain entry on site
Code Blue	For a child having a seizure/Epilepsy. Please state where you are e.g. "Code Blue in the Gym"

CPOMs – Child Protection Online Management System

- CPOMS is used by all staff to record, communicate and monitor behaviour, child protection, safeguarding and student information
- This online system allows INSTANT communication between staff
- Incidents logged and recorded in a factual way
- Paperwork, emails and behaviour plans should be uploaded to CPOMS
- CPOMs logged are shared with new schools if the pupil leaves Camps Hill (if CPOMS transfer is not available these logs will be sent via PDF to the DSP of the new school
- When a child joins from another school which uses CPOMS the logs are transferred from the previous school in line with KCSiE guidance
- See CPOMS procedures document for more details.

Whole school behaviour overview:

Stage		Number	%
Stage 5	**IRRP, 1:1 support & allocated breakout small garden provision**		
Stage 4	**IRRP & access to 1:1 in place to support**		
Stage 3	**IRRP in place**		
Stage 2	**Mini plan**		
Stage 1	**Early prognosis**		

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Stage 0	Children not on whole school behaviour plan		

- The whole school behaviour plan is updated and reviewed by class teachers termly, or when a child has had a change in circumstance. Reasonable and proportionate adjustments will be made to plans to ensure that individual and whole school risk assessment actions are adhered to.
- It is shared with all teaching and support staff so that all of the adults in the school are aware of personalised behaviour strategies and use these for children at break/lunch times, at breakfast/ afterschool club, clubs and when moving around the school
- It is available to all staff in the staffroom and in the sharepoint folder: Staff-->behaviour 2023 – 2024

14. <u>Regulate, relate, reason, repair & reset</u>

A restorative approach: We aim to put the repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The purpose of reflect, repair, and restore is to re-visit the experience with a student that is calm, relaxed and reflective, they will be able to retell and explore the story / event with a changed set of feelings. During the incident a student's behaviour may be influenced by feelings of anger/ frustration / disappointment etc. Calm down time must be given before reflecting, repair and restore (time varies child to child and can be anywhere between 1 minute and 5 days).

REGULATE (teaches pupil how to shift states)	Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought-provoking distraction Use a calm box/SOS bag or yoga/music Consult the mini plan / TP – personal strategies for calm
RELATE/REFLECT (teaches pupil relationship building)	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are committed to getting their version of events Overcompensate for their past experiences What happened? Investigate, why did they behave that way? How were they feeling? Why? Be curious, not furious.
REASON (teaches pupil)	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing

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	Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing How can we make things right?
REPAIR (teaches pupil how to shift states)	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame
RESET	When the child is ready reset the child with or without reasonable adjustments How can we positively move forward? (Support or adaptations may be required) Acknowledge a fresh start Finish support on a positive note / projecting positive way forward

15. Suspensions and Exclusions

The school follows all DFE and HCC guidance on Exclusions and Suspensions. These are always issued as a last resort and to enable the school to put a different plan for provision, support or resource around the child to enable them to be successful.

An intervention meeting is held with the parent, and where appropriate the child, to enable a smooth transition back into the setting, to remind them of strategies in place to support them and to reset expectations.

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

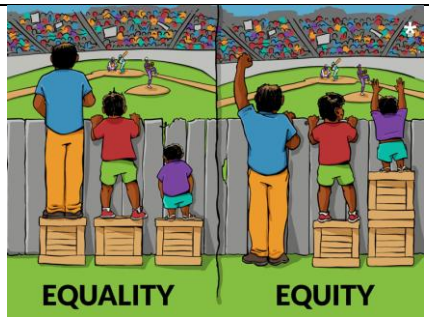
16. Underpinning theory key information

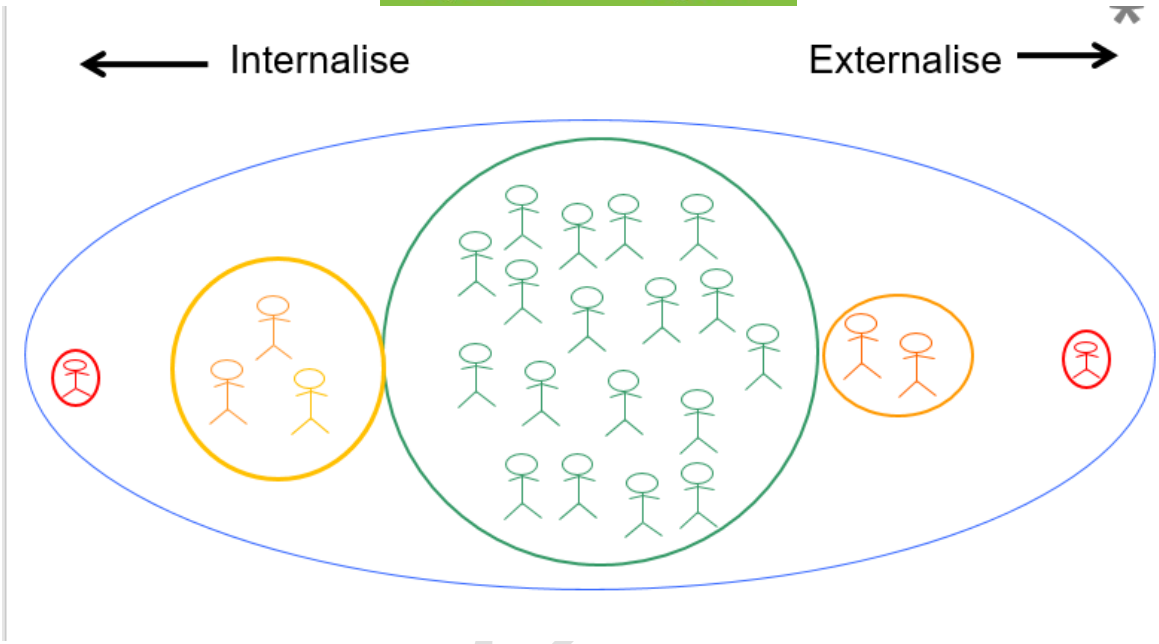
HERTFORDSHIRE'S THERAPEUTIC THINKING

EQUITY

- Our therapeutic approach as a school requires all staff to accept equity of support.
- Equity is giving everyone what they need to be successful.

In Review





INCLUSION

Successful inclusion relies on the phrase DIFFERENT FOR DIFFERENT…
INCLUSION IS EVIDENT WHERE THERE IS MAXIMUM DIFFERENTIATION

LEVELS OF DIFFERENTIATED NEED

Young people may be within any of the circles.

The green circle represents an average class of young people. Although all students may at times behave contrary to the will of the adults, the majority (the green circle) represents students who present very little risk of harm to themselves others or property. This group are often called the SAFE LEARNERS. Most students within the green will never need to be subject to any consequences for anti-social behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc.These are often the very quiet or withdrawn students who can

In Re

be missed from our planning as their behaviours do not trouble us. However, this group represents the students who are internalising their behaviour, they may have mental health issues and may be self-harming in some way. Some children's internalising behaviour is masked by high academic output.

The one or two young people in the orange circle on the right are much more noticeable these students display behaviours that harm other people they externalise their behaviour and can become a risk of harm to themselves, others, and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the classroom. Externalises are often kinestic learners who become bored with the classroom environment.

With a small amount of differentiation these students can often have their needs met in a similar way to the students within the green circle.

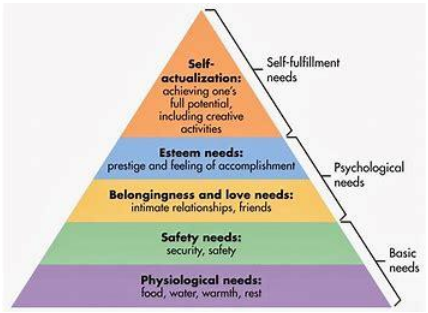
Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included. The behaviour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

Preventative behaviour management approach

Objectives:

1. All staff will promote pro-social behaviour and will respond to antisocial, difficult or dangerous behaviour consistently, and to have an understanding of what behaviour might be communicating

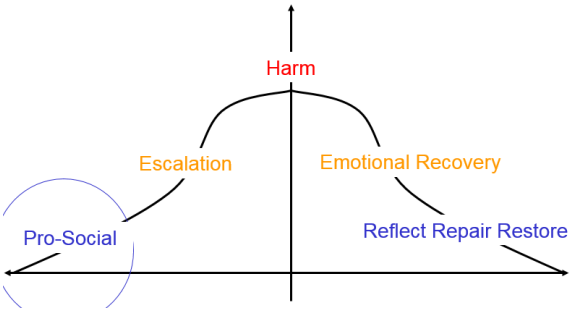
Maslow's Hierarchy of Need:



2. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies

In Review

Progression *



Staff will take opportunities to build positive relationships with children in order to recognise triggers and know that child well to personalise support.

17. Positive handling and touch

TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either regualtion or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging – At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting



In Review

Handholding



We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school handhold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the children for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g., 'front on' hug/lap sitting). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the number of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this. We also have within our behaviour policy, a section on restrictive intervention, please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.
Parents/carers will be made aware of this policy when their child is admitted to this school.

In Review

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

POSITIVE HANDLING

Guiding and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation where there is no safe option for them to be given take up time/ remain where they are to de-escalate.

Staff have agreed to follow the principles of Hertfordshire Steps regarding handling children in school. These are as follows:

'Calm Stance'

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. This may also involve sitting or crouching down to the child's level.

'**Guiding and Escorting'**





Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk-free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Open Mitten

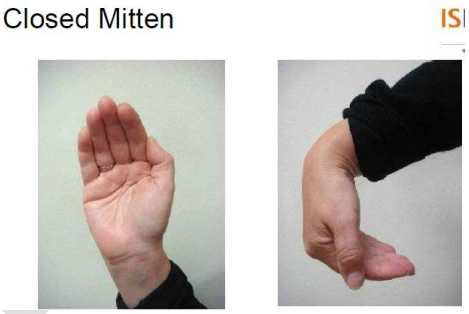
In Review

- Fingers together
- Thumb away from fingers
- Palms parallel to the floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.



Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.



RESTRICTIVE PHYSICAL INTERVENTION (RPI):

PARENTS MUST ALWAYS BE INFORMEWHEN RPI IS USED & INCIDENTS RECORDED ON CPOMs.

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). Staff are trained in these interventions on a need only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Hertfordshire Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint e.g., to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate, and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

18. **Appendices**

A. Therapeutic plan
B. Therapeutic tree
C. Risk assessment calculator

In Review

D. Subconscious & conscious analysis
E. Mini plan
F. Early support plan
G. Graduated approach

In Review

Appendix A

Therapeutic Plan

Name:	**Class:**	**Date plan put in place:**	**Photo:**
DOB:	**SEN:**	**Date of Review (minimum termly):**	
Plan Coordinator (class teacher):	**External agencies:**	**Plan reviewed by (SLT member):**	
Adults working with the child:	**Trusted adults:**		

AIMS:

Reduction Measures and differentiated measures (Preventative strategies) which are in place at all times:

Potential triggers / factors which raise anxieties	Reduction measures / differentiated experiences / support

Daily Support/Communication:

Educational / protective consequences:

In Review

Valued behaviour	**Strategies to maintain at all times**
Unsocial behaviour	**Strategies to support to avoid escalation**
Difficult detrimental behaviour	**Strategies needed when this behaviour is demonstrated**
Dangerous detrimental Behaviours	**Strategies needed when this behaviour is demonstrated**
Crisis behaviours	**Strategies needed when this behaviour is demonstrated**
Post-incident recovery and de-brief measures: -	

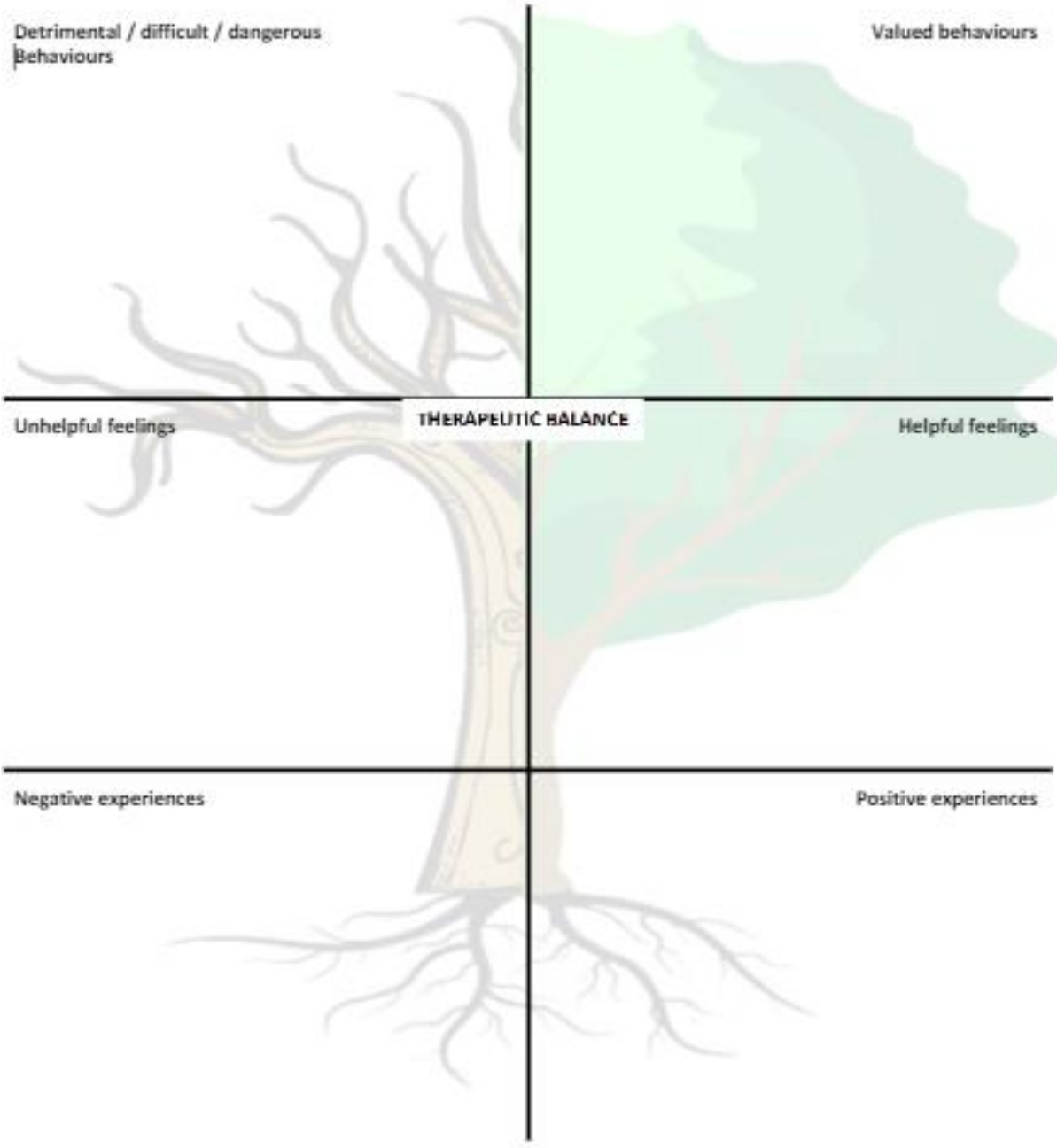
Updated (date):	
Shared with parent (date):	

Communication of plan	
Uploaded to CPOMS and shared with staff working with the child (Class teacher)	
Shared with parents (class teacher)	
Paper copy added to MSA folders (CJ)	
Paper copy added to cohort communication clipboard (CJ)	
Whole school overview updated with dates and updates (CJ)	

Appendix B

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	



Appendix C

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The risk of harm is persistent and constant
3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behavior has been dormant for over 12 months and no identified triggers remain

In Review

Appendix D

Therapeutic Thinking
Subconscious and Conscious Behaviours

Subconscious behaviours

Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **subconscious**.

Please use this checklist to analyse the behaviour and identify anxieties through a*nxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

In Review

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? *What are the associated feelings? E.g. rejected, lonely, despondent*	
What is causing the anger? *What are the associated feelings? E.g. frustrated, embattled, undermined*	
What is causing the fear? *What are the associated feelings? E.g. worried, petrified, reluctant*	
What is causing the disgust? *What are the associated feelings? E.g. reluctannt, avoidant, cautious*	
What is causing the surprise? *What are the associated feelings? E.g. confused, shocked, panicked*	

In Review

What is causing the happiness? *What are the associated feelings? E.g. excited, enthusiastic, engaged*	

In Review

Conscious behaviours

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child or young person is **conscious**.

Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

In Review

Conscious behaviour checklist

Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

In Review

Appendix E

Plan, Predict and Prevent - Mini plan

Name:		**Photo:**
DOB:		
Class:		
SEND:		
Date of Plan:		
Plan reviewed by SLT member:		
Trusted adults:		

Why is support needed? (triggers/ causes of dysregulation) Predict	**Behaviours you might see:**	**What strategies /adaptations are in place to prevent dysregulation? (prevent)**	**What support / adaptations are required when the child becomes dysregulated?**	**Planned response to difficult behaviours:**

In Review

Date shared with parent:	
Planned review date:	

Communication of plan	
Uploaded to CPOMS and shared with staff working with the child (Class teacher)	
Shared with parents (class teacher)	
Paper copy added to MSA folders (CJ)	
Paper copy added to cohort communication clipboard (CJ)	
Whole school overview updated with dates and updates (CJ)	

In Review

Appendix F

Early Support –Level 1

Name	**Photo:**
DOB:	
Class	
Adults working with child:	
Trusted adults	

Behaviour: Where/when/what? Un emotional, non-judgemental, factual description, severity, frequency)

-
-
-
-
-
-

Pupil voice:

Function

Sensory	
Escape or avoidance	
Attention	
Tangible gain	

Health & Wellbeing (Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, medical needs, barriers etc:

Context:

Home	School	Community	

In Review

Aims (Assess):
Support plan:
Actions:
Review (What has the impact been?)

Date plan put in place	
Date of review	
Plan reviewed by (SLT member)	

Communication of plan	
Uploaded to CPOMS and shared with staff working with the child (Class teacher)	
Shared with parents (class teacher)	
Paper copy added to MSA folders (CJ)	
Paper copy added to cohort communication clipboard (CJ)	
Whole school overview updated with dates and updates (CJ)	

In Review

Appendix G

Camps Hill - Therapeutic Thinking Graduated Approach

Stage	Action's for class teachers	Documents to be completed
Universal Behavior curriculum	• Check existing knowledge, skills and understanding. • Complete pupil induction (routines and valued behaviours). • Establish a realistic starting point. • Establish realistic next steps. • Identify opportunities for teaching and learning linked to real-world experiences. • Provide guided and supported practice of skills. • Review progress – record on CPOMs • Refer to Behaviour Policy. • Record behaviour, adaptations and actions taken on CPOMs	▪ All adaptations recorded on CPOMs
Universal Plus Behaviour policy	• Check if the identified behaviour is covered in policy. • Support the pupil in line with policy. • Monitor and record the impact of policy on progress. • Review progress – record on CPOMs • Record behaviour, adaptations and actions taken on CPOMs	▪ All adaptations recorded on CPOMs
Stage 1 Targeted Early Prognosis – early support	• Gather information from parents/carers and staff. • Gather information from multi-agency colleagues. • Ensure collated information informs planning – early support document completed • Set a review date. • Review progress – record on CPOMs • Implement further analysis and planning.	▪ Early support plan
Stage 2 Targeted Plus Predict, Prevent & Progress – mini plan	• Update and review all information within Targeted. • Consider involvement of multi-agency colleagues. • Complete Risk Calculator. • Identify protective consequences. • Identify educational consequences. • Analyse dysregulation and values and beliefs (subconscious and conscious). • Complete Anxiety Analysis (behaviour log) for relevant variables. • Create a Predict, Prevent & Progress plan – mini plan. • Review progress – record on cpoms • Implement further analysis and planning.	▪ As above plus the below ▪ Mini plan ▪ Behaviour log ▪ Risk calculator ▪ Subconscious and conscious analysis
Stage 3 Specialist Therapeutic Plan	• Update and review all information within Targeted and Targeted Plus. • Consider involvement of multi-agency colleagues. • Complete the Therapeutic Tree for the individual pupil • Complete a detailed Therapeutic Plan. • Set a review date. • Consider group dynamic options. • Review progress – record on cpoms • Involve multi-agency colleagues in review and identifying next steps.	▪ As above plus the below ▪ Therapeutic tree ▪ Therapeutic plan ▪ Behaviour log

In Preview

Blank Log

Name: _____ **Date:** _____

		Behaviour												
	Activity	Location												Comments
8:50–9:00														
9:00–9:15														
9:15–9:30														
9:30–9:45														
9:45–10:00														
10:00–10:15														
10:15–10:30	Break													
10:30–10:45														
10:45–11:00														
11:00–11:15														
11:15–11:30														
Celebrations														

In Review