



Behaviour Policy

2025 – 2026

Approved by: SLT **Date:** Sept 2025

Approved by: Governing Body **Date:** 01.10.25

Last reviewed : Sept 25

Next review : Sept 26

Purpose

At Flamstead Village School, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage valued behaviour through high expectations and mutual respect between pupils as well as staff and pupils.

We follow the Therapeutic Thinking Hertfordshire approach to behaviour management. This approach has an emphasis on consistency and on supporting valued behaviour. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of this approach is to provide opportunities to support and debrief both children and staff after a crisis.

Staff are trained in Level One 'Step On' training and new staff joining the school will receive this training as soon as it is available to them. We have one member of staff who is an accredited tutor and delivers the initial Therapeutic Thinking Hertfordshire training and the annual refreshers.

The school also promotes a 'Growth Mind-set' approach, where pupils learn to value their mistakes and move forward from them.

Rationale

At Flamstead Village School it is recognised that valued behaviour is a pre-requisite to effective teaching and learning. Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm, fair and consistent approach throughout the school.
- To maintain, encourage and promote valued behaviour, helpful feelings and positive experience.
- To encourage independence, resilience and personal confidence.
- To uphold our school values.
- To distinguish between a pupil and their behaviour.

Behaviour Definitions

- Anything a person says or does, everything we see or hear.
- Everything from the most valued to the most detrimental.
- Behaviour takes on additional relevance when we consider how it impact on self and others.

Valued behavior definitions

- 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.
- Creates helpful feelings in self and others.

Detrimental behavior definitions

- 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.
- Creates unhelpful feelings in self and others

Inconvenient behaviour definition

Behaviour outside of state expectation.

Difficult behaviour definition

Behaviour that is detrimental but not dangerous.

Dangerous behaviour definitions

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Promoting Valued Behaviour

At Flamstead Village School we promote valued behaviour by demonstrating clear values and principles through:

- Modelling and reminding of expectations.
- Encouraging self-regulation and intrinsic motivation.
- Praising valued behaviour.
- Using positive phrasing.
- Providing pupils with positive experiences to create helpful feelings and valued behaviour.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.

Rights and Responsibilities

All members of our school community have the *right* to:

- Feel secure, safe and happy
- Be treated with kindness and understanding
- Be treated fairly and consistently without discrimination
- Have equality of opportunity
- Be listened to
- Be treated with respect and politeness

The Curriculum and Learning

Valued behaviour is taught throughout our school. Pupils are taught and encouraged to explore their feelings and emotions during everyday teaching opportunities and our myHappyMind and PSHE lessons. We provide a calm, engaging and structured environment which is conducive to valued behaviour and effective learning.

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult and dangerous behaviour. Some children (including those with SEND or who have specific needs) may find it continually difficult to follow the school expectations, individual strategies will therefore need to be implemented to support them. This may include the use of clear targets outlined in an Individual Education Plan (IEP) using Assess, Plan, Do, Review (APDR). Where appropriate we use specific rewards or consequences and the use of outside agencies.

Our Golden Rules

We are kind and gentle

We are honest

We are good friends

We listen to each other

We embrace challenges

We care for our school

Celebrating Valued Behaviour

We believe that praise and rewards support children to make valued choices more independently. See Appendix 4.

We use:

- Praise for good behaviour
- Praise for good learning
- Stickers
- House points
- Weekly certificates
- Termly certificates
- Star in the Jar
- Feedback to parents/carer

Behaviour Consequences

At Flamstead Village School we recognise the following behaviour consequences.

- Educational consequences are the specific teaching following detrimental behaviour, designed to enable the young person when faced with the same situation to be equipped to react/respond differently.
- Protective consequences are the immediate risk mitigation needed to reduce the risk of harm from the behaviour that has been displayed.

Responses need to be personalised and designed to meet the specific needs of each individual child. To enable change, we need to understand the root cause not just suppress the behaviour. (See Appendix 3)

Staff try to predict inconvenient, difficult or dangerous behaviour and use diversionary methods to defuse situations. Open confrontations are avoided whenever possible. Incidents are talked over as soon as appropriate and children are encouraged to take restorative measures. The development of a child's internal regulation is central to their sustained valued behaviour. If any behaviour is predictable, the child's class teacher, supported by the SENCO or member of the SLT, will use the key management tools at the heart of the Therapeutic Thinking Hertfordshire approach.

In line with competitive sports and their recognised and established consequences (e.g. 3 strikes or yellow and red cards) we have created the Flamstead PE Promise outlining the expectations and consequences to promote and ensure PE lessons are safe to all those participating. (See Appendix 5)

Roots & Fruits

This enables staff to identify the detrimental behaviours along with the unhelpful feelings and negative experiences that underpin them. It facilitates the identification of positive experiences, the small, achievable support steps inside and outside school that would generate helpful feelings leading to valued behaviours.

Anxiety Mapping

This tool enables staff to track the emergence of higher levels of anxiety through the day. In this way triggers to detrimental behaviours can be identified.

Risk Reduction Plan (RRP)

The Risk Reduction Plan is the agreed "job description" for working with the child as an extension of this policy. Failure to follow the agreed strategies is taken seriously within school as it will significantly compromise the development of valued behaviours for a child. RRP's will be regularly reviewed and updated to monitor the progress of the plan towards agreed targets.

Think Sheets

Think sheets are often used during the debrief process. This supports the child to identify the trigger for the behaviour and helps them to secure understanding on how they respond next time (Appendix 1).

De-escalation script

The de-escalation script is used to offer a calm and consistent approach and follows the de-escalation principles. (Appendix 2).

Reflection time

Each classroom has an accessible calm corner/area for pupils to think about their feelings.

Classrooms may also have a reflection area which a child may be asked to use or supervised time out of the class as part of the de-escalation process.

Suspensions and Permanent Exclusions

We follow advice from the following documentation

DfE Guidance for Behaviour in schools – February 2024

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Hertfordshire County Council Exclusion Guidance Supplement

<https://thegrid.org.uk/assets/exclusion-guidance-hcc-august-2024.pdf>

Our exclusion support officer is Michael Edwards.

Michael.edwards@hertfordshire.gov.uk

Internal Exclusion

An internal exclusion may be used as a consequence for persistent detrimental behaviour. Pupils will be supervised outside their classroom by a TA, usually in the library.

Suspensions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions are avoided. However, in extreme cases, it may be necessary to suspend a pupil.

Suspension is a consequence within our Behaviour Policy. Temporary suspensions indicate very serious concerns about a child's behaviour or attitude and permanent exclusion is the final sanction within the policy.

A decision to permanently exclude a pupil is a serious one and will usually be the final step in the process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort and after external advice has been sought and acted upon.

There may, however be exceptional circumstances where, in the Headteacher's judgement, it is appropriate permanently suspend a child for a first or one off offence.

Hertfordshire County Council have developed comprehensive guidelines for the suspension process. The guidelines bring together the relevant legislative framework and give support and practical advice to schools about how to work within the framework.

The school works in partnership with the Authority to ensure a consistency of approach and the Governing Body has therefore agreed to adopt this guidance which can be located through the link above or paper copies are available via the school office.

Physical intervention

The Therapeutic Thinking Hertfordshire Tutor is trained in safe use of physical intervention. There are situations when physical intervention may be necessary. Situations may include;

- To gently direct a person.
- To avert danger to the student, other persons or significant damage to property.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual Risk Reduction Plan (RRP) These are overseen by the SENCO and Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a Risk Reduction Plan (RRP) are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety, triggers that could lead to detrimental behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show valued behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen inconvenient, difficult and dangerous behaviours.

Head Teacher's Responsibilities

It is the responsibility of the Head Teacher to lead behaviour management by:

- Ensuring that this policy is available to all, included on the website and in new staff induction packs
- Ensure the consistent and reasonable implementation of this policy throughout the school
- Ensure that staff receive appropriate training and support to manage behaviour
- Ensure the application of statutory guidelines that relate to pupil discipline
- Promote the health, safety and wellbeing of all staff and children at this school
- Report the effectiveness of this policy to the Governing Body
- Retain records relating to all significant detrimental behaviour
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities
- Support teachers and SENCO with behaviour management strategies and outside agencies

- Support SENCO and teachers in creating RRP, Individual Risk Assessment (OV5) and Risk Assessment Management Plan (RAMP)
- Discuss strategies with parents whose children are at risk of suspension or permanent exclusion, this may include temporarily putting a child on a reduced timetable
- Keep a record of any child who is excluded for a fixed-term, or who is permanently excluded
- Monitor and review records of difficult and/or dangerous behavioural incidents on CPOMs

The Headteacher in liaison with the Governing Body has the responsibility for issuing suspensions to individual children for serious acts of inappropriate behaviour or persistent disruptive behaviours. The Headteacher may permanently exclude a child in response to a serious one-off breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

SENCo responsibilities

- Support teachers with behaviour management strategies
- Liaise with local agencies, such as DESC
- Support teachers in liaising with parents/carers when necessary
- Writing RRPs, RAMPs, or individual behaviour plans in line with school policy

Staff responsibilities

Staff will manage detrimental behaviours and will seek support and advice from the Headteacher, Therapeutic Thinking Hertfordshire Tutor and/or SENCo as required.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher and school staff will follow the guidance and support provided.

Record difficult and/or dangerous behavioural incidents on CPOMs.

The class teacher reports to parents/carers on the personal and social development of each child in their class. The class teacher may also contact a parent / carer if there are concerns about the behaviour or welfare of a child.

It is the responsibility of all staff to respond reasonably in the circumstances of each individual incident and to consider whether any behaviour they observe gives cause to suspect that a child is suffering or likely to suffer significant harm or is at risk of radicalisation. Where there is a concern, staff must follow the steps set out in the school's Safeguarding and Child Protection policies.

Parent/Carer responsibilities

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote valued behaviour, to take steps to discourage detrimental behaviour, to reinforce the school expectations and to support the school when consequences need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

We explain the school expectations in the school prospectus, and we expect parents and carers to understand and support them.

If the school has to use consequences, we expect parents/carers to support the actions of the school. If they have any concerns, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher. If parents/carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

Governing Body responsibilities

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular behaviour issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governing Body itself cannot either suspend, permanently exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a Complaints Panel which is made up of between three and five members. This panel considers any suspension or permanent exclusion appeals on behalf of the Governors. They consider the circumstances under which the child was suspended or excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

It is the responsibility of the governing body to monitor the occurrence of both suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Monitoring and review

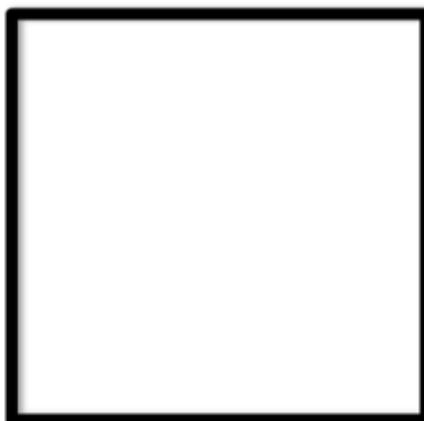
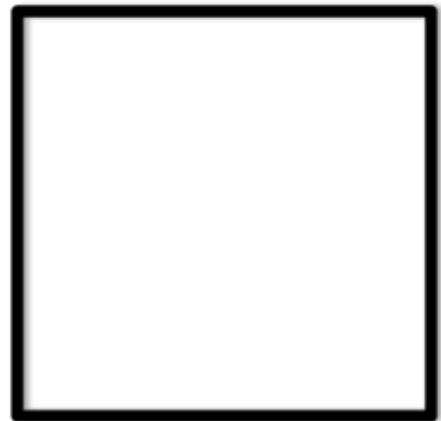
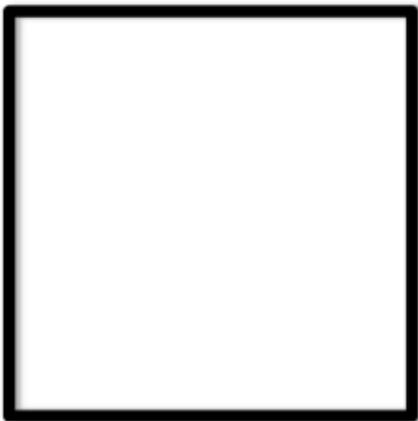
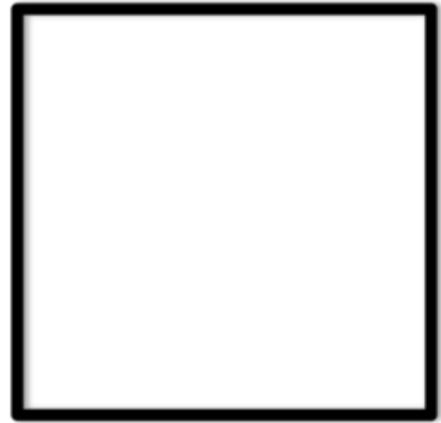
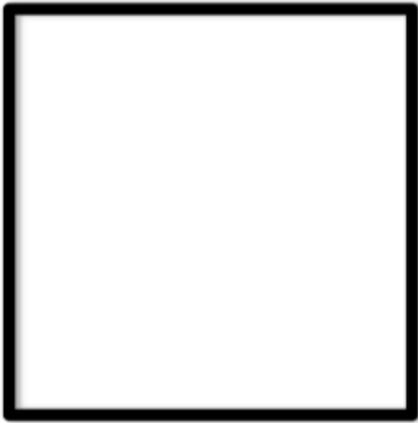
The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

This policy will be reviewed annually.

This policy should be read in conjunction with:

- SEND Policy
- Exclusion Policy
- Complaints Policy
- Online safety Policy
- Child Protection Policy

Think Sheet



Appendix 2

De-escalation script

‘Therapeutic Thinking Hertfordshire’ PRINCIPLES IN PRACTICE

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

The principles in ‘Steps’ practice involve:

- ✓ building positive emotional relationships
- ✓ using a range of informal and formal responses to teach all pupils how to regulate their behaviours

We teach expected behaviour through:

- ✓ consistency in adult approach across the school
- ✓ building positive relationships
- ✓ modelling positive social behaviours
- ✓ scripts and routines to respond to behaviour
- ✓ positive language
- ✓ the consideration of the emotions that influence a child’s behaviour, and plan further support
- ✓ rewards and positive reinforcement
- ✓ consequences for detrimental behaviour

De-escalation principles

All Staff will be consistent in their use of dialogue with children and focus on using positive reinforcement. No member of staff will shout at a child at any time. There are three stages within the de-escalation process.

1. Find out:
 - explore what has happened
 - explore what people were thinking and feeling at the time
2. Effects:
 - explore who has been affected and how
3. Responsibility:
 - how we can repair relationships
 - summarise what we have learnt, so that we can respond differently next time

When faced with inconvenient, difficult or dangerous behaviour

We use the Therapeutic Thinking Hertfordshire response to inconvenient, difficult or dangerous behaviour: **cool down, repair, reflect and restore**. Adults’ responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Examples of Positive Language

Positive Language

- ✓ Put the pen on the table
- ✓ Walk in the corridor
- ✓ Stand next to me
- ✓ Walk beside me
- ✓ Switch the computer screen off
- ✓ Stay seated in your chair
- ✓ Thank you

Limited Choice Statements

- ✓ Put the pen on the table, or in the box
- ✓ Are you starting your learning with words, or a picture?
- ✓ Talk to me here or in the playground

Language to disempower inappropriate behaviour

- ✓ You can listen from there.

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 focussed, 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 3

Our educational and protective consequences

The table below contains some examples. This is not an exhaustive list. As appropriate responses will be personalised and designed to meet the specific needs of individual children.

Behaviour definition	Examples of the behaviour	Potential consequences	Next steps
<p>Inconvenient behaviour definition Behaviour outside of state expectation.</p>	<p>Talking repeatedly when the teacher is talking</p> <p>Attempting to disrupt others</p> <p>Not completing work to the expected standard despite being able to and having the correct resources</p>	<p>Verbal reminders of expectations</p> <p>Verbal warning of the 'next step' where behaviour is continuing</p> <p>Relocation within the classroom</p> <p>Movement break if required</p> <p>Distraction / disruption to current inconvenient behaviour</p> <p>Completing work during break/lunch no longer than 10 minutes.</p> <p>Practising skills/ tasks during break/lunch no longer than 10 minutes.</p>	<p>Debrief conversation (think sheet may be used if appropriate)</p> <p>Consider how to repair harm to people / property</p> <p>Reminder of expectations</p>
<p>Difficult behaviour definition Behaviour that is detrimental but not dangerous.</p>	<p>Refusing to complete work despite being able to and having the correct resources</p> <p>Disrupting the learning of others</p>	<p>Verbal reminders of expectations</p> <p>Verbal warning of the 'next step' where behaviour is continuing</p>	<p>Debrief conversation (think sheet to be used)</p> <p>Consider how to repair harm to people / property</p>

	<p>Disruption to the learning environment</p> <p>Disruption to routines</p>	<p>Relocation within the classroom</p> <p>Movement break if required</p> <p>Distraction / disruption to current inconvenient behaviour</p> <p>Completing work during break/lunch no longer than 10 minutes.</p> <p>Practising skills/ tasks during break/lunch no longer than 10 minutes.</p> <p>Where repeated or escalating SLT are called</p> <p>Where repeated or escalating the child is sent to SLT</p>	<p>Reminder of expectations</p> <p>Plan for a different response to the same experiences or feelings re-occurring</p> <p>Log on CPOMs.</p> <p>Feedback to parents/carers</p> <p>Begin HTT paperwork e.g. Roots and Fruits/Anxiety mapping</p>
<p>Dangerous behaviour definitions</p> <p>Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.</p>	<p>Throwing equipment</p> <p>Physical harm to others</p> <p>Climbing fences</p> <p>Climbing unsafe equipment</p> <p>Vandalism</p>	<p>SLT are called</p> <p>Child sent to SLT</p> <p>Removed/asked to leave the classroom</p> <p>Classroom evacuated</p> <p>Internal inclusion</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p>	<p>Debrief conversation (think sheet to be used) with SLT and class staff</p> <p>Consider how to repair harm to people / property</p> <p>Reminder of expectations</p> <p>Plan for a different response to the same experiences or feelings re-occurring</p>

			<p>Log on CPOMs</p> <p>Feedback to parents/carers</p> <p>Review HTT paperwork e.g. Roots and Fruits/Anxiety mapping</p> <p>Reintegration meeting.</p>
--	--	--	---

Flamstead's rewards

Verbal praise  "Good job!"

Stickers 

Head teacher's sticker 

Bright stars 

Certificates 

Post cards home 

House points 

Stars in the jar 

Appendix 5

Flamstead's PE Promise

As appropriate responses will be personalised and designed to meet the specific needs of individual children.



OUR PE PROMISE

BE SAFE

- Wear the right kit and take off jewellery
- Use equipment carefully
- Stop, look and listen straight away

TRY OUR BEST

- Always give things a go
- Keep going, even if it's tricky
- Celebrate effort, not just winning

BE RESPECTFUL

- Be kind to teammates and opponents
- Listen when others are speaking
- Take turns and share fairly

FOLLOW ROUTINES

- Line up quickly and quietly
- Sit/stand where the teacher asks
- Tidy equipment when asked

We agree to follow these rules so that PE is safe, fun and fair for everyone!

**Three strike rule: 1st strike - warning
2nd strike - sit out 3rd strike - out of lesson**