CUTENHOE HILL PRIMARY SCHOOL AND NURSERY

Learning for life where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.

Therapeutic Thinking: Behaviour and Relationships Policy, including Key Principles
September 2026

Document Information

Document Information	Details
Policy Status	Statutory
Version Number	1.0
Date Approved	15.10.26
Review Frequency	Annually
Next Review Date	September 2027
Approved By	Headteacher / Governing Board

Version Control

Version	Date	Author	Changes Made
1.0	September 2026	Headteacher	Policy reviewed and updated

Policy Statement

Cutenhoe Hill Primary School and Nursery is committed to equality, inclusion and accessibility for all members of the school community. We will make reasonable adjustments, in accordance with the Equality Act 2010, to ensure individuals with disabilities are not disadvantaged and can participate fully in school life.

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''You can't teach children to behave better by making them feel worse. When children feel better, they behave better."

Pam Leo

Key Principles:

- **A commitment to a positive and respectful culture within our school or setting**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

- **Behaviour is a form of communication**

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way.

- **Not all behaviours are a choice**

Children and Young People (CYP) with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- **Behaviours can change and improvement can be secured**

Expectations of pupils' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

- **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

- **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **A commitment to safeguarding**

This behaviour policy supports the school's safeguarding responsibilities and should be read alongside the safeguarding a child protection policy in line with Keeping Children Safe in Education 2026.

- **Engagement of families, outside agencies and the wider community is sought when planning support for children**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making. It is statutory for all schools to have a behaviour policy.

LEGISLATION AND STATUORY REQUIREMENTS:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools February 2024
- Mental health and behaviour in schools 2018
- Suspension and permanent exclusion from schools May 2023
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Keeping Children Safe in Education 2026
- Supporting pupils with medical conditions at school. It is also based on the special educational needs and disability (SEND) code of practice, Section 175 of the Education Act 2002 and Sections 88-94 of the Education and Inspections Act 2006.

ROLES AND RESPONSIBILITIES

Role of the Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour & relationship policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Role of the Headteacher

1. The Headteacher has overall pastoral responsibility for both children and staff. Every effort should be made by him/her to become informed about and involved with the individual strengths and weaknesses, personalities and friendships within the school community.

2. The headteacher is responsible for reviewing this behaviour and relationships policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

3. The headteacher will ensure that these standards are consistently applied throughout the school by regular monitoring and talking to individual staff members.

4. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour which does not meet the standards, and will monitor how staff implement this policy to ensure consistency.

5. The headteacher acts as lead DSL across the school. The headteacher works alongside the Deputy DSLs who regularly review CPOMs chronologies with regards to behaviour. These reviews look at patterns, advising on safeguarding linked behaviour and to also escalate support/decisions.

Role of Staff

1. Staff need to build good relationships with children, where through mutual respect children can thrive in a safe and secure environment with clear boundaries.

2. Staff need to actively recognise and praise valued behaviour as well as applying a therapeutic thinking approach to behaviour which has not met the standards for the school, remembering that everyone is responsible for promoting valued behaviour.

3. Staff will model the types of behaviour encouraged by the school policy.

4. Resources to support behaviour and regulation should be available in all classrooms, e.g. Zones of Regulation board and school rules poster (Appendix 1)

5. Staff will remain calm when dealing with unsocial or antisocial behaviour (shouting is not permitted).

6. Staff will always look to divert or de-escalate behaviour. Staff will be praising valued behaviour.

7. Staff will regularly attend CPD around the theme of child mental health and understanding behaviour. Staff engage with weekly updates that relate to both therapeutic thinking and safeguarding sent out via staff briefing. All new staff are inducted to be familiar with the school's behaviour policy.

8. Staff will ensure that all children involved in any incident will have the opportunity to explain their point of view without judgement or shame. Staff will always follow a restorative debrief approach.

9. Staff will communicate with SLT, parents and other professionals regarding children's behaviour.

Role of Parents
Parents are expected to:

- Support their child in adhering to the school rules and expectations for behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work in partnership with the school on strategies to support their child's behaviour
- Support and educate their children regarding online behaviour risks in their own household through using devices. This includes;
    - Peer-on-peer abuse
    - Online conduct expectations
    - Potential safeguarding responses conducted by the school or other agencies

Section 1: Values and Vision Statement

Our vision is:

Learning for life where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.

At Cutenhoe Hill Primary School, we aim to use a therapeutic approach to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that valued behaviour and self-regulation is based on mutual knowledge and respect.

The school follows the Luton Therapeutic Thinking approach to behaviour.

Therapeutic tutors within the school receive an annual update. Tutors provide training advice for all staff. From September 2024, there will be two trained tutors within school, Mr. L Geer (Headteacher) and Mrs. Gemma Blackwell (Deputy Headteacher and SENDCo).

At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

This policy works in conjunction with the following documentation and policies:

- **PSHE policy**
- **Mental Health and Well-Being Policy**
- **Exclusion Policy**
- **SEND policy**

Section 2: Valued Behaviours

We use the term valued behaviours in relation to behaviour which is positive, helpful, and intended to promote social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Valued behaviour can be defined as the 'absence' of detrimental behaviour.

School Expectations

Our 3 school rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. They are:

- BE SAFE
- BE KIND
- BE POSITIVE

We believe that these rules encompass the values in which we want to promote in our school.

Be Kind	Be Safe	Be Positive
Respectful	Following instructions	Growth mindset
Teamwork	Safe transitions	Knowing how to win and lose
Sharing	Staying safe online	Ready to learn

Empathy	Being safe in the environment	Making mistakes to learn
Helpful	Being safe in the community	Mentally healthy
Good manners	Being responsible	Reflective
Tolerance	Play safely	Self-regulation (taught through Zones of Regulation)
Inclusive	Sharing concerns with adults/communication	Resilience
	Honesty	Independence

Staff response to valued behaviours:

All staff will respond to valued behaviours in a consistent and positive way as we recognise that these responses are essential to motivate such behaviours. Staff are committed to the following:

- Shared focus on the inclusion of all children and young people
- Shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

Staff at Cutenhoe Hill will:

- Verbally acknowledge the behaviour demonstrated, clearly identifying which value has been seen
- May award a dojo point for the valued behaviour
- May give a spontaneous reward such as a sticker, visit to another adult etc.
- May nominate a child for a special award

In our Celebration Assemblies, we award certificates to children who have demonstrated the valued behaviours. The reasons for these awards are shared with the whole school community via the school communication system, ClassDojo. We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours. Following the rules and the learning behaviours is an example of demonstrating **valued behaviours.**

Merit Certificates

All year groups are awarded dojo points, which accumulate towards merit certificates

100 dojo points	=	1 merit certificate
5 merit certificates	=	Merit Bar Badge, in house colour
10 merit certificates	=	Merit Shield Badge, in house colour
15 merit certificates	=	Gold Shield Badge
20 merit certificates	=	Platinum Shield Badge

Section 3: Supporting all learners

At Cutenhoe Hill Primary School we will support all learners to develop valued behaviours through a continued focus on a universal Behaviour Curriculum:

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising valued behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm))
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (low level behaviours, giving time for behaviour to stop – do not give attention to these behaviours) However in incidents where there is risk to harm, children are appropriately supported and monitored.
- Positive language (tell children what you would like to see, not what you don't e.g. walk, thank you, rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the

appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

In addition, **weekly explicit teaching of behaviour** will be incorporated into the timetable to ensure children are given sufficient time to learn and develop valued behaviours. Class teachers will be responsible for the delivery of these lessons and senior leaders will be accountable for monitoring the quality of lessons.

Targeted Support:

We understand that some children may not meet the expectations for behaviour at Cutenhoe Hill Primary School. Where this is the case, and the universal behaviour curriculum is not sufficient at effecting change, then targeted support will be given. This support will be individual to the child and will follow the steps detailed in the graduated response document (Appendix 2). Some specialist interventions that may be offered are:

- Drawing and Talking
- Lego Therapy
- Experiential play Therapy
- Sensory circuits
- Individualised Zones of Regulation sessions

Section 4: Low Level Behaviour

Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help (they may be struggling to understand the content of the lesson), attention or that they are bored or

impatient. Low level behaviour should not need support from a member of staff unless it is persistent and disruptive and therefore becomes detrimental.

Section 5: Detrimental Behaviours

Detrimental Behaviour (including 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Difficult Detrimental Behaviours	Dangerous Detrimental Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by shouting, banging, making noises	Hitting
Throwing small equipment	Kicking
Leaving the classroom without permission	Fighting
	Biting
	Punching
	Throwing furniture
	Pushing over furniture
	Throwing small equipment with intent to injure

Difficult detrimental behaviours should be managed within year group teams including support from specialist staff. Dangerous detrimental behaviour is likely to need SLT and/or specialist stafff support/intervention.

BEYOND THE SCHOOL DAY

The law also gives teachers the power to support children to understand the impact of their behaviour beyond the school day. Pupils may be reported for displaying detrimental behaviour outside of the school if it is witnessed by a staff member or other members of our school community. This could be when:

- travelling to and from school
- a pupil is wearing school uniform
- a child is in some other way identifiable as a pupil at the school

- a pupil poses a threat to another pupil or member of the public
- behaviour could adversely affect the reputation or orderly running of the school

The school will also use this to respond to detrimental behaviour displayed by pupils in the care of their parents whilst on the school's premises and the Cutenhoe Road site. Educational and or protective consequences may be put into place in order to address this in line with this policy.

An example of a protective consequence may be to withdraw the right for a Year 5 or 6 child to walk to and from school unaccompanied until a suitable time to allow for the child to be taught how to do this safely.

Section 6: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours that are unexpected and where risk management plans are not in place. These incidents should be rare but it is important we know how to respond should they occur.

In the first instance:

Staff to request assistance from within their year teams. If that is unsuccessful, then a call should be made to an on-call member of SLT - the on-call member will be known on a daily basis.

In the unlikely event of the following incidents occurring please do the following:

Pupil leaves the school site: call the police - do not follow. Parents to be informed immediately.

Pupil self-harms: call parents with a request to take their child to urgent care. If parents are unavailable, and staff are immediately concerned about the mental health of a young person, the Headteacher can authorise a member of staff to escort child to urgent care.

Significant incident of dangerous detrimental behaviour: Parents must be informed on the same day and where possible a meeting with parents held to discuss behaviour concerns.

Any incident of unforeseen behaviour **MUST** be logged on CPOMS by all adults involved to ensure a full and detailed picture of the incident is gathered.

Debrief of incident and RMP (risk management plan) to be created by the class teacher and SLT to ensure appropriate educational consequences and protective consequences have been considered.

Parents must be informed the same day of any incidents of unforeseen behaviour. This will be the responsibility of the class teacher or a member of the Senior Leadership Team and can be over the phone or face to face.

Section 7: Appropriate Touch in School

We recognise that there are times when it may be appropriate for staff to use positive touch. Appropriate examples of this are:

- Responses affecting the safety of the child e.g. hand holding to cross a road or the use of restrictive handling when a child becomes a danger to themselves or others.

- Responses supporting social and emotional development. **Providing comfort is always ok** so long as it is appropriate for the age and development of the child e.g. a comforting arm around the shoulder, sitting next to a child on a chair or on the carpet. Face to face cuddles and lap sitting are not appropriate and should be actively discouraged.

- Responses to manage health hygiene and personal care. Where a child requires intimate personal care, staff should ensure that the pupil is comfortable with the staff member attending to their needs. A child's privacy and dignity should always be preserved.

- All children are expected to walk, but at times may need gentle guidance and support. No child should be carried unless this is specific element of an individualised care plan.

From time to time some children may find separating from parents and caregivers distressing, this is referred to as separation anxiety. The school will work with families to ensure their children settle as quickly as possible. Physical separation (lift, pull or drag)from a carer is not appropriate, if this is the case then the parent/carer will be asked to come in and settle their child. Adaptions for morning routines can be explored if children don't settle within a reasonable time frame.

Section 8: Use of reasonable force

Reasonable force is defined as a degree of physical contact required to control or restrain, using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury but in extreme cases, it may not be possible to avoid injuring the pupil. (DfE guidance, Use of Reasonable Force, July 2013).

All members of staff have the legal power to use reasonable force to control or restrain children to prevent them from hurting themselves or others, damaging property, or from causing disorder. This includes:

- removing a child from the classroom where they have refused to follow an instruction to do so

- preventing a pupil behaving in a way that disrupts a school event, trip or visit

- preventing a pupil from leaving the classroom where that would lead to a risk to their safety or lead to behaviour that disrupts the behaviour of others

- preventing a pupil from attacking a member of staff or another pupil or to stop a fight in the playground

- restraining a pupil at risk of harming themselves through physical outbursts

- searching a pupil without consent for 'prohibited items'

Incidents of physical restraint will:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Recorded on CPOMS and reported to the Headteacher and parents on the same day

Schools do not require parental consent to use reasonable force on a pupil. All staff at Cutenhoe Hill Primary School have received the full Therapeutic Thinking training from trained tutors (Mrs. Blackwell). This training priorities supporting children when dysregulated and physical restraint is not a strategy that is used to modify behaviour. However, in an emergency, any member of staff is authorised by the Headteacher to use reasonable force. In the event that a pupil complains when force is used on them, it will be thoroughly investigated. The onus is on the complainant to prove his/her allegations, not on the member of staff to show s/he has acted reasonably. If the above guidance has been followed, staff will have a defence to any criminal prosecution. Any malicious accusations against school staff may lead to legal action. All concerns or complaints will be taken seriously and investigated in line with safeguarding procedures.

Section 9: Communication and recording within school

Incidents of detrimental behaviour must be reported on CPOMS under the tab for behaviour the same day. The recording of the incident must be factual and void of emotive language. There must be a clear follow up detailing educational and or protective consequences. It is the responsibility of the member of staff recording/reporting the incident to ensure that parents have been informed, if necessary. We will use ABC charts which will be uploaded onto CPOMS. These show Antecedent, Behaviour and Consequence as well as explaining the possible reason for the behaviours (Appendix 3)

Logical consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Examples of educational consequences can be found in Appendix 5.

If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term. (see definitions Appendix 4). Examples of protective consequences can be found in Appendix 5.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened. Staff will also use positive phrasing throughout:

Staff will use positive phrasing – say thank you – not please e.g.
'Thank you for sitting down with me to explain what has happened.'

Other positive phasing examples:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

1. Staff will look to use praise for valued behaviours in the first instance.
2. A verbal/physical indication is given so the child is aware that expectation is not being met.
3. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
4. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. ***"You can talk to me here or talk to me in my office.'' "We can talk here or outside the classroom." "We can complete the work now or when you are ready but it does need to completed."***

Other limited choice examples:

- Where shall we talk, here or in the library?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

5. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the

behaviour will be ignored and the child will be given an indication that the member of staff is ready to listen when the child is ready.

6. Where a child has become distressed all staff will follow the following script in addressing the situation ***'I can see something has happened. I am here to help. Talk to me and I will listen.'***
7. If steps 1-6 have not been sufficient in de-escalating behaviour and the behaviour has become dangerous then it may be necessary for the child to access the well-being space closest to their base class. Once in the well-being space and calm, a positive debrief of the situation will occur and may result in protective or educational consequences being applied.

8. If there is a regular occurrence of detrimental behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the detrimental behaviour with the **class teacher** and their child. At this stage, Anxiety Mapping will be completed and analysed. Consideration will also be given to a non-cognitive approach such as Drawing and Talking.

9. If there is persistent detrimental behaviour (a pattern has formed and targeted pastoral work has already been undertaken with little impact) The following actions will occur:

   A a Risk Management Plan (RMP) will be drawn up with by class teacher and other adults who work with the child (in conjunction with any other supporting documentation). This is shared with pupil/parent/carer and all staff.
   B The risk management plan will include: a de-escalation script, educational and protective consequences and valued activities
   C restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships.
   D If RMP does not result in improved behaviour, then a referral may be made for advice or support for pupil in school.
   E in the process of the above, an Educational Health Care Plan may be considered for the pupil.
   F If a child has a RMP this will be reviewed half termly until the need for one ceases

10. Fixed term internal suspension (removal from the classroom) – carer/parent involved the same day. Alongside removal from the classroom, children will complete "behaviour pathway" work that seeks to educate and support children who need further help with certain behaviours. This also may be shown to parents/sent home for further work to be completed.

11. Fixed term external suspension- carer/parent to collect child from school. Reintegration meeting booked for the parents, child, class teacher and a member of SLT to negate similar incidents occurring again (further protective and educational consequences are likely to be put in place).

12. Permanent suspension. In all cases of temporary or permanent suspension Luton guidelines will be adhered to.

Any consequences will always be discussed with the pupil so the logic is clear.

Adaptations for pupils with Special Educational Needs

The behaviour policy will be implemented alongside the SEND policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.

Section 10: Communication with parents and carers

Parents will be notified of concerns about a child's behaviour as soon as it is felt necessary and definitely if they have displayed detrimental behaviour.

Parents will be notified of any protective and educational consequences that have been put into place to support their child to meet the school's behaviour expectations. The class teacher will be responsible for communicating this to parents. All communication to parents with be delivered in a sensitive way and be without judgement or shame.

Parents may also contact the school if they would like further information about their child's behaviour.

Section 11: Exclusions

Internal Exclusions

In some situations, we may decide to withdraw a child from their class for a fixed period – this is called an internal exclusion. An internal exclusion may be used as an immediate protective consequence.

The child will have to complete work in one of the well-being rooms - a member of the well-being team or SLT will supervise the child. During this time restorative work will be completed with the child to support them in understanding the impact of their behaviour and also to reset behaviour expectations.

A child could be given an internal exclusion (removal from the classroom) for significant displays of detrimental behaviour in class or on the playground.

The Headteacher/Deputy in discussion with the class teacher will decide whether this consequence will be used with a child and parents will be notified.

Fixed-term External Exclusions

The Headteacher reserves the right to override all above procedures, if it is felt the situation warrants it, and use the sanction of a fixed term exclusion.

Examples where this may occur include where a child has displayed dangerous detrimental behaviour despite pastoral work being completed including a RMP. Examples of this:

- Where significant harm has been inflicted resulting in injury to a pupil or staff member
- Where there has been significant damage to school property
- Where there is an immediate risk of harm to an individual or a group and external exclusion is the most appropriate protective consequence.

Where a child is excluded for a fixed period, the exclusion will be for the minimum time required to ensure that the child and others in the school understand that the behaviour has been unacceptable. Where it is necessary to exclude a child for the first time, a fixed period exclusion of one day will often be appropriate. Details of the period of the exclusion and the

reason for it will be provided to the parent in a letter, together with the information on how the parent can make representations to the governing body. When a child is excluded for a fixed period of up to 5 consecutive school days, the child will be given appropriate school work to do at home, which will be marked when s/he returns to school. The parent and child will also be requested to attend a reintegration meeting with a member of SLT and the Class teacher on the child's return to school following a fixed-term exclusion. This meeting allows the child, parent and school staff to discuss the impact of the exclusion on the child's behaviour and identify ways in which the child can be supported in modifying their behaviour in future. For fixed period exclusions of more than five school days, the governing body will arrange suitable full-time education for the child.

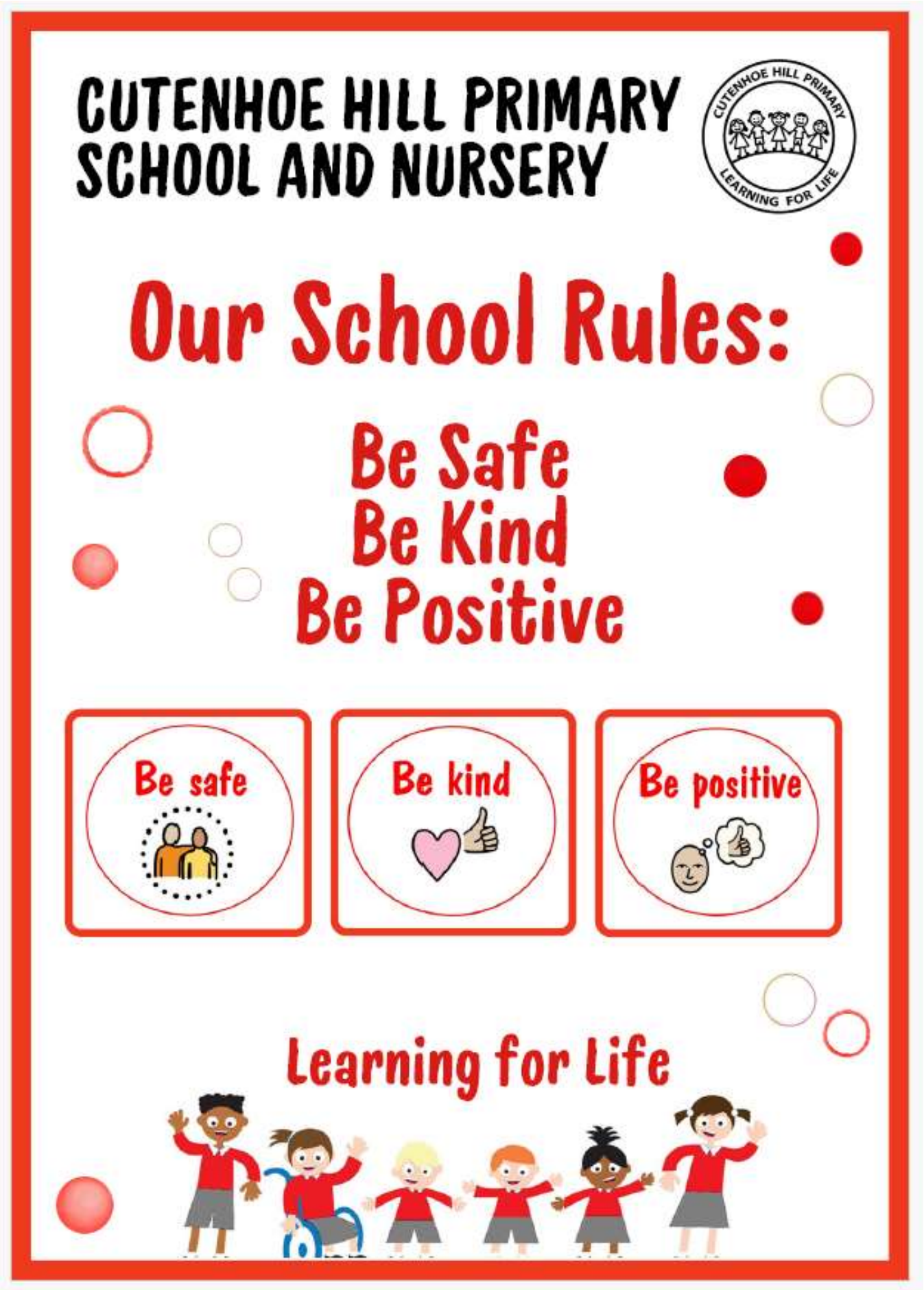
Permanent Exclusions

In exceptional circumstances, the decision may be made to exclude a child permanently. This decision would only be taken in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

See Exclusions Policy for more details

Appendix 1: School Rules Poster



Appendix 2: Graduate Responses

Cutenhoe Hill Primary School and Nursery

Graduated Response to Behaviour

UNIVERSAL **Behaviour Curriculum**	• Establish routines and identify valued behaviours • Include the above within pupil induction • Create and monitor staff code of conduct • Identify content of behaviour curriculum • Identify opportunities for learning and create supporting plans • Identify children not making expected progress and refer to Behaviour Policy
TARGETED **Behaviour Policy**	• Policy reflects DfE guidance • Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority • Check if the identified behaviour is covered in policy • Follow the policy • Record the impact of policy on pupil's behaviour • Where policy is not progressing the behaviour of most children, review the policy • Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis
TARGETED PLUS **Early Prognosis**	• Describe the behaviour factually and unemotionally • Gather appropriate and authentic pupil voice • Gather information from all relevant parties, included multi-agency colleagues • Use the collated information to Assess, Plan, Do, Review • Consider involvement of multi-agency colleagues • Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress
SPECIALIST **Predict, Prevent & Progress**	• Review all information within Early Prognosis document • Complete Risk Calculator • Identify protective and educational consequences • Complete Subconscious and Conscious checklist • Complete Anxiety Analysis for relevant variables • Use all collated information to Assess, Plan, Do, Review • Consider involvement of multi-agency colleagues • Where further intervention is needed, move to the analysis and planning within Therapeutic Plan
SPECIALIST PLUS **Therapeutic Plan**	• Ensure all preceding analysis documents are reviewed • Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis • Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours • Use the collated information to Assess, Plan, Do, Review • Consider involvement of multi-agency colleagues • Consider group dynamic options • Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 3: ABC Chart

CUTENHOE HILL PRIMARY SCHOOL and NURSERY

ABC Chart

Name: Date:

Antecedents	Behaviour(s)	Consequence(s)

The ABC Chart…

A Antecedents	B Behaviour(s)	C Consequence(s)
What was going on at the time: background, circumstances, the setting events and triggers • Time / Day / Date? • Location? • Who was present? • What was the person doing? • What was happening around them?	Describe in plain English your observations of the behaviour: • What did you first notice: any change from normal behaviour? • Were there signs of escalation: CUES? • What was the behaviour of concern?	What happened as a result of the behaviour? • How did you or others respond? • Did anything change as a result of the behaviour e.g. was the activity ended?

Appendix 4: Definitions

Cutenhoe Hill Primary School and Nursery

Definitions

Behaviour: Everything a person says or does. The spectrum of behaviour goes from valued behaviours to dangerous detrimental behaviours. A behaviour policy should increase valued behaviours and reduce detrimental behaviours through planned responses.
Being Therapeutic: An approach to behaviour that aims to create helpful feelings in pupils. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained experiences.
Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.
Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.
Consequence: A logical, explainable response to a valued or detrimental behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.
Detrimental Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.
Difficult detrimental behaviour: That which is detrimental, but not dangerous. Difficult detrimental behaviour is behaviour that is difficult. It should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.
Dangerous detrimental behaviour: That which is both detrimental and dangerous and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.
Dynamic: Any group of people brought together through choice, circumstance or obligation.

Educational consequences: The essential learning, rehearsing or teaching to enable behaviour change. Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary, educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.
Equality: Affording people the same equal status, rights, and opportunities.
Equity: The differentiated measures to provide equal opportunities.
External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.
Externalising: When a person's natural response to unhelpful feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.
Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.
Helpful feelings Feelings that we want to create in our children, staff and parents (e.g. supported, understood).
Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.
Internalising: When a person's natural response to unhelpful feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.
Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.
Protective consequence: Removal of a freedom to manage harm. Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.
Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.
Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.
Unhelpful feelings: Feelings that we want to protect our children, staff and parents from experiencing (e.g. shame, fear, humiliation).
Valued Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Appendix 5: Examples of protective and educational consequences

As a logical consequence for behaviours that do not meet the school's behaviour expectations of the school, educational and/or protective consequences may be put into place to support children to make behaviour changes.

Protective consequences:

These are used when children display dangerous detrimental behaviours. Some protective consequences may be:

- Temporary increased ratios
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching spaces
- Differentiated curriculum or resources

Educational consequences:

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Some educational consequences may be:

- Learning about the relevance of the task
- Rehearsing and practicing behaviour
- Understanding and assisting with repairs.
- Researching the implications of behaviour
- Conversation and exploration (developing tolerance, empathy and understanding

Detrimental behaviour	Appropriate Educational Consequence	Appropriate Protective Consequence	Further guidance
Absconding: not where they should be at the right time e.g. running off at lining up time	**Restorative de-brief to include:** -Look at the valued behaviours within the school rule 'Be Safe'.	Leave the playground with supervision before the whistle blows Adaption to the routine e.g. holds fire register, has a role	Do not chase. One member of staff needs to be allocated to ensure the child is safe. (detrimental behaviour is tactically ignored).

	-Social story -Practise of key skills e.g. lining up, stopping when the whistle goes etc. -praise of valued behaviours	within the line order etc.	Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate **ABC form to be completed**
Persistent swearing	**Restorative de-brief to include:** -Look at the valued behaviours within the school rule 'Be Kind' Discussion with the child about helpful and unhelpful feelings -social story -praise of valued behaviours	Swearing which is targeted and aggressive towards individuals or groups may result in the child having social interactions limited for a set time. In some instances, it may be necessary for the other children present to be removed from the situation	Staff must not react and instead remain calm. Use de-escalation script 'I can see you are upset; I am here to help' Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate **ABC form to be completed**
Physical altercation (e.g. hitting, pinching, scratching, punching, kicking, strangling, hair pulling and aggressive pushing)	**Restorative de-brief to include:** -Look at the valued behaviours within the	Aggression which is targeted towards individuals or groups may result in the child having social	Staff must not react and instead remain calm. Use de-escalation script 'I can see you

	school rule 'Be Safe' and 'Be Kind'.	interactions limited for a set time.	are upset; I am here to help'
	-Social story -support the child in thinking about how they can repair the relationship. Within this, explore how everyone involved feels- are these helpful or unhelpful feelings -consider pre-emptive strategies when faced with a similar situation -praise of valued behaviours	In some instances, it may be necessary for the other children present to be removed from the situation	Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate **ABC form to be completed**
Spitting	**Restorative de-brief to include:** -Look at the valued behaviours within the school rule 'Be Safe' and 'Be Kind'. -Child to clean the spit up -Social story to understand hygiene and offense caused. -support the child in thinking about how they can repair the relationship. Within	Spitting which is targeted may result in the child having social interactions limited for a set time. In some instances, it may be necessary for the other children present to be removed from the situation	Staff must not react and instead remain calm. Use de-escalation script 'I can see you are upset; I am here to help' Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate

	this, explore how everyone involved feels- are these helpful or unhelpful feelings -consider pre-emptive strategies when faced with a similar situation -praise of valued behaviours		**ABC form to be completed**
Throwing furniture (and implements that can cause harm)	**Restorative de-brief to include:** -Look at the valued behaviours within the school rule 'Be Safe' and 'Be Kind'. -Social story -support the child in thinking about how they can repair the relationship if damaged. Within this, explore how everyone involved feels- are these helpful or unhelpful feelings. -consider pre-emptive strategies when faced with a similar situation -child to pick up items which have been thrown	Immediate removal of other children may be necessary. Certain resources may be restricted for a set period of time and gradually returned e.g. scissors, science equipment, PE rackets and other resources. Adaptions to classroom set up, seating plans and access to activities may be limited.	Staff must not react and instead remain calm. Use de-escalation script 'I can see you are upset; I am here to help' Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate **ABC form to be completed**

	-praise of valued behaviours.		
Damage to property	**Restorative de-brief to include:** -Look at the valued behaviours within the school rule 'Be Safe' and 'Be Kind'. -Social story -support the child in thinking about how they can repair the damage to property and/or relationships. Within this, explore how everyone involved feels- are these helpful or unhelpful feelings. -consider pre-emptive strategies when faced with a similar situation -child to pick up items which have been thrown -praise of valued behaviours.	Immediate removal of other children may be necessary. Adaptions to classroom set up, seating plans and access to activities may be limited. Some time working away from the main class may be necessary until the child is able to demonstrate 'safe' behaviour.	Staff must not react and instead remain calm. Use de-escalation script 'I can see you are upset; I am here to help' Children who have been identified as being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate **ABC form to be completed**
Defiant refusal	**-Restorative de-brief to occur:** Explore why the child does not want to complete the work.		Use of scripts and limited choice *"We can complete the work now or when you are ready but it does need to completed."*

	Do they understand, does it need adaptations -Explore the feelings of all those involved and the school rule of 'Be Positive' -complete the work at a different time -practise alternative strategies when in a similar situation		**Praise valued behaviour as soon as observed**
Persistent Disruptive Behaviour	**-Restorative de-brief to occur:** Explore why the child is disrupting the learning. Do they understand, does the work need adaptations (do they need more challenge?) -Explore the feelings of all those involved and the school rule of 'Be Positive', 'Be Kind' and 'Be Safe' -practise alternative strategies when in a similar situation -rehearsing and practising behaviour expectations until secure.	Adaptions to classroom set up, seating plans and access to activities may be limited. Some time working away from the main class may be necessary until the child is able to demonstrate 'safe' positive'.	**Praise valued behaviour as soon as observed**

Appendix 6: Behaviour Expectations at Cutenhoe Hill

Cutenhoe Hill Primary School and Nursery

Learning for Life

Behaviour expectations at Cutenhoe Hill Primary School

At Cutenhoe Hill Primary School, we believe in a therapeutic approach to behaviour. To address this we have developed a bespoke behaviour curriculum which is taught in explicit lessons each week. The curriculum has been carefully created to support children to prepare them for their future, teaching and modelling behaviours that are expected.

Our behaviour curriculum is built around the 3 school rules:



Formative Assessment Mark book – Behaviour

BE KIND	BE SAFE	BE POSITIVE
Works and plays cooperatively and take turns with others	Explain the Shows an understanding of being responsible by moving around the school appropriately reasons of rules	Shows an understanding of their own feelings and those of others and regulates their behaviour accordingly
Can share resources and equipment fairly. Can look after equipment-	Can follow instructions-	Understands how to win and lose with grace
Demonstrates good manners	Demonstrates how to play safely at social times	Set and work towards goals

Shows sensitivity to their own and others' needs	Knows right from wrong and tries to modify their behaviour accordingly	Wait for what they want and control their immediate impulses
Listens attentively and responds to what they hear with relevant questions/comments	Understands how to keep themselves safe online and in the community	Is willing to try new activities
Supports and motivates others to be successful	Shows an understanding of how to keep themselves physically healthy	Shows increasing independence in resolving own problems
Shows respect and tolerance for others	Shows an understanding of how to keep themselves mentally healthy	Shows perseverance when presented with a challenge
Willing to help adults and peers		Has a growing awareness of the ways in which they can self-regulate and is able to identify and use appropriate strategies
Understands how to resolve conflict positively		

Our Routines:

Arriving at School

Everyone should arrive at school on time. Children should arrive calmly and ready to learn. Children can expect to be greeted on the gate by SLT and at the door by their teacher and support staff who will remind them of their classroom routine. We say good morning to each other.

Silent signaller

Our staff use a silent signaller to gain the attention of the class, when the children see this they should give the adult their full attention and sit/stand silently to hear the next instruction.

Walking around the school

We expect children to walk when moving around the school building. This helps to avoid accidents and maintains a calm environment. We use indoor voices.

Silent assemblies

Children and adults are expected to be silent when coming into assemblies, this enables a smooth and speedy entrance and exit.

Breaktimes

At the end of breaktime, an adult on duty will blow a whistle, children are expected to stand still. The adult in charge will then call the year group they would like to line up. This is done in silence to make the transition from breaktime to the classroom calm and manageable.

Lunchtime

Lunchtimes are a very busy, structured part of the day at Cutenhoe Hill Primary School. Children should ensure they line up in silence when waiting for their food. Once they have collected their food they will sit straight down. Children should keep their voices low when talking to their friends in the dinner hall. Children who have a packed lunch must put all of their rubbish back in their packed lunch boxes so that parents can see what has been eaten. Once they have finished their food they must remain seated until an adult dismisses the year group. Children will be reminded of their manners and are expected to use them to all staff in the dinner hall.

Playtime

Children will be expected to play safely and choose games which are not rough. We won't accept any form of play fighting as we want to keep everyone safe. Staff will model and teach children how to share, be kind and understand the needs of others. Adults will interact and actively engage in games with the children.

End of the day

Everyone will ensure the classroom space is left in a tidy and orderly way. All items will be picked up off the floor, resources put away tidily, all items hung up on pegs and chairs tucked in. Children will be reminded to take care of their belongings and ensure they have everything they need to go home with. Children will remain in their seats until an adult dismisses them. We start the day calmly and we want to end the day calmly.