Therapeutic Thinking: Behaviour & Relationships Policy

Hillborough Infant and Nursery School

Owned and Written by: Ms J Walter, Headteacher, Stakeholders & Therapeutic Thinking	**Date:** September 2026
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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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.

1. Relevant legislation, statutory requirements, and guidance.

The following documents are all relevant and may also be supported by other school documents and policies.

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Mental health and wellbeing provision in schools (DfE, October 2018)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024) Schools are awaiting the new Ofsted Framework – pending Autumn Term 2025
- Keeping children safe in education 2025 (DfE, September 2025)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)
- Hillborough Infant & Nursery School is a maintained school that adopts policies that are issued by Luton Borough Council, Education Department for Luton and other departments.

2. Definitions

Hillborough Infant & Nursery School – will use the following and update accordingly, then share with all stakeholders

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Hillborough Infant & Nursery School can be found in Section 7.

Dangerous behaviour: a form of detrimental 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, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Hillborough Infant & Nursery School's responses can be found in Section 7d.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Hillborough Infant & Nursery School can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Hillborough Infant & Nursery School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Hillborough Infant & Nursery School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

b. Annual training

- The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c. A culture of learning and support

- At Hillborough Infant & Nursery School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.
- All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

d. Targeted support

- If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:
    - Joint planning with a colleague
    - Co-delivery with a colleague
    - Observations and co-reflection with a colleague
    - Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
    - Formal training
    - Performance review

5. Roles and responsibilities

e. Governing Body

The governing body are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the Headteacher to account for its implementation.

f. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors/trustees) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour

- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

g. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support SCHOOLX's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
    - Creation and review of a behaviour curriculum
    - Ensuring staff have access to training or support to develop skills and understanding

h. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

i. Parents and guardians

Parents and guardians, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with [the relevant member of staff]
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and guardians, and is committed to working in partnership to meet the needs of children. The school will inform parents / guardians about their child's valued and detrimental behaviour.

j. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Hillborough Infant & Nursery School and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour
- and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

6. Valued behaviour

At Hillborough Infant & Nursery School, we use the term-valued behaviours in relation to behaviour that is positive, helpful and intended to promote social acceptance. Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

At Hillborough Infant & Nursery School, our key values are as follows: C-A-R-E and linked to each letter are key words:

- C – community
- A – aspire
- R – respect
- E – empowerment

We believe that the following encompass the values in which we want to promote in our school

b. Behaviour Curriculum – Implementation

Hillborough Infant & Nursery School			
C – community	A – aspiration	R – respect	E - empowerment
Working together	Aiming high	Listening carefully	Having a go
Helping others	Trying your best	Being polite/good manners	Making green choices
Being a good friend	Never giving up	Using kind words	Believing in yourself
Supporting each other	Wanting to improve	Looking after property	Taking responsibility
Celebrating success	Being resilient	Valuing differences	Learning from mistakes
Everyone belongs	Have a go	Following rules	Asking for help

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Hillborough Infant & Nursery School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken.

Supporting all learners

At Hillborough Infant & Nursery School, we will support all learners to develop valued behaviour through a continued focus on the following:

- 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)

- 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** (through planned and incidental learning) 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.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. School routines

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 Hillborough Infant & Nursery School will:

• Verbally acknowledge the behaviour demonstrated, clearly identifying which value has been seen

• Award a Class Dojo point for the valued behaviour

• Give a spontaneous reward such as a sticker, visit to another adult etc.

• 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, Class Dojo. 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.**

c. Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the **school systems for recording e.g. EduKey, CPOMS, observation records etc.**
- Termly reviews of celebrations and recognitions. All staff should record postcards, phone calls, letters, and recommendations for awards using the school systems.
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Hillborough Infant & Nursery School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical

and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at Hillborough Infant & Nursery School and as far as possible staff are expected, encouraged, and supported to respond to these themselves.

ii. Examples may include (but are not limited to) the following:

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

iii. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. E*.g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

iv. Some detrimental behaviours may be less common and/or have increased severity. Examples are in the table above

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- **Intervene** – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- **Apply consequences** - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
    - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
    - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
    - increasing adult input / supervision for a defined period of time
    - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
    - increasing / adapting praise and celebration of valued behaviour when it is displayed

Difficult detrimental behaviours should be managed within year group teams including support from the wellbeing team. **Dangerous detrimental behaviour** is likely to need SLT and/or the wellbeing team to support or intervene.

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 torespond should they occur.

In the first instance:

Staff to request assistance from their allocated well-being team member. If they are unavailable 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 – due to age of child, follow but from a safe point. Do not chase or potentially cause an injury to happen. Parents to be informed immediately.
- 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, SENDCo 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.

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. **Individual pupils** - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

ii. **Groups of pupils** - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,

- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following three areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Hillborough Infant & Nursery School and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.

ii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Hillborough Infant & Nursery School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using **the school systems e.g. CPOMS**, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Hillborough Infant & Nursery School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity, and inclusion policy.

8. Links to other policies and documents

This section requires populating, ensuring reference to all appropriate school policies and documents that complement the behaviour policy. Examples are below.

- Suspensions and Exclusions
- Safeguarding
- Curriculum, teaching and learning
- Behaviour Curriculum
- Equality, Diversity, and Inclusion
- Special Educational Needs

Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Working in partnership with pupils, families and others: ensure that the class charter/rocket is created/revisited and the RAG rating of behaviours. All staff: will ensure that 'choices' (green, amber, red) are understood/revisited and associated language. Appendix 1A – linked to this under 'universal'
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Hillborough Infant & Nursery School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
    - Physical, Emotional, Mental, Reputational

- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 1A

Hillborough Infant & Nursery School: Graduated Response to

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 2: Hillborough Infant & Nursery School: School Rules Poster



Appendix 3: 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 4: 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 practising 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 values of 'CARE'. • Social story • Practice of key skills • e.g. lining up,	• Leave the playground with supervision before the whistle blows • Adaption to the routine e.g. holds fire register, has a role within the line order etc.	• Do not chase. One member of staff needs to be allocated to ensure the child is safe. (detrimental behaviour is tactically ignored).
	• stopping when the whistle goes etc. • praise of valued behaviours		• 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 • **CPOMS 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
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 school rule 'CARE' • Social story • support the child in thinking about how they can repair the relationship. Within this, explore how	• Aggression which is targeted 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 behavior should • always be closely monitored and supported to intervene before they escalate • **CPOMS form to be completed**
Spitting	**Restorative de-brief to include:** • Look at the valued behaviours within the school rules 'CARE'. • 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	• 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

	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		being at risk of displaying this behaviour should always be closely monitored and supported to intervene before they escalate • **CPOMS 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 'CARE'. • 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 • praise of valued behaviours.	• Immediate removal of other children may be necessary. • Certain resources may be restricted for a set period and gradually returned e.g. scissors, science equipment, PE resources 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 • **CPOMS form to be completed**
Damage to property	**Restorative de-brief to include:** • Look at the valued behaviours within the school rule 'CARE'. • Social story • Support the child in thinking about how they can repair the	• 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	• Staff must not react and instead remain calm. • Use de-escalation script 'I can see you are upset; I

	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.	class may be necessary until the child is able to demonstrate 'safe' behaviour.	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 • **CPOMS form to be completed**
Defiant refusal	**Restorative de-brief to occur:** • Explore why the child does not want to complete the work. 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		• Use of scripts and limited choice: *"We can complete the work now or when you are ready but it does need to be completed."* • **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 'CARE' • practise alternative strategies when in a similar situation • Rehearsing and practicing 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**
