



## **Behaviour & Relationship Policy** **(including acceptable physical contact)**

### **Aims and Expectations**

We work hard to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, our values are based on trust and respect for all. This Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and respected.

We have very high expectations of behaviour and we strive to ensure that all children behave and learn to the best of their ability. At Icknield Walk First School, a child is not to be labelled as 'naughty.' We talk to children about appropriate choices and use language around safety, for example, 'You are showing me that you can't be safe on your own, let me help you.'

The school has a number of rules, but this policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We work in conjunction with parents to achieve this aim.

The school encourages pro-social behaviour (we also call this valued behaviour), as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote pro-social behaviour, rather than merely deter anti-social or detrimental behaviour.

Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

At Icknield Walk First School, we recognise that the learning process is dependent upon the quality of relationships and that young people learn better when they have an emotional attachment to the person teaching them or providing support. We expect staff to follow this policy and work consistently with our children, so that they find school predictable and safe.

At the start of each half term, staff will work with all pupils to remind, reinforce and encourage our high aspirations of our community. We expect everyone in our school community (Staff, Parents, Carers, Visitors, Governors and Pupils) to exhibit pro-social behaviour and values such as:

- Welcome everyone and include everyone
- Be kind and gentle
- Listen to each other and give everyone a chance to be heard

- Try our best with our learning
- Care for our school and everything in it.

We will also regularly remind the children to use our learning powers to help their learning;

- Cooperation
- Resilience
- Concentration
- Ambition

We make sure that our children understand that by following our school's valued behaviours they and their peers will learn more effectively.

### **Inclusion:**

At Icknield Walk First School we are committed to promoting appropriate healthy inclusion, throughout the school day, in both the curriculum and in extra curricular experiences. Inclusion at Icknield Walk is not about treating everyone the same; inclusion is about meeting individual needs, '*different for different*', so children can be included.

Inclusion is however, about everyone treating an individual the same. It is this consistency which allows everyone in our school community to have their needs met on a consistent individual basis, as we know we are all different and we should celebrate that.

Our Behaviour and Relationship policy is created to reach the majority of our children and allow them to be successful. We recognise that some children may require a more individual, specific approach, for these children we will provide additional support for example we may use a Predict and Prevent and Progress Plan or a Therapeutic Risk Reduction plan to formalise this support (see appendices). We know need to work with our children in a way that is appropriate to their developmental stage, which may be very different to their chronological age.

In exceptional circumstances, it may be necessary for the school to seek advice from external agencies and services. This action would be discussed with parents/carers.

### **Therapeutic Thinking**

The school has adopted the Therapeutic Thinking approach to behavior management. All staff at Icknield Walk receive regular training. The school has 4 trained tutors who lead training and offer advice and support to staff (Jane Sherwood, James Taylor, Claire Jacklin and Claire Harward). These staff are to be consulted if a child's behavior is significantly concerning or the issues are ongoing.

Underpinning the Therapeutic Thinking philosophy is the understanding that:

Our life experiences have an enormous impact on how we feel and on our behaviour.

Negative experiences create negative feelings.

Negative feelings create negative behaviour.

Positive experiences create positive (pro-social) feelings

Positive feelings create positive (pro-social/valued) behaviour

This means that our focus in all situations is to create valued behaviour by creating pro-social feelings in our children.

Through Hertfordshire Steps we consider the whole child, to support not only academic success but also to promote their physical, social, emotional and mental health development.

We support children and young people to learn behaviour through:

- Building relationships with adults and peers
- Reminding
- Role modeling
- Clear boundaries and expectations
- Praise and positive reinforcement
- Comfort

Valued behaviour will be taught and developed through:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions, which are likely to be most effective in achieving the desired outcome for an individual.
- Positive Phrasing – disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance, to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; and behaviour plans support this see appendices)
- Enrichment and positive reinforcement
- Comfort and forgiveness
- Kindness and understanding
- The Head Teacher awards stickers.
- Pompom jars (Yr2,3,4) and 'Wow' Straws (Yr R and 1) which allow whole class responsibility and reward
- Responsibilities given
- Work displayed around school
- Effective use of praise – either privately or publicly - teachers find time to congratulate children when they are behaving well.

### **Reflect, Repair and Restore:**

This is the process through which we work with a child following a behavioural incident, in a process of restorative debrief with the child, this may include visuals depending upon the needs of the child.

<b>Traditional Approach</b>	<b>Restorative Approach</b>
What's happened?	What's happened?
Who's to blame?	Who has been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this never happens again?

Questions to ask the person who has been harmed and then the harmer:

1. Tell me what happened
2. What were you thinking?
3. How did you feel? How do you feel now?
4. Who else has been affected?
5. What do you need/need to do to fix this/move on?

For example:

If a child has hurt another child. The adult would find out what happened from both children (and maybe some bystanders). The adult would be curious as to why the child did that and what was going on just before and after.

If the child wanted a piece of equipment and so hurt in order to snatch it off another child for example, the adult would reflect with the child on what they could have done instead. Perhaps showing them where alternative pieces of equipment are stored, or modelling how they could ask the other child if they could have a turn. Talking about how to take turns or actually watching other children sharing.

The adult will help the child reflect on how their victim might feel and what they might be able to do to make them feel better.

The adult could then support the child to think about how they could make the situation better, maybe by apologising to the victim.

The final step for the adult will be to check that both children feel that the issue has been dealt with fairly.

### **Consequences:**

We use two types of consequence:

- Educational consequence: we work with the child to help them learn what is required to promote valued behaviour.
- Protective consequence: where staff need to restrict the freedom or access a pupil has within the school day to make sure that everyone in the school community is kept safe. This works alongside educational consequences to be able to restore the freedom or access.

The consequence must be logical:

'You did.....,therefore you will.....'

For example: you pushed in the line, therefore you will wait today and watch the other children lining up, see how to do it nicely and join the line at the end.

Protective consequences examples:

- Limited access to playtime – in this case children still need fresh air and a chance to move around at a different time to the others, moving towards being supported at playtime and then onto remote supervision.
- Escorted in social situations – you can't walk safely around school so I will go with you – moving towards remote supervision
- Differentiated teaching/learning space – you are disrupting everyone's learning you will need to do some learning in this room instead

Educational Consequences:

- Role modeling / practicing
- Completing related tasks
- Assisting in repairs
- Research
- Restorative activities

Timing of the consequence is also key; it will be more effective if the educational consequence is given soon after the event.

An example of this might be a child spending 5 minutes at lunchtime following a morning playtime incident to reflect on their behaviour and talk about what they might do next time.

### **Suspension and Permanent Exclusion:**

The school staff work very hard to avoid the need to suspend any child from school. It would only be in exceptional circumstances that this may be necessary.

We refer to Hertfordshire Exclusion guidance in any decision to exclude/suspend a child from school.

In summary the guidance states:

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if a fixed term suspension has been issued with the indication that there will be an investigation that could lead to permanent exclusion.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion/suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

In our school:

From the 6th day of suspension, we will provide education for the child on site. The child will work in a room with a teacher or HLTA (Higher Level Teaching Assistant) and will take breaks and meal times at a different time to the rest of the school.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background for example.

### **Responsibilities:**

The Governors will:

- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

The Leadership Team will:

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children
- regularly evaluate the systems for promoting positive (valued) behaviour and for responding to detrimental behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents to secure and promote positive behaviour
- contact parents where an incident has caused significant harm to a child or where the incidents could be classed as significant due to their intention for example bullying or racism

All staff will:

- work in partnership with parents and carers to promote valued behaviour
- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate valued behaviour
- share responsibility for behaviour management across the school

- communicate effectively with parents concerning their children's behaviour
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences
- report incidents appropriately (for example significant issues such as verbal and aggressive incidents are to be recorded on CPOMS), incidents where a child has been physically hurt to be recorded on CPOMS and also reported to a senior leader, in this circumstance parents are likely to be informed too.

Parents/Carers:

The school values the relationship with parents and carers and knows that when we work in partnership any issues are solved more effectively. We ask parents and carers to:

- support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- praise and promote valued behaviours through positive feelings as a result of positive experiences

### **Safe touch and Physical Intervention:**

We are a safe touch school, we know that touch is an important and effective way of communicating with children. Touch can be Physical intervention; (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs.

There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress
- To reassure or praise a pupil
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- Touch should be used for the comfort of the child not the adult

Staff will take all steps necessary in advance to avoid the need to restrictively physically intervene, by using de-escalation and distraction.

In the case of an emergency only the minimum force required will be used to reduce the risk of harm or danger.

Staff will be able to show they acted in a way deemed reasonable in response to the incident.

For example, staff may have to restrictively intervene:

- To prevent a person from committing a criminal offence
- To prevent a person from injuring themselves or others
- To remove that person from immediate risk of danger

**Early Years Guidance to physical touch** (usually for children in Foundation Stage – however this may also be appropriate for older children with additional needs)

In the early years, children will often require a hug and may need carrying. This is classed as appropriate touch due to the young age and needs of the child. Touch is used for comfort of the child (not the adult) and children can be lifted in order to help them transition from their carer to the school adult. Carrying a child will not usually be used to make a child transfer from one space to another unless they are in danger or in need of comfort.

\*Pictures and details regarding physical contact can be found in appendix 2.

**Monitoring and Reporting:**

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

Agreed by staff: January 2023

Last Reviewed : June 2026

Next review: June 2028



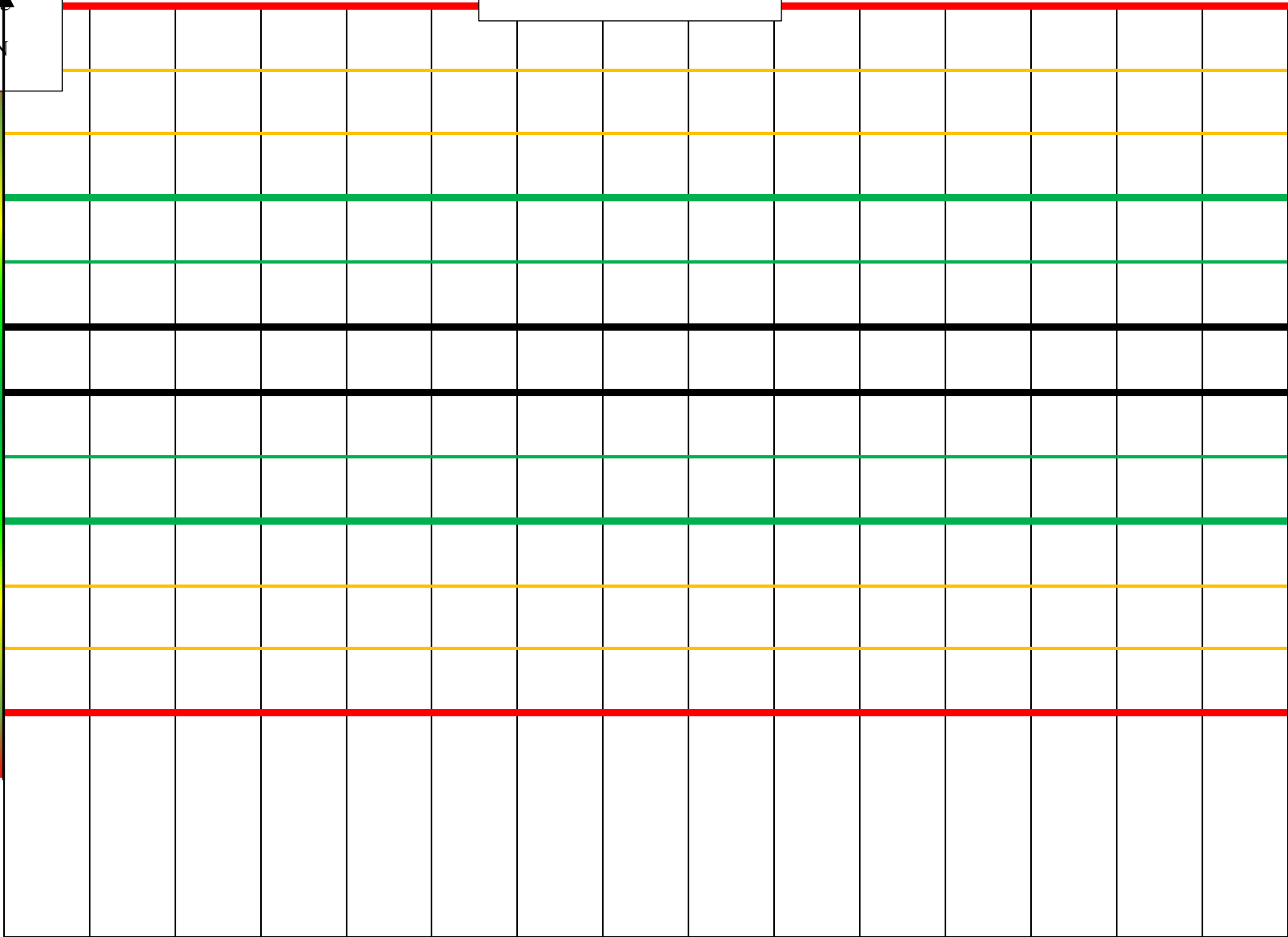
# Anxiety Analysis

Appendix 1 –  
Therapeutic Thinking  
paperwork  
(Paper copies in SEN  
cupboard)

Anxiety



Dependency



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

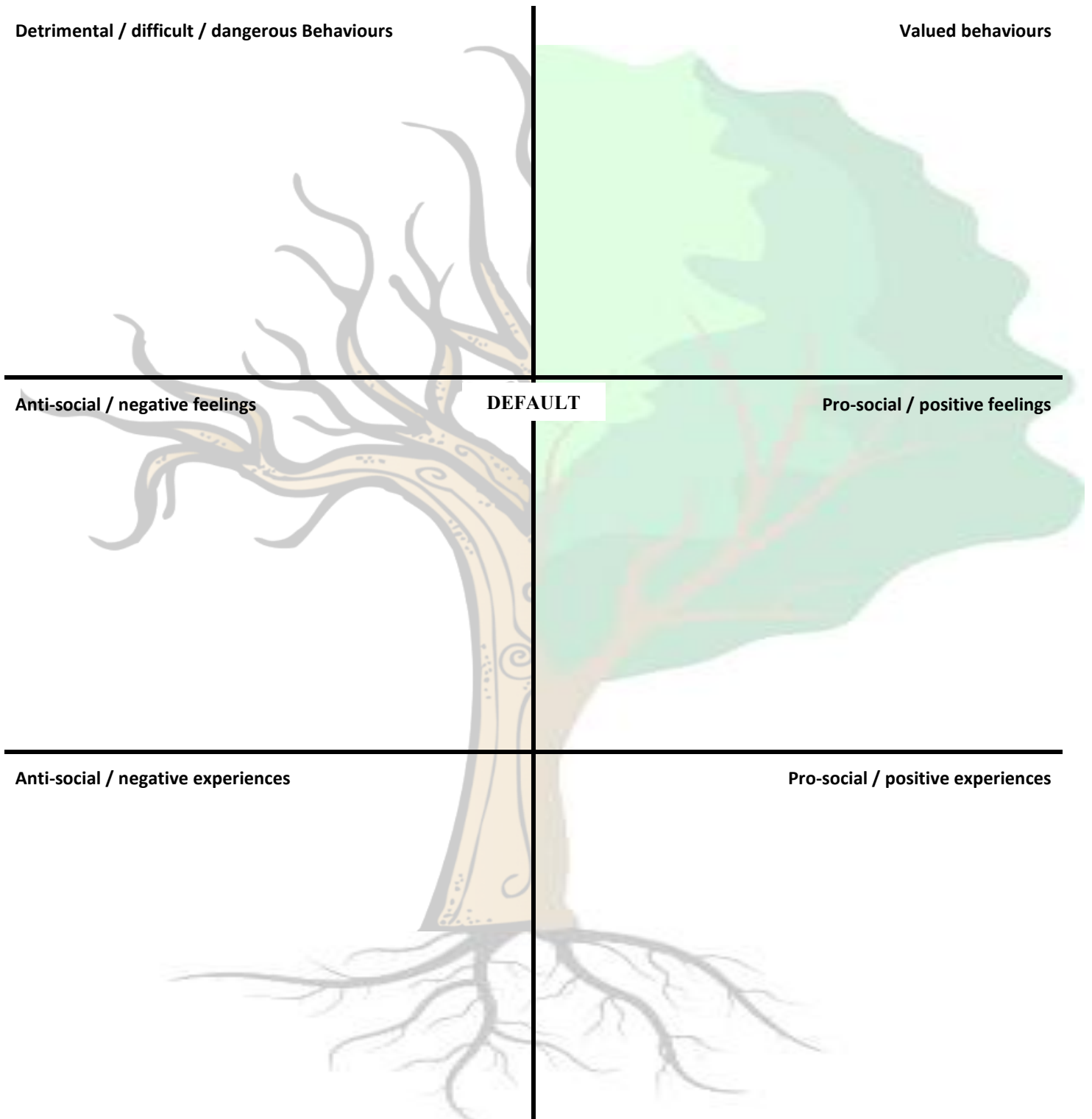
	Score	<b>Predict</b> Staff/Location/Activity/Peer/Time	<b>Prevent</b> Adaptations (including protective consequences)	<b>Progress</b> Adaptations (including educational consequences)
<b>Increased Anxiety</b>	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
<b>Increased dependency</b>		Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 - -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.



# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



## Therapeutic Plan (risk reduction plan)

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Valued / positive behaviours</b>	<b>Strategies to respond</b>
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<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
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Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

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

Signature of Young Person: ..... Date: .....

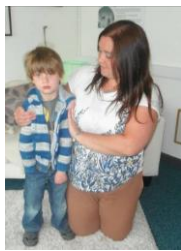
## Appendix 2

### Acceptable forms of physical contact in our school:



Using closed mitten hands: Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

- Shoulder hug, using closed mitten hands (so your fingers do not bruise a child)
- A supportive arm hold, which keeps the child's hands down and so unable to try to thrash out at you.



- Allowing a child to hold your hand (do not clasp their hand)
- Offering a child your arm as you walk along – using your free hand to grasp your bent arm to make this hold more secure if necessary (for example when crossing a road)



- Guiding a child with open mitten hold on the upper arm (can be done with two adults if the child is reluctant to walk). Fingers together, thumb away from fingers, palms parallel to floor. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice
- It is better if you let a child sit next to you on a chair rather than let them sit on your lap. If they must sit on your lap keep the time as short as possible and transfer them to a chair next to you and give them a shoulder hug.

