To inspire, enrich and nurture so each individual reaches their full potential

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The HCFS is a company limited by Guarantee Registration number 07648654

Behaviour Policy

September 2026

To be reviewed annually in the Autumn Term

Next Review: September 2027

History of Document:

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Issue 1	March 2023	Meg Bruton and Sophie Neilly	Trust Board	New policy created to meet the Therapeutic Thinking approach to behaviour management adopted by HCFS in January 2023
Issue 2 – Sept 23, Issue 3 – Jan 24, Issue 4 – Sept 24, Issue 5 – Sept 25				
Issue 6	April 2026	Shula Venn	Victoria Hobson	Addition and clarification of updated DfE guidance on the use of physical and restrictive interventions. (Sections 3, 12.7 and 13.1, Appendix 15 and 16) Included Anti-Bullying materials into the policy (section 12.2) rather than having a stand alone policy.
Issue 7	September 2026	Ellen Summers	Victoria Hobson	The Behaviour Curriculum has been referenced Dangerous behaviour has been added to behaviour steps Updates to Therapeutic Thinking: Principles of Non-Restrictive Intervention

Table of Contents

1. Introduction, Vision and Values 4
2. Philosophy 4
3. Key Terminology 4
4. Aims 5
5. Responsibilities 5
5.1 The Trust Board 5
5.2 The Principal 6
5.3 The Staff 6
5.4 The Parents/Carers 6
6. The Zones of Regulation 7
7. Use of Emotional Vocabulary 7
7.1 A List of Feelings 7
7.2 Emotional Literacy 7
7.3 Emotional Agency 8
7.4 The Behaviour Curriculum 8
8. Promoting Valued Behaviour 8
8.1 Use of House Points 8
9. Unsocial or Detrimental Behaviour 9
9.1 Preventing Unsocial or Detrimental Behaviour and our response 9
9.2 Child-on-Child Abuse 9
9.2.1 Minimising the Risk of Child-on-Child Abuse 9
10. Consequences 10
10.1 Protective Consequences 10
10.2 Educational Consequences 10
10.3 Application of Consequences 10
11. Therapeutic Thinking Documents 11
12. The HCFS Approach 11
12.1 Finding Consistency 11
12.2 Bullying 12
12.2.1 Understanding Bullying in Context 12
12.2.2 Reporting and Responding to Bullying 12
12.2.3 Prevention 13
12.2.4 Pupil Guidance 13
12.3 Zero-tolerance approach to sexual harassment and sexual violence 13
12.4 Malicious Allegations 14
12.5 Communication with Parents and Carers 14
12.6 Suspensions and Exclusions 14

12.7 Physical Interventions and Restraint 14
12.7.1 Seclusion 16
12.7.2 Recording and Reporting of Planned or Unplanned Interventions 16
12.7.3 Monitoring and Governance 16
12.8 Confiscation and Searches 16
12.8.1 Confiscation 16
12.8.2 Searching a pupil and/or their possessions 17
13. Training 17
13.1 Training on restrictive interventions 17
14. Monitoring Arrangements 18
Appendix One: The Zones of Regulation 19
Appendix Two: A List of Feelings 20
Appendix Three: De-escalation Script 21
Appendix Four: Reflect, Restore and Repair Questions 22
Appendix Five: Anxiety Mapping 23
Appendix Six: Conscious and subconscious (or dysregulated) behaviour checklist 24
Appendix Seven: Early Prognosis Format 26
Appendix Eight: Flow Chart of the Process of Therapeutic Thinking 28
Appendix Nine: Inclusion Circles 29
Appendix Ten: Risk Calculator 30
Appendix Eleven: Risk Reduction Plan 31
Appendix Twelve: Roots and Fruits 32
Appendix Thirteen: The HCFS School Level System 33
Appendix Fourteen: Incident Report Form 34
Appendix Fifteen: Statutory Recording Form for Restrictive Intervention including use of reasonable force in schools (April 2026) 36
Appendix Sixteen: Reporting to Parents 39
Appendix Seventeen: Class Reward Chart Template 40
Appendix Eighteen: Example strategies for Managing Low Level Disruptive Behaviours 41

1. Introduction, Vision and Values

Our therapeutic approach to behaviour management has been inspired by the Therapeutic Thinking (formerly known as Hertfordshire STEPS) training we receive annually as a Hertfordshire School.

The Therapeutic Thinking Programme is the Local Authorities preferred approach to behaviour management in schools. Therapeutic Thinking is a therapeutic approach to emotional wellbeing, with an emphasis on consistency, on the teaching of internal discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. Therapeutic thinking enables staff to focus on the cause of an individual child's declining emotional wellbeing rather than the presenting behaviour itself and empowers staff to pro-actively tailor their responses.

This policy outlines the purpose, nature and management of behaviour in our school in line with the Therapeutic Thinking approach. Hatfield Community Free School (HCFS) relies on its community behaving in certain ways to achieve its purpose. We want all our pupils to understand the importance of valued conduct[1] and the benefits that behaving in such a way has on themselves, their peers and our wider community. At all times, the central purpose of our behaviour policy is to ensure our pupils feel safe, can learn and feel a strong sense of wellbeing.

At HCFS, measures are in place for interventions, both general and targeted, to support with the improvement of pupil behaviour and ensuring all pupils as supported equitably to help them meet behaviour standards. Reasonable adjustments are made for pupils with identified needs. However, any incidents of bullying, discrimination, aggression, and derogatory language (including name-calling) from any pupil will be dealt with quickly and effectively. Disruption is not tolerated, and proportionate action will be taken to restore acceptable standards of behaviour.

2. Philosophy

A calm, caring and respectful atmosphere will permeate our school in all we say and do.

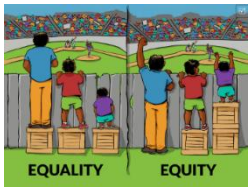
"You can't teach pupils to behave better by making them feel worse. When pupils feel better they behave better." *Pam Leo*

3. Key Terminology

Below is a list of terminology that will be used throughout this policy with their definitions from the Therapeutic Thinking approach and DfE guidance.

Term	Definition
Behaviour	Everything a person says or does.
Challenging Behaviour	How we describe a range of behaviours which some people with severe learning disabilities may display when their needs are not being met.
Conscious behaviour	Behaviours that are the result of thought and planning.
Consequence	A logical, explainable response to behaviour. Consequences are designed to develop valued behaviours that are transferrable.
Dangerous detrimental behaviour	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).
Detrimental behaviour	Behaviour that hurts or hinders an individual, the community or the environment. Creates unhelpful feelings in self and others. Behaviour that is likely to cause injury, harassment, alarm or distress and violates the rights of others.

[1] ***Valued Conduct:*** *Behaviour which is positive, helpful and intended to promote social acceptance.*

Difficult detrimental behaviour	Behaviour that is detrimental but not dangerous.	
Equality	Treating everybody the same.	
Equity	Giving everybody what they need to be successful.	
Fixed term suspension	Where a child is temporarily removed from school.	
Internal suspension	Where a child is temporarily removed for their class but will still attend school.	
Permanent exclusion	Where a child is permanently removed from the school.	
Restrictive Intervention	A means to prevent, restrict or subdue movement of the body or part of the body, of a pupil.	
Reasonable Force	A term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.	
Restraint	A term used in legislation referring to non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.	
Significant Incident	Any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'other physical contact with pupils' within the DfE guidance on Restrictive inventions, including use of reasonable force, in schools.	
Seclusion	A non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving either by physical obstruction, blocking or making them believe they will be punished if they try to leave.	
Valued behaviour	Behaviour held in high regard by an individual, the community or the environment. Creates helpful feelings in self or others which benefits other people.	
Reward	A desirable object or experience given to celebrate outcomes already achieved.	
Subconscious/ dysregulated behaviour	Behaviours that are present without any thought or planning.	
Therapeutic	An approach to behaviour that prioritises the valued feelings of everyone within the dynamic.	
Unsocial behaviour	Behaviour that is not seeking or giving association with others. This is behaviour that is not doing as instructed but not to the detriment of self or others.	

4. Aims

- To promote a nurturing approach that involves caring, consistent and empathetic relationships between pupils and staff;
- To support pupils in developing resilience;
- To promote a positive self-image and to encourage respect for others;
- To support pupils in self-regulating and developing independence;
- To encourage pupils to become reflective of their own and other people's behaviour;
- To develop interpersonal skills that enable positive relationships with others;
- To eliminate all forms of discrimination, harassment and bullying.

5. Responsibilities

5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal and Senior Leadership Team to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving the behaviour policy. They will ensure:

- that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour;
- there is at least one member of staff who has received training directly from the Therapeutic Thinking approach and can act as a HCFS consultant for the application of the approach;
- they monitor how staff implement this policy to ensure consequences (whether positive or negative) are applied consistently.

5.3 The Staff

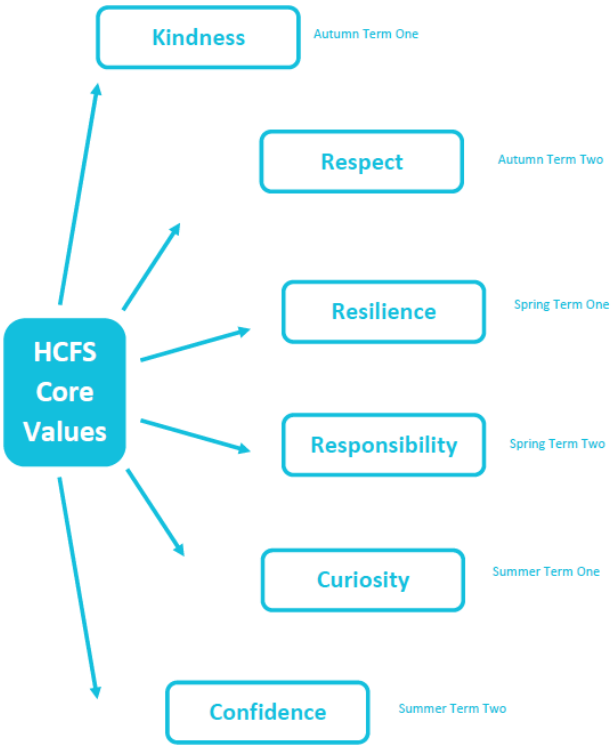
- Will follow the Hertfordshire Therapeutic Thinking approach to behaviour management, seeking advice and support from the HCFS Therapeutic Thinking consultants: Meg Bruton and Ashley Holmes (also SENCo);
- Will clearly communicate school expectations, routines, values and standards through teaching and interactions with all members of the community;
- Will treat all pupils with equity – enabling all pupils to demonstrate valued behaviours through reasonable adjustments;
- Will create a safe learning environment by following the school's consistent expectations and policies;
- Will provide a motivating and engaging curriculum that all children can access;
- Will model valued behaviour at all times;
- Build and maintain positive relationships with pupils, staff, parents, carers and trustees;
- When a child has exhibited difficult or dangerous detrimental behaviours, update their communication log using unemotional, non-judgemental and factual language to describe the behaviour;
- In line with the SEND Code of Practice, ensure all relevant reasonable adjustments are made to support pupils with special needs to access the behaviour policy;
- Respond to all concerns of bullying consistently and promptly;
- Record and report concerns.

5.4 The Parents/Carers

- support the school behaviour policy and reinforce at home where appropriate, as well as engaging with and supporting school on any pastoral work that is given as support for your child;
- Support your child to reach their full potential through support and understanding of school policies, particularly those with regard to learning and behaviour;
- Ensure your child(ren) arrive(s) on time for school, calm and ready to learn with appropriate equipment and clothing – including PE kit;
- Help your child value the importance of education and to acknowledge their efforts and achievements;
- Be responsible for your child on the school grounds at the start and end of the school day, as well as encouraging them to always remain positive role models for HCFS outside of school;
- Encourage your child to be an independent and responsible learner;
- Communicate concerns early and work in partnership with the school.

5.5 The Pupil

Our intent is for HCFS to be an environment where everyone feels valued, safe and happy. All pupils and adults focus on three key rules: Ready, Respectful and Safe; and six core values: Kindness, Respect, Resilience, Responsibility, Curiosity and Confidence.



6. The Zones of Regulation

The use of the Zones of Regulation (shown in Appendix One) supports pupils with developing awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, valued skills, self-care, and overall wellness. They are on display in each classroom and used by the pupils and staff. Using this approach provides pupils with an easy way to think and talk about how they feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once pupils are able to understand their feelings and zones, they can learn to use tools and strategies to manage the different Zones in order to meet goals such as completing schoolwork, managing big feelings and maintaining healthy relationships with others.

7. Use of Emotional Vocabulary

The Therapeutic Thinking approach enables staff to support pupils with the development of their emotional vocabulary and language. The use of appropriate, and well developed, language is necessary for the pupil to describe their own feelings and to understand the feelings of others. Once they can do this they will become more proficient at self-regulating to cope in different scenarios and situations.

7.1 A List of Feelings

At HCFS, children will be supported to develop their understanding and use of different emotional vocabulary and language. A list of feelings used can be found in Appendix Two.

7.2 Emotional Literacy

Emotional literacy is the ability to read and recognise your emotions, and to read and recognise the emotions and feelings of others. Emotions are subconscious. A child cannot choose their emotions – they can only engage with their feelings to control their emotions. Emotional literacy is about understanding the link between experiences, feelings and behaviours and being able to interact with those things rather than just let them happen.

7.3 Emotional Agency

Emotional agency is the ability to do something with your emotional literacy. It is about being able to predict how you'll feel as a result of experiences in the future and do what is necessary to protect yourself from detrimental experiences because you know how it will make you feel. It is also the ability to predict how you'll feel as a result of experiences in the future and plan to ensure the feelings you want to have.

7.4 The Behaviour Curriculum

At HCFS, we explicitly teach behaviour through a Behaviour Curriculum. We believe that positive behaviour, routines and habits should be taught in the same way as any other curriculum area. The Behaviour Curriculum is centred around our three school rules: Ready, Respectful and Safe, and our six core values: Kindness, Respect, Resilience, Responsibility, Curiosity and Confidence. Throughout the year, pupils are explicitly taught and regularly revisit key routines and expectations, including entering the classroom, transitions, listening, lining up, movement around school, playtimes, lunchtimes, good manners and presentation standards. Staff model these behaviours consistently and provide opportunities for pupils to practise and refine them. Adaptations are made where appropriate to meet individual needs, including those of pupils with SEND.
The full Behaviour Curriculum is published separately on the school's website.

8. Promoting Valued Behaviour

Valued behaviour is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and the behaviour will benefit other people or society. Below are examples of how HCFS staff promote and respond to valued behaviours. These responses are essential to developing intrinsic motivation and further valued behaviours.

Valued Example Behaviours	How promoted?	Responses *Before using any of these, the feelings of the child must always be considered*
• Allowing others to engage in lessons • Being honest • Being kind to others • Chatting at the right points in lessons • Completing home learning consistently • Engaging in lessons • Listening to and following instructions • Listening to and responding to others • Remaining on task • Seeking help when needed • Sitting on the carpet/chair correctly • Using appropriate language • Using kind hands/feet/words • Using property correctly • Using stationery for its intended use • Working in a group	• An engaging and challenging curriculum that is supported through differentiation to allow all pupils to reach their full potential • Class rules (that are agreed to by the whole class) • Modelling appropriate behaviours in class and on the playground • Movement breaks e.g. Wake and Shake and Daily Mile • PSHE lessons • Teaching appropriate behaviours as valued behaviours • The use of limited choice e.g. “You can complete your work at this table, or you can complete it at the back table.” • The use of positive phrasing e.g. “Wonderful Walking, thank you” if a child were running • Use of daily thrive to promote positive mental health such as breathing techniques, colouring, ice breakers and mindfulness • Using The Zones of Regulation to identify how a pupil is feeling and what zone they are in	• Awards in celebration assemblies (work or core values) • Whole class rewards through the use of a class points chart (Y1-Y6, template found in appendix sixteen) • End of the week ‘Proud Cloud’ award (YR) • House points (not offered ahead of the task) • Positive praise that is meaningful, specific and either public/private from staff in school e.g. Thank you for sitting well and listening to the lesson. • Staff member to communicate with parents/carers verbally • Visiting the Principal, VP, AVPs, Phase Leaders for positive, meaningful and specific praise • Work displayed around the school

8.1 Use of House Points

When each child begins their time at HCFS, they are assigned to one of six house groups (Giraffes, Panthers, Zebras, Crocodiles, Parrots, and Elephants). The house groups encourage healthy competition, group loyalty among pupils and have a positive impact on motivation and behaviour.

House points are primarily awarded for effort, are not just for the highest achievers and help to develop a variety of skills not just academia. House points can be awarded by staff for the following reasons:

- Displaying exceptional valued behaviour;
- Participation in exceptional out-of-school events (e.g. music, arts or sport operating at a high standard of achievement);
- 100% attendance awards (termly);
- School wide inter-house competitions;
- Achieving a Principal's or core values award.

House points will not be used as an incentive for valued behaviours e.g. sit quietly and you will get a house point.

9. Unsocial or Detrimental Behaviour

If the behaviour becomes difficult or dangerous, a consequence may be appropriate. We use the term consequence rather than sanction as we want pupils to understand that all actions lead to a consequence (whether positive or negative). To promote internal discipline, we teach behaviours and work with pupil's experiences and feelings. We do this through our PSHE and RSE curriculum, Zones of Regulation and through our culture and ethos. We do not want to control or impose external discipline onto pupils as they do not learn or grow from this. Alongside consequences, that are being used, staff must determine the cause and reasons for the unsocial or detrimental behaviour. This can be achieved by working with the SENCO, SLT and Therapeutic Thinking staff members to use documents such as 'Roots and Fruits'.

9.1 Preventing Unsocial or Detrimental Behaviour and our response

If pupils begin to show signs of unsocial or detrimental behaviour, we use the following tools to de-escalate the situation:

- Positive phrasing e.g. "Wonderful Walking down the corridor, thank you" if a child were running;
- Limited choice: giving two options that need to be acceptable to the child and the adult. e.g. "You can complete your work at this table, or you can complete it at the back table.";
- Disempowering the behaviour e.g. if a pupil chose to sit under the table, as long as they are say, "You can listen from there, I'll be over when you're ready.";
- De-escalation body language: manage distance, side on stance, relaxed arms etc;
- De-escalation script e.g. "I'm here to help", "Talk and I will listen" (full script available in Appendix One).

9.2 Child-on-Child Abuse

Child-on-child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime.

9.2.1 Minimising the Risk of Child-on-Child Abuse

In order to minimise the risk of child-on-child abuse, HCFS:

- Provides a developmentally appropriate Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSE) curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. (e.g. use of NSPCC workshops);
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued. (e.g. Safeguarding board in the school hall, Thrive worry box);
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported; Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools);

- Have a School Level System outlined in this Behaviour Policy that staff use to respond to Unsocial or Detrimental Behaviours.

10. Consequences

Consequences are either protective or educational. Protective consequences aim to remove a level of freedom to manage harm. Educational consequences aim to create learning experiences through rehearsal or teaching so that the freedoms removed as a result of the protective consequence can be returned.

10.1 Protective Consequences

Protective consequences are necessary measures to manage the risk of harm that results from difficult or dangerous detrimental behaviours. Staff must consider the safety of all pupils and staff when putting a protective consequence in place (examples given in section 10.3).

10.2 Educational Consequences

Staff use educational consequences when they want a pupil to learn something. When using educational consequences, staff must ask themselves two questions:

1. What does the pupil need to learn?
2. How am I going to teach them?

10.3 Application of Consequences

For both types of consequences, one way to ensure the consequence is either protective or educational, the 'obviously' rule should be used. This is when the word 'obviously' cohesively fits after the behaviour and before the consequence e.g. "You have not used safe hands with your peer/peers on the playground so ***obviously*** you will spend some time with your class teacher at break time discussing safe hands to ensue you and your peers are safe."

Staff will use the Zones of Regulation and Emotional Vocabulary to support the pupil to understand their own feelings as well as the feelings and impact on others as a result of their behaviour. Once the pupil is back in the green zone, the adult will use the Reflect, Restore and Repair questions with them (shown in Appendix Two).

Examples of how protective and educational consequences can be used by staff are:

Behaviour	Protective Consequence	Educational Consequence
Throwing sand	Child's access to the sandpit is limited e.g. differentiated times to other children or with adult supervision only	Show the child how to move the sand safely perhaps discuss how their behaviour impacted others
Hitting/fighting in the playground	Child's access to the playground is limited or differentiated e.g. indoor playtime or outside break taken at a different time to other children	Use social stories, discuss emotions and impact on others, apologise and understand why and apology is being given. Gradually reintroduce the child's playtimes. If behaviour reoccurs then the cycle restarts.
Taking things that don't belong to them	Remove freedoms, e.g. cannot be alone in the corridors, adult supervision at all time when outside the classroom	Use social stories, age-dependent talks about criminality could occur, discuss how they would feel if their belongings were taken.

11. Therapeutic Thinking Documents

If a pupil is consistently showing difficult and dangerous detrimental behaviours, the SENCO, SLT and Therapeutic Thinking staff members will work with the pupil's classroom staff to use the appropriate Therapeutic Thinking Documents:

Document	Description	Location
Anxiety Mapping	Tool to be used to identify the variables the child cannot cope with, or the variables the child cannot cope without in a variety of scenarios and how these can be addressed and possibly overcome.	Appendix Five
Conscious and dysregulated behaviour checklist	Checklist to support with identifying if behaviour being displayed is motivated or reactive.	Appendix Six
De-escalation Script	A script that can be used with a pupil to support with the de-escalation of a behaviour they are currently displaying.	Appendix Three
Early Prognosis Format	A tool that enables you to formalise available information relevant to the behaviour and suggest a prognosis and plan of action.	Appendix Seven
Flow Chart of the Process of Therapeutic Thinking	A flow chart to support with identifying which Therapeutic Thinking Document to use to help support a pupil.	Appendix Eight
Inclusion Circles	A tool to identify internalisers and externalisers within a class/group of children.	Appendix Nine
Reflect, Restore and Repair Questions	Prompt questions which can be used to help facilitate a conversation with a pupil after an unsocial or detrimental behaviour has been displayed.	Appendix Four
Risk Calculator	A tool to be used to identify the severity of behaviours being displayed by a pupil and whether they are difficult or dangerous.	Appendix Ten
Risk Reduction Plan *can only be put in place after consultation with the Principal, SENCO and parents*	A template to create an individualised plan for a pupil to support all adults working with them to provide a consistent environment and approach to managing their behaviours	Appendix Eleven
Roots and Fruits	A tool to analyse the experience and feelings responsible for a pupil's detrimental behaviours and identify experiences and feeling that will result in valued behaviours.	Appendix Twelve

12. The HCFS Approach

Across the school, we have a five-levelled difficult and dangerous detrimental behaviour system (shown in Appendix Thirteen). The aim of this system is to promote an effective learning environment and consistent approach. This system addresses all types of behaviour from 'low level' through to 'high level'. The majority of our work will revolve around positive reinforcement (catching them being good), but where a pupil displays difficult or dangerous detrimental behaviour a protective and/or educational consequence is used. Consistency and high expectations by all and for all are paramount.

12.1 Finding Consistency

In order to provide a consistent response, Appendix Seventeen gives examples of different levels of difficult (low level disruptive) behaviours and describes the suggested action to take. It must be emphasised that it is for guidance only, as each individual case and each child's needs and personal context should be taken into consideration.

12.2 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against;
- A 'difficult' behaviour.

While bullying is typically characterised by repetition, the school recognises that a single incident may be deemed bullying where there is clear evidence of intent, harm and power imbalance, particularly in cases of prejudice-based or online behaviour.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory *Including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic*	Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

12.2.1 Understanding Bullying in Context

Staff will be supported to distinguish bullying from other forms of behaviour, including conflict or relational difficulties.

Bullying differs from teasing or falling out because:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- The behaviour is usually persistent

Staff should also be aware of behaviours that may be associated with bullying:

- Baiting: deliberate provocation to elicit a reaction, which may result in the victim getting into trouble
- Banter: whilst often playful, can become harmful
    - Friendly banter – no intent to harm
    - Ignorant banter – crosses a line unintentionally
    - Malicious banter – intended to humiliate or harm

Where banter becomes harmful, it will be addressed as bullying.

12.2.2 Reporting and Responding to Bullying

All incidents or allegations of bullying will be taken seriously and responded to promptly, consistently and in line with this Behaviour Policy.

Response to bullying will be:
- Investigative – all parties will be listened to
- Protective – ensuring the victim is safe and feels safe
- Educational – supporting all pupils to understand impact and develop valued behaviours
- Restorative where appropriate – using Reflect, Restore and Repair approaches

All incidents will be recorded using the school's agreed systems (Arbor and CPOMS where appropriate), in line with the Behaviour Steps and safeguarding procedures.

Consequences will be applied in line with the HCFS Behaviour Step System, with bullying typically addressed at:
- Step 3 (initial or emerging concerns)
- Step 4 (repeated or more serious incidents)
- Step 5 (severe cases)

Parents/carers of all pupils involved will be informed, and in more serious cases, meetings will be arranged with senior leaders.

Following any incident, ongoing monitoring and support will be put in place to ensure:
- The bullying behaviour does not continue
- The victim feels supported and safe
- The pupil displaying bullying behaviour is supported to change their behaviour

12.2.3 Prevention
HCFS is committed to creating a culture where bullying is not tolerated. Preventative work includes:
- PSHE and RSE curriculum
- Pupil voice and class discussions
- Assemblies and awareness raising
- Thrive and therapeutic support
- Promotion of core values and positive relationships

These proactive approaches support pupils in understanding relationships, managing conflict and developing empathy, aligning with the school's therapeutic approach.

12.2.4 Pupil Guidance
If you are being bullied:
- Tell a trusted adult
- Give clear information (who, what, where, when)
- Keep telling until it is resolved

If you see bullying:
- Do not encourage it
- Support the person being bullied
- Report to an adult

12.3 Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Further information can be found in our ***Child Protection Policy***.

12.4 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will implement a consequence for the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will implement a consequence for the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Child Protection and Safeguarding Policies for more information on responding to allegations of abuse against staff or other pupils.

12.5 Communication with Parents and Carers

Staff will communicate Step 2 and above unsocial and detrimental behaviours (as outlined in appendix eleven) on the same day that the behaviour occurred in person, over the phone or at a meeting.

When describing behaviours, staff members will ensure they are using unemotional, non-judgemental and factual language to communicate behaviour. During communications, staff will aim to acquire possible context that could contribute to the difficult and/or dangerous detrimental behaviour that has occurred.

In the first instance, unsocial and detrimental behaviours will be managed and communicated by a child's class teacher. Should behaviours continue, other members of the leadership team may become involved through an escalation process:

- Phase Leader;
- Assistant Vice Principal;
- Vice Principal;
- Principal.

Staff may seek support from senior leaders at any stage where additional assistance is required to maintain safety, support pupils or restore learning. Support may include guidance, coaching, direct intervention, pastoral support or further assessment of behavioural needs.

12.6 Suspensions and Exclusions

Staff at HCFS believe that pupils should remain in full-time education. Internal or fixed term suspensions will rarely be used and only when it is felt that that school can no longer provide a safe environment for either the pupil or others or if the pupil has shown Level 4 or 5 behaviours. HCFS will consider and use permanent exclusion if the circumstances suggest that it is appropriate based on the guidance from Herts County Council and the DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' or the most up to date guidance. In the event of a suspension or exclusion taking place, HCFS's ***Exclusion Policy*** will be referred to.

12.7 Physical Interventions and Restraint

HCFS have adopted the HCC model policy for ***Reducing the Need for Restrictive Interventions in Schools,*** with updated guidance issued by the DfE on 1st April 2026 (Restrictive interventions, including use of reasonable force, in schools). The DfE issued policy provides both statutory as well as recommended guidance for schools

which HCFS follows. The policy is designed to reduce the incidents of, and the risks associated with restrictive interventions and to eliminate unnecessary and inappropriate use of restraint.

The use of restrictive intervention will only be needed for a very small minority of children or young people. We know that the use of restraint and restrictive interventions can be traumatic and can have long-term consequences on the health and wellbeing of children and young people. It can also have a negative impact on staff who carry out such interventions despite whether training has been completed. However, it must be noted that all members of school staff have a legal power to use reasonable force in certain circumstances (as per DfE policy) to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school whether during a teaching session or otherwise

Wherever possible, restrictive interventions should be avoided and proactive, preventative, non-restrictive approaches should be adopted. Whenever considering restrictive interventions, the key question for everyone involved with children and young people whose behaviour is difficult or dangerous should be:

"What is in the best interest of the child and/or those around them in view of the risks presented?"

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age);
- For affirmation/praise;
- To gently direct them;
- For curricular reasons (e.g. in PE, drama etc);
- To give first aid and medical treatment;
- In an emergency to avert danger to the child.

Physical intervention must not become a habit between a member of staff and a child. It should always be in the child's best interest. Physical contact must never be used as a punishment or to inflict pain. All forms of corporal punishment are prohibited.

Restraint or restrictive interventions may be used when all other strategies have failed, and therefore as a last resort. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques, to minimize the likelihood of, and avoid the need to use, restraint.

There will, however, be times when the only realistic response to a situation will be a planned restraint or restrictive intervention (Therapeutic Thinking: Principles of Non-Restrictive Intervention can be delivered). Before implementing it is necessary to undertake a careful risk assessment with agreed approaches and techniques being set out in a child's Risk Reduction Plan if they have one.

In an emergency such as a child running into a road, or a child attacking a member of staff and refusing to stop when asked, then reasonable force may be necessary. This would be an unplanned intervention which:

- Requires professional judgement to be exercised in different situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand;

- Will include judgements about the capacity of the child at that moment to make themselves safe;
- Requires responses which as reasonable and proportionate and use the minimum force necessary in order to achieve the aim of the decision to restrain.

Guidance for the consideration for pupils with special educational needs and/or disabilities (SEND) can be found in the DfE document "Restrictive interventions, including use of reasonable force, in schools".

12.7.1 Seclusion

Seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must be noted that even though this terminology is recognised, HCFS avoids its use.

12.7.2 Recording and Reporting of Planned or Unplanned Interventions

An unplanned intervention should trigger a multidisciplinary discussion to look at what support is needed to reduce the risk of future incidents. Staff should update and/or implement a new Risk Reduction Plan depending on the circumstances of the unplanned incident.

The use of restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident (Appendix Fifteen) and **must be reported to parents** in writing as soon as possible even if no injury has occurred, and even if the use of restrictive interventions have been agreed with the parents as part of the pupil's behaviour support plan (Appendix Sixteen). It is recommended that the school invite the parents/carers to have a follow-up discussion about the incident where appropriate.

The recording and reporting of a restrictive intervention is statutory and must include:

- Names of pupil and staff directly involved
- Any relevant needs of the child e.g. SEND or disability
- Brief account including potential triggers
- De-escalation attempts
- Time, date, location, justification and duration of intervention
- Impact on the child including any medical treatment required
- Follow up actions

12.7.3 Monitoring and Governance

The Trust Board of the school must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Leadership/Trustees will review anonymised patterns or summaries of restrictive interventions of safeguarding and policy oversight.

12.8 Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12.8.1 Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Knives or weapons;
- Alcohol;

- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Lighters/matches;
- Vapes:
- Fireworks;
- Pornographic images;
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

12.8.2 Searching a pupil and/or their possessions

Searches will only be carried out by a member of staff who has been authorized to do so by the Principal or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonable practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

It the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, DSP, DDSP or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

As search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

13. Training

Our staff are provided with training on managing behaviour through the Therapeutic Thinking approach on an annual basis. Behaviour management also forms part of continuing professional development within the appraisal cycle.

13.1 Training on restrictive interventions

Training on the proper use of restraint is included in the induction process and will include de-escalation as a core requirement. Restrictive intervention training will only be required where there is an identified need and is inline with HCC guidance.

14. Monitoring Arrangements

This behaviour policy will be reviewed and approved by the Principal annually. Significant changes to the policy will require approval from the Trust Board. School leaders regularly review behaviour, attendance and safeguarding information to identify trends, evaluate the effectiveness of behaviour systems and determine which aspects of the Behaviour Curriculum require further teaching, practice or reinforcement.

Appendix One: The Zones of Regulation

Blue Zone: You are expected to be in the Blue Zone just before bed time or when watching the TV. It can be described as running slow! You might be tired or sad. This is an unexpected zone to be in for learning.
Green Zone: The learning zone! You are expected to be in the Green Zone whilst learning. It is when our brains and bodies are relaxed and focused!
Yellow Zone: It is for you to be in the Yellow Zone during play time, lunch time and even at the end of the day. You will have lots of energy and might be feeling silly, excited and or frustrated.
Red Zone: When you are at school, the red zone is never expected! We must keep ourselves and others safe! When in the Red Zone you might experience feelings of being out of control and will need to take time to stop and calm down.

Self-Regulation

Self-regulation is the ability to focus your attention, control your emotions and manage your thinking, behaviour and feelings. The use of the Zones of Regulation can support with this (as shown below):

Blue Zone	Green Zone	Yellow Zone	Red Zone
Feeling you may feel in this Zone:	**Feelings you may feel in this Zone:**	**Feelings you may feel in this Zone:**	**Feelings you may feel in this Zone:**
• Sad • Tired • Bored • Unwell • Nervous	• Happy • Relaxed • Calm • Ready to learn • OK • Focused	• Worried • Scared • Frustrated • Losing control • Grumpy	• Panic • Anger • Out of control • Terrified
Behaviours you may display in this Zone:	**Behaviours you may display in this Zone:**	**Behaviours you may display in this Zone:**	**Behaviours you may display in this Zone:**
• Crying • Yawning • Coughing, sneezing, tummy ache • Fiddle • Roll your eyes • Shrugging • Fidgeting • Isolating from peers • Not communicating effectively with staff • Not communicating effectively with peers	• Smiling • Interacting with peers and learning partners • Interacting well with staff • On task • Progressing • Happy to challenge yourself academically • Happy to take risks in your learning • Being kind to others • Playing well with others • Responding well to staff	• Distracting others • Fidgeting • Making noises • Ignoring instructions • Calling out in class • Unfocused on learning • Not engaging with learning or lesson time • Not communicating effectively with staff • Not communicating effectively with peers • Trying to control situations • Saying something unkind before thinking it through • Doing something unkind before thinking it through	• Shouting • Throwing things • Damaging school or own property • Being aggressive • Saying something unkind wanting to cause hurt • Saying something unkind without thinking it through • Doing something unkind before thinking it through • Doing something unkind wanting to cause hurt • Not communicating effectively with staff and peers • Running away – from class or school
Strategies you could use to get back into Green Zone:	**Strategies you could use to maintain Green Zone:**	**Strategies you could use to get back into Green Zone:**	**Strategies you could use to get back into Green Zone:**
• Talk to someone • Try smiling • Get moving! • Have a brain break • Tense and relax muscles • Positive thoughts • Have a drink of water • Fake it until you make it (fake being engaged and you'll probably become engaged!)	• Keep going • Smile • Help someone • Challenge yourself	• Talk to someone • Have a cold drink • Count to 10 • Deep breathing • Breathing techniques • Tense and relax muscles • Have some time out – go to a safe space • Visualise your 'happy place'	• Go to a safe space • Deep breathing • Tense and relax muscles • Count to 10 • Have a cold drink • Fiddle toy • Weighted blanket

Appendix Two: A List of Feelings

A List of Feelings

A
Angry
Annoyed
Afraid
Awkward
Affectionate
Anxious
Alarmed
Awed
Aggravated
Amazed
Astonished
Amused
Apprehensive
Absorbed
Ambivalent
Ashamed
Able
Admired
Admirable
Affable
Agreeable
Aggressive
Abandoned

B
Brave
Bothered
Bewildered
Bitter
Bashful
Blue
Baffled
Blissful
Buoyant
Bereaved
Bold

C
Cheerful
Cooperative
Confident
Calm
Cold
Curious
Content
Considerate
Cautious
Cranky
Crestfallen
Contrite
Chagrined
Carefree
Composed
Capable
Caring
Careful
Contemptuous
Cross
Concerned
Complacent
Charitable
Crushed
Cantankerous
Compulsive

D
Defiant
Depressed
Discouraged
Delighted
Disgusted
Determined
Disappointed
Detached
Daring
Disillusioned
Devious
Dismayed
Disenchanted
Doleful
Disinterested
Disdainful
Dismissive
Dejected
Disengaged
Distant

E
Elated
Enthusiastic
Embarrassed
Edgy
Excited
Envious
Exhausted
Eager
Exuberant
Enraged
Euphoric
Extravagant
Ecstatic
Eager
Emboldened

F
Funny
Frightened
Fearful
Furious
Fair
Foolish
Frustrated
Forgiving
Flustered
Fulfilled
Fatigued

G
Grouchy
Guilty
Grief-stricken
Generous
Greedy
Grateful
Grumpy
Guarded
Gleeful
Glad
Gloomy
Glum
Gracious
Grateful

H
Happy
Humiliated
Hurt
Helpless
Hopeless
Horrified
Hesitant
Humbled
Heartbroken
Hysterical
Hyperactive

I
Irritated
Irritable
Interested
Insecure
Impatient
Inspired
Inspiring
Inadequate
Irrational
Ignorant
Indifferent
Irked
Impertinent
Inquisitive
Isolated

J
Jealous
Joyful
Joyous
Judgmental
Judged
Jaded
Jocular
Jittery

K
Kind
Keen

L
Loving
Lonely
Lackluster
Leery
Lethargic
Listless
Lazy

M
Mad
Meek
Mean
Miserable
Malevolent
Marvelous
Manipulated
Manipulative
Misunderstood
Mischievous
Mopey
Melodramatic
Moody
Melancholy
Mirthful
Moved
Morose
Manic

N
Nice
Naughty
Nasty
Nervous
Neglected
Neglectful
Needy
Needed
Naive
Nonchalant
Nonplussed
Numb

O
Overpowered
Overjoyed
Obedient
Obsessive
Obsessed
Offended
Outraged
Overloaded
Overstimulated
Obstinate
Obligated
Optimistic
Open
Open-minded

P
Panicked
Panicky
Peaceful
Placid
Playful
Pensive
Puzzled
Powerful
Powerless
Pleased
Petty
Petulant
Preoccupied
Proud
Prideful
Prickly
Petrified
Pressured
Perturbed
Peeved
Passive

Q
Quirky
Quarrelsome
Qualified
Quivery
Quiet

R
Relieved
Relaxed
Resentful
Rattled
Refreshed
Repulsed
Rational
Reasonable
Reasoned
Rebellious
Reluctant
Reassured
Remorseful
Reserved
Rejuvenated
Restless
Rattled

S
Sad
Surprised
Silly
Scared
Sorrowful
Serious
Shy
Satisfied
Sensitive
Safe
Stressed
Stubborn
Sarcastic
Spiteful
Scornful
Secure
Serene
Smug
Sociable
Sympathetic
Startled
Satisfied
Sanguine
Skeptical
Sincere

T
Thankful
Tearful
Teary
Thoughtful
Tolerant
Tolerated
Trusted
Trusting
Trustworthy
Temperamental
Terrified
Timid
Tired
Tiresome
Troubled
Tickled
Torn
Touched
Threatened
Tender
Tranquil

U
Uneasy
Uncertain
Uncomfortable
Unruffled
Unafraid
Useless
Useful
Unimpressed
Unappreciated
Undecided
Unruly
Uptight
Unnerved
Unhappy
Unsteady
Uplifted
Unsure

V
Vivacious
Vain
Vibrant
Violent
Valued
Valuable
Vital
Vexed
Volatile
Vulnerable
Victorious
Victimized
Vacant

W
Worried
Wary
Weak
Weary
Wistful
Wishful
Willful
Willing
Weepy
Whiny
Worn
Whimsical
Warm
Witty
Withdrawn
Worthless
Wronged
Wasted
Worldly

Y
Youthful
Yielding
Yearning

Z
Zany
Zealous

Appendix Three: De-escalation Script

Template Script

- Learner's name
- I can see something has happened
    - ✓ I **W**onder
    - ✓ I **I**magine
    - ✓ I **N**otice
- I am here to help
- Talk and I will listen
- Come with me and …

Examples of script being used:

John, I can see something has happened.
I am here to help. I **wonder** if you're feeling frustrated because you're finding the learning tricky?
Talk and I will listen.
Come with me and we can discuss it in the classroom or in the library.

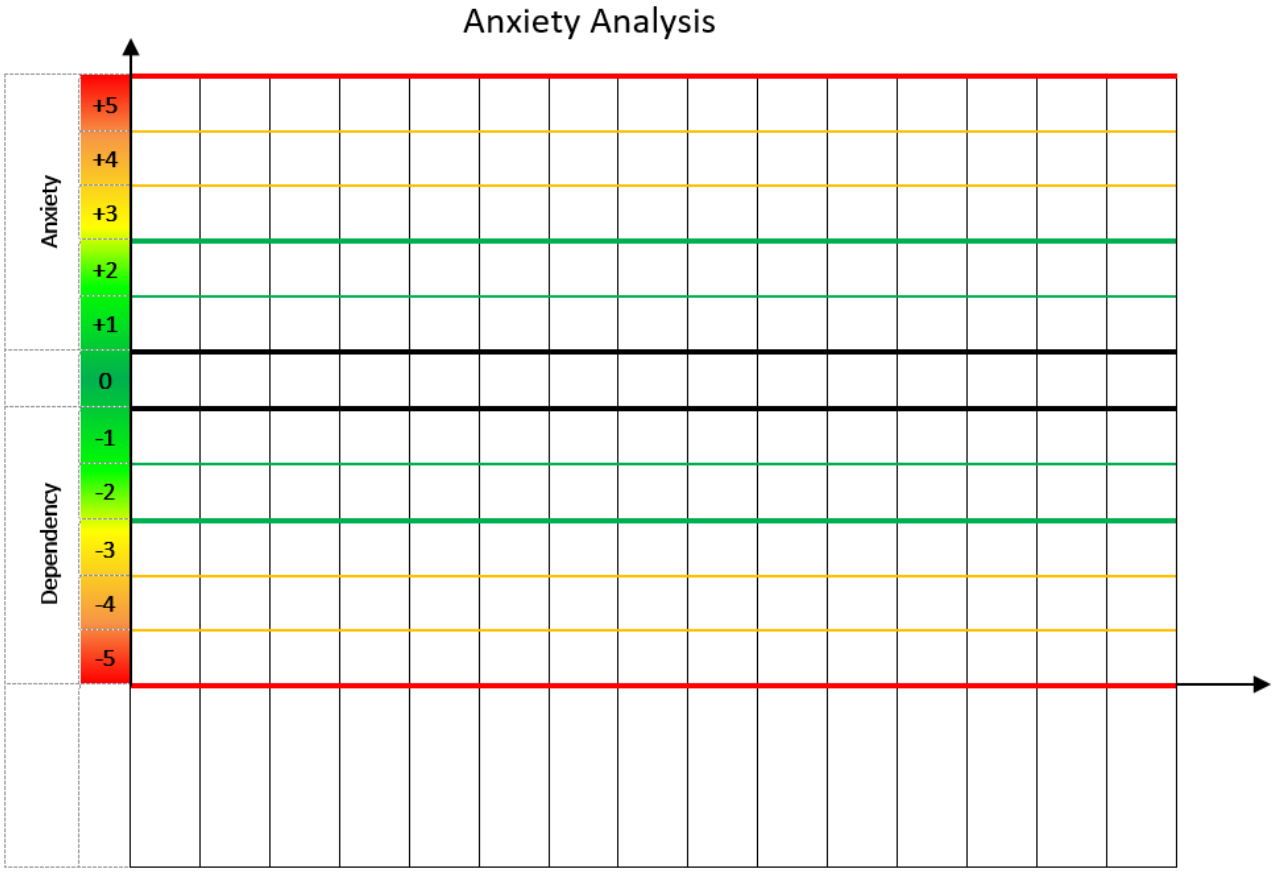
Emily, I can see something has happened.
I am here to help. I've **noticed** you have mud all over your trousers.
Talk and I will listen.
Come with me and we can clean you up and you can talk to me when you're ready.

Appendix Four: Reflect, Restore and Repair Questions

Template Script/Questions

- Thank you for … (coming to talk with me/apologising to your friend etc)
- What happened?
- What zone were you in when this happened?
- What could you have done differently?
- What should you do now?

Appendix Five: Anxiety Mapping



Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

Appendix Six: Conscious and subconscious (or dysregulated) behaviour checklist

Subconscious behaviours *(Behaviours that choose us)*

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

Below is a checklist to explore whether the behaviour of an individual CYP is **subconscious**.

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

Question	Response	Solutions or differentiation through Anxiety Mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support** them to feel less angry/manage their anger? (Roots and Fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **provide support/structure** so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support them** to feel less embarrassed/ manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)

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

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

Below is a checklist to explore whether the behaviour of an individual CYP is **conscious**.

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

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using valued behaviours, such as asking, negotiating etc.?
What is the motivation to behave anti- socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to show valued behaviour?		Is there any practical or emotional benefit or incentive to showing valued behaviour?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What positive experiences have you identified on their therapeutic tree (roots and fruits) that will impact positively on their understanding, motivation, beliefs and values resulting in valued conscious behaviour?

Appendix Seven: Early Prognosis Format

Early Prognosis

Date:
Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

-

Pupil voice

-

Do we still need more information?

Function

Sensory

-

Escape / Avoidance

-

Attention

-

Tangible

-

Do we still need more information?

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

-

Do we still need more information?

Context

Home

-

School

-

Community

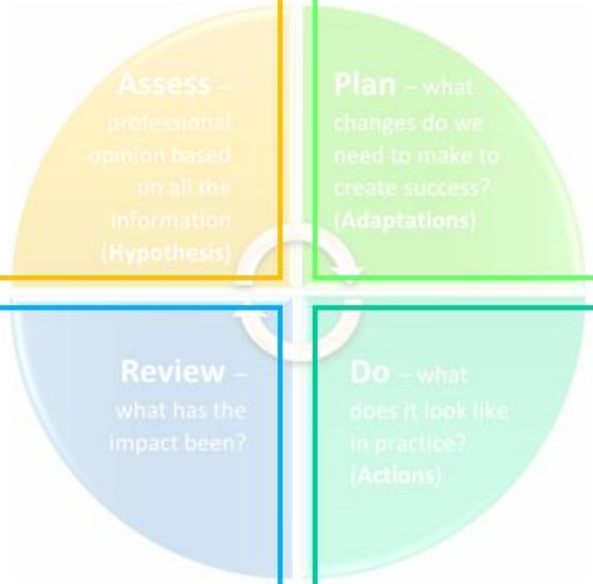
-

Do we still need more information?

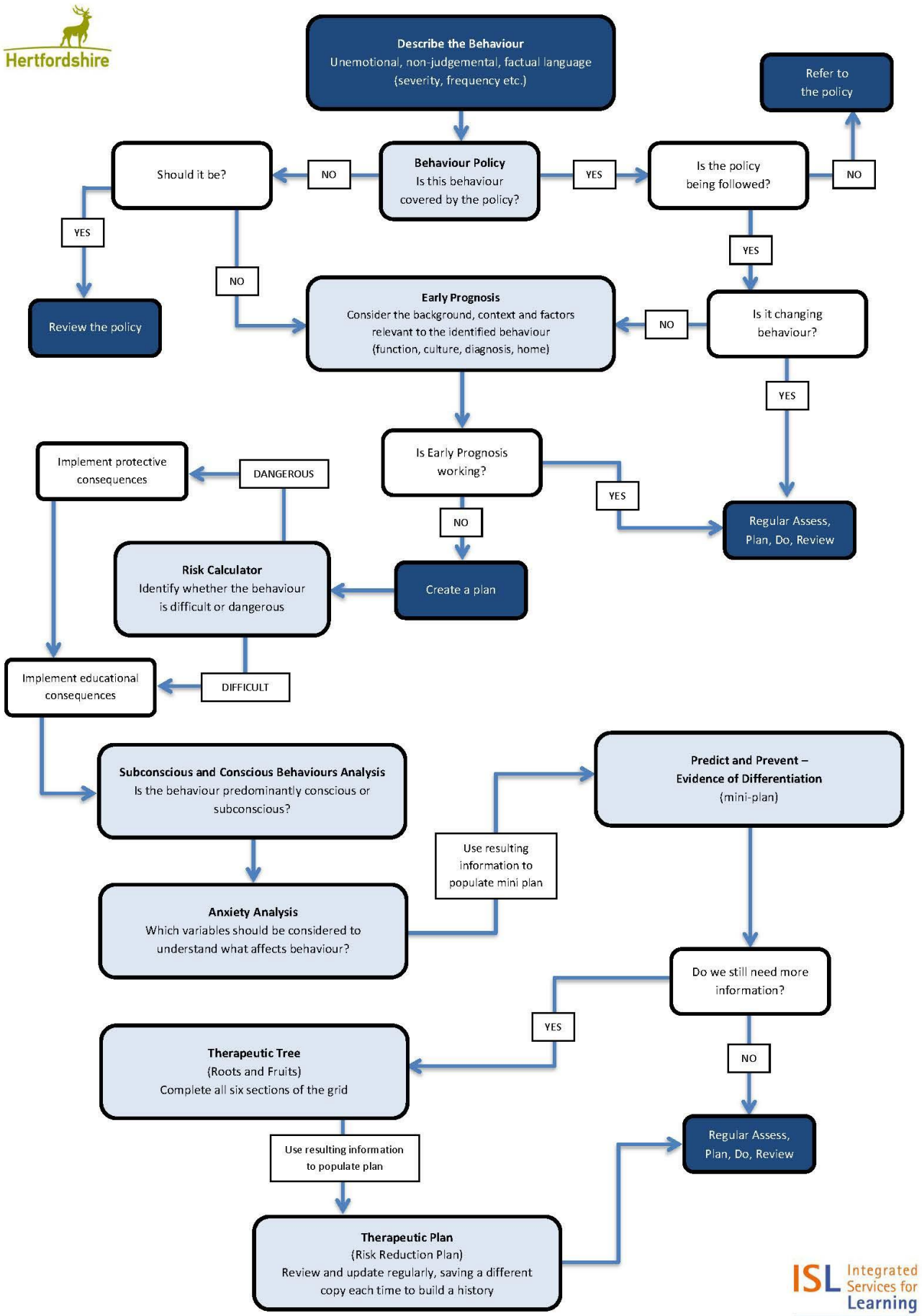
Cultural relevance

-

Early Prognosis



Appendix Eight: Flow Chart of the Process of Therapeutic Thinking



Therapeutic Thinking Hertfordshire Steps 2022

Appendix Nine: Inclusion Circles

Appendix Ten: Risk Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan*

Appendix Eleven: Risk Reduction Plan

A Risk Reduction Plan can only be put in place after consultation with the Principal, SENCO and parents

Name:	DOB:	Date:	Review Date:
Risk reduction measures and differentiated measures (to respond to triggers)			

Valued / positive behaviours	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Incident Review Process	

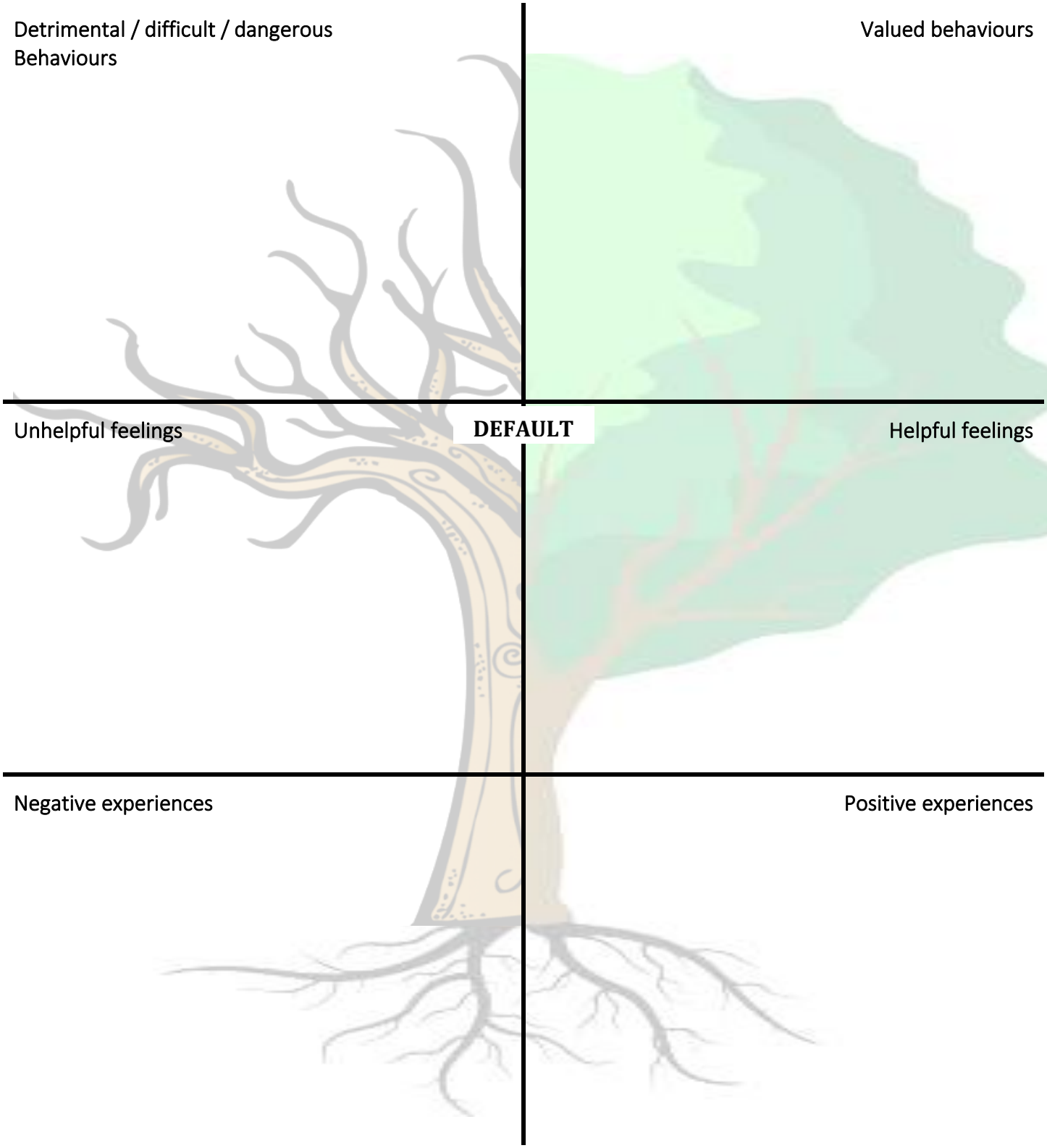
Signature of Plan Co-ordinator: …… Date: ……

Signature of Parent / Carer: …… Date: ……

Signature of Young Person: …… Date: ……

Appendix Twelve: Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix Thirteen: The HCFS School Level System

Step Number	Example Behaviours	Actions & Consequences	Recording & Communication
Pre-Step 1	Low level behaviour that falls below general expectations	- Promote and reward valued behaviour - Refer to key rules (Ready, Respectful, Safe)	None
Step 1	Not listening/Ignoring instructions Fidgeting Rocking on chair Pushing in line Talking out of turn Calling out, silly noises Disturbing others Chatting at inappropriate times Unkind language/treatment of others Off task Wandering Not looking after own property, property of others or school property/resources Not working in a group Inappropriate responses e.g. shrug	- Promote and reward valued behaviour - Verbal Warning	None
Step 2	Repeated incidence of Step 1 behaviour in the same session Unwillingness to co-operate/follow instructions Minor challenge to authority Persistent problems with homework Deliberate disruption of lesson Rudeness to any adult or pupil in school Deliberate misuse of property/resources Persistently breaking the same rule Impulsive fighting/hurting others Swearing Spitting e.g. on the floor Telling lies Use of inappropriate language	- Promote and reward valued behaviour - If necessary, select a protective or educational consequence: - Reflective time out (5 minutes EYFS & KS1, 10 minutes KS2) - Removal of items - Verbal or written apologies - Warn about losing responsibilities or privileges	- Make record of behaviours on Arbor and alert phase leader on the day the behaviour occurred - Conversation between Class Teacher and parent/carer, involve Phase Leader if continuation occurs - Seek advice from Therapeutic Thinking Trainers
Step 3	Repeated incidence of Step 2 behaviour in the same half term Severe disruption where lesson cannot continue More serious challenge to authority Minor Vandalism Starting fights/hurting others Spitting e.g. at other pupils Initial instance of bullying Intimidating behaviour Dangerous behaviour Using swearing to insult others Racist, sexist or homophobic behaviour	- Promote and reward valued behaviour - Select a protective or educational consequence: - Reflective Time Out of class - Loss of activity, responsibility or privileges - Consideration of SEND/pastoral/Thrive route - After the incident use the Reflect, Restore and Repair Questions once they are back in the Green Zone	- Make record of behaviours on Arbor and alert SLT and Phase Leader on the day the behaviour occurred - Record on CPOMS if behaviour constitutes bullying, racism, sexism and homophobia and Incident Report Completed (Appendix Fourteen) - Complete Therapeutic Thinking documentation to analyse behaviours and identify ways forwards - Formal meeting with parent/carer, involve Phase Leader or AVPs if required
Step 4	Pre-mediated or unprovoked violent behaviour Persistent disruptive behaviour Threatening behaviour Verbal abuse of staff and 'lashing out' Swearing intended to deliberately cause offence Leaving without permission and truancy Theft of others' property Serious or repeated vandalism Continuation of bullying	- Promote and reward valued behaviour - Select a protective or educational consequence: - Further loss of privileges - Exclusion from forthcoming events - Internal suspension - Possible fixed term suspension - Pastoral Support Programme - Consider involving external agencies - After the incident use the Reflect, Restore and Repair Questions once they are back in the Green Zone	- Make record of behaviours on Arbor and alert SLT and Phase Leader on the day the behaviour occurred - Record on CPOMS if behaviour constitutes bullying, racism, sexism and homophobia and Incident Report Completed (Appendix Fourteen) - Formal meeting with parent/carer, involve AVP or VP - Follow up meetings to take place to monitor and review behaviour - Letter to parents if suspension applies (led by Principal) - Record on Arbor and Local authority informed of fixed term suspension - Reintegration meeting to take place (led by Principal or VP)
Step 5	Serious assault or physical abuse of another pupil or adult Major theft e.g. a laptop Sexual Misconduct Possession/use/selling cigarettes, drugs, alcohol or weapons Severe Persistent disruptive behaviour	- Promote and reward valued behaviour - Select a protective or educational consequence: - Most likely to result in permanent exclusion - After the incident use the Reflect, Restore and Repair Questions once they are back in the Green Zone	- Make record of behaviours on Arbor and alert SLT and Phase Leader on the day the behaviour occurred - Principal to manage – incident logged on CPOMS - Relevant staff informed - Parents informed immediately - meeting with parents followed by a formal letter - Chair of Trustees notified - Police, as appropriate - Recording on Arbor and Local authority informed of permanent exclusion

Appendix Fourteen: Incident Report Form

HCFS Incident Report Form

Incident details			
Date of incident/s		Time of incident/s	
Location / event			
Where did the incident occur?	☐ Field ☐ Corridor	☐ MUGA Other:	☐ Toilet

Nature / type of incident

- ☐ Extortion
- ☐ Isolation – being ignored or left out
- ☐ Physical – being hit or hurt
- ☐ Verbal – name-calling, taunting, mocking, threatening
- ☐ Spreading rumours
- ☐ Written
- ☐ Possessions – kit taken or damaged
- ☐ Forced into actions against will / hazing
- ☐ Cyber – online, social media, email, text, posting photos / videos
- ☐ Other (specify):

Are there indications that the incident was motivated by any of these? Tick all that apply		
	☐ General appearance / demeanour	☐ Race / ethnic origin
	☐ Disability / SEN	☐ Sexual orientation
	☐ Gender / sexism	☐ Home circumstances
	☐ Religion	☐ Sports ability

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				

* Gender: **F** – Female / **M** – Male / Another – please write in

* Role: **V** – Victim / **R** – Ringleader / **A** – Associate / **B** – Bystander

Brief summary of incident(s)

Action taken
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.
Overall (include details if incident was referred on)
With each individual involved (noted on page 1)

Declaration	
Form completed by (print your name)	
Your signature	✗
Today's date	
Monitoring review date *Check in with all parties involved*	

Appendix Fifteen: Statutory Recording Form for Restrictive Intervention including use of reasonable force in schools (April 2026)

Pupil Name:	
Identified needs e.g. SEN, disability	
Pupil D.O.B:	
Reporting Member of Staff:	

Location of Incident:

Time and Date of Incident:	

Justification for physical intervention (tick all that apply):		Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.)
To prevent harm to self	☐	
To prevent harm to other children	☐	
To prevent harm to adults	☐	
To prevent damage to property	☐	
To prevent loss of learning (see plan)	☐	

Incident Form/Book Complete	Y/N
Medical Treatment / Injuries	Y/N
Damage to Property	Y/N

Name(s) of additional staff witness:	Name(s) of additional pupil witness:

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:	
How was the incident resolved?		
What were the Consequences? Protective and Educational		
Has student reparation/ de-brief taken place?	Y/N	

Has staff de-brief taken place?	Y/N	
Has the Risk Management plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

De-escalation techniques used:
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Other (please specify)			

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restrictive intervention including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name

Duration of restraint:	Duration of incident:
Additional information and justification	Additional information and justification

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the pupil indicated that this was caused by the use of physical intervention?	Y/N	Actions:

Incident reporting and monitoring
Incident reported to: Principal by:
Parents / Carer informed by: @

Verification of account of incident:		
Staff name	Staff signature	Date

Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Reporting staff name:		Signature:	
Incident form coordinator check signature:		Date:	

Appendix Sixteen: Reporting to Parents

Student Name:	
D.O.B:	
SEND Code	
Identified SEN or disability	

Date of Incident	
Time of Incident	
Duration of Incident	
Duration of Restrictive Intervention	

Recording staff name:	

Location of Incident:

Description of Restrictive Intervention

Type of Restrictive Intervention	
Physical restraint	☐
Non-physical restraint	☐
Mechanical restraint	☐
Chemical restraint	☐
Supervised seclusion	☐

Justification for restrictive intervention Why the intervention was assessed as necessary (tick all that apply):		Harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.
To prevent harm to self	☐	
To prevent harm to other children	☐	
To prevent harm to adults	☐	
To prevent damage to property	☐	
To prevent loss of learning (see plan)	☐	

Is there any physical or emotional harm caused by the use of the restrictive intervention?	Y/N	Details:
Has the student indicated that this was caused by the use of restrictive intervention?	Y/N	Actions:

Who has received a copy of this report?		
Reported to:	Method of reporting (e.g. post)	Time and date of reporting

Parent/Carers invited to follow up discussion (Y/N):	

Appendix Seventeen: Class Reward Chart Template

<INSERT CLASS NAME>' Class Points

Thrive Focus: _____

					Insert reward
					Insert reward
					Insert reward
					Insert reward
					Insert reward

Well done!

Reward examples:

- Everybody gets a house point;
- Five extra minutes of playtime;
- Five minutes for free iPad time;
- Puzzles, board games or colouring session;
- Sit wherever you'd like for a lesson;
- Everybody gets two house points;
- Watch a movie.

Remember: rewards can be decided upon during a class discussion; rewards should increase as the chart is completed e.g. watching a movie is higher value than earning a house point.

Appendix Eighteen: Example strategies for Managing Low Level Disruptive Behaviours

	Example Behaviours	Positive Strategies
Disruptive classroom behaviour	Not listening/Ignoring Instructions	Rule reminder; varying teaching styles; visual reminder – notes on board, using different colours; directing questions at specific children; think about positioning of child and if appropriate LSP.
	Fidgeting	Take object as you continue lesson – don't let it stop the flow; use eye contact; insert a name into the flow; for some children, blu-tac or a permitted item; for some children, plan seating position.
	Rocking on chair	Non-verbal signal – nod, look, hand gesture; go behind chair and tap or gently tip; remind of safety; warning; chair removed for set amount of time. *Be aware that some children find this almost impossible due to a sensory need, a wobble cushion or standing desk may help.*
	Pushing in line	Praise children lining up well; move child to the back of the line; create a line order.
	Talking out of turn	Praise/choose children who are sitting quietly of waiting their turn; refer to key rules (R,R,S); stop, fix, glare; ignore or acknowledge depending on child/circumstance.
	Calling Out/Silly noises	Strategic ignoring and tackling later to lessen disruption to flow; praise those who do the right thing, going to those who put hand up; set the routines early and show no tolerance. It has to be dealt with some time; eye contact; when a child who does often call out puts up hand, ensure praise/responses as a reward.
	Disturbing Others/Chatting	No tolerance, but be aware of attention seeking; move to lone position, facing away; close supervision or near to adult.
	Unkind language or treatment of others	Be consistent in your response and clear about what is not acceptable; discuss with child one to one; consider circle time and ask 'How would you feel?'.
	Chatting or not on task	Eye contact; name; working separation; time targets for completion of activity.
	Wandering	Remove excuses for wandering – pens, equipment ready; make expectations clear, and say how long it will be before; challenge- 'Why are you out of your seat?'; Reminder of rules; Consider movement or brain breaks for longer lessons or testing situations.
Other general examples	Talking when moving around the school or lining up	Set the tone early; send to back for some children; line up in register order; encourage children to avoid lining up with those who might bring temptation; if majority of class, return to try again or 'practice' at break time.
	Talking in assembly	Try to gain eye contact to give a visual prompt to stop: quietly move to the child to give a verbal reminder to stop: move to sit next to you; discuss their actions with them at break time; consider the timing, to avoid disruption; consider placement of child when entering next assembly – may need to be sat next to you.
	Careless treatment or not looking after own or others property, or school property	If undamaged talking to child about importance; if accidental or careless damage to others' property involved, staff may refer to Principal if recompense is likely to be sought.
	Not working in a group situation	Review at end of lesson; focus on group skills expected when giving instructions for activity; careful consideration about grouping of children.
	Inappropriate responses to reminders about behaviour e.g. shrug, or 'Yeah?'	Expect to be talked to with appropriate level of formality for situation – children need to learn this; but…be careful not to cloud the original issue with a focus on consequential misbehaviour.