

Our Approach

Our therapeutic approach to behaviour management has been inspired by the Therapeutic Thinking training we receive annually as a Hertfordshire School. The Therapeutic Thinking Programme is the Local Authorities preferred approach to behaviour management in schools.

It is an 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.

The approach promotes valued behaviour (behaviour that is positive, helpful and intended to promote social acceptance). Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people and children are taught to understand the importance and benefits that behaving in such a way has on themselves, their peers and the wider community.

If behaviours become difficult or dangerous, we may implement a consequence. We use the term consequence rather than sanction as we want children to understand that all actions lead to a consequence (whether positive or negative). We do not want to control or impose external discipline onto children as they do not learn or grow from this. 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 (shown on the next page).

Behaviour Curriculum

At HCFS, we explicitly teach behaviour in the same way that we teach other curriculum subjects. Children are taught, practised and regularly reminded of the routines and behaviours expected across school through our three school rules: Ready, Respectful and Safe, and our six core values of Kindness, Respect, Resilience, Responsibility, Curiosity and Confidence. This helps children develop the knowledge, habits and self-regulation skills needed to be successful learners and positive members of our school community.

Responsibilities

The Parents/Carers	The Pupil
• 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	

Behaviour Policy Parent Guide



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/carers, involve Phase Leader if continuation occurs
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 Dangerous behaviour Intimidating 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) - Formal meeting with parent/carers, 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/carers, 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