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THE WILLOWS

PRIMARY SCHOOL AND NURSERY

Behaviour Policy

Ratified by the Governing Body:

January 2025

Review Date: *January*

2026

Behaviour Policy

At the Willows Primary School, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as *an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.*

We classify behaviour into 3 types: Pro-social, Anti-social dangerous, Anti-social difficult

Pro-social behaviour is defined as:

Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social dangerous behaviour is defined as:

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.

Behaviour that causes harm or injury to an individual, the community or to the environment

Anti-social difficult behaviour is defined as:

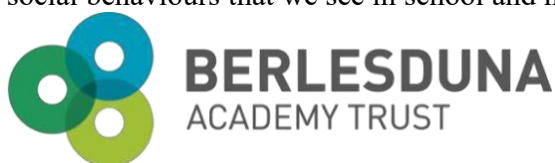
Behaviour that violates the rights of another person Behaviour that is anti-social, but not dangerous.

The following are examples of the types of *pro social* behaviours that we see in school and how adults respond:

Behaviour	Typical Response
Walking in the corridor	"Thank you for walking in the corridor"
Holding a door open for someone	"Thank you, allow me to return the favour!"
Using please and thankyou	"You're welcome"
Walking a child to first aid	"Thank you for helping your friend, it's good to know that we're being looked after when we're poorly "
Helping a child who is lost	"Well done for helping your friend, it's helps to know where you're going"
Helping a peer to understand work	"Thank you for helping your friend - it helps everyone when we help each other"
Inviting another child to play in a game	"Well done for helping your friend, I'm sure they'll enjoy being involved"
Using good morning and good afternoon	"Good morning" or 'good afternoon' back
Helping an adult carry equipment through the school	"Thank you for helping - you've made my job much easier!"
Supporting a peer when they are upset	"Well done for helping your friend, I'm sure they will feel better for it"

The following are the Anti-social behaviours that we see in school and how adults will

respond:



Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See flowchart at the end of the policy).

De-Escalation Script

Behaviours	Adult Response
Running in the corridor	"Walking in the corridor, thank you!"
Climbing on top of cupboards	Use of de-escalation script
Screaming and shouting	Use of de-escalation script
Swearing at children	"NAME kind words, thank you" Educational consequence around swearing.
Swearing at adults	Use of de-escalation script. Logical consequences.
Punching children	Use of de-escalation script, use of steering, guiding, escorting away. Logical consequences (see below)
Kicking children	As above
Punching adults	As above
Kicking adults	As above
Rough play	"NAME safe play, thank you" logical consequences (see below)
Refusing to work	Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for.
Refusing to listen to adults	Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated.

- Child's name

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height



Following the above, if there is a need for further action then this would take the form of consequences. Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action



Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

We separate consequences into two types:

Protective consequences:

- Removal of a freedom to manage harm
- e.g. Increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned
- e.g. Completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration.

For a consequence to be valid, there should be a clear reason for our response. Perhaps we should be able to say, 'Obviously, this needs to happen...'

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. At The Willows Primary School, we use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school support and intervention.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Reasons for a permanent exclusion may include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

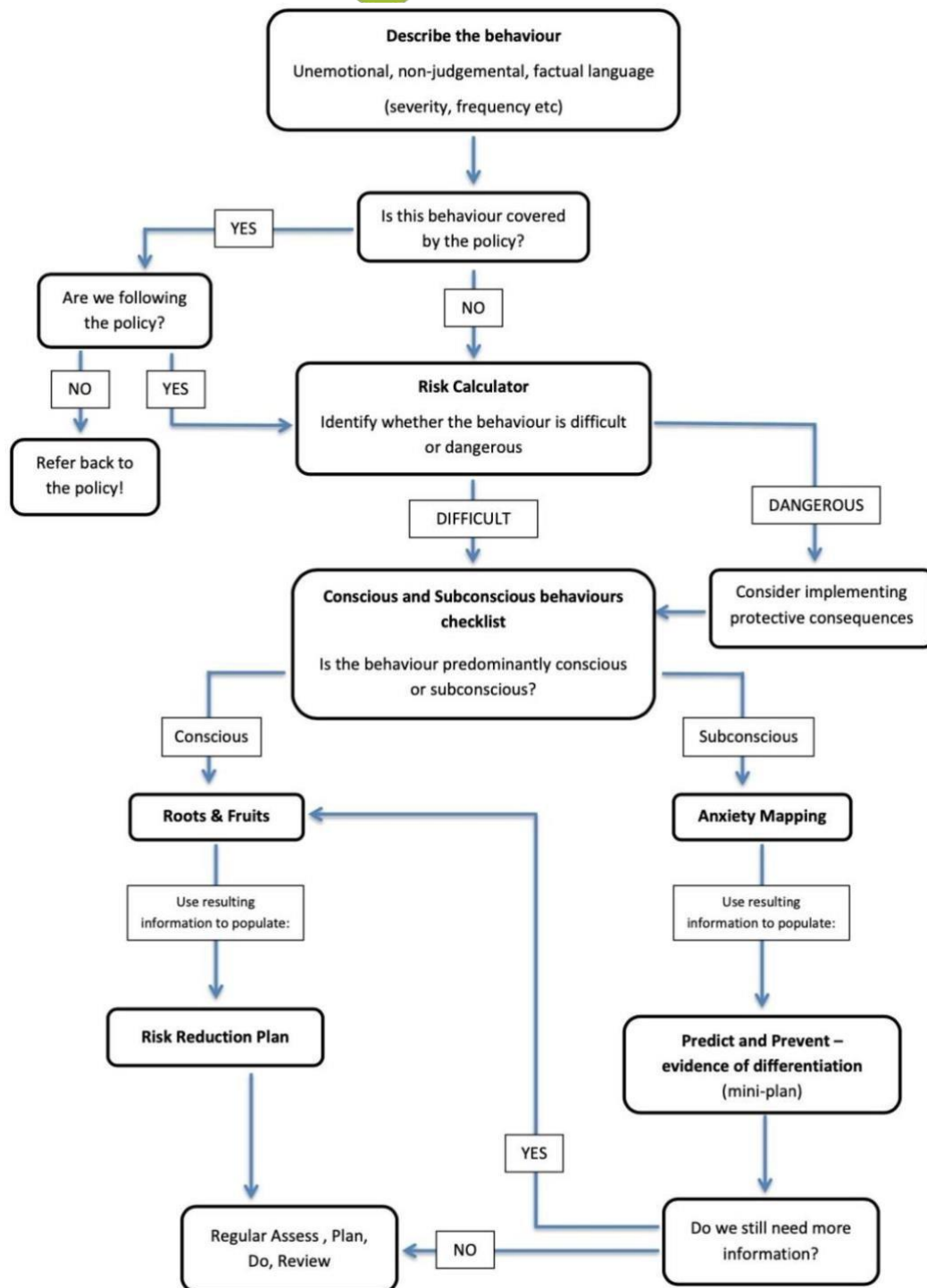


The Essex Steps Therapeutic approach is used across 8 counties and the flowchart below brings together every process used to analyse and respond to difficult or dangerous behaviours. The school will follow the following flowchart, kindly reproduced from original work carried out by our Hertfordshire colleagues.

All of the documents referred to within the flowchart are accessible from the school if they refer to your child or if you should need any further explanation.

Appendices

- 1. Flowchart of behaviour intervention**
- 2. Risk Calculator**
- 3. Conscious behaviour checklist**
- 4. Subconscious behaviour checklist**
- 5. Anxiety Mapping**
- 6. Predict and Prevent mini plan**
- 7. Roots and Fruits Analysis**
- 8. Risk Reduction Plan**
- 9. Touch Policy**
- 10. Supporting, Guiding and Escorting examples**



Hertfordshire Steps 2019

Conscious Behaviour Checklist

Question	Response
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What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave pro-socially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	



Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

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Anxiety Mapping

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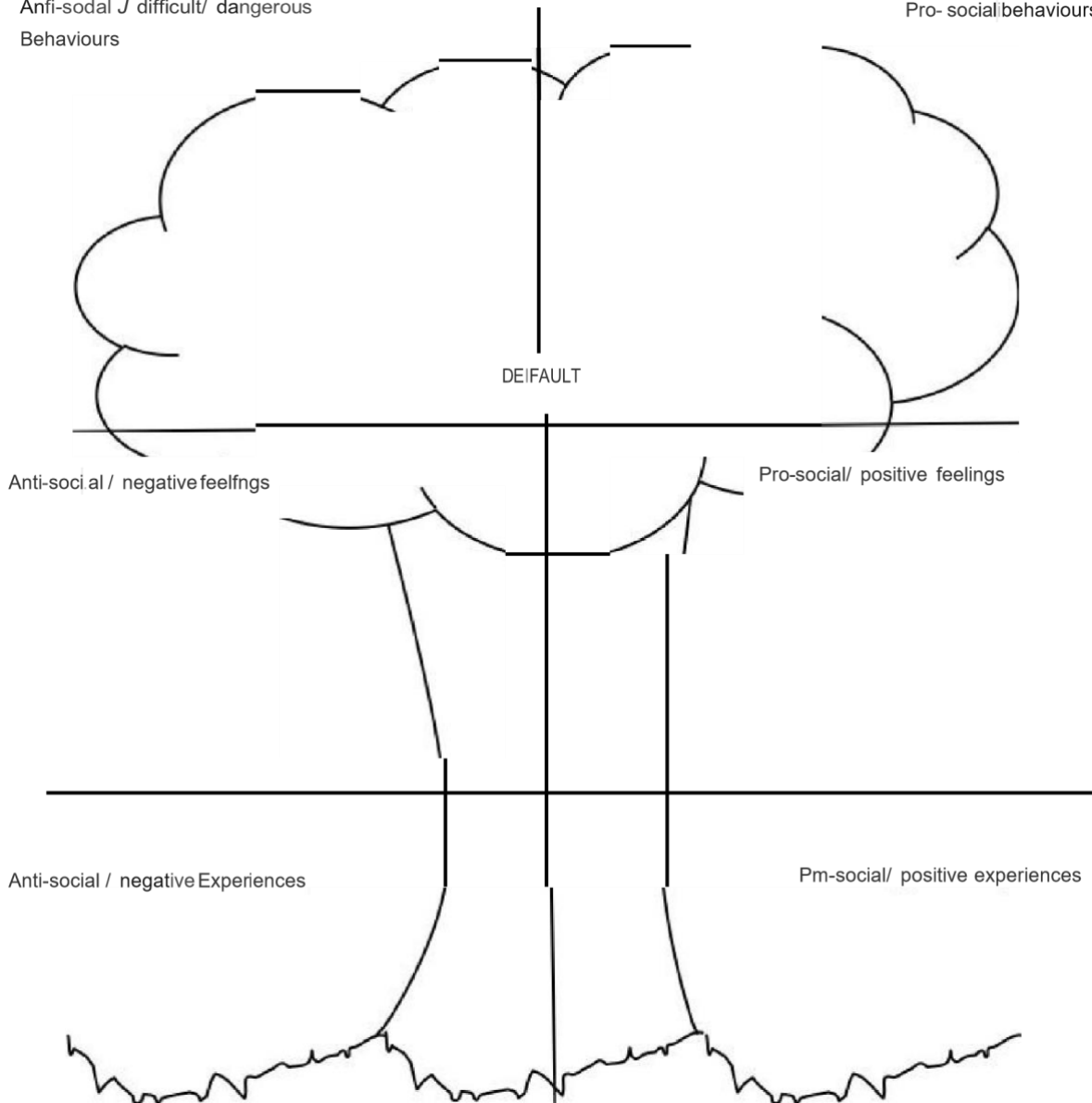
Time / location / staff/ activity etc

Roots and Fruits

Name	
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Anfi-sodal / difficult/ dangerous
Behaviours

Pro- social/behaviours



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Risk Assessment

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					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again

4	The risk of harm is persistent and constant
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Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Risk Reduction Plan

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)	
Pro social / positive behaviour		Strategies to respond
Anxiety / DIFFICULT behaviours		Strategies to respond
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.....

Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - ▷ to comfort a pupil in distress (so long as this is appropriate to their age);
 - ▷ to gently direct a pupil;
 - ▷ for curricular reasons (for example in PE, Drama etc);
 - ▷ 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 location where the contact takes place (it should not take place in private without others present).

Within The Willows School this means that as a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At The Willows school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's

shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.

Hugging can be used either standing or seated

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Statement on the use of Physical Interventions

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

Parents/carers will be made aware of this statement when their child is admitted to this school.



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If you have any
like a further discussion

please speak to your line manager at the earliest available opportunity.

questions or would
regarding this policy,

Closed mitten



Closed mitten (used to draw a student close)

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

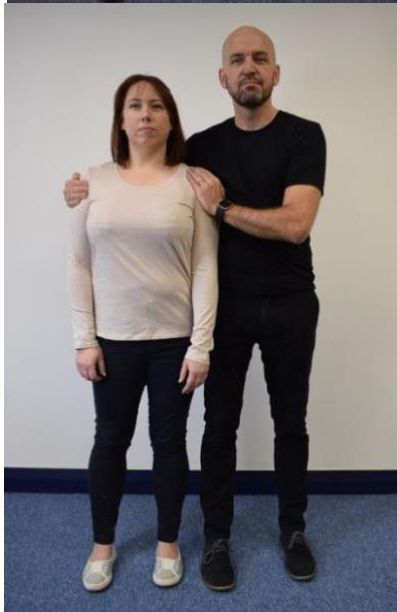
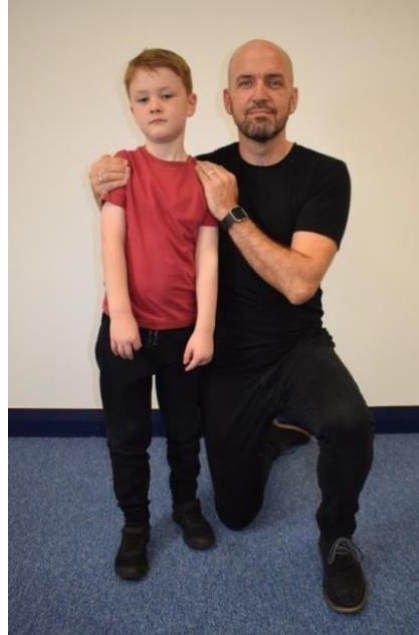
Offering an arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security



Guiding, Escorting and Supporting



To communicate comfort or reward:

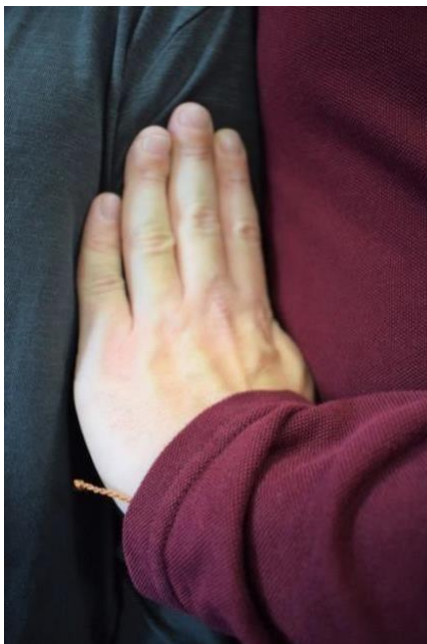
Hip in

Head away

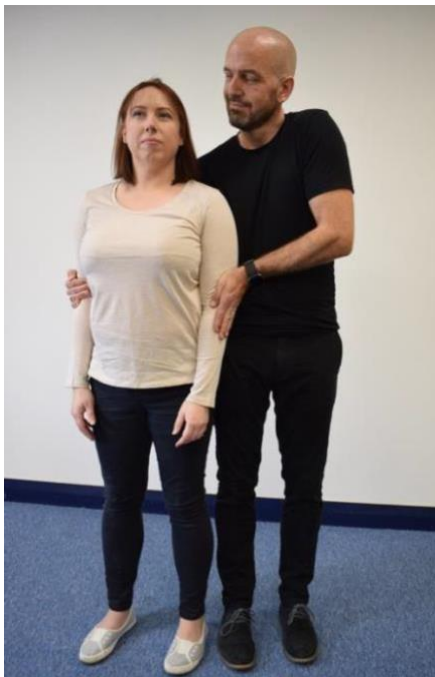
Sideways stance

Closed mittens contain each shoulder
Communicate intention
Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)



Supportive Arm (cont) and paired supportive arm



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape) • Communicate intention

Open mitten



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

Open mitten guide (to protect or turn)

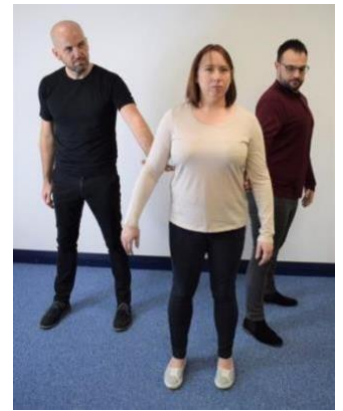
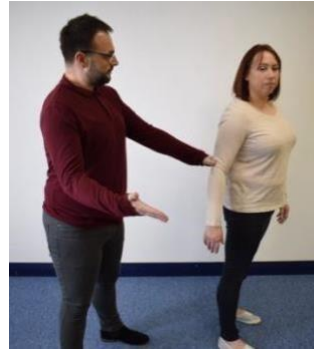


Open mitten guide (to communicate)

Open mitten guide-

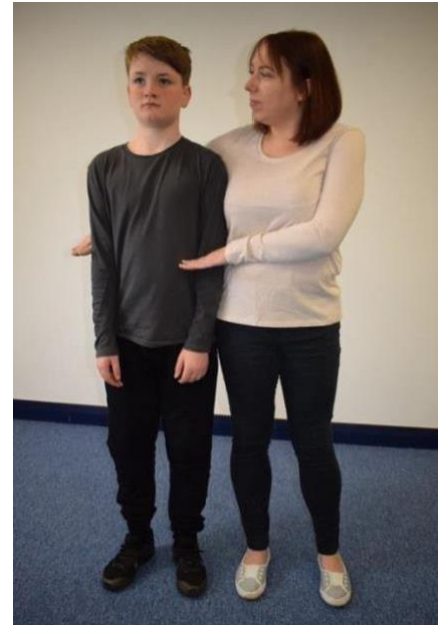
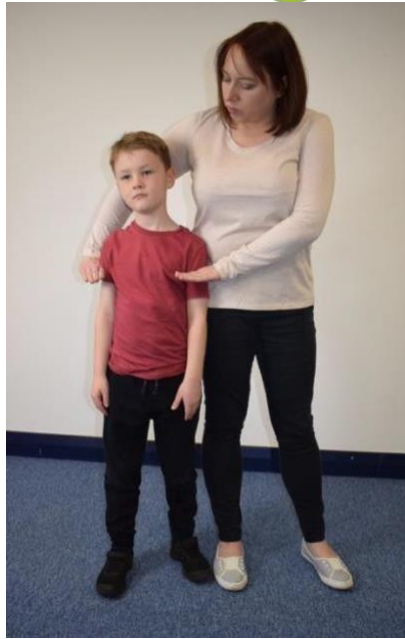


paired



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- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



