Ickleford Primary School

Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

Positive Behaviour Policy

Date of Approval: **Autumn 2023**
Date of next review: **Autumn 2026**

Positive Behaviour Policy

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32

Ickleford Primary School Vision Statement

We aspire to build a happy and inclusive community underpinned by core Christian values and those shared by other faiths. This will enable us to nurture resilient pupils with a passion for life-long learning, ensuring everyone's potential is fulfilled.

Ickleford Primary School Core Values

- Ensuring a happy teaching environment
- Building an inclusive community
- Instilling values
- Developing resilient pupils
- Creating independent thinkers with a passion for learning
- Nurturing potential

Rationale

The themes of learning, praise and forgiveness run throughout our approach to supporting behaviour.

Our school adopts a therapeutic approach to behaviour management that prioritises the prosocial experiences and feelings of everyone within the school community. Staff place an emphasis on consistency; on teaching internal discipline rather than imposing external discipline; and on care and control, not punishment. Our school approach uses techniques to de-escalate a situation before a crisis occurs and, if a crisis does occur, it adopts techniques to reduce the risk of harm.

Objectives of the Positive Behaviour Policy:

- to ensure that all children, parents and carers, staff and governors have an agreed understanding of the school's expectations for children's prosocial behaviour; and
- to ensure that all children, parents and carers, staff and governors consistently follow the school's procedures to teach positive behaviour, and techniques to de-escalate unsocial and antisocial behaviour.

N.B. A Glossary of Key Terms can be found in Appendix 1

Roles and Responsibilities.

Role of the Headteacher

It is the responsibility of the headteacher, under the "School Standards and Framework Act", 1998, to implement a behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in school.

The headteacher supports staff by ensuring appropriate induction and ongoing training, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The headteacher will monitor, review and keep records of all reported antisocial, difficult or dangerous behaviour.

The headteacher has the responsibility of issuing suspensions and permanent exclusions for repeated antisocial and difficult behaviour or dangerous behaviour that would seriously harm the education or welfare of the pupil or others in the school.

Role of the staff

All staff are expected to be good role models for pupils, as detailed in the school's Code of Conduct Policy.

All staff are expected to seek out, recognise and praise examples of positive behaviour as the main method of teaching children about Ickleford Primary School's high expectations for behaviour.

All staff are expected to ensure all children follow the school's Golden Rules and follow reasonable instructions. This includes the headteacher, teachers, teaching assistants, sports coaches, music teachers, midday supervisory assistants, kitchen staff, office staff and site manager.

It is the responsibility of the class teachers to ensure that the Golden Rules are adhered to by their pupils, that pupils behave in a manner that facilitates learning for all during lesson times and ensure safe transitions and movement around school. Teaching staff will explicitly teach pupils to take responsibility for the development of their prosocial behaviour, attitude to learning and positive learning behaviours.

Class teachers keep parents regularly informed about their children's behaviour through reports, consultation meetings and informal communication. We endeavour to initiate supportive dialogue between school and home so we will always inform parents and carers immediately, if we have concerns about their child's welfare and behaviour.

All staff must treat each child fairly and ensure pupils adhere to the Golden Rules consistently, with due regard to equal opportunity legislation, see School's Equal Opportunity Policy. This includes liaising with the SEND Co. and other outside agencies to ensure that children are treated equitably and sensitively according to their individual needs.

Any consequences must be obvious and proportionate. When considering whether a consequence is logical and reasonable, section 91 of the "Education and Inspections Act", 2006 says it *'must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and religious requirements affecting them.'*

The school will consider whether a pupil's SEND, disability or other individual needs may be contributing to behaviour and will make reasonable adjustments where appropriate. Behaviour responses will be proportionate, equitable and informed by the pupil's individual circumstances and identified needs.

All staff will be alert to the signs of bullying, will act immediately to it and will alert senior staff to such issues through the mechanisms set out in School's Anti-Bulling Policy.

All staff have been trained in de-escalating low-level disruption, unsocial and anti-social behaviour. Staff know how school expects this behaviour to be reported and recorded and know when the issue needs to be escalated to the headteacher. Persistent unsocial behaviour or antisocial, difficult and dangerous behaviour incidents are recorded and monitored on school's recording system C-Poms.

The Role of Parent and Carers
Ickleford Primary School thrives when it works in partnership with parents and carers to support their children's learning; to help their children understand the Golden Rules, School Values and also to use consistent approaches to the development of their children's prosocial behaviour.

To maintain supportive dialogue between home and school, we request that parent and carers inform us promptly of any changes in circumstances which may affect their child's behaviour and of any difficulties they are experiencing outside school with their child's behaviour.

If teaching staff have to use logical and reasonable consequences to teach prosocial behaviour to a pupil, we expect that parents and carers will support the actions of school. If there are concerns about the way that their child has been treated, the parents and carers must, in the first instance, contact the class teacher. If the concerns persist, they should then contact the headteacher or deputy headteacher, thereafter, further concerns should be made to the Chair of Governors.

We expect that the behaviour of parents and carers to reflect Ickleford Primary School's Golden Rules when on school premises. We expect parents and carers to refrain from using aggressive, intimidating or unreasonable behaviour towards members of staff or children either face to face, on the telephone, via email communication or through the use of social media. By accepting their child's place at Ickleford Primary School, parents/carers agree to the school's values and ethos, and the principles outlined in this policy.

Role of the Governors
The governing board has the responsibilities of setting down the guidelines in this policy on standards of expected behaviour, strategies for teaching prosocial behaviour and reviewing the effectiveness of their implementation. The governors support the headteacher in adhering to these guidelines.

Expected Prosocial Behaviour

Pupils are expected to:

- be kind, polite and helpful to all
- show awareness of other people's feelings
- always tell the truth
- listen carefully to others without interrupting them
- look after their own and other people's belongings
- follow any reasonable instructions given by all adults in school
- try their best, work hard and learn from mistakes
- not give up and find another solution
- be resilient - bounce back quickly from a difficult situation
- treat others the way we would like to be treated
- offer an apology for antisocial behaviour choices
- willingly accept an offered apology and show forgiveness
- always be on time and ready for learning
- walk around the school building in a safe and quiet manner
- report bullying to a 'trusted adult'

Strategies to Teach Prosocial Behaviour

Golden Rules

'The golden rule' is the principle of treating others as you want to be treated. It links clearly to our values education programme, which underpins our Christian ethos, yet it is a maxim that is found in many religions and cultures.

At Ickleford Primary School, a set of positively phrased, clear and highly visible golden rules are displayed in each classroom, playground and in the dining hall. Our Golden Rules are intrinsic in our positive school vocabulary. **Our Golden Rules are:**

- **We are kind, polite, helpful and aware of other people's feelings.**
- **We listen carefully to others without interrupting them.**
- **We look after our own and other people's belongings.**
- **We try our best, work hard and learn from our mistakes.**
- **We treat each other the way we would like to be treated.**
- **We always tell the truth.**

Staff refer to these Golden Rules to promote positive behaviour expectations, praise prosocial behaviour choices and are used to reflect on low-level disruption or unsocial behaviour choices. They are also promoted on our school website.

Values Education

Ickleford Primary School offers a Values Education programme. It aims to provide pupils with a code of moral and spiritual values by which to lead their lives and help them to make the right choices.

Each half term, the school champions a new value, such as: peace, hope, wisdom, sacrifice, belonging and stewardship. School informs parents of the chosen value and its significance in our regular newsletters. We hope this will stimulate discussion for parents and carers at home and that they can help us reinforce the importance of these values in the world in which we live.

Time is given in collective worship to introduce and explore the new value. A fun and stimulating, age-appropriate activity is also presented in class, giving the children an opportunity to reflect upon these ideas and relate it to their own behaviour. Such activities might include: storytelling, songs, creative activities, co-operative activities, visiting speakers, class discussion and research projects.

The whole school community is encouraged to emphasise the value of the half term in their work and through their contact with the children. The children are positively encouraged to use the value through their own behaviour.

If a child is seen demonstrating the chosen value, they may receive a 'Values Shout Out' from any member of our school community, including a classmate, member of staff or parent. Each week, the class teacher will choose a member of the class who has demonstrated the value particularly well to be named Values Champion of the Week. The children's successes are celebrated during our Friday Fellowship Collective Worship, and the Values Champion is also recognised in the school newsletter, using only the child's first name, so that the whole school community can celebrate their achievement.

Our aim is to build on our high standards by promoting a school ethos which is underpinned by core values that support the development of the whole child.

Class Charter

At the beginning of a new academic year, each class teacher will collaborate with their class, in

age-appropriate ways, to construct a classroom charter of agreed behaviours for a rights-respecting classroom. This activity is based on the UN Convention on the Rights of the Child (CRC), exemplified in The Rights Respecting School Award (UNICEF).

The aim is to make each class charter a real and meaningful guide to action, on a day-to-day basis. The process of creating the charter and its subsequent use should be inclusive and unite the children and adults in the class. The charter develops a sense of ownership of the classroom and learning. Once developed it becomes a point of reference for the class and once signed by the class teacher, TA and pupils, it signifies a shared enterprise and acts as 'social glue' which binds everyone together.

Each class charter is devised collaboratively by setting out:

- those rights selected from the CRC which are deemed to be most relevant. The rights should be worded in a way that are most meaningful to the pupils.
- beside each right, the actions agreed between all pupils and staff, to ensure the rights can be realised and enjoyed by everyone.
- who agreed the charter. This is often done by all signing it.

What is agreed is then set out in a way that is child friendly and can easily be seen around the classroom. They act as shared values and principles based on the CRC and applicable to all.

PSHE

Personal, Social, Health and Economic education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. PSHE activities have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. **Our Programme of Study for PSHE education has been adopted from Kapow, quality assured by the PSHE Association.** It aims to develop age-appropriate skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These lessons may also devote time to:

- our **Protective Behaviour programme** which includes safety awareness and resilience-building activities that help children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and in turn may impact their behaviour; and explores practical ways to keep safe;
- **specialist wellbeing sessions** delivered by the school SEND Co/Mental Health Lead;
- **anti-bully awareness week,** where the children participate in assemblies, activities and workshops, sometimes delivered by the outside agency, such as NSPCC;
- **online safety sessions,** children are reminded of safe internet use at the start of every computing lesson and age-appropriate messages are covered in PSHE lessons, including cyber bullying. Specialist workshops are also delivered by an online safety consultant for different stakeholders, pupils, staff and governors, and parents.
- and **class circle time** discussions are opportunistically used as a tool for reflecting, repairing and restoring relationships from unsocial or antisocial behaviour.

Rewards

A variety of rewards are given to help pupils make choices for their prosocial behaviour and attitudes to learning which they should demonstrate around school. The list below is not a hierarchy of rewards as some rewards are age/cohort appropriate or could be differentiated to an individual's needs. Class teachers will clearly set out their preferred class reward systems at the beginning of each academic year in a Class Welcome Meeting for parents and carers. Expectations will be routinely and consistently exemplified by teaching staff to pupils throughout the year. The list is not exhaustive but may include:

- a smile
- a ‘high’ five
- positive verbal feedback
- classmates calling out a child’s name e.g. “Yes Sam!” (under teacher’s direction) or a collective ‘round of applause’
- stickers for the child to wear and take home
- a pertinent ink stamp in their exercise books
- team points for behaviour, attitude or contribution to learning
- ‘caught you being good’ - secret nominations from any member of the school community
- value leaves for current or past values, given out in Friday Class Celebration Assemblies
- achievement tree - getting their name on the class tree by demonstrating great behaviour and attitude to learning
- celebrating work with others around school, e.g. visiting other classes, a subject leader, headteacher, deputy headteacher or SEND Co
- work displayed in a classroom on the ‘Wow wall’, ‘great work wall’ or in the WaGOLL book (What a Good One Looks Like)
- work or behaviour certificates/slips/cards awarded by the class teacher to be sent home to share good news with parents
- ‘star of the week’ cushion/photo on the wall for demonstrating great behaviour and attitude to learning
- weekly class ‘good manners’ trophy which sits on the child’s desk for a week and celebrated in front of the whole school in collective worship on a Monday
- Friday Class Golden Time - an opportunity to socialise and play with classmates after a busy week

School Strategy for De-escalating Low-level Disruption, Unsocial or Antisocial Behaviour

De-escalation Strategies and Consequences

Our tiered strategy to de-escalate low-level disruption or unsocial behaviour (not meeting the Golden Rules) is created in such a way as to: use positive phrasing not negative phrasing; give limited choice not no choice or open choice; disempower the behaviour not empower it; and finally give appropriate ‘obvious’ consequences not punishments. If low-level disruption, unsocial or antisocial behaviour by a pupil has been witnessed, then a member of staff, with calm body language, will use:

- a look or a nonverbal signal, i.e. a communication in print sign
- a positive cue to other children for displaying the Golden Rules
- a quiet verbal reminder to pupil of behaviour expectation
- limiting choice between two prosocial behaviour expectations
- limiting choice between correct behaviour choice or appropriate ‘obvious’ consequence
- a school agreed de-escalation script:
  ‘Child’s name’,
  I can see something has happened.
  I am here to help.
  Talk and I will listen.
  Come with me and ….

Graduated Response

Our approach is graduated and proportionate. Staff first teach and reinforce expectations and recognise positive behaviour. Where behaviour does not meet expectations, staff use reminders, limited choices and appropriate educational or protective consequences. Following significant incidents, pupils are supported to reflect, repair and restore relationships. Where behaviour is persistent or presents significant concern, the school considers additional assessment, reasonable

adjustments, individual support and/or a behaviour or risk reduction plan, working with parents/carers and relevant agencies where appropriate. Suspension or permanent exclusion is considered only where lawful, reasonable and proportionate and in accordance with current statutory guidance.

Consequences

Our strategies regarding consequences are based on the definition of the word consequence – the effect, result or outcome of something occurring earlier or a conclusion reached via reasoning. School uses: educational consequences, where learning, rehearsing or teaching occurs so freedom can be returned; and protective consequences, where removal of a freedom is put in place to manage harm of self or others. **Educational consequences for actions could include:**

- working on their own in a different part of the classroom to catch up on missed work or repeating unsatisfactory work until it meets the required expectations for that pupil.
- completing unfinished work or improving work at break time, with their break time being restored when they have finished.
- being quietly transferred to work in a different part of the classroom, different classroom or part of the school
- to be escorted and supervised to another space, including the library, SEN room or headteacher's office, followed by a reflect, repair, restore conversation and to catch up on work missed.
- a pictorial apology, modelling how their behaviour should look.
- a verbal apology and a promise not to repeat the same unsocial behaviour due to its impact on the victim's feelings or its impact on the classmates right to learn, being specific about their impact. This may need modelling or scaffolding by a member of staff, for example, 'I apologise for taking your pencil. I promise not to do that again because you were upset when you couldn't get on with your learning.'
- a letter of apology, with the same formatting as above. This may be asked to be done at home, so parents and carers can discuss the behaviour, its impact and the feelings of others affected.
- helping with clearing up or assisting with repairs, where appropriate.
- being escorted to the headteacher's office, upon which a telephone conversation with parents might be made to discuss appropriate consequences.
- loss of weekly Golden Time; unfinished work in 'fix it time' can be completed in a different part of the classroom, until the work is satisfactorily completed for that individual.

Protective consequences could logically be:

- time out at playtime, sitting on a quiet bench or in a safe space in school before verbally apologising for inappropriate play. The timing for timeout usually reflects the age or development of the child e.g. an 8 year old would have 8 minutes timeout.
- supervised time out to cool down before a reflect, repair, restore conversation.
- loss of Golden Time to engage in reflective conversation with the headteacher or deputy headteacher.
- withdrawal of the privileges from extracurricular school activities, such as football practice to ensure the safety of other participants.
- withdrawal from school events to ensure the safety of others e.g. school trips or residential visits.
- extra supervision at playtime.
- limited access to outside space.
- differentiated learning space.
- suspension.
- permanent exclusion.

Reflect, Restore, Repair Conversations
Procedures are in place for supporting and debriefing the pupils after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress. It is a recognised approach *'to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment', Wright 1999.*

During the incident, behaviour may be influenced by anger, frustration or disappointment. The purpose of a reflect, repair and restore conversation is to re-visit the experiences with each individual once calm, relaxed and reflective. All people affected by an incident should re-visit the experience by re-telling and exploring the story with a changed set of feelings.

The restorative approach:

- focuses on harm that has been done;
- how the harm can be repaired;
- looks at experiences, feelings and needs; and
- plans to ensure conflict is less likely to happen in the future.

Reflect, repair and restore conversations should be a structured process and will be summarised on the school's C-Poms system so they can be monitored. **Restorative questions asked by staff to individual pupils or a group of pupils affected by the incident could include:**
What happened? (tell the story)
What were the people involved thinking and feeling at the time?
Who has been affected and how?
How can we put right the harm?
What have we learnt so as to make a different choice next time?
What would you like to happen next?
How can we make things better for 'name of other pupil' / you?
If everything was going to be alright, what would need to happen?
How can you help to put this right?
How can we make it OK for you to go back to class / playground?
What do you think 'name of other pupil' might need?

Additional Differentiated Approaches:

- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Use signs, pictures and symbols to communicate emotions
- Complete Steps Approach behaviour analysis (see below)

Following more serious incidents, additional follow-up will be undertaken where appropriate to ensure that pupils are safe, supported and able to reflect on and repair the impact of the incident. This may include further conversations with pupils, communication with parents/carers, individual support or involvement of other appropriate members of staff or external agencies.

Once an incident has been addressed and appropriate restorative work has taken place, pupils are supported to move forward positively. We recognise that each day provides an opportunity for a fresh start and that pupils should not be defined by previous behaviour.

Behaviour Out of School
Staff have the statutory power to apply consequences for inappropriate behaviour outside the school grounds, when witnessed by a member of staff or reported to the school. As a school, we may investigate incidents in the following situations, when the pupil is:

- taking part in any school organised trip or residential visit
- wearing an Ickleford Primary School uniform or sports kit
- travelling to or from Ickleford Primary School
- posing a threat to another pupil or member of staff
- adversely affecting the reputation of Ickleford Primary School

Parents and carers will be notified as a matter of course.

Physical Contact, Restrictive Intervention and Reasonable Force
There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with pupils. 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 pupil may include:

- to comfort a child in distress (in a manner appropriate to their age).
- for affirmation/praise.
- to gently direct a child or young person.
- for curricular reasons (e.g. in PE, drama, etc).
- first aid and medical treatment.
- in an emergency to avert danger to the child or others.

The school follows the current DfE guidance, "Restrictive interventions, including use of reasonable force, in schools" (April 2026). Any use of restrictive intervention will be recorded and reviewed in accordance with current statutory requirements, with incidents reported to parents/carers as mandated. Behaviour trends and the use of restrictive interventions will be monitored by the senior leadership team and reported to governors through the school's usual monitoring arrangements.

Our school's individualised therapeutic behaviour management strategy relating to antisocial, difficult and dangerous behaviours
As stated, Ickleford Primary School operates a clear Positive Behaviour Policy, which will meet the needs of most children: addressing children's individual needs, promoting positive relationships and enhancing emotional wellbeing. This will be appropriate for most children within the school/classroom setting.

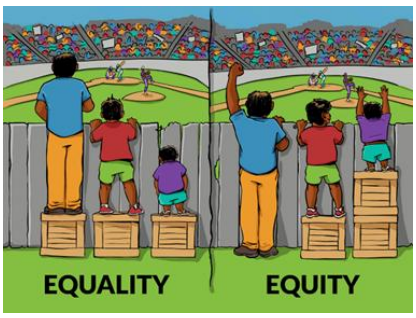
Our Aims:

- to support settings with developing a therapeutic approach to behaviour
- to promote the inseparable link between teaching, learning and behaviour
- to improve safety and confidence
- to support the inclusion of those with difficult or dangerous behaviours
- to reduce exclusions
- to support consistency with outside agencies and services
- to support the Senior Leadership Team in the development of quality and planning

In Summary
Behavioural difficulties may signal a need for support and it is essential to understand what the underlying causes are. For example, a child may exhibit such behaviours as a result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication or the frustrations faced by children with learning disabilities, autistic spectrum conditions and mental health difficulties, who may have little choice and control over their actions.

Children with behavioural difficulties must be regarded as vulnerable rather than troublesome and our school has a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates and becomes difficult or dangerous may result from the impact of a child being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and/or personal choices are limited. Children exhibiting difficult or dangerous behaviours need support and differentiated teaching and learning to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate. School adopts an equitable approach (see image below) with a differentiated/individualised behaviour management plan and/or a risk reduction plan.



Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to be successful.

We use behaviour analysis to understand children's needs and the causes of poor emotional wellbeing. By anticipating situations that may cause distress, and agreeing the steps to address them, whilst assessing, managing and reducing risk, it is possible to reduce the use of restraint or restrictive intervention.

We aim to reduce the option of restrictive interventions, suspension or exclusion by the proactive use of risk reduction plans, drawn up with the involvement of the child and their parents. Co-produced risk plans aim to better understand the experiences of parents, carers and children as well as the agreed steps that should be taken to avoid escalation and promote emotional wellbeing.

Bullying and The Anti-Bullying Policy

Ickleford Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

No form of bullying will be tolerated and all incidents will be taken seriously.

The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. For more information, refer to Ickleford Primary School's 'Anti-Bullying Policy'.

Suspension and Permanent Exclusion

Ickleford Primary School has put policies, procedures and staff training in place to promote good behaviour choices and prevent the escalation of antisocial behaviour. However, if repeated antisocial, difficult or dangerous behaviour from a pupil is displayed, staff will analyse the causes of behaviour and put in place a range of differentiated strategies to address these behaviours. If these plans do not improve the pupil's behaviour with lasting success, then as a last resort, the

government supports the headteacher in using a suspension or a permanent exclusion, as a consequence where it is warranted, i.e. '*where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'.*

The headteacher's decision to exclude a pupil must be lawful, reasonable and fair. It will not be imposed in the heat of the moment. If the headteacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. There is a formal process in place for parents and carers, if they wish, to appeal against the headteacher's decision to the school's governing board. All schools must put a strategy in place for reintegrating pupils who return to school following a suspension. With these factors in mind, Ickleford Primary School follows Hertfordshire's Children's Service most up to date version of 'Exclusion Guidance Supplement', as a guide to best practice. It complements and does not contradict the statutory exclusion guidance published by the DfE, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement", July 2026.

Reporting, Reviewing and Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. They are also required to report to the governing board on the effectiveness of the policy, and, if necessary, make recommendations for further improvements.

The headteacher is responsible for ensuring that all teaching staff receives training on this positive behaviour policy during their induction period. Any ongoing training needs relating to positive behaviour management will be identified and provided as part of the annual performance management process.

The school keeps a variety of records concerning incidents of antisocial behaviour. The class teacher records summaries of these incidents on C-Poms and the senior leadership team will review any subsequent actions: ensuring the school's positive behaviour policy is being applied fairly and consistently. The headteacher will pay particular attention to matters of bullying and harassment and the governing board will closely monitor the outcomes of these incidents.

Any documentation relating to the Steps approach behaviour strategy will always be shared with parents and any active documentation will be discussed and sent on to the child's future secondary school as part of the transition process.

The headteacher will keep the relevant records of any child who is suspended or who is permanently excluded, in line with the government's current data retention policy and will be transferred to the child's next school.

The governing board reviews this policy every 3 years. The governor board may review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

This Positive Behaviour Policy should be read in conjunction with the following Ickleford Primary School Policies:

- Code of Conduct (staff) Policy
- Anti-Bullying Policy
- SEND Policy
- Herts. Children's Services Exclusion Guidance Supplement
- Child Protection Policy
- Equality Policy

- Computing, Online Safety and Acceptable Use Policies

This Positive Behaviour Policy has been informed by:

- DfE Behaviour in schools: advice for headteachers and school staff (February 2024)
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- DfE Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Equality Act 2010
- Education and Inspections Act 2006
- School Standards and Framework Act 1998

In accordance with 'School Information (England) Regulations' (2008), Ickleford Primary School's Positive Behaviour Policy will be published on the School website.

Appendix 1

Glossary of Terms

Prosocial behaviour denotes behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. This behaviour benefits other people or society.

Low-level disruption involves the following: talking unnecessarily or chatting; shouting out without permission; being slow to start work or follow instructions; or showing a lack of respect for other pupils and staff.

Unsocial behaviour refers to pupils not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others; or not doing as instructed, but not to the detriment of others.

Antisocial behaviour refers to behaviour that causes harm to an individual, the community or to the environment; behaviour that is likely to cause injury, harassment, alarm or distress; and behaviour that violates the rights of another person.

Difficult behaviour refers to behaviour that a child displays that does not cause harm or injury but is detrimental to the class.

Dangerous behaviour refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

Physical intervention is used to describe contact between staff and a child (or children) where no force is involved (e.g. comfort, affirmation, facilitation).

Special Educational Needs and Disability refers to a child or young person who has a learning difficulty and/or a disability that means they need special health and education support; we shorten this to **SEND**.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace and comes in many different forms. *(Kidscape)*
The '*STOP'* acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose *(Stonewall)*

A **therapeutic approach** to behaviour management prioritises the prosocial experiences and feelings of everyone within the school community.

Consequences are the effect, result or outcome of something occurring earlier and where conclusions are reached via reasoning. Positive consequences are things children like. When used correctly, a positive consequence will increase the frequency of positive behaviour.