



Bernards Heath Junior School

Behaviour Policy

Policy Review (Statutory Policy)

This policy will be reviewed in full by the Governing Body or nominated committee on an annual basis.

Reviewed: **July 2025**

Due for school review: **July 2026** (to bring in line with HfL review)

Signature:

(on behalf of Governing Body)

Date:.....



**Bernards Heath Junior School
Therapeutic Approach to
Behaviour Support
Anti-Bullying Policy**

Interim Headteacher Hayley Gilbert
Chair of Governors: Jeremy Hazlehurst

Date: July 2025

Reviewed: July 2026

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1. Introduction

Our therapeutic approach to behaviour support has been informed by the 'Step On' training we received from Therapeutic Thinking in the academic year 2024-2025. This policy outlines the purpose, nature and support we provide for behaviour at Bernards Heath Junior School in line with Therapeutic Thinking Approach.

Our vision is that everyone at Bernards Heath Junior School is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

“You can't teach children to behave better by making them feel worse. When children feel better they behave better.” - Pam Leo

Taking a **non-judgemental, curious and empathic attitude** towards behaviour is vital. We expect all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying detrimental behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All behaviour is communication or a form of information. Children aren't deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they are trying to tell us something and we need to help them regulate.

Therapeutic Thinking Approach is Hertfordshire local authority's preferred approach to supporting positive behaviour management in schools and settings. The Therapeutic Thinking approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. At Bernards Heath Junior School, Hayley Gilbert (Interim Headteacher) and Fae Honeybell (Assistant Headteacher and SENDCo) have been trained to deliver the Therapeutic Thinking Approach) and have trained the staff in the academic year 2024/25. There is yearly refresher training planned and all new staff are provided with this policy as part of induction training.

2. Valued Behaviour

At Bernards Heath Junior School we have Three Core Values of Respect, Resilience and Responsibility. These go alongside our Six Whole School Values of Kindness, Opportunity, Success, Security, Enjoyment and Enrichment and our Life Skills of Acceptance, Diversity, Compassion, Confidence, Pride, Safety, Friendship, Independence, Enrichment and Achievement; all of which are taught explicitly to the children and are referred to in our PSHE and Whole School Assemblies.



Nurturing every child, encouraging their knowledge and talents, preparing them to lead useful and fulfilling lives.

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

- **Thank you for**... showing kindness to Tom and helping when he needed a friend.
- **I noticed**... Sally showing respect by looking this way with her lips closed when I asked children to stop and listen.
- **Fantastic effort for**...persevering with that tricky part of your learning when it would have been easier to give up.
- **I'm proud of you**...for being honest about hurting Phil and then apologising for making the wrong choice.
- **I liked the way**...you put up your hand when you were ready to speak.

3. Language

It is vital to use the right language. At Bernards Heath Junior School, we only use these terms to describe behaviour:

- Difficult detrimental/Dangerous detrimental behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention/connection needing not attention seeking
- A child has additional needs

At Bernards Heath Junior School, we know long-term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour in the following ways.

Developing trusting relationships with staff, children and parents/carers

***'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.'** Often attributed to Maya Angelou.*

- We have clear expectations that at the beginning of each school year the main focus is **building positive relationships with all children** as these relationships are essential to support valued behaviour.
- This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other.
- The promotion of positive relationships continues every day at Bernards Heath Junior School. Children at Bernards Heath Junior School should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

Praise and positive reinforcement – 'catching children getting it right'

- Positive praise – highlighting the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values. Praise may be given publicly and privately.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to promote valued behaviour
- Phone call home/meet on the playground after school
- See another member of staff/class
- Personalised compliments

Responding as role models and using positive phrasing

***'Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children respectfully'** Lelia Schott.*

- Children learn best from being surrounded by good role models. Role models in school **will always** demonstrate **consistent, calm behaviour**.
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.

- We walk in the school building, listen to children when they talk to us and take time to teach children valued ways to behave, always linking this to our values e.g. Thank you for holding the door open and showing respect.
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

Consistency and consistent use of scripts.

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the **same expectations for behaviour are present and the way their behaviour is managed is the same.**
- We achieve consistency by ensuring all staff are Therapeutic Thinking trained every two years and in the interim a refresher is given.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
- We use visual timetables for whole classes to share what the day is going to include.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with individual children.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

Transitions are seen as important and managed carefully for all children

- A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving class-to-class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people.
- When a young person has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance.
- We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support

Comfort, forgiveness and restorative processes.

- If children feel safe, happy and respected they are more likely to display valued behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.
- During difficult detrimental and dangerous detrimental behaviours, they need to encounter **adults who are calm and consistent who respond in a predictable, consistent, empathetic way.**
- Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying detrimental behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff may use Therapeutic Thinking behaviour analysis

tools to identify triggers and plan differentiation measures to reduce the likelihood of escalation.

- A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may be the following day
- Change of face, where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are two strategies used at Bernards Heath Junior School.

Emotional intelligence

The term Emotional Intelligence refers to a person's overall ability to manage their emotions. It's the ultimate goal we want for our children. It is something we can grow for our children but we are mindful that children will have different starting points and challenges.

Emotional vocabulary

We prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others.

Emotional literacy

If a child cannot communicate how they are feeling and what their needs are, they're unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency

With the teaching of emotional vocabulary and emotional literacy, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to protect themselves from either the negative experience or to manage the resulting unhelpful feelings. In time, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to ensure a valued experience or to create the desired helpful feelings.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

- *[Name of child]*...**put the pencil in the pot or on the table**
- *[Name of child]*...**sit on the chair or on the floor**
- *[Name of child]*...**work at that table or that table**

Disempowering the behaviour:

- **You can listen from there**
- **Come and find me when you come back**
- **Come back into the room when you are ready**

The de-escalation script

- ***[Name of child]*... I can see you might be / are feeling annoyed/angry/upset.**
- **I am here to help.**
- **Talk and I will listen.**
- **Come with me and ...**

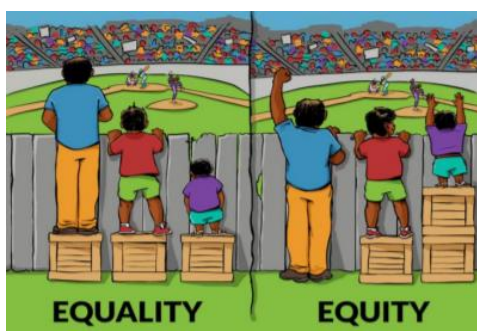
Emotional Recovery:

- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need

4. Supporting all Learners

Children are given a positive experience

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At Bernards Heath Junior School, children will get the support they need to help them. We understand that negative experiences can lead to unhelpful feelings which can lead to detrimental behaviour. When a child needs a positive and motivating experience we will make it part of their day or week, which leads to helpful feelings which lead to valued behaviour which means a change in behaviour. This can be mistakenly seen as a 'reward.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.



Equality is treating everybody 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 achieve success.

At Bernards Heath Junior School, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

At any point a child may have a negative experience in their lives which affects their behaviour. **All staff at Bernards Heath Junior School will be ready to support each child and implement the approach described in this policy.**

Planning and Early Intervention

We use a range of tools at Bernards Heath Junior School to support children regularly displaying detrimental behaviours (Appendices). These can be used as soon as there is a concern to guide next steps.

- **Conscious and subconscious behaviours** - this analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.
- **Anxiety mapping** - staff should aim to complete a number of anxiety maps on key areas for the child (activity, staff, peers and time). These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through adaptations.
- **Roots and fruits** - roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more helpful feelings via experiences.

- These tools are to be used as early as possible to help identify the difficulties the child is having in order to put strategies in place to reduce the risk of repeated incidents.
- Senior Leaders provide time in meetings to support staff and the SENDCo Team offers regular opportunities to allow professional discussion to offer support and early intervention.
- Nurturing, external therapeutic support may be needed such as protective behaviours, mentoring, play/music therapy and counselling. Children can be referred for these.

Restoration

We understand that each child will need time to **repair, restore, reflect**. It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

5. Low Level Detrimental Behaviour (Level 1)

Low level detrimental behaviour is when a child is not doing as instructed, but their actions do not negatively impact the wellbeing, safety, or learning of others.

Examples:

- Leaving their desk without permission
- Leaving the carpet or desk during input/story without permission
- Not engaging with/completing an adult directed task
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment
- Not switching mobile phone off when on school grounds

Staff should strive to interpret low level behaviour as a communication of unhelpful feelings and so should provide adaptation or support.

Possible strategies that could be used:

- Adapted learning space/workstation
- Fiddle tool
- Wobble cushion
- Whiteboard to write
- Timers
- Task planner
- Learning broken down
- Scaffolds
- Additional resources
- Individualised timetable
- Now and next board
- Limited choice
- Brain/movement breaks
- Positive experience
- Class job
- Adapted task
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

6. Difficult and Dangerous Detrimental Behaviour

Detrimental behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Difficult Detrimental behaviours (Level 2)	Dangerous Detrimental Behaviours (Level 3)
Repeated Level 1 behaviours	Repeated Level 2 behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Scratching
Name calling	Pinching
Not telling the truth	Hair pulling
Refusal to carry out an adult's request	Hitting
Distracting and/or disrupting others' learning by shouting, banging, making noises	Kicking
	Fighting
Throwing small equipment	Biting
Leaving the classroom without permission	Punching
Damage to property/pushing over furniture	Throwing furniture
Stealing	Physical or verbal bullying
Using a mobile phone on the school premises	Taking photos or recordings etc on non-school devices/distributing images

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

Consequences – if possible must be carried out by the adult who was working with the child at the time.

If a child is not managing to display valued behaviours, we need to teach the behaviour we want to see.

- It could be a **'quick catch up'**
- It could be **reflect, repair and restore**
- It should be an **obvious consequence** (clearing up a mess, mending something)
- You may need to **teach something, practise something**

Consequences can be educational and protective. We use the word **obviously** to work out the consequence for a child e.g. a child has seriously disrupted the learning in class then the protective consequence is **obviously** the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then **obviously** the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt.

***Responding to our children's challenging behaviours with empathy and guidance instead of threats and punishment enables them to grow into adults rooted in love and compassion instead of fear and anger. Imagine what a beautiful world it would be if everyone was treated kindly when they struggled. Let's start with our children and change the world, one little heart at a time.'* L.R Knost**

Examples of protective and educational consequences

Difficult/Dangerous Detrimental Behaviours	Educational Consequence/Protective Consequence
Aggressive shouting/calling out disruptively Continued interruptions	Social story Comic strip conversation Conversation and exploration Rehearsing and practising Visual reminders of expectations Change of seating or grouping Differentiated learning space Access to regulation tools or strategies
Swearing Answering back, mimicking	Conversation and exploration Comic strip conversation Additional strategies provided Visual reminders of expectations Support with emotional regulation Restorative conversations Change of environment or grouping
Name calling	Conversation and exploration Comic strip conversations Teaching about empathy Change of seating or grouping Restorative conversations
Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment	Conversation and explorations Comic strip conversation Additional strategies provided School rules project – what is kindness and respect Change of environment or grouping Differentiated learning space Temporary withdrawal from classroom
Damage to property/pushing over furniture	Assist in repairs/clean up Potential payment for damage/replacement Temporary withdrawal from classroom/area
Stealing	Research the real world implications Increased supervision/check-ins from adults
Physical or verbal bullying Physical aggression	Impact to those affected through a comic strip conversation Restorative conversations – reflect, repair, restore Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Adapted teaching space

7. Communicating and Recording within the School

We record some incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. All persistent difficult detrimental (Level 2) and dangerous detrimental (Level 3) behaviour is recorded on CPOMS in the following way:

Trigger - Shortened to T

T - learning/unknown /incident with a friend

Please do not ever write 'no trigger', as there will always be a trigger, we may not always be able to see a thought a child has or know a smell/word/sound that triggers them from something in their past. The child may also not know. To us they may seem fine but remember there is always a reason for communicating through their behaviour. If the trigger is not known write unknown.

Primary Behaviour - shortened to PB

PB - leaving class

Secondary behaviour - shortened to SB

SB - swearing, running away, hitting a child, shouting at an adult, shouting at a child, throwing objects around the room, tipping chairs, tipping tables

Consequence (Educational/Protective) - shortened to C

C - A comic strip conversation, roots and fruits completed, tidied the room, wrote an apology letter, repaired the wall

Action - shortened to A

A - Any actions that need to be taken as a result of the incident

Full example:

T - maths learning

PB - shouted out

SB - ran out of class, no response to adults, encouraged another child to come too. Lasted for 1 hour.

C - comic strip conversation with a focus on impact on others.

A - class teacher and parent informed

8. A child working outside our behaviour policy

A child working outside our behaviour policy

If a pupil's behaviour continues to be difficult (Level 2) or dangerous (Level 3), they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan.

The tools in appendix 1 will guide towards the need for a **Therapeutic Plan** (Appendix 4)

This is the agreed job description for working with a child outside the whole school policy. All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school.

External advice and support may also be accessed e.g. LINKS, DSPL7, Speech, Language, Communication and Autism Team, Herts Behaviour Lead etc.

We also have a School Family Worker who works with families to support them in a range of ways. We support parents to engage with the School Family Worker if offered as this can have a positive impact.

Different strategies may be used at Bernards Heath Junior School to support children:

Children leave their class for a short time

At Bernards Heath Junior School, if a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

Review Meetings

If a therapeutic plan is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by the SENDCo or a member of the senior leadership team. If further steps need to be taken, due to a lack of progress being seen from a plan, then these can follow:

A Pastoral Support Plan

The pastoral support plan (PSP) is in place for children at risk of exclusion. This will be closely monitored over a set period. Further intervention will be in place which could include a reduced timetable. A significant change needs to be seen in a child's behaviour to avoid exclusion.

A Safety and Support Plan

A 'Safety and Support Plan' or 'Risk Assessment Management Plan' (RAMP) may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others.

Reducing the need for restrictive interventions in schools policy

In a small number of cases, behaviour results in the emergency use of force (e.g. stopping a child from running into a road) and this policy would be relevant in those cases.

9. Communication with Parents and Carers

We work closely with parents to enable them to engage with school to support their child, as we know that successfully working between the home and the school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate.

Early concerns will be communicated to parents by the class teacher.

- Low level behaviours (Level 1) will be recorded by teachers in the Green Behaviour Book.
- Difficult detrimental behaviours (Level 2) will be recorded on CPOMS. These will be communicated to parents by the class teacher.
- Dangerous detrimental (Level 3) behaviours will be recorded on CPOMS. These will be communicated to parents by the class teacher. Parents will be invited to meet with the class teacher.
- SLT will monitor all behaviour incidents. Where significant concerns remain, parents will be invited to meet with the Headteacher or relevant member of SLT.

We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way.

10.Exclusion

If a child continually and seriously violates the rules resulting in dangerous detrimental behaviour, showing no signs of change and all supportive measures have been tried without success, the Headteacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead, they carry out their educational consequences and learning activities away from their classroom with a familiar adult. In extreme situations, the head teacher may decide that fixed term suspension or permanent exclusion is appropriate.

Bernards Heath Junior School follows the Department for Education statutory guidance on exclusion of pupils from maintained schools in England. This details when a suspension or a permanent exclusion would be required. As stated in the statutory guidance:

‘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.’

(DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, August 2024)

Reintegration meeting

Following any incident that leads to some form of suspension or exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Looked after children/children who have experienced adverse childhood experiences

For these children exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour.

We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With looked after children, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Learners with Additional Educational Needs

We have high expectations of all learners to follow the school rules. However, this will be more difficult for some learners at certain times. Learners with an identified SEND particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Assess, Plan, Do, Review Document. The needs of children are met through reasonable adjustments.

Sexual violence / harassment, discrimination, racial abuse, bullying

In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour. Please see the Anti-Bullying Policy.

11. Anti-Bullying Policy

What is bullying?

- Intimidation
- Serious threats
- Power that is abusive
- Physical harassment
- Constant targeted teasing
- Constant targeted name calling and/or repeated personal remarks
- Constant action that the victim does not want
- Deliberately causing fear or unhappiness
- Lack of remorse or concern about the behaviour
- Actions that are repeated over a period of time
- They are uninvited by the victim
- Bullying can be the collective impact of minor infringements (low bullying)

What is not bullying?

- Our children are aged between 7 and 11. Children naturally fall out with each other. It is part of their natural development and childhood. Parents see this behaviour at home amongst siblings and friends. Sometimes children can be unkind and mean to each other; they need guidance and reminders not to be unkind, not to push others, not to leave other children out of games. It is our job, as teachers and parents, to give guidance and advice to our children on how to behave in a socially acceptable way. It is also our job as teachers and parents to help our children to build up resilience for when others are unkind and thoughtless, and to teach them strategies for when they encounter unkindness from others. As children go through life, teachers and parents are not always there to intervene. Children need to learn resilience and strategies to protect themselves. Once these minor behaviours turn into **Bullying** (see definition above) and when the bullying becomes constant and targeted, and starts to make a child's experience in school intolerable, the school will take sanctions against the child who is bullying.

Why is bullying intolerable?

- It makes people's lives a misery
- Children cannot give their full attention to learning when they are unhappy over a prolonged period of time
- It is always inappropriate to deal with issues through violence
- Bullying contravenes both teachers' and children's right to be safe and secure in school
- It worries parents/carers and can make them angry enough to say "Hit them back"

We aim to prevent bullying by:

- Adults in school encourage children to report bullying. Adults then investigate and take appropriate action
- We talk openly about bullying, how to report it, how it makes other people feel and the impact it has
- Using circle time and assembly time to promote a positive ethos and to deal with problems before they escalate
- Using older children as playground monitors to help children who are having difficulties and to guide younger children

- Keeping an accurate (name, date, time, factual record, verbatim comments from child) written record on CPOMS of who the children are and who are involved and when and where the incidents occur; this helps to spot patterns of behaviour which may indicate bullying.

If bullying does occur, we will always:

- Keep an accurate written record of events using CPOMS
- Give the children involved the opportunity to discuss the events with an appropriate adult
- Inform the parents/carers of all the children involved, by phone or in person
- Agree targets for action, to be completed within a set timeframe and hold a follow up meeting at the end of this time to review progress

Action taken may also include:

- Asking the child who is bullying, and (if appropriate), the victim, to write down incidents for discussion
- Discussing the problem within the class PSHE time
- Holding a smaller conference with the children involved and a mediating adult
- Create a support group for the children to teach valued behaviour and to rebuild confidence
- Exclude the child who is bullying from the playground or classroom for a specified period of time
- Where appropriate to provide opportunities for the victim, and the child who is bullying, to work or play together to build a different kind of relationship
- Further action with the child who is bullying may be taken from the school's agreed sanctions
- Further support may be requested (with parental consent) from external agencies

We would never bully the child who is bullying; this would give credibility to the behaviour. We work to encourage all children to behave in socially acceptable ways to allow them to progress through the school with strong social skills and self-awareness.

Appendix A -

Bernards Heath Junior School



Written Statement of Behaviour Principles

1. A commitment to a positive and respectful culture within our school

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through clear vision and values focusing on realistic and age appropriate social and academic expectations for all.

2. Behaviour is a form of communication

Responses to emotional wellbeing and behaviour are non-judgmental, curious, and empathetic. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

3. Not all behaviours are a choice

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

4. Behaviours can change and improvement can be secured

Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

5. Clear boundaries – Our school values are paired with an individualised graduated response where needed.

A nurturing and structured environment is used to keep children and adults safe. A clear, well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs or vulnerabilities.

6. Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may still require differentiated planning.

7. Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of individualised feedback, rewards, or consequences may be used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

8. A commitment to equality and equity

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour.

9. A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

10. Engagement of families, outside agencies and the wider community is sought when planning support for children

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

Reviewed: December 2024

Appendix B Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Differentiated measures
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Valued behaviours	Strategies to respond
Difficult behaviours	Strategies to respond

Dangerous behaviours	Strategies to respond
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Debrief Notes (reflect, repair and restore)

Signature of Plan Co-ordinator: _____

Date: _____

Signature of Parent/Carer: _____

Date: _____

Signature of Young Person: _____

Date: _____

Appendix C - Roots and Fruits

<p>Detrimental behaviour Difficult or Dangerous</p>	<p>Valued behaviour</p>
<p>Unhelpful feelings</p>	<p>Helpful feelings</p>
<p>Negative experiences (risk factors)</p>	<p>Positive experiences (protective factors)</p>

Appendix E - Repair, Restore, Reflect

3Rs Repair Restore Reflect

Name	Class	Date
What happened?		
Who else was involved?		
Why did it happen?		
How can we put things right?		
What have we learned so as to make a better choice next time? Next time I'm I will		
Teacher's Comment		

Appendix F - Bernards Heath Junior School Behaviour Chart Level 1

What we like to see...	Level 1 Behaviour	Consequences and Actions
<p>Remembering to be polite and use polite language (please, thank you, may I)</p> <p>Putting my hand up to ask a question</p> <p>Listening to the person talking</p> <p>Letting others talk first</p> <p>Ignoring someone if they are distracting me</p> <p>To talk to a safe adult if I have worries or feel funny and cannot concentrate</p>	<p>Leaving their desk without permission</p> <p>Leaving the carpet or desk during input/story without permission</p> <p>Not engaging with/completing an adult directed task</p> <p>Not changing shoes</p> <p>Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)</p> <p>Rocking on the chair</p> <p>Calling out/talking to a friend</p> <p>Not listening to instructions</p> <p>Playing/fiddling with equipment</p> <p>Littering</p> <p>Not switching mobile phones off in school grounds</p>	<p>Conversation with an adult</p> <p>Time out from class to help reset and return with valued behaviours</p> <p>Other possible actions may include</p> <ul style="list-style-type: none"> ✓ Fiddle tool ✓ Wobble cushion ✓ Whiteboard to write on ✓ Timers ✓ Limited choice ✓ Brain breaks ✓ Class job ✓ Adult support/Peer support ✓ Learning intervention ✓ Small group/paired learning







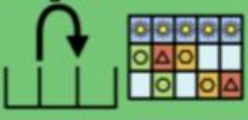





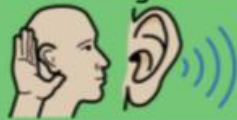





Bernards Heath Junior School Behaviour Chart Level 2 (always recorded on CPOMS)

What we like to see...	Level 2 Behaviour	Consequences and Actions
<p>Ask a peer or adult to help me</p> <p>Communicate how I am feeling with an adult</p> <p>Ask an adult to take a brain break or go to my safe area</p> <p>Take responsibility for my action</p>	<p>Repeated Level 1 behaviours</p> <p>Aggressive shouting/calling out disruptively</p> <p>Continued interruptions</p> <p>Answering back, mimicking</p> <p>Name calling</p> <p>Refusal to carry out an adult's request</p> <p>Distracting/disrupting others' learning</p> <p>Throwing small equipment</p> <p>Inappropriate language</p> <p>Swearing</p> <p>Being dishonest</p> <p>Leaving the classroom without permission</p> <p>Stealing</p> <p>Using a mobile phone on the school premises</p>	<p>Conversation with an adult</p> <p>Time out from class to help reset and return with valued behaviours</p> <p>Moving on to...</p> <p>Reflecting on my own behaviour and what has made me angry.</p> <p>Reflecting on what others might be thinking or feeling</p> <p>Restorative conversations with adult – reflect, repair, restore activity</p> <p>Make amends with those it has affected</p>

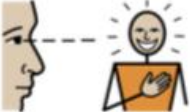

















Bernards Heath Junior School Behaviour Chart Level 3 (always recorded on CPOMs)

What we like to see...	Level 3 Behaviour	Consequences and Actions
<p>To go to my safe place</p> <p>To find my person of trust to help me</p>	<p>Repeated level 2 behaviours</p> <p>Physical or verbal bullying</p> <p>Physical aggression-hitting, scratching, pinching, hair pulling, kicking, fighting, biting, punching, spitting</p> <p>Damage to property/pushing over furniture</p> <p>Leaving school building</p> <p>Taking photos or recordings etc on non-school devices/distributing images</p>	<p>Restorative conversations with adult and parent</p> <p>Limited or supervised break or lunchtimes social situations/break times</p> <p>Time out from class in a safe teaching space</p> <p>Assist in repairs</p> <p>Payment for damage/replacement</p>


















Appendix H – SEND Friendly Behaviour Chart Level 1

<p>What we like to see</p> 	<p>Upsetting behaviour</p> 	<p>Actions</p> 
<p>Saying please and thank you</p> 	<p>Leaving learning station</p> 	<p>Talk to adult</p> 
<p>Using now and next</p> 	<p>Shouting</p> 	<p>Go for a walk with an adult</p> 
<p>Focusing on learning</p> 	<p>Littering</p> 	<p>Fidget toy</p> 
<p>Listening ears</p> 	<p>Rocking on chair</p> 	<p>Quiet space</p> 
<p>Talk to safe adult if worried</p> 	<p>Not listening</p> 	<p>Ear defenders</p> 

Appendix G – SEND Friendly Behaviour Chart Level 2

<p>What we like to see</p> 	<p>Upsetting behaviour</p> 	<p>Actions</p> 
<p>Ask adult for help</p> 	<p>Shouting</p> 	<p>Quiet time with timer</p> 
<p>Use feelings chart</p> 	<p>Banging</p> 	<p>Leaving class for reset</p> 
<p>Have a brain break</p> 	<p>Throwing</p> 	<p>Sensory circuit</p> 
<p>Go to safe space</p> 	<p>Swearing</p> 	<p>Tidying objects thrown</p> 
<p>Chew something</p> 	<p>Touching white board</p> 	<p>Low demand time</p> 

Appendix G – SEND Friendly Behaviour Chart Level 3

<p>What we like to see</p> 	<p>Upsetting behaviour</p> 	<p>Actions</p> 
<p>Go to safe space</p> 	<p>Pushing friends</p> 	<p>Adult support at break time</p> 
<p>Safe hands</p> 	<p>Swearing</p> 	<p>Safe learning space</p> 
<p>Feet down</p> 	<p>Breaking equipment</p> 	<p>Help to tidy furniture</p> 
<p>Listen to trusted adult</p> 	<p>Pushing over furniture</p> 	<p>Talk to adult from home</p> 
<p>Calm breathing</p> 	<p>Hitting</p> 	<p>Zones of regulation activity</p> 