



Behaviour Policy

Last Reviewed Date:	19/09/2024	Reviewed:	28/07/2025
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Headteacher:		Date:	16/09/2025
Chair of Governors:		Date:	06/10/2025

Date of Next Review:	September 2026
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1. Statement of Intent

The Behaviour Policy should be seen firmly in the context of a philosophy that embraces an ethos of mutual respect where every member of the school community is supported to achieve their potential.

This policy is endorsed by all staff at Amwell View School and outlines the school's commitment to the individual needs of all pupils and the importance to support and modify the child's behaviour at an appropriate level.

2. Aims and Values

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish which value the self-esteem of both pupils and staff.
- All of the pupil's achievements are valued and celebrated by the school.
- To produce an environment in which pupils feel safe secure and respected.
- Good classroom management is the key to effective learning.
- To enable pupils to develop respect and tolerance for others regardless of learning ability, social, religious or ethnic background.

3. Implementation

Staff at Amwell View School are aware that good classroom management and promoting a positive classroom atmosphere are the key to ensuring effective learning. All staff agree that the following principles provide a sound foundation on which to build a safe and secure environment and every member of the school community has a duty to make this happen. Hertfordshire Local Authority has adopted Hertfordshire Therapeutic Thinking approach as the preferred approach to supporting behaviour management in schools and settings. Therefore all staff working with pupils at Amwell View School receive Hertfordshire Therapeutic Thinking training. Hertfordshire Therapeutic Thinking is owned by Hertfordshire County Council. Responsibility for training and practice within schools and services is the responsibility of the employer and management or within schools, the Headteacher and governors

All teaching staff undertake training to ensure they:-

- *know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.*
- *focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.*
- *hold shared values and beliefs.*
- *hold shared principles of communication and de-escalation.*
- *share risk managements.*
- *share in reparation, reflection and restoration.*
- *support each other in dealing with pupils with challenging behaviours.*
- *conduct lessons that are conducive to effective and appropriate pupil engagement.*
- *they make sure that pupils are well managed when moving round the school and respect agreed standards of behaviour.*
- *model the type of behaviour felt to be acceptable.*



- *work with multi disciplinary teams to implement proactive behaviour strategies thereby promoting a consistent approach.*
- *all pupils will have their achievements academic or otherwise acknowledged to foster a sense of self worth.*
- *deal sensitively with pupils in distress, listen to them and deal with any incident appropriately.*
- *record any incident within 24 hours using CPOMS*

4. Responsibilities - School

The school recognises its responsibility for the safety and wellbeing of their staff where they are involved in an activity that could result in personal injury or high levels of stress. The school will evaluate each situation and devise strategies to minimise the risk of personal injury or high levels of stress. The Senior Leadership Team will endeavour to ensure that staff are adequately trained in Therapeutic Thinking, moving and handling, risk assessment, and the implementation of individual behaviour management plans so that staff follow these procedures.

- The school informs parents of any concerns that they may have about their child's behaviour with a view of working with them to promote positive change.
- The school supports staff in the maintenance of good classroom management skills.
- The school offers training to staff in attitude and approaches to behaviour support, and on physical interventions.
- The school has 8 Therapeutic Thinking Tutors who update staff regularly.
- The school monitors and maintains records of violent incidents using CPOMS
- The school monitors and maintains records of incidents of restrictive physical intervention using CPOMS.
- Parents are informed when RPI is used to support their child.
- When a pupil or group of pupils have been identified as having a particular behavioural management need, a member of the Middle Leadership Team will be designated responsibility for working with the class staff team and liaising with SLT re strategies for the management of behaviour within that group/class.
- The school informs parents when it requests advice from outside agencies, e.g. educational psychologists, PALMS, CSF, Hertfordshire Therapeutic Thinking leads etc.

5. Responsibilities – Staff

- All staff work within school policies and work together as a team communicating effectively and in a professional manner.
- Staff do not use physical interventions that are unwarranted, excessive or punitive.
- Staff understand the need to teach behaviour.
- Loss of privilege must only occur as a protective or educational consequence. This must never involve loss of food, a curriculum activity or club.
- Staff act as models for acceptable behaviour thus promoting clear expectations of pupils' behaviour.
- Staff need to understand the importance of implementing and reviewing individual behaviour plans and the need for risk assessment.
- All staff working with pupils receive Hertfordshire Therapeutic Thinking 'Step On' training which is refreshed annually.



- Staff do not participate in restrictive physical intervention (RPI) without completing Hertfordshire Therapeutic Thinking 'Step On' and subsequently 'Step Up' training.
- Hertfordshire Therapeutic Thinking 'Step Up' training is only delivered to staff who work with pupils who are assessed as having an audited need for RPI.
- Step Up training is refreshed annually.
- Staff to review each pupil's plans and profiles regularly, to ensure they understand each pupil's individual needs and the strategies that are in place to meet these. Staff to make any reasonable adjustments so that they can support the pupil and reduce any behavioural issues.

6. Responsibilities – Parents/Carers

Parents play a vital role in the promotion of appropriate interactions within school. Home/school liaison is extremely important in order to secure the best possible support for each pupil. The school expects parents and carers to inform the school of any behavioural concerns they experience at home and of any change in circumstance including health issues, medication or trauma that may affect a pupil's behaviour.

7. Strategies for Intervention

In most cases, a quiet, firm instruction from a member of staff is expected to be sufficient to redirect attention and address anti-social behaviour. Depending on the anti-social behaviour exhibited the following strategies might be used:-

- Removal from the scene of the incident to a safe place.
- A recognition that adult expectations and resultant behaviours may have to change in order to meet individual needs and situations.
- An approach to behaviour management, which encourages the reinforcement of positive behaviours by catching pupils getting it right and the teaching of alternative skills to replace unacceptable behaviour through analysing the behaviour to understand the experiences and feelings which may have contributed to the behaviour and planning how to teach appropriate behaviour.

8. Physical Intervention

Physical intervention is a proactive, supportive strategy to assist pupils. *Some examples of this are helping a pupil who is learning to move appropriately past other people and requires escorting along a corridor; assisting a pupil to sit down or enter a classroom to enable access to the curriculum; physically supporting a pupil to hold implements e.g. mark making tools or cutlery at lunchtime. These are part of a broader educational or therapeutic strategy.* They involve little or no force and the pupil is able to resist or move away from the intervention.

9. More serious problems

It may be necessary to use restrictive physical intervention to prevent a pupil from engaging in behaviour prejudicial to maintaining good order and discipline during a teaching session

- to prevent them causing injury to themselves or others,
- to prevent them from damaging property (belonging to others or themselves)
- to prevent them from committing an offence.



Any restrictive physical intervention must be based on audited need and be the minimal needed to escort the pupil to a safe space. Restrictive physical intervention must not cause pain, restrict breathing or sense of violation.

National Guidance

DfE: Guidance on Use of Reasonable Force July 2013:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE and DHSC: Reducing the need for restraint and restrictive intervention, June 2019:

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

DfE Behaviour in schools – Advice for headteachers and school staff, September 2022

Behaviour in schools - GOV.UK (www.gov.uk)

10. Hertfordshire Therapeutic Thinking Approach to Supporting Positive Behaviour

Hertfordshire Local Authority has adopted Hertfordshire Therapeutic Thinking approach as the preferred approach to supporting behaviour management in schools and settings. All staff working with pupils at Amwell View School receive Hertfordshire Therapeutic Thinking training

This method looks at positive ways to work with pupils to support valued behaviours. Where physical intervention is used the Therapeutic Thinking approach uses supportive and isolating holds which work with the body's natural movements that can be used when a pupil needs physical intervention or as a last resort, physical restraint. (See also Reducing the Need for Restrictive interventions in Schools Policy and Restrictive Physical Intervention Policy).

When confronted with violent aggression it is essential to create options for actions and communicate these options to the individual. Knowing that there are various options, and what these are, can prevent unnecessary escalation of an incident. Knowing that staff can calmly and confidently deal with challenging behaviour can have a reassuring and calming influence on the individual.

Hertfordshire Therapeutic Thinking training facilitates a skilled and committed team of trainers working in a partnership of care and education.

Staff must maintain a consistent and unified approach to matters of discipline otherwise the pupils will become confused and more difficult to manage.

11. Bullying

Our aim is to provide an environment in which pupils feel safe, secure and happy. We expect everyone to treat each other with kindness and respect. Some children may however suffer from being bullied at some time during their school life. In most cases, this will be a passing incident which the pupil will cope with, but in some cases the effects can be very upsetting. The school takes any incidents of bullying seriously and will try to resolve the situation promptly. An important aspect of the PSHE programme is about relationships, tolerance and



getting on with others. Parents are encouraged to liaise with the school and make an appointment with the Headteacher should they have any concerns.

12. Sexual Behaviour

Inappropriate behaviour of a sexual nature should be dealt with in an appropriate manner and context. It must be reported to the DSL (Designated Safeguarding Lead for Child Protection) in the school, using a Cause for Concern form on CPOMS, following safeguarding procedures, this may be shared with the LADO.

13. Exclusion

It is the aim of the school to ensure the safety and well-being of all members of its community, and to maintain an appropriate educational environment in which all can learn and succeed.

The decision to exclude a pupil will only be taken in the following circumstances:

- In response to a serious breach of this Behaviour Policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only be implemented by the Headteacher (or in the absence of the Headteacher, the 'Deputy Headteacher).

The school will follow all County and National guidance on the use of suspension and permanent exclusion.

- **DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – from September 2023.**
- **Herts Grid – Statutory and Hertfordshire guidance on exclusions and suspension.**

Before deciding whether to exclude a student either for a fixed-term suspension or permanently, the Headteacher will:

Ensure appropriate investigations have been carried out:

- Consider all the evidence available to support the allegations
- Consult with other members of senior staff, as appropriate, with regard to the evidence obtained and the decision reached.

In reaching a decision, the Headteacher will always look at each case on its own merits. Because every situation is unique it would be inappropriate to use a tariff system in order to attach a standard penalty for a particular action.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The gravity of the incident(s) and whether a serious breach of the school's Behaviour Policy has taken place



- The effect that the student remaining in the school would have on the education and welfare of staff and other students

14. Serious Breach of the Behaviour Policy

The following reasons are examples of the types of circumstances that may warrant a suspension or permanent exclusion and are a serious breach of the school's behaviour policy:

- 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
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Possession or use of illegal drugs or misuse of any potentially harmful substance
- Theft
- Indecent behaviour
- Sexual abuse or assault
- Arson
- Damage to property
- Unacceptable behaviour which has previously been reported to a parent/guardian and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

15. Suspension

Most exclusions will be of a fixed-term nature and are likely to be of between one and five days in duration. During a period of exclusion, the child must not enter or come near to the school site. They should remain at home under the supervision of their parent.

If a pupil is being given a suspension for the first time, providing circumstances permit, the school may, at its discretion, decide to make the suspension an 'internal' one. This means that for the whole of the school day(s) to which the suspension applies, the child will remain under the direct and close supervision of a senior member of staff and will work and have breaks separately to their peers.

Following the decision to exclude, the child's parents will be contacted as soon as possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. The parent of an externally excluded child has a right to make representations to the Governors as directed in the letter.



If a suspension is more than 5 days but less than 15 days and a parent makes representations, the governing body will consider within 50 days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing body is not required to meet and cannot direct the reinstatement of the pupil.

The Governors will review promptly any suspension that would lead to a student being excluded for over 15 days in a school term.

After a suspension and before a student is readmitted to the school, a meeting will be held with the child and his/her parents to confirm agreement to the conditions, provision and support, if any, which the school deems necessary to enable a satisfactory re-entry. If there are conditions, the student's return is subject to their agreement and the agreement and full support of the parents to the conditions.

16. 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.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set for pupils during the first five school days where the pupils will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should be considered.

17. Behaviour outside school

Students' behaviour outside school, for example, travelling to or from school, on a school trip or journey, away school sports fixture or a work experience placement, is subject to the school's Behaviour Policy. Behaviour not directly linked to the school but which may have an effect on the reputation of the school or on the wellbeing of anyone connected with the school is also subject to the school's Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

18. Responsibilities and review

All educational staff are expected to support and to work consistently and in accordance with this policy.

The Headteacher is responsible for ensuring that this policy is implemented effectively.

This policy will be reviewed at least once every year.