



Wood End School



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Headteacher, Mr Richard Boulton

Positive Behaviour Policy

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Latest Review: September 2025

Reviewed By: Mr Richard Boulton

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Adapted from:

‘Learning Together, Respecting Each Other’

‘Wood End School is an inclusive school and respects and values the diversity of the community’

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school. High expectations and good quality teaching and learning promotes prosocial behaviour and excellent attitudes to learning across the school. All children have the right to learn and to achieve their potential and all staff have the right to teach.

Wood End School will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those faiths and beliefs. It will actively challenge any member of the school community expressing opinions contrary to the fundamental British Values, including 'extremist' views.

At Wood End School, we have the responsibility to operate an effective policy that encompasses preventative strategies which encourage and develop the children's ability to make prosocial behaviour choices. All staff need to have an understanding of what a child is trying to communicate to us through their behaviours.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection Policy
- Staff Code of Conduct Policy
- Equality Policy
- Restrictive Physical Intervention Policy
- Whistleblowing Policy

STATEMENT OF PRINCIPLES

At Wood End School, a therapeutic approach to behaviour is central, guided by Hertfordshire's therapeutic guidelines. The school aims to support each child's academic, social, and emotional development through high expectations, positive relationships, and behaviour strategies that promote self-esteem and prosocial behaviour. The school's strong ethos and values encourage children to be caring and supportive, within a safe and nurturing environment where they feel valued and heard

AIMS OF OUR POLICY:

The policy aims to foster a nurturing and inclusive environment where all pupils feel valued, safe, and supported. It promotes equity in learning and development, encourages prosocial behaviour, and instils school values such as respect and collaboration. The school seeks to build self-belief, model positive behaviours, apply meaningful consequences to guide behaviour, and maintain strong partnerships with parents to support each child's growth and well-being

OBJECTIVES OF OUR POLICY:

Staff will ensure all children have equal access to learning by adapting the curriculum to individual needs. Prosocial behaviour is taught and reinforced through relationships, school values, and a therapeutic approach to behaviour management (using the 3Rs: Reflect, Repair, Restore). The policy supports emotional well-being as key to engagement and success, with trained staff applying de-escalation strategies and interventions when necessary, following the therapeutic approach.

THERAPEUTIC APPROACH AND PRO-SOCIAL BEHAVIOUR:

At Wood End School, the Hertfordshire therapeutic approach underpins behaviour management by focusing on positive experiences and relationships to create positive behaviour. The school believes that lasting behaviour change comes from internal discipline, supported through strong relationships, positive role modelling, consistent boundaries, and opportunities for reflection and forgiveness.

Prosocial behaviours are any actions that benefit others around them or society as a whole.

For example:

- Establishing and maintaining positive relationships and interaction with peers and adults (tone of voice; body language)
- Respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.
- Using a Growth Mindset to persevere and challenge themselves to complete a task
- Identifying, understanding and accepting mistakes as learning opportunities
- Identifying, reflecting and repairing anti-social behaviour choices
- Acknowledging own feelings, communicating this to elicit positive support ('I am feeling anxious; 'I need space' or 'I'm feeling cross')

Key prosocial behaviours include:

- Building positive relationships
- Respecting everyone's right to learn
- Showing perseverance and a growth mindset
- Taking responsibility and repairing harm
- Expressing feelings constructively

Prosocial behaviour is encouraged through praise, rewards (like House Points), and consistent adult role modelling. These behaviours are powerful motivators as they help pupils connect their actions to a greater purpose beyond themselves.

Our expectation is that all children will have a prosocial approach to the school day and their peers. On the occasion when this is not the case and they are displaying unsociable or antisocial behaviour the following approach will be taken.

- A verbal warning which explains what the behaviour is should be given
- If a second reminder is needed, the behaviour is recorded on Arbor factually as a yellow card.
- If a further reminder is needed, then a red card is recorded on Arbor. If this is the case, staff would only record the red card and not the yellow one as well.

If children have received a yellow or red card, which must be recorded on the system, they spend the first five minutes of their break or lunchtime with an adult on duty as a consequence.

If necessary, to enable other children to learn, the teacher may need to move the child to another part of the classroom. If the undesired behaviour continues then the child may be asked to go and work quietly in the year group partner's classroom. They will take some work that they are able to complete independently and a restorative conversation should be had before the child goes home that day.

In essence, the school's approach aims to nurture emotionally aware, responsible, and reflective pupils who understand the impact of their behaviour on others and make positive choices based on empathy and self-regulation.

TEACHING AND PROMOTING PROSOCIAL BEHAVIOUR:

Relationships

At Wood End, we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained prosocial feelings within our children. This is achieved through daily, positive interactions with all members of the Wood End community as well as specific activities such as circle time, assemblies, PSHCE, reflection time, House events etc.

Role Modelling

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

Positive Phrasing

At Wood End, we disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor.'

Limited choices often follow directly from positive phrases; e.g. 'Peter we are going inside. Do you want to walk on your own or with me? On your own or with me, Peter?' Other examples include:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Scripts and Routines

At Wood End, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time.

In order to disempower the behaviour, we use the following 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.....

Zones of Regulation

At Wood End, some children receive additional support for their emotional wellbeing through The Zones of Regulation programme. This approach helps pupils recognise and manage their emotions by identifying which of the four colour-coded “zones” they are in. Children learn and practise strategies, calming techniques, cognitive tools, and sensory supports to help them regulate their emotions, solve problems, and display prosocial behaviour.

Consistency

Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the behaviour policy. Pupils benefit from a consistent approach as it means, regardless of the behaviours, they will get the same calm and predictable reaction from any member of staff. This helps to create a calm, safe and secure environment.

Planning for children that need additional support with their emotional responses to certain situations

We make sure that responses to likely negative behaviours are planned for in advance to ensure that staff know what to do and are not taken by surprise. We may use some of the following planning tools to inform and plan appropriate responses as necessary:

- Anxiety Mapping
- Roots and Fruits
- Conscious/sub conscious Checklist
- Risk Assessment Calculator
- Risk Reduction Management Plans
- ABC (Antecedent, Behaviour and Consequence) Forms

The important principle is that we ANALYSE children’s behaviour and not MORALISE about it. We ask ourselves the question, ‘What is the behaviour telling us?’ Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

Rewards and Positive Reinforcement

Our emphasis is on promoting prosocial behaviour. Praise must adhere to principles of Growth Mindset. The whole school community aims to promote prosocial behaviour through praise and unexpected reward.

We aim to promote prosocial behaviour through recognition including:

- giving verbal praise and positive feedback;
- communication with parents/carers to highlight prosocial behaviours;
- role modelling to peers throughout the school;
- allocation of responsibilities and roles;
- acknowledgement of demonstrating school values;
- celebration and sharing of learning in whole school assembly;
- incidental rewards and praise including the use of house points, Headteacher certificates or through an age appropriate class system.

Whole School House System:

A House System consisting of four different houses is used to encourage collective achievement through cooperation and individual effort. Every child is allocated a House

when they join the school. House points are also awarded to promote prosocial behaviour and school values.

Celebration Assembly

A child is nominated from each class by their Class Teacher, each week to celebrate prosocial behaviours, learning behaviours and personal achievements. During the whole school assembly, the nominated children are invited out to the front (this is not an expectation if a child does not feel comfortable) so that achievements can be celebrated. The individual achievements are recorded on a head teacher's award which they are presented with in the assembly.

Feedback and Recognition

It is essential that all staff give children feedback about their behaviour and recognition is given to the prosocial behaviours they display. This must adhere to the principles of Growth Mindset. For example:

'Thank you for holding open the door';

'You have shown lovely manners, thank you '

'I liked the way you segmented that word and blended phonics to read it.'

Reflect, Repair and Restore

Following episodes of challenging behaviour, staff and pupils will engage in a *Reflect, Repair, and Restore* process to revisit and address the incident. This approach considers the pupil's age, understanding, and competence, aiming to help them understand the link between their behaviour and its consequences in a meaningful, socially valid way.

Once the pupil is calm and reflective, the incident is explored with an adult through key questions:

- What happened?
- How can we sort it out or make it better?
- How can we stop it happening again?

This reflective phase helps the child learn from the situation. Restorative activities (e.g., role play, social stories, emotional discussions, or 'Roots and Fruits' work) support understanding of the behaviour's root causes, focusing on insight and growth rather than punishment.

Finally, the child is given a fresh opportunity to make better choices going forward

Break and Lunchtimes

Playtime can be a difficult time for some children and we aim to make it as positive and stimulating as possible, whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation. Children will be reminded regularly of expectations of prosocial behaviour whilst on the playground and in the dining room when they are in the care of our staff.

Behaviour and Consequences

We encourage and expect all of our children to demonstrate prosocial behaviours and show care, courtesy and consideration to others at all times. Targeted praise and encouragement are used to promote and maintain a positive and happy atmosphere in school. Parents/Carers will be invited to discuss situations where children's behaviour is causing concern.

Consequences of antisocial or unsociable behaviour at break and lunchtime

Any children that are displaying antisocial or unsociable behaviours the therapeutic approach is used with the following adaptations.

- A verbal warning will be issued.
- Yellow card incident – The child will be spoken to about the undesirable behaviour and sent to spend five minutes at one of the following positions:
 - Front playground by the benches by the bins
 - Middle playground by the picket fence near staffroom
 - KS1 playground the benches close to the staffroom
- The member of staff who sent the child is responsible for 'releasing' them.
- Red card incident (including rudeness, hitting, fighting, disrespect, repeated offences)
 - Stand by white post
 - Class teacher or member of SLT to deal with. If not resolved, then child(ren) sent in to KS1 Library area to complete a reflection sheet.
 - The severity of the antisocial or unsociable behaviour will determine who deals with it e.g. class teacher, KS Leader, Deputy Head or Headteacher

All incidents where a yellow or red incident has occurred must be recorded on Arbor by a member of the year group team.

Following an incident, staff may put in place a protective consequence by the removal of a freedom. This must be linked to the anti-social behaviour. This may be, for example, that the child cannot play with a particular peer or with a ball for a given length of time or on a particular playground. For behaviour such as verbal or physical aggression, a member of SLT will decide upon an appropriate protective consequence. The class teacher will be informed by the member of SLT. If deemed appropriate by the member of SLT, parents will also be informed. An educational consequence will also be given. The SLT must be informed of bullying, racist, homophobic or violent behaviour. Bullying will be recorded in accordance to the procedures set out in the Anti-Bullying Policy.

Educational Consequences:

These are consequences put in place by staff to teach the child to rehearse and learn about their actions to aid internalisation of prosocial actions to avoid repetition. It is important that any educational consequence that is taken matches the context and anti-social behaviour shown.

These may include:

- third person role play to understand peer/adult feelings
- Home/ school communication
- social stories
- behaviour related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carers (if appropriate)
- completing or redoing tasks to the expected standard for the child
- modelling prosocial behaviours to younger peers

Protective consequences:

These are actions taken by staff to ensure all children and adults feel safe in the school environment.

These may include one or more of the following:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes
- differentiated teaching space or learning
- work requiring completion to be sent home, and supported by parents/carers
- adaptation of access to school trip, residential or extra-curricular activity

- calm room/space

It is important that any protective consequence matches the context and anti-social behaviour shown. For example, if a child hurts other children whilst playing football, s/he would not be given permission to play football until they show desired prosocial behaviour during a monitored and phased return to the activity.

Protective consequences are further supported through the 3Rs (Reflect, Repair and Restore) which provide an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices using various behaviour analysis tools (Roots and Fruits; Anxiety Mapping, Conscious & Sub-conscious Checklist etc.).

DIFFERENTIATED RESPONSE FOR THOSE CHILDREN WITH SPECIAL NEEDS:

The school recognises that some children need a differentiated approach to behaviour management. When pupils struggle to follow the prosocial behaviour model, staff use flexible, individualised strategies to predict, prevent, and manage difficult behaviour. These strategies may include regular parent meetings, home–school communication, behaviour analysis tools (such as ABC forms, risk assessments, and anxiety mapping), and, when needed, support from external agencies (e.g. Behaviour Support Team, CAMHS, Educational Psychologist).

All staff are trained in Hertfordshire therapeutic approach. ‘Step On’ techniques to de-escalate and support pupils in crisis safely.

For children with special educational needs (SEN), the school expects adherence to behaviour expectations as far as possible, but individual adaptations are made where necessary, in consultation with the child, teacher, SENDCo, and parents. External specialist support may also be sought.

The school maintains a duty of care to all pupils and reserves the right to exclude a pupil if, despite support, their behaviour endangers others’ safety or well-being.

Reasonable adjustments for behaviour

- Adapt behaviour expectations to match the child’s developmental or emotional stage.
- Use clear, simple language or visual cues to explain rules and routines.
- Break down instructions into manageable therapeutic approach.
- Provide calm or safe spaces for the child to de-escalate or self-regulate.
- Teach and practise emotional regulation skills (e.g., Zones of Regulation, mindfulness).
- Use visual aids or sensory tools to help manage anxiety or overstimulation.
- Use positive reinforcement that is meaningful to the individual child
- Focus on celebrating small therapeutic approach and effort, not just outcomes
- Avoid punitive measures that the child may not understand or that worsen anxiety or frustration.
- Maintain regular contact with parents/carers to ensure consistency between home and school
- Liaise with the SENDCo, Educational Psychologist, or other specialists for guidance.
- Include the child’s voice in planning and reviewing strategies.
- Reduce sensory overload (e.g., noise, lighting, clutter)
- Provide structured, predictable routines with visual timetables or transition warnings.
- Offer flexible seating or movement breaks when needed.
- Ensure all staff working with the child understand their needs, triggers, and support strategies.

- Provide training on trauma-informed practice, autism awareness, ADHD strategies, and de-escalation (e.g., Hertfordshire therapeutic approach.).
- Adapt lessons or schedules to reduce stress (e.g., shorter tasks, more breaks).
- Provide alternative learning spaces or partial timetables if full-time attendance is overwhelming.

Communicating Anti-Social Behaviours

The SLT and Class Teachers will decide when parents are informed about incidents.

Parents will need to be informed if:

- A child is consistently displaying the same anti-social behaviours
- A child has been physically marked or significantly hurt another
- A child has used inappropriate language e.g. swearing, violence, hurtful comments
- A child has damaged school property
- There are any allegations of racism, homophobia, bullying etc. (See Anti-Bullying Policy)

EXCLUSIONS

The Headteacher may decide to exclude a pupil for a fixed term or permanently in line with this policy and DfE guidance, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

PHYSICAL INTERVENTION AND POSITIVE TOUCH

All staff are trained in 'Step On' behaviour management, enabling them to recognise, divert, and de-escalate incidents to support children in crisis or at risk of harm.

Positive touch refers to appropriate physical contact used to guide or comfort children safely and respectfully, with staff understanding when and how such touch is suitable.

Restrictive physical intervention is used only in emergencies where there is imminent risk of harm to the child, others, or property, or to prevent a criminal offence. For pupils with known risks, a Risk Reduction Management Plan is in place. Staff must make a dynamic risk assessment in the moment and always record and report any significant incident involving the use of force.

Staff are encouraged to use de-escalation strategies wherever possible to avoid physical intervention.

The Home–School Agreement reinforces shared responsibility for promoting positive behaviour, with pupils, parents/carers, and staff all agreeing to uphold the school's prosocial behaviour principles. This Agreement should be signed by the children, parents/carers when a pupil joins the school.

Monitoring and review

This policy will be reviewed annually by the senior leadership team, including Behaviour Lead, Senco and the Governing Body. It will be publicised to parents and carers via the schools' website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy and whether they need further training.