



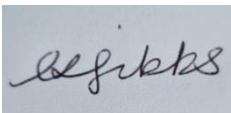
Behaviour Policy

Date: September 2025

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Signed:  (Chair of Governors)

Val Male

Signed:  (Headteacher)

Claire Gibbs

Margaret Wix Primary School & Nursery

"Respect, Self-Belief, Curiosity, Kindness and Resilience"



Introduction

Margaret Wix Primary School & Nursery is committed to providing an education of the highest quality for all pupils.

We believe:

- Everyone has the right to feel physically and emotionally safe at all times.
- Everyone has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- That we should teach children about behaviours, not control their behaviour.
- That positive experiences create positive feelings and positive feelings lead to positive behaviour.
- Parents/carers should work in partnership with school to teach children about behaviour.

We believe that all behaviour is communication; we also believe that behaviour is a skill that needs to be taught. It can be positive or negative, but always connects to the thoughts and feelings of the individual.

We believe that the adults in school should lead by example and be good role models for the children. This can be achieved through positive relationships, understanding, respect, good manners and excellent listening skills. We hope this approach develops a positive culture and leads to better collaboration, attitudes and learning.

We encourage our children to take responsibility for their behaviour choices and support them by giving them resources and time to build positive relationships and reflect on their choices. We enable children to put mistakes right and support them to make good behaviour choices.

Inclusive approach

Margaret Wix prides itself on being an inclusive setting and our behaviour policy reflects this. We believe that reasonable adjustments must be made to meet the needs of the child.

Preventative behaviour management approach

Good behaviour:

Including: enabling good learning for self and others, taking responsibility for what you say and do, being kind to others as well as yourself, looking after property, saying please and thank you and having good manners, showing respect towards others, making sensible and safe choices, listening to others, holding the door open for others, thinking about how others may feel.

Low level behaviour:

Including: chatting, calling out, swinging on chairs, wandering around classroom, talking when others are talking, fussing and fidgeting, making noises, interrupting/distracting others, making faces/gestures, tapping pencils.

Mid-level behaviour (these incidents must always be recorded on CPOMS):

Including: repeating any of the above when asked not to, pushing/shoving, answering back/mumbling under breath, spoiling someone's work, name-calling, refusing to follow instructions, breaking/damaging property on purpose, throwing rubbers/ small objects, put-downs.

High Level Behaviour (these incidents must always be recorded on CPOMS):

Persisting in any of above (Mid) having been asked to stop, swearing, leaving classroom without permission, stealing, hitting/kicking/punching, fighting, throwing objects to hurt someone, racism, bullying,

Recognising and Rewarding the Achievements of Pupils

Individual Classroom Praise

- All adults in school work to develop growth mindsets and actively seek to praise effort over results.
- Class teachers are to group children in mixed ability teams. Team points or dojo points can be given to groups of children to promote team work and listening skills.
- The class teacher may reward the groups or the class with a choice of learning experiences or activity choices.
- Teachers should seek opportunities to send a post card home to every child over the year.
- Any individual incentives should be discreetly managed between the classroom adults and the target child.
- House points can be awarded.

Types of Behaviour and Management

At Margaret Wix we maintain that every child has the right to learn without interruption. *Pro-social behaviour should be recognised 'Spot them being good' and praised.*

The following stages show the types of behaviour which are not pro-social and the action required to deescalate and reflect on situations.

There may be some children that have a separate risk management plan, which staff will have access to. In these cases staff must follow the strategies on the risk management plan.

Visual display: A visual display of the behaviour ladder is placed in each classroom. Teachers are responsible for making sure children understand the different stages. Children will have a clear understanding of where they are on the positive and consequences ladder. See *Appendix 1 at the end of this policy.*

Policy

- Annually parents will be informed of the policy.
- Annually, a staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children.
- All staff will be 'Hertfordshire Therapeutic Thinking' trained including annual refresh.
- For child on child sexual abuse we will refer to the Department's advice: Sexual violence and sexual harassment between children in schools and colleges. <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

CPOMs – Child Protection Online Management System

- CPOMS is used by all staff to communicate and monitor behaviour, child protection, safeguarding and student information.
- This online system allows INSTANT communication between staff
- Incidents logged and recorded in a factual way.
- Paperwork, emails and behaviour plans should be uploaded to CPOMS.
- CPOMS logs are shared with new schools if the pupil leaves Margaret Wix (if CPOMS transfer is not available these logs will be sent via PDF to the DSP).

Hertfordshire Therapeutic Thinking

All school staff are trained in 'Hertfordshire Therapeutic Thinking' approach to behaviour management annually. This approach aims to reduce and manage conflict and in turn build a positive school ethos. The training covers a range of areas including understanding behaviour as communication, de-escalating situations, body language, positive handling techniques, consequences and learning and restoration.

In line with this approach we have agreed on a number of principles:

- Staff should always speak to children respectfully and calmly- reducing conflict and leading by example.
- Staff should always try to de-escalate conflict and not act in a manner which may escalate it.
- Staff must use the de-escalation script and use a calm stance.
SCRIPT: This must be repeated without variation; however it can be used in any order.
 1. Child's name
 2. I can see something has happened
 3. I'm here to help
 4. Talk and I'll listen
 5. Come with me and...
- Recovery time should be given to a child to calm down after an incident.
- De-brief and restoration should be given when the child is calm- not directly after an incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property.
- Staff must handle children in a safe way (see appendix)
- Staff must be proactive in managing behaviour and anticipate situations to avoid conflict.
- All incidents must be recorded on CPOMS and all members of SLT must be alerted to them.

POSITIVE HANDLING

Staff should follow the principles of Hertfordshire Steps regarding the handling of children in school. These are as follows:

Guiding and escorting

Sometimes it is necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not cause harm to the child or put anyone at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on CPOMS once used along with detail of the incident.

'Calm Stance'

When a child is in a state where conflict is already happening or inevitable the adults must adopt a 'calm stance'. This is an open body stance- side on

and encouraging by using hand movements showing the child which direction to move in. This should usually be used in conjunction with the de-escalation script.

Open Mitten

- Fingers together
- Thumbs away from fingers
- Palms parallel to the floor
- The hand should remain in a mitten to avoid the possibility of gripping.

Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping.

Restrictive Physical Intervention (RPI)

PARENTS MUST ALWAYS BE INFORMED WHEN RPI IS USED AND INCIDENTS MUST BE RECORDED ON CPOMS.

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). There may be occasions where staff need to use restraint e.g. to stop a child running in front of a car, or other situations which present immediate serious harm. In all cases, staff must use their best judgement and ensure all actions are reasonable, proportionate and necessary.

Touch Policy

At Margaret Wix touch is written into the behaviour policy. This means that members of staff are able to physically guide, touch or prompt children in appropriate ways. At times children may be in distress and attempt to hold you in a way not described in the policy, e.g. front hugs or lap sitting.

Why Do We Use Touch?

We may need to hold children for a variety of reasons, but in general we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt pupils if they require personal care, assistance with writing, eating, drinking etc or to positively guide away from situations.

How Do We Use Touch?

Hugging

At Margaret Wix we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves in to you. The school hug can be performed standing or sitting. If a child comes to you and gives a 'front hug', gently comfort and guide to the side.

Hand-holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand-holding is being used by an adult as a method of control to move children, then this can become restraint. To avoid injuries through hand holding we have a 'school hand-hold'. This is done by the adult holding their arm out, the child is encouraged to wrap their arm around the adult's lower arm. The adult's other hand can then be placed over the child's hand. Adults should avoid closing fingers around a child's hand. You can let the child hold an open palm if needed.

Lap- Sitting

At Margaret Wix we actively discourage lap-sitting. Children should be taught to seek comfort/ attention through other means, for example the school hand hold or school hug. If a child attempts to sit on your lap, explain that children do not sit on adults laps at school and ask them to sit next to you.

Appendix 1

<p>Stage 1</p> <p>Low Level distraction to whole class or group learning:</p> <ul style="list-style-type: none"> • Persistent calling out • Lack of effort resulting in poor work • Persistent chatting • Swinging on chairs • Wandering around the classroom • Tapping or excessive fidgeting • Interrupting the adults or peers • Failure to follow instructions 	<p>Stage 1 Strategies</p> <p>Adult to have discreet conversation with child to remind them of the expectations and how their actions are affecting the learning of others.</p> <p>Positive phrasing to be used by adults, such as 'Sit nicely on your chair, thank you. If any of the Stage 1 behaviours persist: A child might be asked to move to another part of the classroom giving reasons why. Child to meet with teacher to discuss any ongoing low level distractions.</p>
<p>Stage 2</p> <p>Difficult classroom behaviours</p> <ul style="list-style-type: none"> • Repeated answering back • Name calling (without swearing) • Refusal to move to or from a certain place • Breaking or damaging property on purpose • Spoiling another's work • Spoiling own work • Refusal to follow instructions • Pushing or shoving • Not allowing others to work • Putting others down • Moving around the classroom when sitting is required and ignoring adult direction to return to their seat • Refusal to come inside after break or lunch times • Behaviours which prevent peers from learning • Shouting within the classroom 	<p>Stage 2 Strategies</p> <p>All stage 2 behaviours need to be recorded on CPOMS. Disempower behaviour where appropriate, for example a child is sitting under a table but not affecting others say 'You can listen from there...' Use positive phrasing. Then:</p> <ol style="list-style-type: none"> 1) Provide the child with limited choices: 'You can choose to do your work here or on your own.' 2) Inform the child of where they are on the consequences ladder. 3) Send child for a learning break (15 minutes KS1 / 30 minutes KS2). 4) Child given classwork to complete at home if refusing to complete at school <p>If more than one learning break happens in a week, child to meet with Phase Leader and/or Class Teacher, and parents to be informed of the meeting. Restorative Conversation should be used during this meeting. Progress to be monitored and reviewed within two weeks. Appropriate consequences will be given to address the behaviours e.g.</p> <ul style="list-style-type: none"> • Complete work at another appropriate time • Write a letter of apology before joining back in • Missing play if incident is related to playtime <p>If no further progress is made see stage 3.</p> <p>Letter home</p>

<p>Stage 3</p> <p>Highly difficult or dangerous behaviour</p> <ul style="list-style-type: none"> • Threatening another pupil or adult verbally or physically • Verbal abuse of others • Deliberate vandalism of others or school property • Throwing equipment to harm or cause damage • Persistent inappropriate language • Bullying verbally or physically • Racism • Stealing • Targeted physical violence on another child • Misuse of school technology including laptops and iPads 	<p>Stage 3 Strategies</p> <p>All stage 3 behaviours need to be recorded on CPOMS. Where children have reached crisis point and their behaviour cannot be deescalated, a red triangle or phone should be used to alert a member of SLT. Physical intervention will be used to safely move the child if needed using techniques learnt on staff training.</p> <p>Child to meet with SLT/parent/carer. Restorative conversation sheet should be used during this meeting.</p> <p>SLT will then decide whether the incident has caused physical or emotional harm to members of the school community.</p> <p>Appropriate consequences must be given to address the behaviours witnessed.</p> <p>Letter home</p>
<p>Stage 4</p> <p>Any of the above behaviours which are deemed to cause significant harm to any member of the school community may result in a fixed term suspension:</p> <ul style="list-style-type: none"> • Persistent disruptive behaviour. • Persistent Stage 3 behaviours • Failure to follow instructions during an internal suspension. • Swearing at or about a member of staff. • Intimidation of any member of the school community. • Theft. • Persistent proven bullying. • Behaviour that seriously disrupts the school day / the learning of others. • Persistent failure to respond to adult instructions which impacts the school day and learning of others. • Physical violence towards a member of staff or a peer. • Any behaviour that could be deemed sexual or involving genitals. • Persistent or serious sexualised behaviour towards a peer or member of staff. • Bringing a weapon into school • Using sexualised behaviour towards another peer or member of staff • Tampering with fire or building security devices 	<p>A child may be permanently excluded for:</p> <ul style="list-style-type: none"> • Persistent disruptive behaviour. • Physical violence towards a member of staff or peer. • Criminal offences which include deliberate damage to property. • Violence which causes significant harm to any member of the school community. • Possession of a weapon or any items that may harm others, including illegal drugs. <p>To avoid external suspension, internal suspension may be used. In this case the child will be removed from the classroom setting and will work away from their peers for a set period of time. They will be supervised by a member of staff and set work to complete. They will not mix with their peers at break or lunchtime for the duration of the internal suspension.</p> <p>We follow Hertfordshire County Guidelines for fixed/permanent suspensions.</p> <p>Letter home</p>