

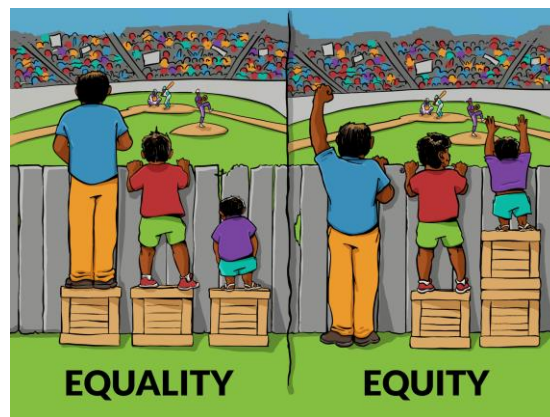
Howe Dell Primary School



Valued Behaviour Policy

Philosophy

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of valued (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.



Aims and Rationale

Our behaviour strategy aims at improving educational outcomes for all learners by promoting and supporting their engagement with education. Effective behaviour support is essential to the smooth running of a school, and in the creation of an environment where everyone's rights are respected, and their responsibilities are understood.

Under the Education and Inspections Act 2006, Head teachers of maintained schools must determine measures with a view to:

- promoting, among pupils, self-discipline, good conduct and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- securing that the standard of behaviour of pupils is acceptable
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils

Section 89 of the Education and Inspections Act 2006 (correct as of 3rd November 2025)
<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

Promoting Valued Behaviour

Howe Dell School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development, and the quality of their lives.

All staff need to know how to promote valued behaviour and manage detrimental or difficult behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Everyone who comes into the school: learners, parents, staff and visitors are responsible for promoting and modelling valued behaviours and experiences by demonstrating clear values and principles through:

- honesty
- being inclusive
- the concept of 'different for different'
- respect for themselves and one another
- establishing positive (valued) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (valued) behaviour
- rewarding valued behaviour with words. *Agreed responses in place for children who require a specific, Risk Reduction Plan.*

Emotional Wellbeing Principles to Support Approaches to Behaviour

This set of principles should be considered in relation to Hertfordshire's Emotional Wellbeing and Behaviour Strategy 2020-2023 (EWB strategy). The strategy aims to protect, champion, and safeguard the entitlement of children. It recognises that positive emotional wellbeing is an essential prerequisite to effective learning.

The principles will aid schools considering the introduction of a new product or approach to respond to behaviour. The principles aim to encourage a move away from punitive approaches towards a combination of therapeutic approaches and a well understood and communicated behaviour policy. The principles recognise that schools and settings across Hertfordshire have unique visions and values leading to policies and practice being at different stages. The principles will help schools and settings to carefully look at current behaviour policy and practice and review them moving forward.

Using these principles

These principles are designed to enable schools and settings to have the freedom to commission, adopt or apply approaches to behaviour within a consistent framework. It is recommended that we use these principles as a reference point in the following scenarios:

- Review of current approaches regarding emotional wellbeing and behaviour
- Adoption of new or revised approaches regarding emotional wellbeing and behaviour
- Commissioning of training providers or commercial packages with regards to emotional wellbeing and behaviour This document has no authority to dictate approaches to behaviour within schools and settings but will help them to judge whether they align with the strategy and represent a holistic approach to behaviour.

Principles

- A commitment to a positive and respectful culture within our school or setting pg. 6 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 a clear vision and values focusing on realistic social and academic expectations for all.
- Behaviour is a form of communication Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. 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.
- Not all behaviours are a choice Children and Young People (CYP) 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.
- Behaviours can change and improvement can be secured Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.
- Clear boundaries are paired with an individualised graduated response where needed A nurturing and structured environment is used to keep CYP 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 CYP's needs including educational, mental health and other needs or vulnerabilities.
- 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 well still require differentiated planning. • Children and young people are supported to develop internal discipline/self-regulation and resilience A variety of feedback, reward,

or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

- A commitment to equality and equity pg. 7 Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.
- 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.
- Engagement of families, outside agencies and the wider community is sought when planning support for CYP There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. 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.

Hertfordshire County Council Emotional Wellbeing and Behaviour Strategy 2020-2023

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/ewb-strategy-implementation-guide-january-2022-pdf-384kb.pdf> which aligns with Hertfordshire's Health and Wellbeing Strategy 2-22=2026:

<https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/public-health/hertfordshire-health-and-wellbeing-strategy-2022-2026.pdf>

Our Golden Expectations

In order to ensure that expectations are clear, five have been written and agreed following consultation with staff and learners. These are displayed, shared and adhered to throughout the school and reviewed regularly.



Show respect (To everyone and everything)	
Be kind and helpful	
Be honest	
Be gentle	
Give everything 'a go!'	

Classroom Management

Classroom management and teaching methods have an important influence on learners' behaviour. Our classroom environment gives a clear message to learners about how highly they, and their efforts, are valued through a culture of learning displays, modelling of valued language and a collective responsibility for the environment within their classrooms. Using a relational approach, we know that relationships between all adults and learners, the layout of the classrooms, classroom displays, access to resources and strategies to encourage positive behaviour choices all influence learner behaviour. We aim to ensure that all classrooms are organised to promote independence and arranged to aid accessibility for all learners. An equitable philosophy is adopted.

Ready to Learn

It is important that all learners come to school 'Ready to Learn'. For this to be achieved, learners need to be punctual and attend on a daily basis. It is essential for all learners to have the correct equipment: PE kits (on PE days), home learning, reading books and reading records, indoor shoes and a water bottle. When learners come to school with all the correct equipment, learners are more able to self-regulate.

Praise, Reward and Celebration (*Before a Crisis*)

When pupils are fully engaged and learning we need to 'catch them getting it right' through specific praise, celebration and reward. Appendix A details these rewards fully. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates, where appropriate, success in behaviour as well as in learning.

Planning and differentiation

At Howe Dell, we undertake a range of behaviour analysis to enable us to effectively support learners in crisis.

These include (but are not limited to):

- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Roots and Fruits
- Risk Reduction Plan
- Early Prognosis Tool
- Plan and Prevent Plan

Risk Reduction Plan

The school's valued behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from the 'Early Prognosis Tool', 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties clearly understand the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be written in consultation with the Regional Therapeutic Thinking Lead at Hertfordshire County Council

Consequences (After a Crisis)

Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing learners to reflect on their choices and take steps to make positive behaviour choices.

For the vast majority of our learners, the following strategies support a quick transition back to valued behaviours:

- use of a non-verbal cue such as 'a look'.
- a positive reminder of the golden expectation that requires reinforcement
- when appropriate, name to be recorded and learner verbally reminded of valued behaviour expectations. Feedback to learner once a return to valued behaviour is consistently seen
- an opportunity for an individual to have 'time away' as a protective interruption (from the group or indeed the classroom environment), with the aim to be deescalating a situation
- educational or protective consequences put in place (bespoke)
- Risk Reduction plan

Protective and educational consequences

Some behaviours exhibited can be identified as detrimental and difficult. In the most extreme cases, behaviour may be termed as dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Detrimental or Difficult behaviour = behaviour (that is not dangerous)

Our response to detrimental and difficult behaviours is set in the context of the Therapeutic Thinking approach to behaviour, using the principles of relational practice. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

Some examples of detrimental and difficult behaviours are:

Detrimental	Difficult
Frequent shouting / calling out in class	Causing injury to others by hitting, pushing, kicking. (violence towards others)
Refusing to follow expectations or instructions	Leaving or attempting to leave the school site
Refusing to complete work or tasks	Violently throwing objects, classroom furniture at peers or adults
Use of negative or inappropriate language	Significant damage to school property
Swearing	Bringing an offensive weapon into school with intent to use
Making disruptive noises / tapping equipment	Deliberately setting off the fire alarm

When protective consequences are required, examples of protective consequences may include:

- limited access to the playground
- adult supervised play
- Increased staff ratio
- Suspension / Exclusion (dangerous behaviours)
- small adult led social skills group participation

Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious). Examples may include:

- Regularly using resources to reinforce the expectations of the school
- assisting with repairs
- completing tasks in own time (as appropriate)
- Time with adults to reflect upon behaviour choices and identify own restorative approach

Wherever possible, relevant and logical consequences should be linked to the exhibited behaviour.

When valued (positive behaviour) is not being demonstrated, it is key to be curious and understand the underlying causes of the behaviour, which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour as all behaviour is communication. The Hertfordshire Steps 'Roots and Fruits' and 'Anxiety Mapping' tools support staff in considering the underlying influences on behaviour.

Behaviour outside the classroom

School staff can apply educational and protective consequences should learners display detrimental behaviour outside of the school premises as prescribed by Department for Education guidance <https://www.gov.uk/school-behaviour-exclusions> as well as the Suspension and Permanent exclusion document, DFE August 2024 chrome-extension://efaidnbmnnnibpccajpcgiclfindmkaj/https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf. This includes occasions when children are travelling to and from school.

Suspension and Permanent Exclusion

At Howe Dell, suspensions are used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents to collaboratively plan, write and resource a Risk Management plan as these plans are used as a tool to prevent permanent exclusion.

Permanent exclusion may be a consequence for dangerous behaviours, which are at the highest levels of severity and where all other strategies have been exhausted. Permanent exclusions will sometimes be necessary as a last resort to maintain the school's calm, safe and supportive environment.

Examples of the types of circumstances that may warrant a suspension or permanent exclusion (as per the DfE Guidance chrome-extension://efaidnbmnnnibpccajpcgiclfindmkaj/https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf):

- Physical assault against a pupil
- Physical assault against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Abuse against race, sexual orientation, gender reassignment and disability
- use of or dealing in, illegal substances
- severe violence towards a member of the school community resulting in hospitalisation or significant injury

(This list is non-exhaustive and is intended to offer examples rather than be complete or definite).

Only the Executive Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year), or permanently excluded.

Suspension

A suspension is where a pupil is temporarily removed from the school. It is important that pupils still receive their education and the school will ensure that work is set, and feedback is provided during the first five days of a suspension. The work will be provided through Google Classroom.

A suspension can also be for parts of the school day. For example, the lunchtime period.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend school (unless the pupil is reinstated) The decision to permanently exclude a pupil 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 other pupils or others such as staff in the school

If the circumstances warrant a suspension or permanent exclusion and the Executive Headteacher is absent, the Deputy Head in collaboration with the Assistant Head Teachers may apply this sanction.

Preventative measures to school exclusion

Permanent exclusion is viewed as a last resort. At Howe Dell, preventative measures may include the use of an off-site Local Authority alternative provision (AP) and / or a managed move. Managed moves are voluntary and agreed with all involved parties. Managed moves should only occur when it is in the pupil's best interests.

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If the Executive Headteacher suspends or permanently excludes a pupil, they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay provide this information in writing. In this letter, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the Governing Board about any permanent exclusion, and any suspension for a total of more than 5 days in a term and any suspension or permanent exclusion which would result in a pupil missing a national curriculum test.

The Executive Headteacher informs the Local Authority without delay of all school exclusions regardless of the length of the exclusions.

The Governing Board has a discipline sub-committee, which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was suspended / excluded, consider any representation by parents (and where requested a representative or friend), the Executive Headteacher, a representative from the LA, and a social worker (if child has one) and the VSH if child is CLA. and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with the ruling.

Learners with Special Educational Needs and Disabilities

We recognise that within a climate of inclusion, there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences are not the most appropriate means of effectively dealing with their behaviour. The school will use other programmes of intervention and support may be used in conjunction with external agency advice and recommendation.

Therefore, learners with Social Emotional Mental Health (SEMH) on the Inclusion register may well have personalised support. See Inclusion Policy for further details

Monitoring

Behaviour monitoring is undertaken on a termly basis by the Assistant Head responsible for behaviour. This ensures that there is a consistent approach across the school. Monitoring outcomes are reported to staff.

A termly report is written to the Governing Board by the Assistant Head which includes statistics about the number of high level incidents reported, the number and year group of learners involved and any exclusions. Suspension and permanent exclusion data is included in the Executive Headteacher's termly report to the Governing Board.

Communication

The Home School Agreement has been circulated to all existing and new parents and is published on our website.

Personal information will only be shared with adults who have parental responsibility (PR).

The Role of Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Executive Headteacher in carrying out the guidelines.

The Executive Headteacher has the day-to-day authority to implement the school's valued behaviour policy, but the Governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

Appendices

- A. Rewards
- B. Roots and Fruits tree
- C. Anxiety Map
- D. Early Prognosis Tool

Appendix A

Whole-School Rewards System

At Howe Dell School, we have strived to establish a Valued Behaviour attitude towards learning and developing which emulates the messages from Therapeutic Thinking and also that of No Outsiders and KAPOW, our PSHE Curriculum. Learners and staff have high expectations on positive (valued) behaviour and recognise that by making valued choices, or choices which are deemed as being positive, helpful and value social acceptance, learners are able to work to their fullest and achieve the best that they can whilst at Howe Dell School. Our rewards include:

Merit System

We use a merit reward system where children are able to receive recognition for their learning behaviours across the curriculum.

Author of the Month

A celebration of individual(s) progress in writing, across the Curriculum

Beacon Pupil Award

Valued learning behaviours are celebrated through our Beacon Pupil award system. This award is presented on a weekly basis in Celebration Assembly and can be awarded for personal / class success. 1 or 2 learners to be nominated

Attendance awards

Weekly whole class attendance (trophy to class and celebrated in newsletters). Class also receives a marble in the jar. Whole school daily attendance is displayed in the foyer.

Whole-Class Reward System

Learning attitudes and achievements are celebrated across the school site with a whole school reward system (marbles in a jar). This recognises a whole-class positive learning attitude, catching individual learners making the valued choices and being successful in 'getting it right' and being successful in the choices that they make towards their learning.

'Marbles in a jar'

Marbles are awarded by anyone within the school community. Jars are located within each classroom around the school to enable the class team to add a marble to the jar.

Each classroom has a 'jar' which, is filled when the class has 50 marbles.

Examples rewards for filling the jar may include:

- Sit next to a friend for the day
- Baking afternoon
- Playing outside
- Football
- Climbing frame
- Fire pit and marshmallows
- Kingfisher Island / Eco bus
- Sprinklers
- Karaoke
- Bubble machine
- Sports equipment afternoon/Olympics

Learners may 'bank' the jars. When jars are 'banked a larger reward would be available, such as:

Local outing (walking distance), including a picnic

Celebration party / disco

Film and popcorn session

Extra special treat such as cinema or other local venues (4+ jars)

Marbles are awarded for:

- Active listening and participation
- Resilience: working hard independently / partners / in groups
- Consistent valued behaviour when off site
- Ongoing positive behaviour and manners in school
- Determination: challenging themselves
- Giving new learning / activities 'a go'
- Being creative / imaginative

By recognising valued choices that the learners make on a regular basis, either as a whole or an individual getting it right and benefitting the whole class, the learners will recognise that their positive behaviour can be rewarding in itself and will benefit others.

Fab Friday

A reward which takes place every Friday and awarded by our Midday Supervisory Assistants. Children are recognised and awarded for excellent table manners and for showing valued behaviours, based upon our five golden expectations whilst in the school dining hall at lunchtimes. For those children awarded the Fab Friday award, Children are presented with a certificate and are given the opportunity and choice to enjoy their lunch on our 'Fab Friday' table with fellow pupils who have also been awarded this.

Appendix B

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

**difficult /
detrimental/dangerous
behaviours**

Valued behaviours

negative feelings

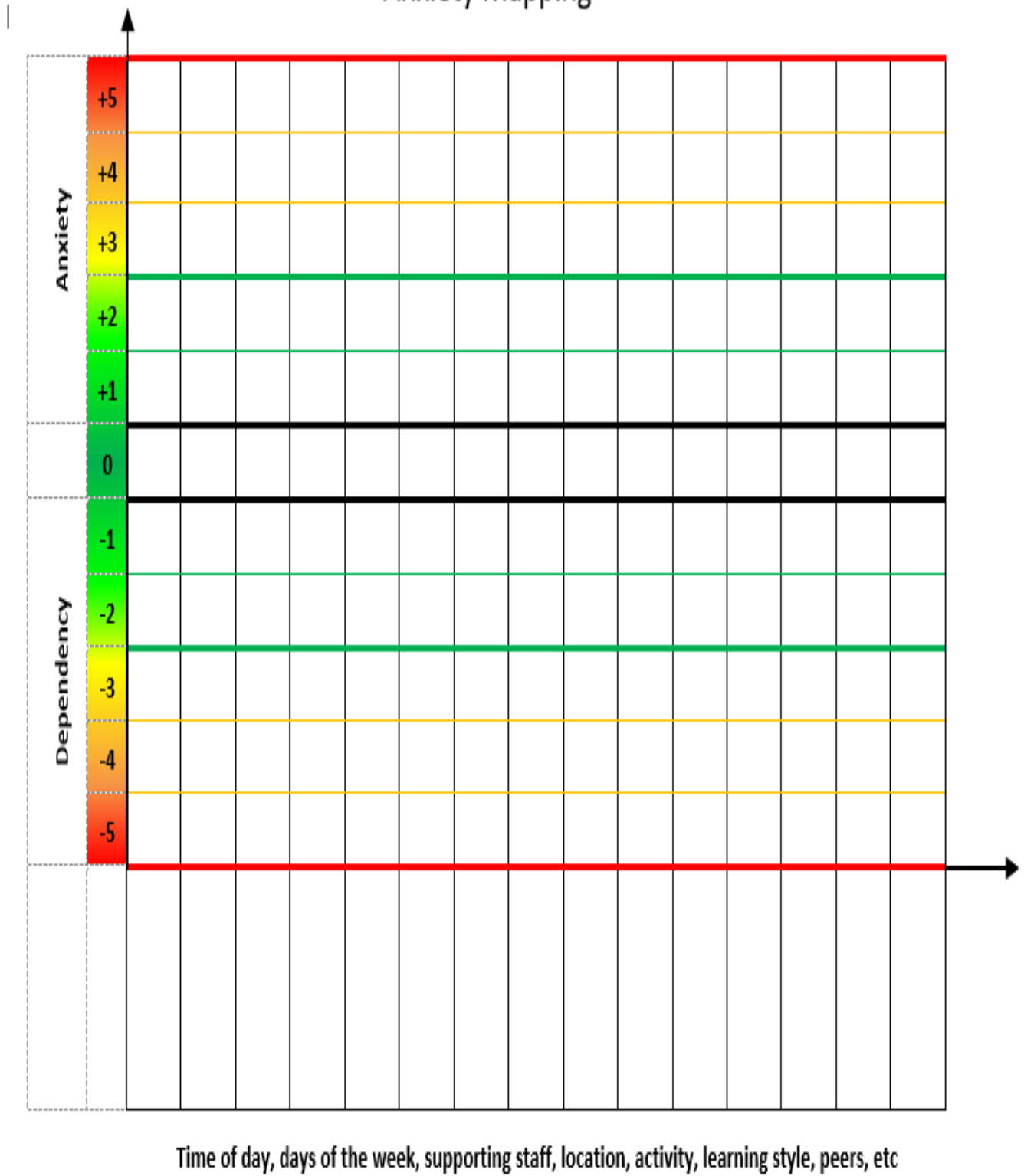
valued / positive feelings

negative experiences

valued / positive experiences

Appendix C

Anxiety Mapping



Steps – Early Prognosis (Blank)

Date:
Staff member:

Context (home and school)

- Complete if required

Diagnosis

- Complete if required

The behaviour

An unemotional, non-judgemental, accurate description, including the severity and frequency.

What do you see? What do you hear?

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Cultural expectations

- Complete if required

Hypothesis:

Action: