

Hertfordshire County Council

**Implementation Guide -
Hertfordshire's emotional
wellbeing and behaviour
strategy**

January 2022

**An accompanying guide to Hertfordshire's Emotional
Wellbeing and Behaviour Strategy 2020-2023**



Contents

Introduction	3
1. Using this guide.....	3
Appendix 1 – Emotional Wellbeing Principles to Support Approaches to Behaviour.....	5
I. Introduction.....	5
II. Using these principles	5
III. Principles	5
Appendix 2 – Behaviour Policy Framework.....	8
I. Introduction.....	8
II. Statutory Requirements/Guidance	8
III. Policy Principles	9
IV. Policy Structure	10
2. Section 1: Vision and Values Statement	12
3. Section 2: Universal Provision.....	12
Section 3: Reasonable Adjustments	13
Section 4: Positive Emotional Wellbeing & Behaviour	14
Section 5: Negative Emotional Wellbeing & Behaviour	15
Section 6: Dangerous / Unsafe Behaviour or Circumstances	16
Section 7: Unforeseeable Behaviour or Circumstances	17
Section 8: Support from External Agencies	18
4. Section 9: Communication and Recording within School	18
Section 10: Communication with Parents and Carers	19
Section 11: Exclusions	20
V. Definitions	20
Appendix 3 – Reflective Practice Tool for Schools and Settings.....	22
I. Introduction.....	22
II. Using this document.....	22
III. Support and challenge considerations	23
IV. Template record of notes/actions	28
Appendix 4 – Example Questions for Governing Bodies	32
I. Introduction.....	32
II. Considerations for governing bodies.....	32
III. Example questions to ask schools	32

Introduction

This document must be considered alongside the SEND strategy. Hertfordshire's Emotional Wellbeing and Behaviour Strategy 2020-2023 recognises that positive emotional wellbeing is an essential prerequisite to effective learning. It promotes a countywide move away from traditional approaches to behaviour to effectively safeguard the entitlement of those children at risk of being out of education.

The strategy was created and agreed in partnership between schools, parents, and Hertfordshire's NHS Partners to clearly identify how Hertfordshire County Council aims to increase capacity and upskill children, their families and professionals to be resilient, informed about support and training available, understand the choices they have and what they can do to help themselves.

The purpose of this guide is to support schools and settings in embedding the principles that underpin the strategy. It has been coproduced with representatives from secondary, primary, and special schools, Education Support Centres (ESC), Herts Parent and Carer Involvement (HCPI), Delivering Support and Provision Locally (DSPL) and the local authority. Several partner organisations have been consulted with throughout the development process including Herts for Learning and Hertfordshire's NHS Partners, as well as Educational Psychologists service.

1. Using this guide

This guide recognises that each school and setting has its own identity, vision and values, and has been designed to be flexibly applied within a consistent framework. Each tool can be adapted to meet the users' needs and encourages partnership working and reflective practice. The table of documents below summarises how each of the documents may be used.

1.1 Table of documents

Document	Use(s)
Appendix 1 – Emotional Wellbeing Principles to Support Approaches Behaviour	To benchmark current approaches, adopt new or revised approaches or quality check commissioned training/commercial packages.
Appendix 2 – Behaviour Policy Framework	To provide a framework structure for all behaviour policies. To be followed when writing a new policy or in reviewing and updating existing policies. To highlight key areas to consider in developing policy.
Appendix 3 – Reflective Practice Tool for Schools and Settings	To be used to reflect on the policy and practice of a setting with a view to developing the approach to emotional wellbeing and behaviour.

Document	Use(s)
Appendix 4 – Example Questions for Governing Bodies	To be used by Governing Bodies when reflecting on their approach and embedding the principles underpinning the strategy.

Appendix 1 – Emotional Wellbeing Principles to Support Approaches to Behaviour

I. Introduction

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.

II. 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.

We would recommend using 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.

III. Principles

- **A commitment to a positive and respectful culture within our school or setting**

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**

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.

-
1. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
 2. <https://www.gov.uk/government/publications/school-exclusion>
 3. <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#part-2>
 4. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
 5. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
 6. <https://www.gov.uk/guidance/equality-act-2010-guidance>

Appendix 2 – Behaviour Policy Framework

I. Introduction

The aim of this framework is to support schools and settings to create and review a behaviour policy that provides structure, sets clear expectations, and reflects flexibility to ensure individualised tailored support for children where necessary. Schools and settings should ensure the active participation of children, parents and carers, governors, and wider stakeholders in the development of their behaviour policy and practice.

Schools and settings have an important role to play in supporting the emotional wellbeing and behavioural needs of children and young people by fully exploring the possible underlying causes and tailoring their provision to meet the needs of the individual.

II. Statutory Requirements/Guidance

It is a statutory requirement for all schools to have a behaviour policy. Government guidance often uses broad language that is open to interpretation. The purpose of policy is to define how the school or setting's aims will be achieved.

The DfE statutory requirements that must be included in your behaviour policy are:

- Reference to the publicised governing body's statement of behaviour principles
- How you promote good behaviour, self-discipline, and respect
- How you prevent bullying through an anti-bullying strategy
- How you ensure that pupils complete assigned work
- How you regulate pupils' conduct

These statutory requirements can be met by signposting to other documentation and policies, for example:

- Curriculum policy
- PHSE policy
- Mental Health and Wellbeing Policy
- Restrictive Physical Intervention Policy
- Exclusion Policy
- Governing body's statement of behaviour principles

Your behaviour policy should be read in conjunction with this suite of documents.

It is set out in guidance in Behaviour and discipline in schools (DFE 2016) that the behaviour policy should be clear, well understood by staff and parents, and be consistently applied. In developing the behaviour policy, the following ten key aspects should be reflected upon:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions (consequences);
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

Influential DfE guidance for developing positive emotional wellbeing and behaviour policies:

[Mental Health and Behaviour in Schools](#) (March 2016, revised November 2018)

This document sets out how schools can support pupils whose mental health problems manifest in their behaviour.

[Transforming Children and Young Mental Health Provision Green Paper](#) (December 2017)

Outlines detailed ambitious, transformational proposals to provide earlier support for children and young people's mental health.

[Creating a culture: a review of behaviour management in schools](#) (March 2017)

Tom Bennett's independent review on behaviour in schools and strategies to support effective behaviour cultures.

[OFSTED School Inspection Handbook](#) (Updated 19 April 2021)

The document outlines the need for leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

[Equality Act Technical Guidance for Schools](#)

This outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities, or services, both educational and non-educational.

III. Policy Principles

- Policies are specific, detailed, and individual to each school or setting and formalise how a positive and respectful whole school culture is embedded.
- Practice matches policy, and policy matches practice. All approaches to behaviour visible in practice are in policy and all approaches to behaviour in policy are visible in practice.
- Policies clearly identify what a member of staff must, may and must not do, and develops staff confidence in responding to behaviours. Language used is unambiguous and key words are defined.
- Behaviour policies enable schools to identify concerns early, provide help for children, and prevent concerns from escalating, whilst ensuring reasonable adjustments deliver equity for children with SEND.
- Where behaviour does not fall within policy, individual personalised plans are created and followed to support engagement and positive emotional wellbeing and behaviour.

IV. Policy Structure

Please read the below policy structure in conjunction with the definitions set out in this document.

Section 1: Values and Vision Statement

What are your school or setting's vision and values?

Section 2: Universal Provision

What approaches would you expect to see in each classroom?

Section 3: Reasonable Adjustments

How you comply with the Equality Acts by making reasonable adjustments to ensure all children can access the classroom, playground, excursions, and the school premises?

Section 4: Positive Emotional Wellbeing and Behaviour

What does positive emotional wellbeing and behaviour look like in your setting? How do staff recognise this and respond? What must staff say and do? What must staff not say and do? How is it recorded?

Section 5: Negative Emotional Wellbeing and Behaviour

What does negative emotional wellbeing and behaviour look like in your setting? How do staff recognise this and respond? What must staff say and do? What must staff not say and do? How is it recorded?

Section 6: Dangerous / Unsafe Behaviours or Circumstances

List behaviours and/or circumstances that may be seen. How do staff recognise this and respond? What must staff say and do? What must staff not say and do? How is it recorded? Clarify actions staff must take and what they must say if they observe any of the behaviours.

Section 7: Unforeseeable Behaviour or Circumstances

Include a clear expectation in these circumstances and after the event complete a risk assessment to determine if a plan is needed for the future to prevent re-occurrence.

Section 8: Support from External Agencies

Detail what external support will or may be sought, at what stages and the level of parental consent required.

Section 9: Communication and Recording in School

Include information which must be communicated and what must not be said. Where is it recorded?

Section 10: Communication with Parents and Carers

Reflect on the role this plays in the therapeutic behaviour approach.

Section 11: Exclusions

Reflect on the role this plays in reducing risk and improving emotional wellbeing and incentivising positive behaviour.

2. Section 1: Vision and Values Statement

This section needs to be brief and summarise what you aspire to achieve through the policy, incorporating the school vision and values. Leaders have a responsibility to provide their school with a clear behaviour vision, commonly understood, and explained point-by-point.

Consider:

- Is the statement clear and concise?
- Does it reflect the shared language of your school/setting?
- Is it jargon and acronym free and accessible to the wider school community including parents, carers, and third-party professionals?

3. Section 2: Universal Provision

Outline what systems are in place to create and support the positive emotional wellbeing and behaviour of all learners. These are the processes and practices that you'd expect to see in every classroom being used consistently across your school or setting e.g. house point system, values display on wall. If staff can choose their own systems within their educational setting, set out the boundaries for these systems.

Consider:

- What approaches/practices would you expect to see in all areas of your educational setting?
- Are usual boundaries and differentiation defined?
- Is inclusive practice encouraged with a range of differentiation used across the educational setting to support SEND students as part of quality first teaching?
- Are expectations of all staff in ensuring agreed universal reasonable adjustments clearly communicated?
- Are agreed responses outside of reasonable adjustments clearly communicated?
- Is accountability defined? I.e. who is responsible for each action (all staff, middle leaders, class teacher, teaching assistant etc.).
- How do you ensure universal provision and intervention mapping are linked to your SEND school information report?

Section 3: Reasonable Adjustments

Outline how you comply with the Equality Acts by making reasonable adjustments to ensure all children can access the classroom, playground, excursions, and the school premises. The reasonable adjustments duty is triggered where there is a need to avoid 'substantial disadvantage'. 'Substantial' is defined as being anything more than minor or trivial.

Consider:

- Is it clearly set out that whether a pupil will be at a substantial disadvantage or not will depend on the individual situation?
- In which scenarios will reasonable adjustments need to be made?
- Do you have systems of early identification of SEND to enable reasonable adjustments to the policy?
- Do you have systems of early identification of the needs of children in vulnerable groups and disadvantaged children and learners to enable reasonable adjustments to the policy?
- What steps must be taken and by who when a need is identified?
- What examples of reasonable adjustments may you expect to see in your setting? E.g. activities, information access, accessing support, timetables and locations, premises, trips, and excursions.
- Are reasonable adjustments made to rewards and consequences for SEND students where appropriate?
- How do you ensure reasonable adjustments and intervention mapping are linked to your SEND school information report?

Section 4: Positive Emotional Wellbeing & Behaviour

This section relates to behaviour which is helpful, values social acceptance and upholds the school or setting's values and visions. Set out how positive emotional wellbeing and behaviour are understood, motivated, and valued within your school or setting. Include how you promote positive emotional wellbeing and behaviour and the expected staff responses to it. Define rewards staff must or may give following positive behaviour, and what resources must or may be used. Ask yourself, 'What would I like all students to do, routinely?' 'What do I want them to believe about themselves, their achievements, each other, the school?'

Consider:

- Are 'positive emotional wellbeing' and 'positive behaviour' defined?
- Has it been noted that behaviour can be planned/unplanned?
- What social norms do you want to see reproduced throughout the school/setting community?
- Do you have graduated levels of response to positive emotional wellbeing and behaviours?
- Are staff responses defined to promote emotional wellbeing and positive behaviour?
- Have you included what rewards and/or consequences may, must and must not be used? And what resources are required for these responses?
- Has it been communicated that these responses are essential to motivate positive behaviour and emotional wellbeing?
- Do you adjust thresholds for rewards and consequences to ensure improvement is recognised as well as achievement?
- How do you ensure that rewards and consequences are motivational for all students?
- Have you included how you will monitor that the school's agreed reward system is being consistently applied?
- Is accountability defined? I.e. who is responsible for each action (all staff, middle leaders, class teacher, teaching assistant etc.).

Section 5: Negative Emotional Wellbeing & Behaviour

This section relates to behaviour that causes harm to an individual, a group, to the community or to the environment, and contradicts the school's values and visions. Set out what constitutes negative behaviour and define responses and consequences staff must or may give following negative behaviour or circumstance, and what resources must or may be used.

Consider:

- Are 'negative emotional wellbeing' and 'negative behaviour' defined?
- Has it been noted that behaviour can be planned/unplanned?
- Are negative behaviours grouped into graduated levels and staff responses identified at each level?
- Do staff understand expected responses to all anticipated negative emotional wellbeing and/or behaviours?
- Has it been communicated that these responses are essential to allow all learners to communicate negative feelings?
- Is accountability defined? I.e. who is responsible for each action (all staff, middle leaders, class teacher, teaching assistant etc.).

Section 6: Dangerous / Unsafe Behaviour or Circumstances

Generally dangerous or unsafe describes behaviour or circumstances which will predictably result in imminent injury or serious harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Set out what actions and responses staff must use when dangerous/unsafe behaviour or circumstances occurs, including praise and relationship reinforcers. Note that actions and responses should be appropriate to the needs of the individual child they are being used for and will need to be adjusted in accordance with their emotional state.

Consider:

- Are 'dangerous/unsafe behaviour' and 'dangerous/unsafe circumstances' defined?
- Has it been noted that behaviour can be planned and/or unplanned?
- Are dangerous/unsafe behaviours grouped into graduated levels and staff responses identified at each level?
- Are expected responses/consequences to all dangerous/unsafe behaviours set out clearly and understood by staff?
- Have you clearly communicated expectations of all staff in ensuring agreed universal support and responses are in place?
- Have you clearly communicated expectations of all staff in creating individual differentiated planning for those pupils whose behaviour does not fall within policy?
- Have you communicated the responses that are essential for managing risk and developing positive behaviour?
- Is accountability defined? I.e. who is responsible for each action (all staff, middle leaders, class teacher, teaching assistant etc.).
- Has the use of a risk reduction/management plan and the school's approach to physical intervention been outlined?
- Have you clearly identified processes for tracking and analysing dangerous/unsafe behaviour to plan for and mitigate against future events?

Section 7: Unforeseeable Behaviour or Circumstances

Set clear expectations around what staff must do, may do, and must not do in the event of unforeseeable circumstances. Unforeseeable behaviour or circumstances are not covered by policy, never previously experienced or are so historic that they were not believed to reoccur. Any policy or plan should include details of how a debrief with staff will be carried out after the unforeseeable behaviour has occurred.

Consider:

- Is 'unforeseeable behaviour' defined?
- Is it noted that behaviour can be planned and/or unplanned?
- Has unforeseeable behaviour been grouped into graduated levels of risk? Have the expected staff responses and consequences been set out in relation to each risk level (including where necessary identifying specific levels of risk where restrictive physical intervention would be justified)?
- Is it clearly set out in which scenarios high end emergency responses are authorised? I.e. calling the police or ambulance service, evacuating the building.
- Are expectations on staff in ensuring agreed universal support clearly communicated? Are resources in place?
- Have the responses that are essential for managing risk and harm been clearly communicated to staff?
- Is it set out how the behaviour or circumstances should be recorded and whether a risk assessment should be carried out to prevent its reoccurrence?
- Is accountability defined? I.e. who is responsible for each action.
- Have you clearly identified the steps that will be taken following unforeseeable circumstance to ensure planning is in place to support the student in the future?

Section 8: Support from External Agencies

Include a non-exhaustive list of examples of behaviours or circumstances because of which support from external agencies will or may be sought. Information on provision in Hertfordshire is set out in Appendix 1 of [Hertfordshire's Emotional Wellbeing and Behaviour Strategy](#).

Consider:

- Is it set out which external agencies may be used to support poor emotional wellbeing and behaviour in school? E.g. Education Support Centre (ESC), special school outreach, educational psychologist etc.
- Is it communicated which services you may contact, which member of staff is responsible for that communication and what level of parental consent must be sought?
- Is it clear the level of parental consent that is needed and when and how it will be sought?
- Is it communicated to staff what support from external agencies may look like and how this may be brought about?

4. Section 9: Communication and Recording within School

Include details on when and why staff would record and share information, and how this communication would be made. Include what must and must not be said. Include information on how this communication is recorded and in what circumstance this would be followed up.

Consider:

- Who communicates what to whom?
- When is it communicated (timescales, contexts, with/without pupil present)?
- How do they communicate (conversation in person, email, or letter)?
- Who records what, where?
- How are records monitored proactively to ensure repeated incidents are investigated?
- Are there mechanisms in place that enable staff to highlight issues that may affect a student later in the day to avoid further escalation?

Section 10: Communication with Parents and Carers

Include details on when and why school would contact parents/ carers, and how this contact would be made. Set out who in school would complete the contact, include what must and must not be said. Include information on how this communication is recorded and in what circumstance this would be followed up.

Consider:

- Who will make the contact?
- What must be said and what must not be said?
- How will this be communicated?
- When will the communication occur?
- How is early communication with parents encouraged to enable collaborative working?
- How will the outcome from the communication be recorded?

Section 11: Exclusions

Exclusions are a last resort. Every school should aspire to eliminate the use of these by making exclusion unnecessary rather than by simply refusing to use them. When they are required as a last resort, they should be used. Define which local and government policies and guidance underpin fixed-term and permanent exclusion. Include who will make the decision to exclude, how that decision will be communicated, and how reintegration of the young person will take place.

Consider:

- Have expectations of all staff in ensuring agreed universal support and responses are in place been communicated clearly?
- Have the responses that are essential for managing risk and harm been communicated?
- Is accountability defined? I.e. who is responsible for each action.
- Is it clear how and when parents/carers will be informed?
- Have you communicated expectations for a clear reintegration plan to be in place detailing support strategies to ensure successful reintegration?
- Are patterns of exclusions analysed to inform future planning?
- Have you created equality by clearly defining the severity and frequency of anti-social behaviours which would result in a fixed or permanent exclusion?
- Have you clearly stated only the Head teacher can make the decision to exclude? Have you clearly stated who makes the decision in the absence of the Head teacher?
- How is the exclusion process communicated to parents or carers? Who carries out the communication? Have you shared the rights of parents and carers following an exclusion?
- Have you defined the process by which individual needs are assessed and plans are differentiated prior to return following a fixed term exclusion?
- Have you got clearly identified links to county policies on exclusion, fair access, and managed moves?
- Is the involvement of external agencies cross-referenced?

4.1

V. Definitions

Behaviour	Everything that a person says or does.
Consequence	A consequence naturally or logically follows on from an action. Consequences are designed to help children learn

and develop new behaviours or resilience transferable to all contexts.

Dangerous behaviour	Behaviours which will predictably result in imminent injury or harm. The level of injury and harm that constitutes the label 'dangerous' will be defined within policy. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.
Equality	Affording people the same, equal status, rights, and opportunities.
Equity	The differentiated measures to provide equal opportunities.
Negative behaviour	Behaviours that contradict the school's vision and values, or may cause harm to an individual, a group, to the community or to the environment.
Positive behaviour	Behaviour which is helpful, values social acceptance and upholds the school or setting's visions and values.
Reward	A desirable object or experience given to celebrate outcomes already achieved.
Therapeutic approach	An approach to behaviour that priorities the prosocial feelings of everyone within the dynamic. Schools policy establishes the methodology by which prosocial behaviour replaces antisocial behaviour through planned and sustained prosocial experiences.
Unsafe behaviour	Behaviours which will predictably result in imminent injury or harm. The level of injury and harm that constitutes the label 'unsafe' will be defined within policy. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

-
1. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
 2. <https://www.gov.uk/government/publications/school-exclusion>
 3. <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#part-2>
 4. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
 5. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
 6. <https://www.gov.uk/guidance/equality-act-2010-guidance>

Appendix 3 – Reflective Practice Tool for Schools and Settings

I. Introduction

This document should be considered in relation to Hertfordshire’s Emotional Wellbeing 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. To assist schools and settings in fulfilling the aims of the strategy, an accompanying set of emotional wellbeing principles to support approaches to behaviour has been published.

The considerations below are designed to enable **support and encourage challenge** within schools and settings to gauge to what extent their approach to behaviour supports positive emotional wellbeing. Each area for consideration is drawn from one of the principles. Schools and settings are encouraged to use this document as a development tool to reflect on their policy and practice, identify areas for improvement and consider how these areas may evidence the impact of approaches to behaviour.

II. Using this document

This document can be used in several ways. It is recommended that it is used in whichever way will be most useful to your school or setting. In some instances, you may wish to consider all the principles together, alternatively you may wish to focus on two or three principles per term. The points to consider set out against each principle can be used in the following ways (note that this list contains suggestions only and is non-exhaustive):

- As an SLT exercise to map where the principles are reflected in your policy and practice. Gaps identified can form action planning.

- As areas of consideration during ‘learning walks’, ‘environment walks’ or pupil shadowing.
- To inform the questions that may be asked in staff, parent and carer, or pupil surveys to seek feedback.
- To form the basis of a focus group discussion regarding a school or setting’s commitment to positive emotional wellbeing and behaviour.
- To complement your school’s action or improvement plan.
- To encourage discussion around your school or setting’s approach to behaviour with stakeholders and partners.

A template for collating notes has been provided at the end of this document. There is no obligation to share any evidence you collect, actions or improvements you make as a result with the local authority.

III. Support and challenge considerations

‘We are committed to a positive and respectful culture within our school’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- Do our vision and values focus on realistic social and academic expectations for all?
- How do we communicate our values to learners and staff? I.e. in policy, on displays, during assemblies.
- How often do we reinforce our messaging around our values and vision?
- Do our staff, pupils, parents, and carers understand what our school culture is?
- Do we use consistent positive and respectful language with both adults and children within our community?
- Do all our staff and pupils consistently model the agreed standards, values, and behaviours during all elements of school life? I.e. in lessons, during transitions, during breaks, on school trips etc.
- Have our vision and values been coproduced with stakeholders? E.g. children, parents and carers, governors, local community, and external agencies.

‘We recognise that behaviour is a form of communication’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- Do we consider what individual needs certain behaviours are meeting?
- Do our staff view behaviour in a non-judgmental and empathetic way?
- Is it covered in staff training that behaviour may be one way a child or young person communicates a need or emotion?
- Do we use consistent and respectful language in describing all behaviours?
- Are behaviour incidents described factually and without emotion?
- How do we help students to achieve behaviour change as opposed to trying to suppress behaviours?
- Do we recognise that children experiencing increased anxiety may need a personalised response?
- Do we recognise that behaviour may be driven by underlying emotions?

‘We recognise that CYP with poor emotional wellbeing may be vulnerable’

Consider:

- Do our staff understand that some behaviours may be driven by an overwhelming need or a reaction to an overwhelming feeling?
- What processes do we have in place to flag up changes in behaviour at an early stage to assess for underlying factors and provide support if necessary?
- Do we consider risk factors and protective factors as set out in the Mental Health and Behaviour in Schools (DfE 2018) document?
- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- How do we develop staff understanding of attachment, trauma, and ACES?
- Do we recognise that there is a link between poor emotional wellbeing and behaviour?
- Do we support staff and pupils to recognise the different ways in which poor emotional wellbeing may present?
- Do we have an up to date safeguarding policy?

‘We have high expectations’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?

- Do we set high but realistic expectations for our learners?
- How do we support our learners to develop self-regulation and resilience?
- Is the belief that improvement can be secured reflected in the way we discuss and plan for individual's needs?
- Do our learners understand what our expectations are and how they apply to them?
- Are the expectations of developmental feedback set out in relevant policies? I.e. behaviour policy, feedback and marking policy.
- What processes are in place to adjust expectations for an individual if the targets are not achievable and are having a negative effect on self-esteem?

'We have a clear, well-communicated behaviour policy that sets out our standards and creates consistency'

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- Does our behaviour policy set out how we develop and support positive behaviour?
- Does our behaviour policy set out how all staff are expected to respond to both positive and negative behaviours?
- Does our behaviour policy set out how staff are expected to differentiate to enable behaviour change?
- Are we clear what rewards and consequences must or may be used in our setting?
- Do we set out expectations of staff and pupil behaviour as part of the staff induction process?
- Is our behaviour policy easily accessible to parents and carers, staff, and external partners? E.g. easily found on our website.
- Do we clearly set out processes and reasonable adjustments for students with SEND in policy?

'We provide reasonable adjustments through clear well-communicated plans where differentiation from policy is essential to meet a learner's needs'

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- How well are staff able to define and understand what is meant by reasonable adjustments?

- Have we set out in policy in which scenario(s) reasonable adjustments will need to be made?
- Have we stated in policy how additional needs are identified and what next steps are needed to be taken?
- Do we have a clear process in place to make necessary reasonable adjustments, and is it made clear at which stages parental consent needs to be sought?
- Is it stated in policy how reasonable adjustments need to be formalised and communicated with all relevant staff?
- What processes do we have in place for reviewing reasonable adjustments regularly to make sure they are effective for the student and that additional support is provided promptly if required?
- How do we ensure that reasonable adjustments are tailored to the needs of the individual student?

‘We recognise that there may be a difference between a child’s chronological age, their academic achievement, and emotional literacy’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- Are staff empowered to make reasonable adjustments based on learners’ individual needs according to their individual developmental, emotional, and academic progress?
- How do we support learners whose developmental stage is not aligned with expectations for their chronological age?

How do we ensure all staff are aware of the processes and the need to adjust for the development stage of certain students so that expectations are consistent and realistic?

‘We ensure each learner receives resources appropriately differentiated to enable them to access school, learning and social opportunities equally’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- How do we identify instances where school, learning and social opportunities are not being accessed equally?
- How do we empower staff to advocate for the access and resources required to meet an individual learner’s needs?

- How do we make staff aware who to approach to request specific resources to ensure equal access and how do we monitor this?
- How do we support parents and carers to ensure learners have equal access to school, learning and social opportunities?

‘We only use permanent exclusions as a last resort’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- Do we have a clear rationale linked to an understanding of vulnerable groups and protected characteristics?
- What level of planning would you normally expect to be in place for a child before a permanent exclusion is considered?
- How do we analyse exclusion data to identify trends?
- Are we committed to providing support for children with SEND by engaging with the EHCP process and seeking support from external agencies to avoid permanent exclusion?

Are we committed to continual assessment and planning to support a successful transition process for children whose needs cannot be met in our setting?

‘We seek engagement of families, outside agencies and the wider community when planning support for a learner’

Consider:

- Is this reflected in our leadership and management, policies, and continuing professional development (CPD)?
- How do we engage positively with families?
- Do we gather feedback from families?
- How do we assess whether the engagement is positive?
- How do we demonstrate that we value the perspective of parents, carers, and outside agencies?
- Have we made clear in policy or elsewhere when external agencies will be engaged and what level of consent is required at each stage?

IV. Template record of notes/actions

Statement	How is this reflected in our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>	What actions could we take to further embed this into our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>
We are committed to a positive and respectful culture in our school/setting	<i>[E.g. This is demonstrated through our school ethos and values, form time and RSHE programmes and use of the STEPS behaviour tools.]</i>	
We understand that behaviour is a form of communication		
We recognise that CYP with poor emotional wellbeing may be vulnerable		
We have high expectations		

Statement	How is this reflected in our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>	What actions could we take to further embed this into our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>
We have a clear, well-communicated behaviour policy that sets out our standards and creates consistency		
We provide reasonable adjustments through clear well-communicated plans where differentiation from policy is essential to meet a learner's needs		
We recognise that there may be a difference between a child's chronological age, their academic achievement, and emotional literacy		
We ensure each learner receives resources appropriately differentiated to enable them to access school,		

Statement	How is this reflected in our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>	What actions could we take to further embed this into our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>
learning and social opportunities equally		
We only use permanent exclusions as a last resort		
We seek engagement of families, outside agencies and the wider community when planning support for a learner		
We support our learners to develop internal discipline/self-regulations and resilience		

Statement	How is this reflected in our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>	What actions could we take to further embed this into our setting? <i>Consider policy and practice, leadership and management, and training and information. What do you see and hear around your setting?</i>
We have developed staff understanding of attachment, trauma, and ACEs		
We recognise that there is an established link between poor emotional wellbeing and behaviour		

Appendix 4 – Example Questions for Governing Bodies

I. Introduction

This document is designed to assist governing bodies through open discussion to understand how and if schools have embedded Hertfordshire’s Emotional Wellbeing and Behaviour Strategy. The principles underpinning this document are those set out in [Hertfordshire’s Emotional Wellbeing and Behaviour Strategy 2020-2023](#). 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 and that, though most children do not experience difficulties in coping in school, a small number of children, due to their poor emotional wellbeing, do.¹

II. Considerations for governing bodies

Governing bodies are crucial in setting the strategic direction of a school, holding school leadership to account, and ensuring the best outcomes for all pupils. When considering a school’s approach to positive emotional wellbeing and behaviour, it may be useful to first consider the following points either as a group, or individually as governors.

- Are you aware of [Hertfordshire’s Emotional Wellbeing and Behaviour Strategy 2020-2023](#)? Consider how you can support your school to fulfil the strategic aims of the strategy.
- Has your governing body appointed a linked governor for emotional wellbeing and mental health? If so, how does this linked governor work in partnership with the SEND governor in relation to vulnerable groups? If not, what alternative arrangements cover emotional wellbeing and mental health?
- Are you aware of vulnerable groups and the factors that contribute to poor emotional wellbeing?
- Do you feel your governing body would benefit from additional training via school governance services? E.g. exclusion, equalities, emotional wellbeing.

III. Example questions to ask schools

It is recognised that each school has its own identity and to this end, the list of questions should not be viewed as exhaustive.

¹ The term emotional wellbeing used throughout this document is defined as “A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (WHO 2004)

Whole school approach

- How is positive emotional wellbeing and behaviour promoted through the school's vision and values?
- How are the school's visions and values communicated to all pupils, parents and carers?
- How do high expectations and relationships with pupils enable positive engagement with learning and the environment?
- How are students with poor emotional wellbeing supported to engage positively with learning and the school community?
- How does the school ensure that issues such as bullying are proactively dealt with to avoid a significant impact on emotional wellbeing?
- How does the school ensure that its consequences systems don't have a negative impact upon a child's emotional wellbeing?

Vulnerable groups

- What systems are in place to identify pupils showing persistent poor behaviour and if there are any underlying causes?
How do you know these systems are working well?
- What internal resources and services are in place within the school to improve the wellbeing of vulnerable children?
- When and how are referrals made to relevant external partners in respect of vulnerable groups and individuals?
- Are data sets (sanctions, attendance and persistent absence rates, isolation/internal exclusion, reduced timetables, managed moves, exclusions – fixed-term and permanent, and reasons for exclusion) monitored to identify any inconsistency or potential discrimination? E.g. SEND, free school meals, pupil premium, race etc.
If there are any inconsistencies/potential discrimination, what strategies are used to reduce those inconsistencies?
- How is data on rewards, consequences, achievement, and attainment cross-referenced according to vulnerable groups to identify any inconsistency or potential discrimination?
If there are any inconsistencies/potential discrimination, what strategies are used to reduce those inconsistencies?
- How and when do you seek engagement and feedback from the parents, carers, and encourage family engagement of pupils in vulnerable groups?

- How do you ensure that you are fulfilling your statutory obligations under the Equality Act 2010?²
- How do you ensure that all students are receiving their entitlement to fulltime education?
- How do you check that reduced timetables are used appropriately? I.e. for a limited time and only where required for the wellbeing of the student.
Do you notify the local authority of all cases of reduced timetables?
Are the numbers of children on reduced timetables reported to governors?

Behaviour change

- How do you as a school support pupils to become independent and resilient learners?
How do you monitor the success of such strategies or initiatives?
- How do you monitor pupils' attitudes to learning and how does this focus your whole school approach to behaviour?
- How do you adjust the attitudes to learning framework to ensure children with SEND have realistic targets and an equal chance of achieving high attitudes to learning grades?
- How do you capture the impact of and feedback around your approach to emotional wellbeing and behaviour through pupils, parents, carers, and wider stakeholders?

School Improvement

- How is the principle of supporting positive emotional wellbeing and behaviour reflected in your school action plan?
- What success indicators do you use to identify if and when you are achieving your identified aims?
- Are you aware of the numbers of students leaving the school outside of normal transition points? E.g. through managed moves, off rolling, elective home education, exclusions?
How do you explore whether any changes to practice could have enabled some of these students to have stayed at this school?
- What is your ambition to further engage and promote co-production with children, parents, carers, and wider stakeholders?
- What can we do as a governing body to further support you as an organisation?

Supporting staff

² [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

- How do you support the wellbeing of staff supporting pupils whose behaviour is challenging and dangerous?
- What training have staff received this term/year to support the emotional wellbeing and behaviour of pupils?