

# Hartsfield JMI School



## Positive Behaviour Policy

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# **Hartsfield School Behaviour Policy**

## **1.0 Introduction.**

The purpose of this policy is to give a clear code of conduct for the use of all adults and children within Hartsfield School. It also outlines the procedures that the school uses to support children in managing their own behaviour and that enables staff to act safely and with confidence. It aims to promote an environment where everyone feels happy, safe, secure and respected.

This policy should be read in conjunction with, and acts alongside:

DfE guidance for “Behaviour and discipline in schools” (January 2016)

DfE “Keeping Children Safe in Education” (September 2018)

DfE “Prevent Duty for Schools” (June 2015)

Equality Act 2010

Hartsfield Equality Policy

Hartsfield Anti-Bullying Policy

Hertfordshire Exclusion Documentation

Hartsfield School’s Governing Body’s statement of behaviour principles

## **1.2 Rationale and ethos**

At Hartsfield we expect every member of the school community to behave in a considerate and respectful way towards each other. We always try to reduce incidents of poor, anti-social behaviour by forward planning so that they do not impact on learning or our sense of community. We aim to take a therapeutic approach to managing behaviour and promote the ethos of Hertfordshire Steps, which is a key part of the Hertfordshire local authority behaviour management approach. This strategy promotes pro-social (some people might say ‘good’) behaviour, self-regulation and respect for others.

We strive to teach positive, pro-social behaviours, in partnership with parents, rather than just manage and control poor and anti-social behaviours. Our approach enables us to understand and work with children and not rely on overpowering them. We expect that staff focus on de-escalation and prevention strategies, rather than focusing solely on reactive strategies, to promote learning.

## **1.3 Pro-social behaviour**

We encourage pro-social behaviour that is or has:

- Helpfulness - Caring - Supportive - Forgiving
- Positive - Friendly - Polite - Respectful
- Manners - Courtesy - Resilience - Safe

## **2.0 Day to day strategies to support pro-social behaviour, using Steps approach**

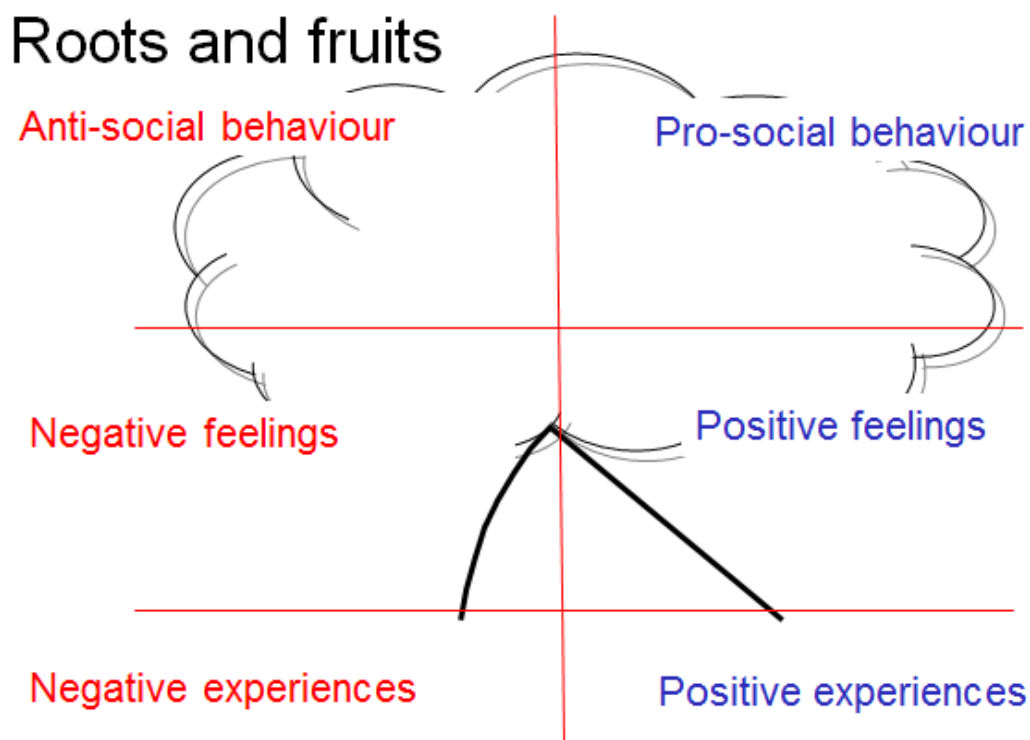
We aim to have a predominantly therapeutic approach to behaviour management. Hertfordshire Steps approach defines therapeutic as:

*An approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.*

We recognise that negative experiences in life may create negative feelings in an individual and these negative feelings will be likely to create negative, anti-social behaviours. Conversely, positive experiences create positive feelings, that in turn create positive behaviours.

We aim to make pupils aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. When pupils are well engaged and learning, we will 'catch them getting it right'. This can be by recognising the behaviour and celebrated. We will sometimes reward a pupil's efforts or actions in a way that has meaning to the individual pupil. For some pupils, this could be the expression of praise from an adult or, for others, it might be stickers or affirmation through our "Marvellous Me" message system that is most meaningful. Class teachers will decide what is best appropriate for each child or their class based on knowledge of the individuals

For the majority of our pupils, through creating positive experiences (which give rise to positive feelings) we tend to see very good behaviour demonstrated and well-regulated individuals. Other pupils might find this harder to achieve due to certain barriers they may be experiencing (negative experiences, giving rise to negative feelings).



### **3.0 Strategies for most children**

In the first instance, it is the class teacher's responsibility to develop strategies to manage behaviour positively within the classroom. Classes will have their own class-based praise and reward system that does not 'bribe' children to behave but celebrates when they have done so.

At Hartsfield, we aim to develop pro-social behaviour through:

- **Relationships** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- **Role Modelling** – Using words and actions that mirror the responses we are trying to encourage in children.
- **Consistency** – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- **Scripts and Routines** – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual (see below)
- **Positive Phrasing** – Disempowering difficult behaviour by offering positive phrasing (clear, concise phrases indicating a positive outcome) such as “put the pen on the table” or “walk with me to the library”
- **Limited choices** - giving the child some choice in the situation. E.g. Are you going to sit on your own or work with the group? Are you going to start with the words or pictures? Limited choices can be a good follow-on from a positive phrase to disempower difficult behaviour.
- **Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do, what is happening and are not taken by surprise. E.g. Strategically ignoring a crying or shouting child.
- **Reward and positive reinforcement**
- **Comfort and forgiveness**
- **Kindness**

We will also ensure that in our planned curriculum delivery pupils have positive experiences of learning that are well matched to their needs and in line with the vision of the school.

At Hartsfield these are examples what we might do to encourage pro-social behaviour choices in daily provision:

- Plan for good behaviour by ensuring that all lessons are accessible, lively and engaging
- Plan to avoid conflictual situations/ negative experiences
- Build trust and rapport
- Tactical ignoring
- Teacher proximity
- Non-verbal signals/ eye contact
- Redirection by adult and refocus
- Allowing take-up time
- De-escalation scripts (see below)/ non-confrontational body language
- Chance to reflect, repair and restore

### **3.1 Completion of work**

We do everything possible to ensure that all pupils can complete assigned work and so will minimise disruptions for the majority of pupils and arrange for completion of work at alternate times for some other pupils. If we need to remove a pupil to work in a separate area or with a senior teacher to aid their own learning or the learning of others, we will do so.

## **4.0 Strategies for a few children**

This practice, described above, works for the vast majority of children. In addition, a few children may require a more bespoke approach to manage their difficult or dangerous behaviours. Senior teachers, phase leaders and class teachers and TAs will work together to map the anxiety an individual pupil shows during the day to look for possible areas of difficulty. They will also map the pupils "Roots and Fruits" (see diagram above) which looks at their behaviour, feelings and experiences to arrive at possible ways forward. In the case of pupils with the most significant need, we will draw up an Individual Risk Reduction Plan (see Appendix 1) to formalise strategies. The anxiety maps, roots and fruits and risk reduction plans may be shared with parents or with outside professionals.

We may use de-escalation scripts to support de-escalation of behaviour, for example:

{child's name}  
I can see something has happened;  
I am here to help;  
Talk and I will listen  
Come with me and.....

Since our aim is to move all pupils towards pro-social behaviour, then we need to provide support and experiences to help the child do this. We will also work with parents to this goal and outside agencies, if this is appropriate. We log incidents of serious or continued anti-social behaviour on our CPOMS system to enable our Designated Senior Persons (DSPs) to see an over view of the severity and regularity of events.

## **4.1 Exclusions**

In extreme and rare circumstances, dangerous or repeated difficult behaviours may result in fixed term exclusions, in line with Hertfordshire LA guidelines. In these cases, additional behaviour support and strategies may be used, including the use of a Pastoral Support Programme (PSP) and/or a Risk Management Plan. We will work with outside agencies, parents and the child to reintegrate them back into the school following an exclusion.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious or repeated acts of misbehaviour. For repeated or very serious acts of anti-social or dangerous behaviour, the Headteacher may permanently exclude a child.

Any exclusion will follow procedures outlined in the Herts Exclusion Guidance Supplement. This guidance is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE)<sup>2</sup>, "*Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion – September 2017*".

[https://www.thegrid.org.uk/info/welfare/documents/exclusion\\_guidance\\_hcc\\_sept2017.pdf](https://www.thegrid.org.uk/info/welfare/documents/exclusion_guidance_hcc_sept2017.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **5.0 Consequences and Reparation for all children**

For all pupils, when a child has shown very difficult or dangerous behaviours we will give them the time to recover. Once this has happened, we will give them chance to reflect, repair and restore. If the behaviour was sufficiently difficult or dangerous for the child to be asked to report to a member of SLT or a Phase Leader, then the reflect, repair and restore conversation will be recorded and a copy kept (see Appendix 2). The purpose of this is to re-visit the experience with the pupil once they are calm, relaxed and more reflective. We will explore what has happened; what people were thinking and feeling at the time; who has been affected and how they can repair relationships. We will then summarise what they have learnt so that they are able to respond differently the next time. We will inform parents if the events were sufficient to involve Phase Leaders/ SLT. We might then use a consequence that might repair their action for instance if this is necessary, or one that they learn from.

We recognise 2 types of consequences for anti-social behaviours:

**Protective consequences-** Removal of a freedom to manage harm

For example:

- increasing staffing ratios or involvement of SLT/ Phase Leaders
- physical proximity of staff next to child in class
- limited access to outside space such as sitting on the bench at lunchtime or standing next to a staff member
- being escorted by adult in social situations and transitions- E.g. when changing for PE or coming in from break
- a consequence linked to the offence E.g. not playing football until it is proven they can do it in a pro-social way for repeated disputes over football
- Working with a senior member of staff in their classroom/ room

**Educational consequences-** This is the learning, rehearsing or teaching so the freedom can be returned. These include

- completing the task with an adult, perhaps at lunchtime
- researching –E.g. feelings of others
- assisting with repairs to school, clear up mess etc.
- further conversation with an adult/senior teacher about what can be learnt/ changed.

School may also consider using a risk management plan if this could be helpful for some pupils.

## **6.0 Especially vulnerable children**

For most children, behaviour is managed in class by the class teacher using the above structured system of rewards and sanctions. However, children identified as having Special Educational Needs with regards to social, emotional and mental health, attention disorders or autistic spectrum conditions may either be provided with a Special Educational Needs Support Plan, which will detail targets and support for the child or have their needs met through reasonable adjustments. Our Inclusion Manager will work with children, their families and staff to improve behaviour outcomes.

We recognise that for some pupils who are 'Looked After', are post- adopted or have other attachment disorders, bespoke plans will be made to meet any behaviour needs in a therapeutic manner with the support of outside agencies.

We recognise our legal duty under the Equality Act 2010 and in respect of pupils with SEN. There are separate policies that outline our practice on safeguarding, equality and SEN available on our website.

External agencies may be consulted for advice as required, these may include:

- Education Psychology Service
- Education Support Centre (ESC)
- Intensive Families First
- Social Services
- NHS, Child Development Centre
- Family GP and School Nursing team.
- Child & Adolescent Mental Health Unit (CAMHS)/ Step 2
- Hertfordshire Steps team
- Virtual Schools
- Post- adoption team
- Counselling in Schools (Safe Space)

## **7.0 Physical Restraint**

In line with Local Authority training, we do not restrain children as a behavioural deterrent. We will use Steps principles to support, guide and escort pupils with the minimum of physical contact and as described through Steps training.

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

## **8.0 Procedures for break and lunchtime**

The same high standards for behaviour are expected at playtimes and lunchtimes as during the rest of the school day. Staff on duty, including Midday Supervisory Assistants (MSAs), use positive reinforcement wherever possible to highlight good behaviour and 'catch children doing the right thing'. MSA staff are important in modelling pro-social behaviour in a more unstructured setting. They are expected to use any scripts that are in place for individual children to aid consistency.

If a child is behaving inappropriately during break/lunchtime, staff on duty will explain why their behaviour is unacceptable or to consider the impact on the feelings of others. Positive phrasing and limited choices will be used to scaffold behaviour. Sometimes visual prompts are used to aid understanding.

If the inappropriate behaviour continues, the child will be referred to the senior MSA staff member on duty. Children may need time out as a sanction to reflect on their

behaviour. In extreme cases, matters will be brought to the attention of members of the Senior Leadership Team.

Incidents that happen at lunchtime of a serious nature are reported to the class teacher at the end of lunchtime and then they decide whether these need to be logged on CPOMS or require further actions.

### **9.0 Anti-social behaviour outside of normal school hours or not on our premises**

We expect similar standards of behaviour to those found at school to be continued in after-school clubs run by our school or on trips, including residential trips. The Education and Inspections Act 2006 tell us that teachers have “the statutory authority to discipline pupils whose behaviour is unacceptable” and that this power also applies to all paid staff with responsibility for pupils. Therefore, we will apply the same consequences which apply in school to pupils with anti-social behaviour in extra-curricular clubs or on trips. In the case of residential trips, we will inform parents of anti-social, dangerous behaviour and may ask parents to collect their child from the trip if this is not rectified.

### **10.0 Staff development and training**

All staff have Level 1 Steps training and two members of staff are Steps tutors. Senior staff will support staff as needed in dealing with challenging behaviour. This may be through devising support programmes for individual pupils or discussing different strategies to promote pro-social behaviour for example. Training needs will be identified, for example, through the performance management cycle or during the course of the year as needed. All opportunities are sought through HfL, local authority training and DSPL to upgrade our knowledge and practice. New staff will be booked on Steps training as soon as possible.

### **11.0 Procedures for monitoring, evaluation and review**

This policy will be reviewed as appropriate to reflect any updates or changes necessary in line with National guidelines. The Senior Leadership Team is responsible for monitoring the effectiveness of the policy.

### **12.0 Complaints procedure**

For full details see the school’s complaints procedure.



**Appendix 1:**

**Blank Risk Reduction Plan**

# Risk reduction plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
<b>Photo</b>	Risk reduction measures and differentiated measures. (to respond to triggers)		
Pro social behaviours	Strategies to respond		
Anxiety behaviours (DIFFICULT)	Strategies to respond		
Crisis behaviours (DANGEROUS)	Strategies to respond		

**Appendix 2:**  
**Behaviour Reflection-reflect, repair and restore**

Name	Class	Date

**Reflect: What happened? (tell the story)**

What were you thinking and feeling at the time?

**Reflect: Who has been affected?**

What do you think other people were thinking and feeling at the time?

**Repair: What could we do to make things better?**

What needs to happen? How can we make it OK for you and others? What might the others involved need?

Sorry? What are you sorry for?

**Restore: What have we learnt so we can act differently next time?**

Signed by: