

Hartsfield JMI School



Behaviour Policy

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Written by: School

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Role:

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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 is available on the school website and parents are directed to it annually.

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

DfE guidance for “Behaviour in schools” (September 2022)

DfE “Keeping Children Safe in Education” (updated September 2023)

DfE “Prevent Duty for Schools”

DfE Suspensions and permanent exclusion from maintained schools (September 2023)

DFE Behaviour in Schools guidance September 2022

Equality Act 2010

Hartsfield Equality Policy

Hartsfield Anti-Bullying Policy

Hartsfield Online Safety Policy

Hartsfield Child Protection and Safeguarding policy

Hartsfield Suspensions and Exclusions 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 ensuring that all children have access to and an enjoyment of the curriculum. 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 Therapeutic Thinking (formally known as 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.

The school’s Behaviour Expectations are regularly shared and referred to and are visible throughout the school:

Be safe

Be respectful

Be responsible

The home-school agreement shared on entry to the school also reflect the school’s expectations.

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.

Where behaviour, emotional or social skills restrict access to learning for a child, then a programme of intervention will be put in place. Where this support does not meet the child’s needs, a referral for

external advice and/or support from another agency may be made. These decisions will be made in conjunction with the parents, class teacher, SENCO and/or HT.

Our behaviour policy is the plan for the majority of children. In addition, some children may require an Individual Risk Management Plan to formalise the strategies we will use to support the child. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

1.3 Definitions of types of behaviour that we use at Hartsfield

Prosocial behaviours are:

- Behaviour which is positive, helpful and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society
- Behaviour that creates helpful feelings in self and others

Antisocial behaviours are:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others
- Behaviour that creates unhelpful feelings in self and others

Unsocial behaviours are:

- No seeking to associate with others but not to the detriment of self or others
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others

Difficult behaviour

- Behaviour that is antisocial but not dangerous

Dangerous behaviour

- Behaviour which will imminently result in injury 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 racial abuse.

Staff will always investigate and analyse behaviour before determining which category it fits into.

2.0 Day to day strategies to support pro-social behaviour, using Hertfordshire Therapeutic Thinking (formally known as STEPS)

We aim to have a predominantly therapeutic approach to behaviour management at Hartsfield. Our policy is underpinned by Hertfordshire's Therapeutic Thinking, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire's Therapeutic Thinking, is a therapeutic behaviour management approach, which adopts the following principles:

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 recognise 5 phases of behaviour:

- Pro-Social (Stable)behaviour
- Escalation
- Harm
- Emotional Recover (Cool Down)
- Reflect, Repair & Restore time, needed to regain pro-social behaviour.

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. We work on what best suits the individual child. Class teachers will decide what is best appropriate for each child or their class based on knowledge of the individuals

All staff have received Hertfordshire Therapeutic Thinking (formally STEPS) training, and we will continue to update this on an annual basis.

We believe that all behaviours have a function. The function is what the behaviour may be communicating (why the behaviour is occurring). One behaviour may have more than one function. Behaviour functions could be linked to: Sensory, escape, avoidance, attention, or tangible gain.

2.1 Our school's behaviour curriculum

Alongside our recognising of prosocial behaviours, our school curriculum defines and teaches the expected behaviours in school. Expected behaviours may be modelled and discussed explicitly in areas of the curriculum such as PSHE and RE. Pro-social behaviour is discussed and defined clearly for everyone in our school community.

Children 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to repair and restore relationships

We teach explicitly, whole school managements of behaviour for example through Zones of Regulation (see below) through our PHSE lessons.

3.0 Strategies employed for therapeutic management of 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 of how we might encourage pro-social behaviour choices in daily provision:

- They explain and model in small steps, provide guided practice and check everyone gets it before moving on.
- Staff make sure behaviour rules, routines and expectations are unambiguous, rationalised, overly taught, rehearsed and scaffolded.
- Staff intervene immediately with curiosity and calm when they notice behaviours that are not aiding learning or indicate dysregulation or distress.
- Staff use analysis to discover what the child finds difficult and builds on their strengths to relieve stress.
- Staff model self-discipline and self-regulation, they share and model their calm in the environment.
- Relationships with children focus on the shared purpose of achieving learning.
- 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 Zones of Regulation

We teach the Zone of Regulation as a strategy across the school. Zones of Regulation is a behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience, into four coloured zones. The Zones framework provides a toolkit for students to become more aware of, and independent in, controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



3.2 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 consider the anxiety an individual pupil shows during the day to look for possible areas of difficulty that could trigger behaviours.

We aim to use consistent language across Hartsfield, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour. Language used by staff is based on four strategies:

Positive Phrasing

Examples of Negative Phrasing (Not Expected)	Examples of Positive Phrasing (Expected)
"why are you talking?"	"x – you are talking. This is listening time. Please Stop."
"why are you fiddling with that...?"	"x – you are fiddling with... That is distracting. You need to..."
"don't run"	"Walk... Thank you"
"don't play with that pencil."	"Put the pencil down... Thank you"
"stop staring out the window/daydreaming."	"Looking and Listening – eyes this way... Thank you"

Limited choice

We will give pupils two alternatives, so that they can still feel empowered with choice:

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

Disempowering the behaviour

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready

De-escalation

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.....

Hartsfield staff may draw up a Risk Management Plan for pupils who show repeated difficult or dangerous behaviour. This will always be shared with parents who will be asked to sign it. This will always be put in place if a child is on a reduced timetable due to their social, emotional and behavioural needs.

Hartsfield staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child being 'in crisis' rather than saying 'kicking off', stopping or 'playing up'. Staff are trained to follow up the process below to ensure that everyone's wellbeing is respected, and the child can return to a calm state of mind as quickly as possible.

5.0 Physical Interventions

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary will ever be used

- Staff will be able to show that the intervention used was a reasonable response to the incident

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property
- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

6.0 Consequences and Reparation- Restorative de-brief

The purpose of our restorative de-brief is to re-visit the experiences by re-telling and exploring the story with a changed set of feelings. The aims of our restorative de-brief are to:

- Focus on harm that has been done
- Identify how the harm can be repaired
- Look at experiences, feelings and needs of everyone involved
- Plan to ensure conflict is less likely to happen in the future

The process of a restorative de-brief

- Explore what happened. Allow the child to tell their story and ensure they feel heard.
- Support their story with non-judgemental, accurate descriptions.
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who has been affected and how.
- Consider how relationships can be repaired.
- Plan for a different response to the same experiences of feelings reoccurring in the future.

The above is carried out in an age-appropriate way that is accessible to the child. Examples of resources that may be used:

- Social stories or comic strip conversations
- Role-play with props (e.g. puppets)
- Independent / adult led reflection activities.

We are mindful that pupils with SEN may need additional support, space and time to undertake sensitive and effective de-briefing.

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, 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
- Be isolated at lunchtime or from class so that de-brief and full discussion can take place to move the child's understanding forward
- 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.

7.0 Especially vulnerable children

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 closely with parents to this goal and with outside agencies, if this is appropriate including, for example, through with the North Herts Education Support Centre (NHESC), school nursing team, Family Support Workers or CAMHS. We log incidents of serious or continued anti-social behaviour on our CPOMS system to enable our Designated Senior Person (DSP) or Deputy DSP, to see an overview of the severity and regularity of events.

If it is agreed by parents and the school that a move to an alternative school should be considered (a 'managed move'), the school will work with the parents and the Fair Access team.

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)

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

*Please note this is taken from the DfE Guidance "Behaviour in schools guidance" (September 2023) and terminology used is not strictly in-line with what we promote in school.

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.

In relation to non-school related activities off-site, the school will also apply the provisions of this policy where off-site behaviour may adversely impact the maintenance of good order and discipline within the school or where it may negatively affect the education and welfare of other members of the school community.

As stated by the DFE: Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school. “

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

10.0 Recording and reporting arrangements.

The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents with reference; we also keep a record of serious incidents that occur at break or lunchtimes.

Class teachers are expected to log all incidents of anti-social behaviour on our CPOMS system, including those at break and lunchtime. CPOMS is a digital platform for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues This helps senior leaders to assess if there is a pattern to poor behaviour, perhaps for example within families who then can be offered support.

All children can make some bad behaviour choices at times and more minor incidents may not be reported to parents (at the teacher’s discretion or depending on circumstance) if they are easily rectified by the class teacher. However if these behaviours are repeated, Staff must ensure that all repeated difficult behaviours and all dangerous behaviours are reported to parents and details recorded via CPOMS the same school day.

The Headteacher keeps a record of any pupil who receives a suspension or permanent exclusion, the Chair of Governors is notified, and these are reported numerically at Governing Body meetings each term in the

Headteachers Report. All racial, homophobic, sexist, LGBT-based, disability-based, religious-based and any other form of prejudice-based incidents are recorded on CPOMS and reported to the Governing body termly (again without identifying individuals.)

The headteacher will decide if a child being asked to work out of their class or being kept separately at lunch time or break constitutes an internal suspension or not. This is based on the headteacher's knowledge of the severity and frequency of the incident. Internal exclusions are recorded on our CPOMS system and data management system (Arbor) by the headteacher.

11.0 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 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 onto training as soon as possible to support their individual development.

12.0 Complaints procedure

For full details see the school's complaints procedure.

<https://www.hartsfield.herts.sch.uk/attachments/download.asp?file=47&type=pdf>

Appendix 1

Responsibilities

The Governors will:

- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

The Leadership Team will:

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents to secure and promote positive behaviour

All staff will:

- work in partnership with parents and carers to promote positive behaviour
 - model respectful behaviour in front of children
 - ensure advised provision is implemented consistently
 - ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
 - reward and celebrate positive behaviour
 - share responsibility for behaviour management across the school
 - communicate effectively with parents concerning their children's behaviour
 - praise and promote pro-social behaviours through positive feelings as a result of positive experiences
- Record incidents of difficult or dangerous behaviour on CPOMS

Children will:

- respect one another, themselves and all adults
- make pro-social behaviour choices
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

Parents/carers will:

- support the school's behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences.