South Hill Primary School

Positive Behaviour Policy

South Hill Primary School
"Building Character, Learning together"

1. Introduction

This policy is to ensure that there is agreed and shared values that promote a whole school ethos of positive behaviour at South Hill Primary School. This is supported by **Hertfordshire Steps therapeutic approach** in the teaching of behaviour in order to support learning and pupil wellbeing.
It is a working document and reflects both the practices that are carried out currently and those to which the school is striving. The policy has been shared with staff and presented to the Governing Body. The document is available on our school website.

2. Philosophy

At South Hill School, we believe that **positive behaviour** is an essential prerequisite to effective learning and enhances children's wellbeing. This in turn leads to a happy and safe place to learn.

3. Aims

Our behaviour policy and school strategy is designed to improve educational outcomes for **all pupils** by promoting their engagement with education. We encourage good behaviour through **high expectations** and **mutual respect** between pupils, and staff. We emphasise the need for everyone to **respect** each other as part of our school community. We aim to ensure that all children have the opportunity to reach their full potential.

4. Parental Responsibility

Parents play a vital role in promoting positive behaviour and we encourage working in partnership to support positive behaviour. The school expects that parents will give their full support in dealing with their child's behaviour and they are directly involved in any implementation of the policy.
The **Home/School Agreement** states the following in support of positive behaviour:
- Ensure that my child attends school regularly, on time, properly equipped and wearing the correct uniform.
- Make the school aware of any concerns or problems that might affect my child's wellbeing, work or behaviour.
- Support the school's policies and rules and uphold them

5. Ready to Learn – Parental Responsibility

We expect all our pupils to come to school 'Ready to Learn.' To achieve this our learners, need support from parents/carers:
- To be punctual and attend daily
- To have the correct uniform (this must be named)
- To have the correct PE Kit (this must be named)
- To have their reading record daily (signed by parents)
- To have homework completed.

6. Promoting Positive Behaviour

At South Hill School, all staff working with our children receive training in **Hertfordshire Steps** behaviour support. The term **"Steps"** is taken from this inclusion statement.

"The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

- Our approach has a key emphasis on consistency.
- We also aim to teach internal discipline rather than imposing external discipline, and on care and control, not punishment.
- We aim to use techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, 'Steps' adopts techniques to reduce the risk of harm.
- An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.
- All staff need to promote pro-social behaviour and manage difficult or dangerous behaviour.
- We must also have an understanding of what the behaviour might be communicating.

7. Training

Staff are trained in **level one 'Steps'** training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps tutors and can delivered the initial training to our staff. Annual refresher training is provided for all staff.

8. Responsibility of Promoting Positive Behaviour

All learners, parents, staff, governors and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:
- Teaching right from wrong
- Teaching honesty
- Teaching respect for others
- Encouraging internal discipline and self-management of behaviour
- Encouraging a sense of responsibility for positive behaviour
- Praising positive behaviour by using positive phrasing and reminders
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour
- Being good role models through consistency and modelling
- Using scripts, repetition and structure
- Using consistent, clear and agreed boundaries
- Providing comfort and showing forgiveness
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes.

(As per Hertfordshire Steps Training)

9. The Responsibility of Staff to support Pro-Social Behaviour (Staff Voice February 2020)

Staff recognise to achieve expected behaviours the following are needed:
- Staff consistently and repetitiously to monitor and check behaviour - spotting the expected as well as pulling up the unexpected
- Structure, routine, boundaries and high expectations
- Staff closely monitoring children as they walk around the school
- Follow up consequences are put in place as required
- Lessons need to be of a high quality, well differentiated and motivating
- Staff will gain respect by giving respect

- Children will respond well if they hear positive things about them, hearing negative things will create negativity
- When there are good role models in the school
- A tidy, calm environment reduces sensory stimulation and therefore reduces stress
- Staff must not to talk about unexpected behaviours when a child can hear - unless this is part of a planned consequence.

10. The Curriculum and Learning

Behaviour needs to be taught just as we teach other areas of the curriculum. This is achieved by:
- The modelling of and praise for good practice
- Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy)
- A calm, engaging, well ordered learning environment, free from clutter
- The opportunity to grow within a positive environment which is conducive to good behaviour as it is to good learning.
- All children should be treated sensitively; criticism should never damage self-esteem focussing on the *behaviour* rather than the *individual child*.
- A distinction has to be made between **developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour.**
- Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them and they may have a tailored support plan (Risk Management Plan) which results in different consequences.

11. Praise, Reward and Celebration

We would like our pupils to develop and understanding that positive behaviour can be rewarding in itself and can be seen by:
- Positive reactions from peers/teachers/adults
- Positive feelings/responses of others
- Feeling good inside
- Smiles and happiness from peers/teachers/adults

When pupils are engaged and learning we need to *'catch the children getting it right'* through specific praise. This can be done by:
- Verbal Praise from adults and peers
- Written praise in books
- Stickers for pupil or in books
- Rewarding of house points (R1s)
- Celebrating R1's – R1's/House points are collected from each class and celebrated during celebration assembly at the end of each month
- Showing good work to other classes, teachers, subject leaders
- Showing good work to the Co-Headteachers
- Good work and achievements being displayed on class Dojo.
- Class initiatives such as a gem pot to support collaboration
- Celebration Tree – A Leaf given to celebrate activities and interests outside of school
- Star of the week certificates (ensuring every child receives ones)
- Praise pad certificates
- Co-Headteachers sticker/certificate
- Co-Headteachers' Tea Party
- R3 letters sent home
- Attendance certificates

Other ideas to bring to fruition: (Staff Voice February 2020)

- Whole class Trip to Adventure playground
- 'Top table' in the dining room
- Dining room fast pass
- Additional Golden Time given to some classes for specific things we are focussing on e.g. Sports Coach can reward extra golden time for fantastic PE lessons with a class, Site Manager could reward classes who tidy up well at the end of each day, etc.

12. A Therapeutic Approach

At South Hill School we recognise that;

Negative experiences create negative feelings.
Negative feelings create negative behaviour.
Positive experiences create positive feelings.
Positive feelings create positive behaviour.

(Hertfordshire's Behaviour and Attendance Strategy, 2014)

- As a school we aim to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.
- Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil.
- To enable change, we need to understand the child's behaviour not just suppress the behaviour.
- The Hertfordshire Steps **'Roots and Fruits'** exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. (This is completed with the support of the school SENCO)

13. The South Hill Way

In order to follow clear expectations for behaviour, we follow **'The South Hill Way.'** This is based on the 4 Rs. The value words are linked to British values and have been written in consultation with staff and pupils. These are shared and adhered to at all times and are used by adults to remind children of positive behaviour.

The South Hill Way

Reflect
- We listen carefully to everybody.
- We value every person equally.
- We are responsible for our own progress and learning.

We follow the British value of: DEMOCRACY

Responsibility
- We follow our school and class rules.
- We make good choices and learn from our mistakes.
- We keep ourselves and others safe.

We follow the British value of: THE RULE OF LAW

Resilience
- We all have the right to express our own opinions and views.
- We show respect to everyone, even if we disagree with them.
- We have freedom to make our own choices.

We follow the British value of: INDIVIDUAL LIBERTY

Respect
- We value our different background and beliefs.
- We are polite and have good manners.
- We help others to learn and to fulfil their potential.

We follow the British value of: MUTUAL RESPECT

14. South Hill Behaviour Model

Working alongside our school rules, 'The South Hill Way', we have **'The South Hill Behaviour Model'** which aims to promote positive behaviour for learning and gives clear expectations and consistency for all.

Our **behaviour policy** and **behaviour model** have been developed with a therapeutic approach to behaviour, following Herts 'Steps' training. As such, staff will always deal with behaviour at both an age-appropriate level and taking into consideration an individual child's needs. This may mean diverting from this model for some pupils.

See Appendix 1

15. School Trips

If pupils are deemed to put themselves in danger before a school trip, appropriate action plans will be devised which may involve asking a parent/carer to accompany them. This will be discussed with parents.

16. Playground Rules

On the playground we have adapted some of our rules to clarify clear systems for the children. These have been written in conjunction with the Lead Midday Supervisor and the Midday supervisors.
- We show respect to others
- We are honest and fair
- We play safely and look after equipment
- We are kind and helpful
- We line up quietly and face the front
- We own our behaviour

1st Whistle = Stop and be silent

2nd Whistle =Walk to line

Pupils who do not follow the rules receive time out and are asked to stand by the fence.
More serious incidents are reported to SLT.
MSA's feedback concerns to class teachers at the end of lunchtime.

17. Classroom Management

The learning environment and teaching methods have direct impact on learners behaviour. The classroom environment gives a clear message to learners. Importance is placed on:
- High quality displays
- Tidy classrooms, free of clutter
- Collective responsibility in maintaining a tidy classroom and cloakroom

- Modelling of pro-social language
- Modelling of pro-social behaviour
- Giving strategies to pupils to encourage positive behaviour choices.

18. Supporting Learners in crisis

At South Hill we are developing our behaviour analysis to support learners in crisis. These include:
- Anxiety Mapping (Appendix 2)
- De-escalation Script (Appendix 3)
- Risk Management Plan (Appendix 4)
- Roots and Fruits (Appendix 5)

19. Individual Risk Management Plan

For the majority of pupils, our **Positive Behaviour Policy**, **The 4rs/The South Hill Way** and **The Behaviour Chart** is effective. However, some pupils may require an **Individual Risk Management Plan**. This formalises specific strategies that differentiate from policy. Learners who require a plan have differing needs and the usual everyday strategies are inefficient. These are produced with the class teacher, SENCo, Parents and/or outside agencies.

A Risk Management plan might:
- Be based on analysis from 'Roots and Fruits,'
- Be based on Anxiety Mapping of the child
- Involve parents, carers and learners to ensure all parties understand the actions and expectations of the school and what actions the school may take
- Include a risk assessment to ensure staff act reasonably, consider the risks and learn from the outcomes
- Take into consideration the age. Understanding and competence of the individual learner
- Consider approaches appropriate to the learner's circumstances and will focus on the stages, Before a crisis, During a crisis and After a crisis.

20. Consequences (After an incident)

Consequences are either **Protective Consequences** or **Learning Consequences**. For example:

Protective Consequence:

Protective Consequences should have a clear safety element that gives the child the ability to not do it again. It is the removal of a freedom to manage harm.
- Increased staff ratio
- Limited access to playground
- Escorted in social situations
- Differentiated teaching space
- Exclusion

Learning/Educational Consequence:

This is the learning, rehearsing or teaching so the freedom can be returned. For example; Time to talk through mistakes and poor decisions with a trusted adult. This may involve missing play time/Golden time to complete a task.
- Completing tasks
- Assisting with repairs/tidying up
- Educational opportunities
- Conversation and exploration

21. Managing challenging behaviour: In the moment

For the vast majority of learners, the following strategies support a quick transition back to pro-social behaviours.

- Recognise the warning signs and intervene early with a distraction.
- Use simple language and acknowledge their frustration, show them you understand. "It's ok to feel angry"
- Positive reminders of Pro-Social Behaviour and use of pupil's name (The South Hill Way)
- Calming time
- Feedback once a return to pro-social behaviour is consistently seen.
- Minimise the risk
- Be consistent
- Exercise can help release the anger and stress
- Rewards and praise.

22. Dangerous and Difficult Behaviour

Some behaviours exhibited can be identified as difficult and some dangerous.

Difficult behaviour = *anti-social behaviour that is not dangerous.*

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

Our response to dangerous behaviours is set out in the context of Hertfordshire Steps approach to behaviour. Responses to these behaviours aim to **de-escalate** and may include:

De-escalation Script

Child's name
I can see something has happened
I am here to help
Talk and I will listen
Come with me and…………

- *Positive Phrasing*
- *Limited Choice*
- *Disempowering the behaviour*

Difficult	Dangerous
Frequent Shouting/Calling out	Causing injury to others by hitting, pushing, kicking (violence towards others)
Refusing to follow instructions or expectations	Leaving or attempting to leave the school site
Refusing to complete work or tasks	Violently throwing objects at peers/adults
Use of negative or inappropriate language	Significant damage to school property
Swearing	
Making disruptive noises	
Spitting	

23. Exclusions

At South Hill School, **exclusions** are used as a protective consequence in the most dangerous scenarios. This results in more time required to enable the school and parents to work collaboratively to plan, amend, write and resource a Risk Management plans. These plans are used as a tool to prevent exclusion.

Only the Co-Headteacher have the power to exclude a pupil from school. The Co-Headteachers may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion may be a consequence of dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted.

The Co-Headteachers may exclude a pupil permanently.

In the absence of the Co-Headteachers the Assistant Headteachers or Senco may exclude pupils.

For more information on Exclusions, please see the following document from the Department of Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

If a pupil is excluded:
- The parents should be informed immediately giving reasons for the exclusion
- A confirmation letter is given to parents outlining the reason(s) and number of days
- The Co-Headteacher will make it clear to parents that they can appeal the decision to the Governing Board.
- The Co-Headteacher informs the LA and the Governing Board about a permanent exclusion and any fixed exclusions beyond 5 days in any one term.
- The Governing Board cannot either exclude a pupil or extend the exclusion period made by the Co-Headteacher.

24. Learners with Special Educational Needs

At South Hill, we recognise that in our support of Inclusion, there will be learners who need a personalised approach to their behaviour needs. Therefore, the rewards and consequences that the school uses may not be the most effective in dealing with certain behaviours. Thus the school will use other programmes, interventions and support and such support may be in conjunction with external agency advice and recommendation.

Therefore, learners with behaviour difficulties on the SEN register may have personalised support programmes.

25. Behaviour Monitoring

The SLT monitor and discuss behaviour on a regular basis. Consequence 3 (C3) behaviour is logged and patterns observed. Teachers, TAs and MSAs are all proactive in monitoring negative behaviour patterns and report episodes to class teachers or the SLT. The Co-Headteacher's termly report includes a review of behaviour.

26. The Role of the Governors

The Governing Board has responsibility for overseeing genera guidelines on behaviour standards and discipline. The Co-Headteachers implement the Behaviour Policy and strategies as they deem fit and the Governing Board work collaboratively and offer advice which must be considered.

Written: February 2020
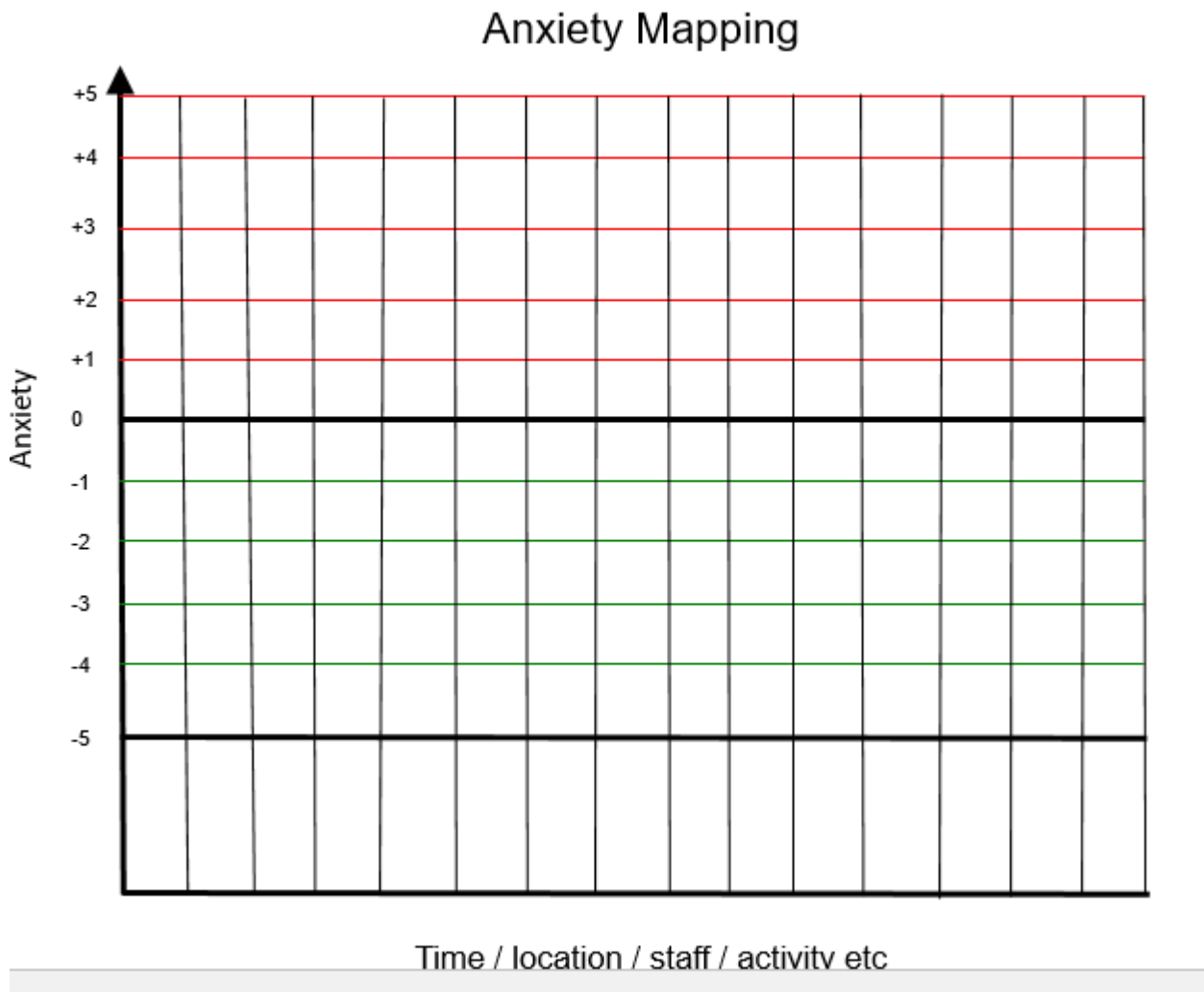Adopted by Staff: February 2020
Review Date: September 2020

Appendix 1: South Hill School Behaviour Chart

South Hill Behaviour Model

Expected Behaviours		Unexpected Behaviours	
Following The South Hill Way Being Kind and Caring Showing Respect Having the right equipment Taking responsibility Listening Honesty	Sitting appropriately Taking Turns Displaying good manners Walking when inside Following class rules	Physically hurting Swearing Spitting Unkindness Disrupting learning Being Rude Refusal to follow instructions	Damaging school property Wandering around Passing notes Racist/Homophobic language Stopping yourself or others from learning
Incentives Stickers Certificates Extra golden time Class rewards House Points Extra break time Head Teacher Award Speaking to Parents Thumbs up/Smiles	**Teaching** Modelling behaviour Conversation Verbal/ Specific Praise Reminder of expectations PSHE/Zones/Circle time Catch the Good	**Consequence** Time away (reflection) Minutes off: Break/Lunch/Golden Time Time in another class Catch up missed work (At Home/break time) Speaking to Parents Speaking to Senior Leader	**Teaching** Conversation Restorative conversation Modelling Social stories/Comic strip conversations Reminder of expectations Verbal Warning PSHE/Zones/Circle Time

Appendix 2: Anxiety Mapping

Anxiety Mapping

Time / location / staff / activity etc

Appendix 3: De-escalation Script (Hertfordshire Steps)

De-escalation Script

- **Learner's name**

- **I can see something has happened**

- **I am here to help**

- **Talk and I will listen**

- **Come with me and……..**

Appendix 4: Individual Risk Management Plan (Hertfordshire Steps)

Individual Risk Management Plan

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator………………………………… Date ………………

Signature of Parent / Carer………………………………………… Date ………………

Signature of Young Person……………………………………Date………………

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social
behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive
experiences