

South Hill Primary School



Positive Behaviour Policy

Written: February 2020
Reviewed: October 2023
Review Date: October 2024

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 **Herfordshire 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 Positive Behaviour Policy and school values are 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. The school expects that parents will give their full support to the school in regards to their child's behaviour.

The **Home/School Agreement** states the following in support of positive behaviour:

- Ensure that my child attends school daily, on time, properly equipped and wearing the correct labelled uniform
- Make the school aware of any concerns or problems that might affect my child's wellbeing
- Support the school's policies and ethos, including e safety and the publishing of images on the internet
- Not use social media maliciously
- Support my/our child with home learning
- Attend parents' evenings and discussions about my/our child's progress
- Support my child's learning where possible

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 and to follow the above statements in our Home/School Agreement.

6. Promoting Positive Behaviour

At South Hill School, all staff working with our children receive training in **Herfordshire's Therapeutic Approach to behaviour**.

- All staff promote positive behaviour and support children as required.
- Our approach has an emphasis on consistency.
- We aim to teach positive behaviour and teach children improved responses to their feelings when required.
- 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 deliver 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 Therapeutic Approach (Steps) Training)

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

Staff recognise to achieve expected behaviours the following are needed:

- Staff consistently and repetitiously to monitor and check behaviour - spotting and rewarding the expected as well correcting the unexpected
- Structure, routine, boundaries and high expectations
- Staff closely monitoring children as they walk around the school
- Follow up logical consequences are put in place as required
- Lessons need to be of a high quality, made accessible to all, 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
- Children will respond better to hearing what they should do, rather than what they should not be doing
- When there are good role models in the school
- A tidy, calm environment reduces sensory stimulation and therefore reduces stress
- Staff must not 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 SEND 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 Individual Therapeutic Plan (previously known as individual crisis/risk management plan) which results in detailed, specific and consistent responses to unexpected behaviours.

11. Praise, Reward and Celebration

We would like our pupils to develop an 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
- House points, which are collected and celebrated during celebration assembly at the end of each week
- Showing good work to other classes, teachers, subject leaders
- Showing good work to the Headteacher
- 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 one over the academic year)
- Praise pad certificates
- Headteacher sticker/certificate
- Attendance awards and certificates
- Weekly Site Manager 'golden dustpan and brush' reward for classes who tidy up well at the end of each day

12. A Therapeutic Approach

At South Hill School we recognise that;

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Negative experiences create negative feelings.

Negative feelings create negative behaviour.

- 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 Therapeutic Tree (previously '**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 Behaviour Lead and /or 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 (Reflect, Responsibility, Resilience and Respect). 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.

		<i>'The South Hill Way'</i>					
Reflect		Responsibility		Resilience		Respect	
 <p>THE 4 R'S - REFLECT</p> <p>We listen carefully to everybody...</p>	 <p>THE 4 R'S - RESPONSIBILITY</p> <p>We follow our school and class rules...</p>	 <p>THE 4 R'S - RESILIENCE</p> <p>We all have the right to express our own opinions and views...</p>	 <p>THE 4 R'S - RESPECT</p> <p>We value our different backgrounds and beliefs...</p>				
 <p>THE 4 R'S - REFLECT</p> <p>We are responsible for our own progress and learning...</p>	 <p>THE 4 R'S - RESPONSIBILITY</p> <p>We make good choices and learn from our mistakes...</p>	 <p>THE 4 R'S - RESILIENCE</p> <p>We show respect to everyone even if we disagree with them...</p>	 <p>THE 4 R'S - RESPECT</p> <p>We are polite and have good manners...</p>				
 <p>THE 4 R'S - REFLECT</p> <p>We value every person equally...</p>	 <p>THE 4 R'S - RESPONSIBILITY</p> <p>We keep ourselves and others safe...</p>	 <p>THE 4 R'S - RESILIENCE</p> <p>We have freedom to make our own choices...</p>	 <p>THE 4 R'S - RESPECT</p> <p>We help others to learn and fulfill their potential...</p>				
Democracy	The Rule of Law	Individual liberty	Mutual respect				

14. South Hill Behaviour Model

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	Teaching	Consequence	Teaching
Stickers Certificates Extra golden time Class rewards House Points Extra break time Head Teacher Award Speaking to Parents Thumbs up/Smiles	Modelling behaviour Conversation Verbal/ Specific Praise Reminder of expectations PSHE/Zones/Circle time Catch the Good	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	Conversation Restorative conversation Modelling Social stories/Comic strip conversations Reminder of expectations Verbal Warning PSHE/Zones/Circle Time

Working alongside 'The South Hill Way', we have '**The South Hill Behaviour Model**' which aims to promote pro social behaviours and gives clear expectations and consistency for all.

Our **Positive Behaviour Policy** and **Behaviour Model** have been developed with a therapeutic approach. As such, staff will always deal with behaviour at both an age and developmentally appropriate level and take into consideration an individual child's needs. This may mean diverting from this model for a few pupils.

See Appendix 1

15. School Trips

We endeavour to ensure that all curriculum based off site visits are made accessible to all pupils. If pupils are deemed to put themselves or others in danger before a school trip, appropriate risk assessments 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 walk with an adult on duty or stand by the fence for a suitable period of time.

MSA's feedback concerns to class teachers at the end of lunchtime.

Repeated incidents and dangerous incidents would be reported to the class teacher and recorded on CPOMS.

Very dangerous incidents are immediately reported to SLT.

17. Classroom Management

The classroom ethos, environment and teaching methods have direct impact on learners Behaviour as they provide a clear message to learners.

Importance is placed on:

- Strong positive relationships between the staff and pupils
- Rewards and praise, which should outweigh correction 6:1
- Strong use of visuals to reinforce rules, expectations and consistency
- Collective responsibility for classroom expectations (class charter) and in maintaining a tidy classroom and cloakroom
- Modelling of pro-social language, behaviours and clarity of expectations
- Supporting pupils with individual strategies to support personal behaviour regulation (Zones of Regulation) and talking about worries (worry boxes/monsters) helps to encourage positive behaviour choices
- High quality displays, well presented books and tidy classrooms, help to create pride and order

18. Planning to Support Learners in crisis

At South Hill, we use various tools to analyse the behaviours of pupils who are demonstrating they are in crisis frequently, in order to implement specific individualised approaches to supporting them.

These include:

- Early prognosis tool
- Motivational checklist
- Sensory checklist
- Predict and Prevent analysis and support
- ABC charts and Anxiety Mapping
- Therapeutic Tree (previously known as Roots and Fruits)

Following the above, we may introduce a bespoke plan for an individual child that will consistently be implemented by all staff working with them, including:

- De-escalation Scripts
- Individual Therapeutic Plan (previously known as a Risk/Crisis Management Plan)

19. Individual Therapeutic Plan

For the vast majority of pupils, our **Positive Behaviour Policy, The 4rs/The South Hill Way** and **The Behaviour Model** is effective. However, a few pupils may require an **Individual Therapeutic Plan**. This formalises specific bespoke strategies that may differentiate from policy. Learners who require a plan have differing needs and the usual everyday strategies are insufficient. These should be produced with the support of a team of the Wellbeing Team, Parents and/or outside agencies.

An Individual Therapeutic Plan might:

- Be based on analysis from the Therapeutic Tree
- Be based on ABC charts and Anxiety Mapping of the child
- Be based on motivations and sensory needs
- Involve parents, carers and pupils 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 and development of the child, the understanding and competence of the individual learner
- Consider approaches appropriate to the learner's circumstances and will focus on the stages, to prevent a crisis as well as what to do during a crisis and after a crisis.

20. Consequences (After an incident)

Consequences are either **Learning (Educational) Consequences** or **Protective Consequences**.

At South Hill we understand that children will make mistakes and that they need to be supported to learn alternative ways to behave. We therefore ensure that all incidents of anti-social behaviour are followed up with a Learning / Educational Consequence. At times it may also be necessary to have an additional Protective Consequence to ensure that everyone in the school is able to feel safe.

Learning/Educational Consequence:

This is an activity that ensures the pupil is taught, and has the opportunity to rehearse alternative ways of managing their feelings and behaviours. Most often pupils will be given the opportunity to talk through mistakes with a trusted adult, make a plan for alternative ways of behaving and put right anything that was wrong. This may need to take place at playtime, lunchtime or Golden time and may include:

- Restorative conversations and exploration
- Engaging with tasks to help with reflection and future plans e.g. a sorry letter or card, a poster showing positive ways to manage situations, a diary entry about the incident, or a report on what happened.
- Assisting with repairs/tidying up

Protective Consequence:

Protective Consequences are required should a child be putting themselves or others at risk of harm and should therefore have a clear safety element that ensures the child does not repeat the same anti-social behaviour again.

Protective Consequences may require:

- Increased staff ratio
- Limited or differentiated access to playground
- Alternative arrangements to offsite visits
- An escort in social situations
- A differentiated teaching space
- Suspension or Permanent Exclusion

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.

- Intervene early with a distraction and engagement with a task – make sure it is sufficiently challenging, without being too hard or too simple (Vygotsky's Zone of Proximal Development)
- Use your positive relationship to enable the child to feel safe and supported
- Be consistent – follow South Hill Behaviour Support Chart (see Appendix 2)
- Use of pupil's name and a positive reminders of the expected behaviours (The South Hill Way)
- Use simple language and acknowledge their frustration, show them you understand. "It's ok to feel frustrated/angry/upset, take a breath"
- Provide calming time: time and space for the child to make a pro-social decision – use your class reflection table
- Minimise the risk – encourage use of a safe space, remove other children from the area or book corner
- Exercise can help release the anger and stress (if safe try the daily mile / go for a walk to the toilets)
- Specific praise once a return to pro-social behaviour is seen

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 Therapeutic Approach to behaviour. Responses to these behaviours aim to **de-escalate** and should include de-escalation language:

De-escalation Language / Scripts:

- Child's name, I can see something has happened:
 - I am here to help
 - Talk and I will listen
 - Come with me and.....
- Use language that says what you want the child to do: Positive Phrasing: "Go and sit at the reflection table, thank you", "Take a break and stand at the fence, I'll come and talk to you in a minute"
- Provide Limited Choices: "You could do 'this' or 'that'"
- Disempower the behaviour: "Its okay, you can listen from there", "It's okay, come out when you are ready."

Remember, children in crisis do not hear words - they see body language and read the tone of voice

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. Suspensions and Permanent Exclusions

At South Hill School, **suspensions** may be used as a protective consequence following persistent difficult behaviours or following a dangerous incident. This results provides time for the child to have support from their parents and carers to reflect on their behaviours. It also allows time to enable the school and parents to work collaboratively to plan, amend, write and resource an Individual Therapeutic Plans. These plans are used as a tool to prevent further suspension.

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

In the absence of the Headteacher, an Assistant Headteachers may suspend a pupil.

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

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

<https://www.gov.uk/government/publications/school-exclusion>

If a pupil is suspended or excluded the school will follow Government guidance at the link above.

- The parents/carers should be informed immediately giving reasons
- A confirmation letter is given to parents/carers outlining the reason(s) and number of days
- The Headteacher will make it clear to parents that they can appeal the decision to the Governing Board
- The Headteacher informs the LA and the Governing Board about a permanent exclusion and any suspensions beyond 5 days in any one term
- The Governing Board cannot either suspend or exclude a pupil or extend the period made by the Headteacher
- A re-integration meeting will be scheduled where changes to behaviour management and support will be agreed with the parents/carers
- A copy of all paperwork will be compiled and kept for future reference

24. Learners with Special Educational Needs and Disability

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 SEND register may have personalised support programmes.

25. Behaviour Monitoring

All staff are required to report behaviour concerns to the class teacher. If the incident is serious it should be recorded on CPOMS, under the category Behaviour Incident, with a record of the actions taken. The class teacher may decide to record on CPOMS on going low level concerns using the behaviour monitoring category.

Teachers, TAs and MSAs are all proactive in monitoring negative behaviour patterns and report episodes to class teachers or the Behaviour Support Teachers.

Behaviour Support Teachers (Claire Rich, Kim Albery, Sophie Masters, Debbie Goss and Jackie Carver) monitor the behaviours of children in their Phase and provide support to class teachers as required.

The SLT also monitor and discuss behaviour on a regular basis.

26. The Role of the Governors

The Governing Board has responsibility for overseeing generic guidelines on behaviour standards and discipline. The Headteacher implements the Positive Behaviour Policy and strategies as they deem fit and the Governing Board work collaboratively and offer advice which must be considered.

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Appendix 1: South Hill School Behaviour Chart



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Appendix 2: South Hill School Behaviour Support Chart

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Behaviour Support Chart

