**BEHAVIOUR POLICY**

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| Approved by Governing Body | Oct 2019 |
| Review by | Oct 2020 |

This statutory policy was adopted by the Little Gaddesden Governing Board and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable pupils to develop as fully as possible.

**Vision**

At Little Gaddesden School we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and pro-social behaviours through:

• clear and high expectations

• good role models in both children and adults

• clear and consistent boundaries.

In order to achieve this we work closely with the school community, including parents and carers to:

• promote pro-social behaviour, self-discipline and respect for others

• ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life

• focus on de-escalation and preventative strategies

• have understanding and awareness of what behaviour might be communicating

• recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child)

• recognise that some children may internalise and some may externalise their behaviour

• manage disruptive, difficult or dangerous behaviour if and when it arises.

We believe that the policy is working well and that its aims are being met when:

• parents, staff and pupils are positive about behaviour and safety

• pupils’ pro-social behaviour is the norm

• high levels of progress are achieved as a result of pupils’ pro-social behaviour

• pupils demonstrate that they understand and accept that choices have consequences

• pupils’ attitudes to learning are exemplary

• pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice based bullying, and how to respond to it

• pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

At Little Gaddesden we build on the positive patterns of behaviour that the pupils have learnt already and we help the children develop pro-social behaviours supported by the Golden Rules, which underpin everything that we do. These are the Golden Rules

Do be gentle don’t hurt anybody

Do be kind and helpful don’t hurt people’s feelings

Do be honest don’t cover up the truth

**Do** work hard **don’t** waste time

**Do** look after property **don’t** waste or damage things

**Do** listen to people **don’t** interrupt

We teach pro-social behaviour by:

• modelling positive relationships and interaction

• having a shared, consistent approach

• using positive phrasing

• using circle time, class assemblies, whole school assemblies and stories

• having a therapeutic view in which we acknowledge that positive experiences create positive feelings and that in turn positive feelings create positive behaviour.

Our STEPS for promoting pro-social behaviour, preventing and responding to disruptive, difficult or dangerous behaviour are set out below.

STEP 1. We aim to promote pro-social behaviour through recognition and rewards by:

• giving verbal praise and positive feedback

• writing, telephoning or telling parents or carers how well behaved and hard working their child has been

• sending or taking a child to a ‘partner’ class or other adult for praise

• giving class stickers

• awarding Headteacher awards

• allocating children responsible tasks

• recognising care and respect of the learning environment by awarding ‘Tidy Ted’ in Class 4

• recognising pro-social behaviour in the dining hall by eating with friends

STEP 2. We aim to prevent disruptive, difficult or dangerous behaviour by:

• having an inclusive ethos

• having awareness and a reflective approach to the needs and strengths of individuals, for example, by strategically positioning or moving a child to a new space

• creating a positive learning environment

• offering verbal and non-verbal reminders to children of our expectations

• giving pupils specific, limited choices

• completing a Roots and Fruits analysis if required (Appendix 1)

• predicting and preventing escalation through Anxiety Mapping as needed (Appendix 2).

STEP 3. Once behaviour has become disruptive, difficult or dangerous adults will aim to de-escalate by:

• using the script (see Appendix 3)

• using positive phrasing e.g. walk slowly to be safe …. when you’re calm we can talk about this ….. you need to ….

• giving pupils specific, limited choices e.g. phonics inside or outside….

• disempowering the behaviour – focusing on children demonstrating pro- social behaviours rather than the individual demonstrating anti-social behaviour

e.g. I can see you’re listening ….

• using STEP On moving and handling strategies to steer the child to safety (all school staff coming into contact with children are trained in these) (Appendix 4)

• completing a Risk Management Plan if required (Appendix 5).

STEP 4. Following an incident of disruptive, difficult or dangerous behaviour:

• provide a consequence appropriate to the incident and individual, this should be logical, purposeful and meaningful, this can be either protective or educational.

Protective consequences are the removal of freedom to manage harm. Examples of these are, increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space or exclusion from an area or school. The behaviour and consequences are recorded Educational consequences are learning, rehearsing or teaching so the freedom can be returned. Examples of these are; completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meetings.

The consequence for significant disruptive, difficult and dangerous behaviour is that the child is sent to the Headteacheror designated senior teacher. This is deemed as being serious and may result in:

• A phone call and/or letter sent to parents or carers (Appendix 6)

• A child being excluded from school. Little Gaddesden School follows the Hertfordshire County Exclusion Policy

• Guidance being sought from STEPS Central Supervision and an Individual Risk Management Plan (Appendix 5) being written. (This is shared with parents and all staff coming into contact with the child.)

If three letters are written in one term, this will normally result in automatic short term exclusion in line the with Hertfordshire County Exclusion Policy. This does not affect the Headteacher’s right to take immediate action in the case of any serious incident.

STEP 5. Following an incident of disruptive, difficult or dangerous behaviour we reflect, repair and restore by:

• revisiting the experience with the child when they are calm, relaxed and reflective

• retell the story with an adult and record, on the given format (See Appendix 7) what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time

• discuss the behaviour and focus on the act not the child.

Differentiated response

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. To predict and prevent escalation of difficult or dangerous behaviour we undertake Anxiety Mapping (Appendix 2) and the Roots and Fruits analysis (Appendix 1) in order to explore behaviour and identify root causes and solutions. A Risk Management Plan (Appendix 5) may be required for an individual child. The purpose of the plan is to:

• provide a consistent response and approach by all adults

• promote pro-social behaviour and identify strengths and interests

• provide targeted opportunities for pro-social experiences

• provide a personalised approach to their specific behavioural needs.

These children may require additional more specialised intervention from an external agency that can provide advice and guidance. These agencies might include:

• the Herts County Council Behaviour Support Team (STEPS Central Supervision)

• an Educational Psychologist

• a member of CAMHs

• Dacorum Educational Support Centre.

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

• to prevent a child from committing a criminal offence

• to prevent a child from injuring self or others

• to prevent or stop a child from causing serious damage to property.

Relationship to other policies;

The Behaviour Policy is linked to and is to be read in conjunction with Little Gaddesden School’s:

• Child Protection Policy

• Inclusion Policy

• Equality Objectives and Compliance Information

• SEND Policy

• Behaviour principles Behaviour, Discipline and Anti-Bullying Policy

• Home School Agreement

• Staff Code of Conduct

• Teaching and Learning Policy

• Marking and Feedback Policy.

Appendices

Appendix1: Roots and Fruits Analysis Appendix 2: Anxiety Map

Appendix 3: De-escalation Scripts

Appendix 4: STEP On Moving and Handling Strategies Appendix 5: Risk Management Plan

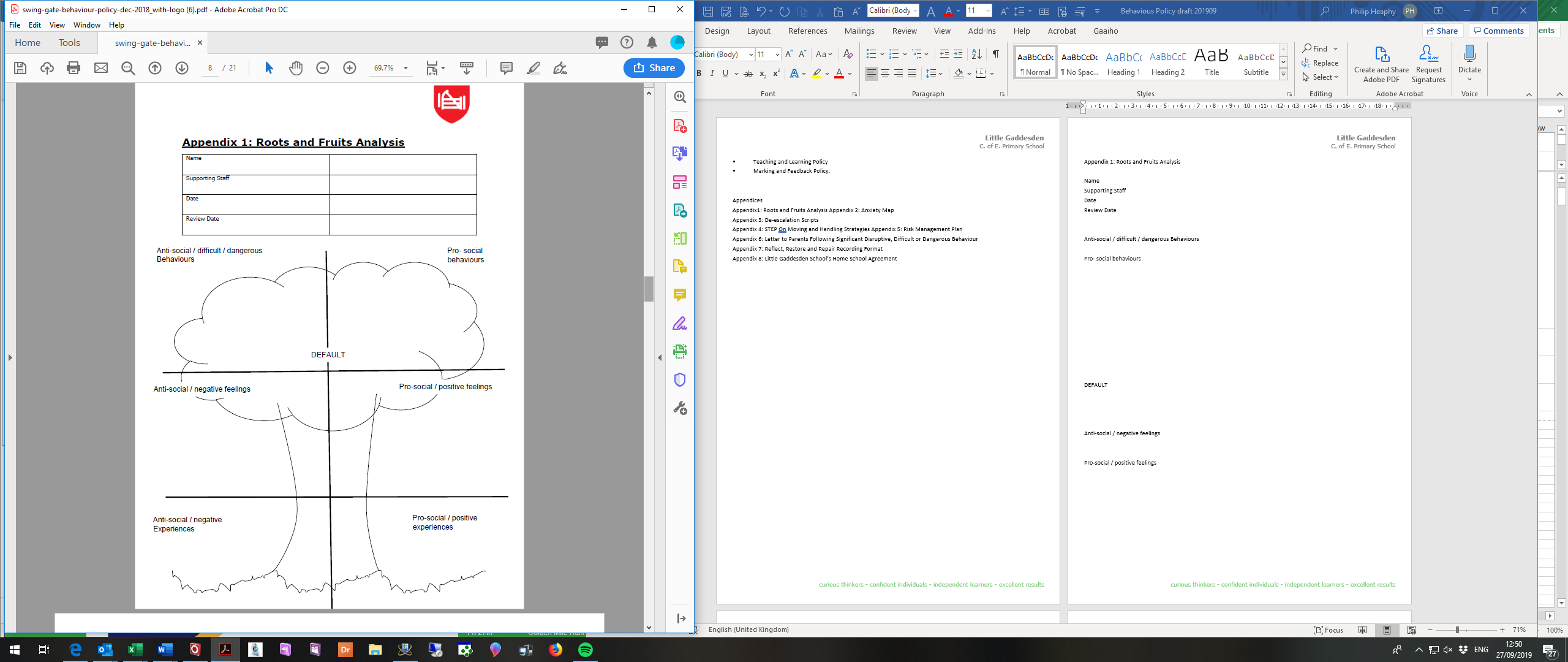
Appendix 6: Letter to Parents Following Significant Disruptive, Difficult or Dangerous Behaviour

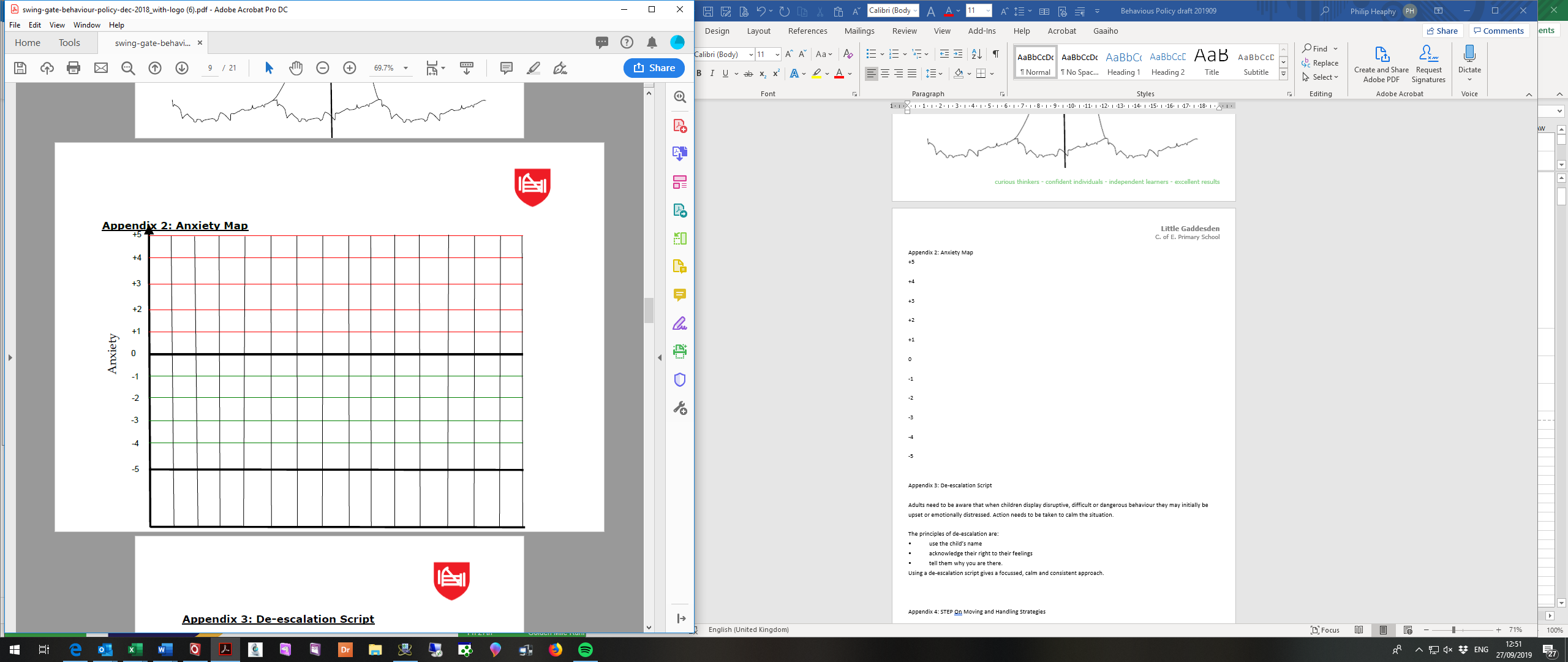
Appendix 7: Reflect, Restore and Repair Recording Format

Appendix 8: Little Gaddesden School’s Home School Agreement

Appendix 9: Guidelines for physical contact with children

Appendix 10: Golden Rules





**Appendix 3: De-escalation Script**

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

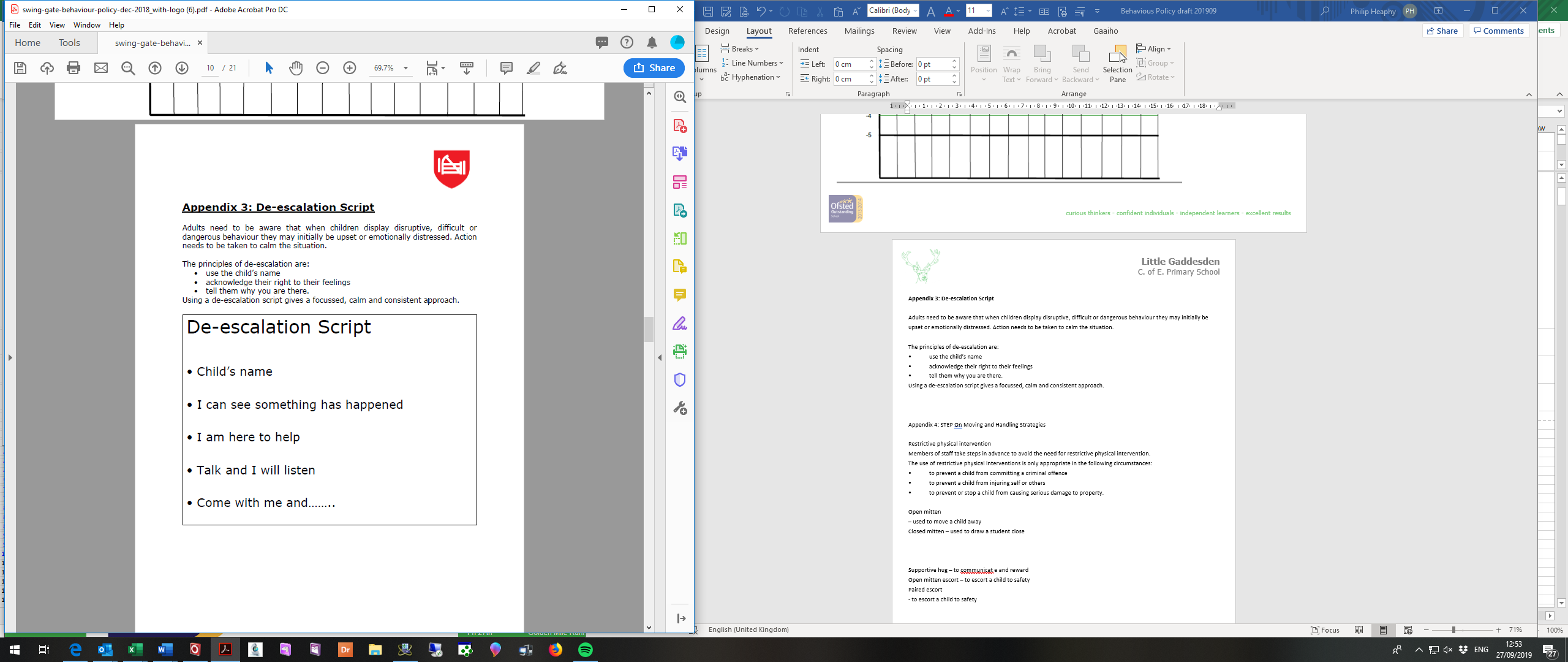
The principles of de-escalation are:

• use the child’s name

• acknowledge their right to their feelings

• tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.



**Appendix 4: STEP On Moving and Handling Strategies**

Restrictive physical intervention

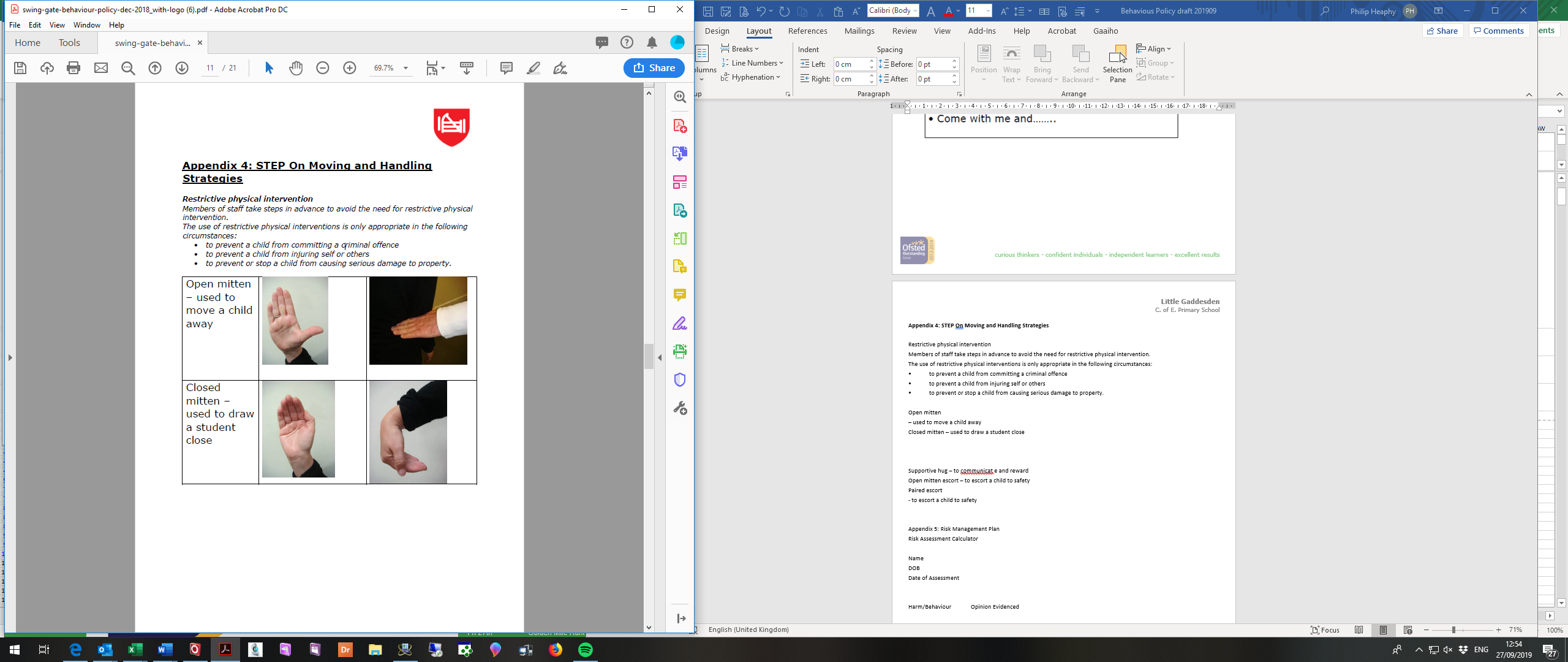
Members of staff take steps in advance to avoid the need for restrictive physical intervention.

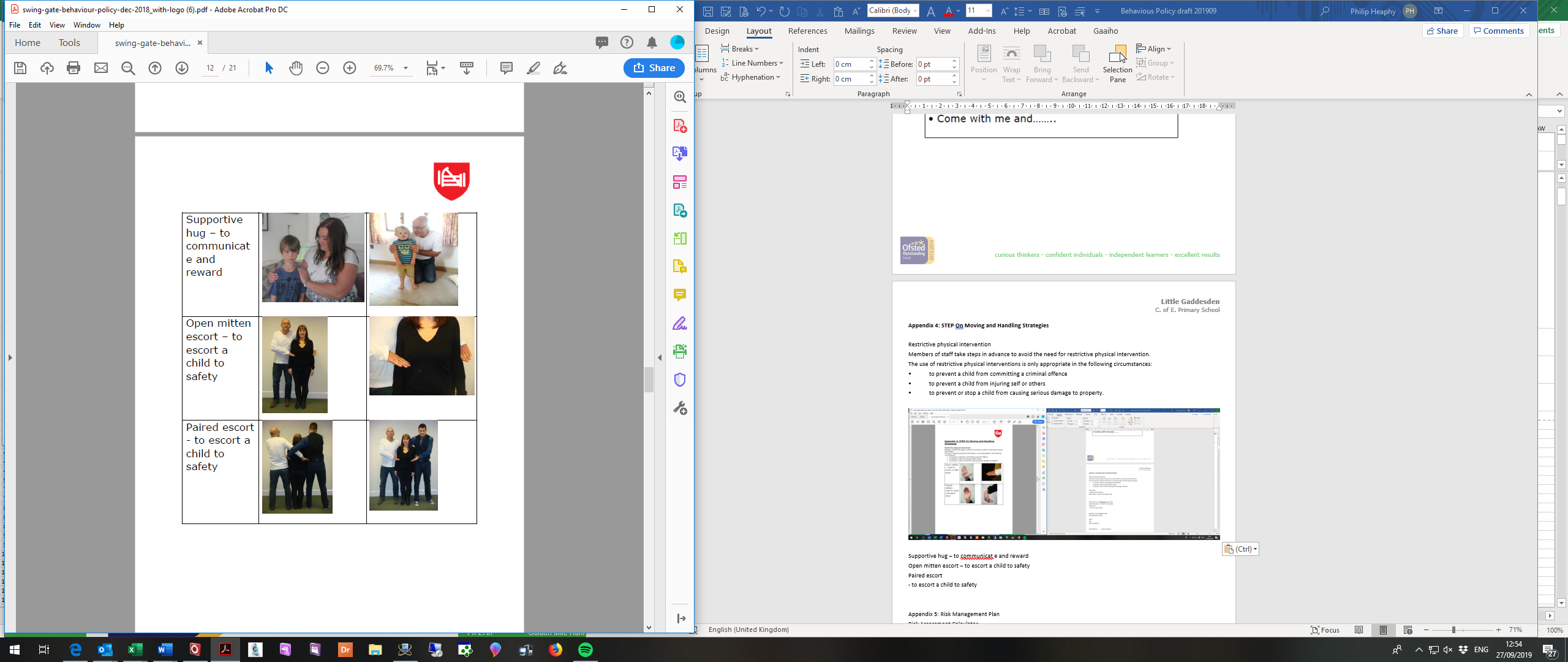
The use of restrictive physical interventions is only appropriate in the following circumstances:

• to prevent a child from committing a criminal offence

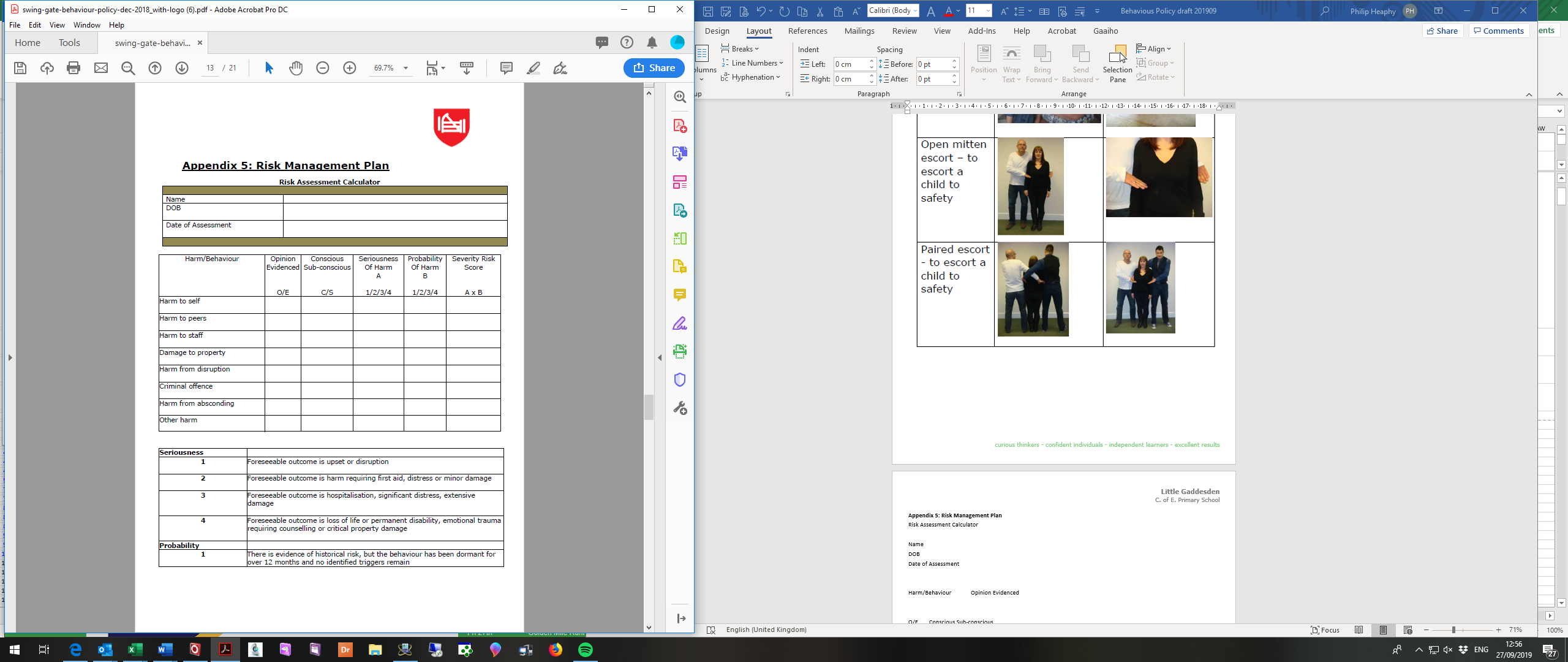
• to prevent a child from injuring self or others

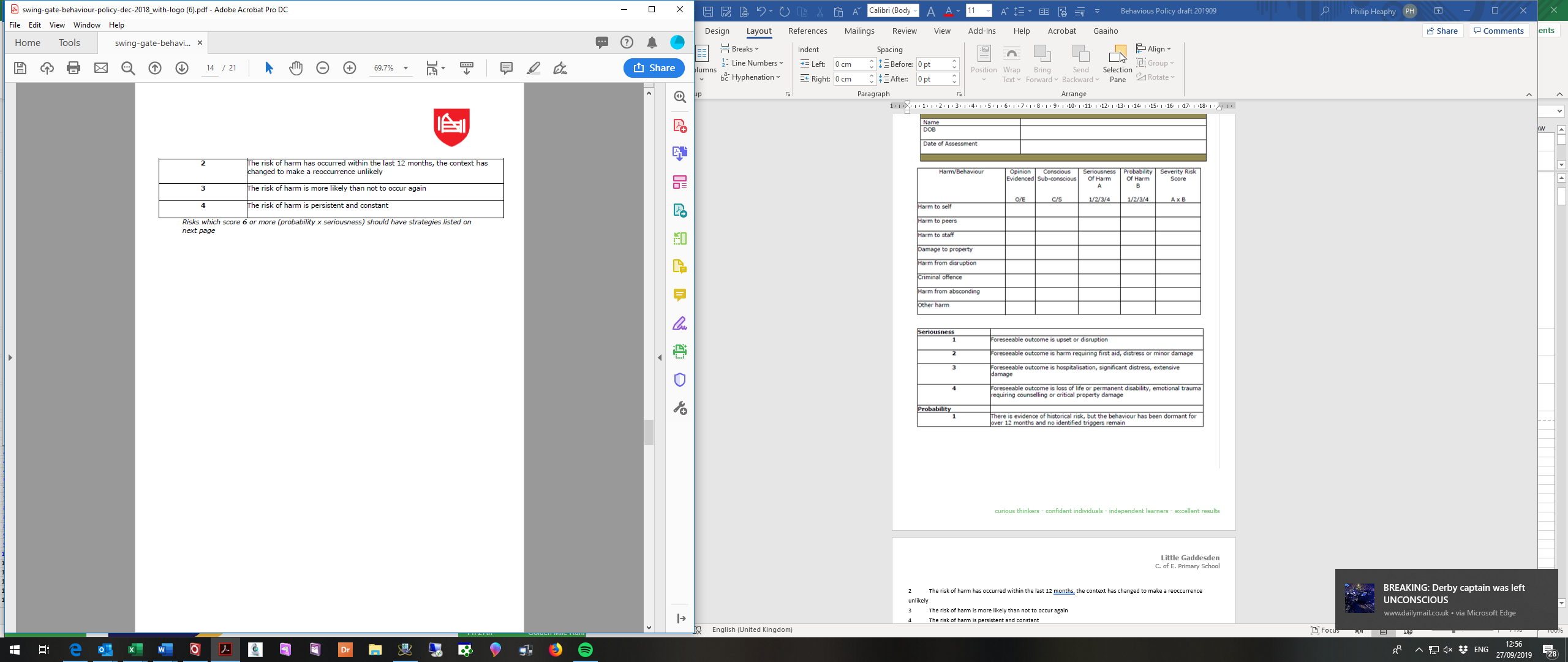
• to prevent or stop a child from causing serious damage to property.



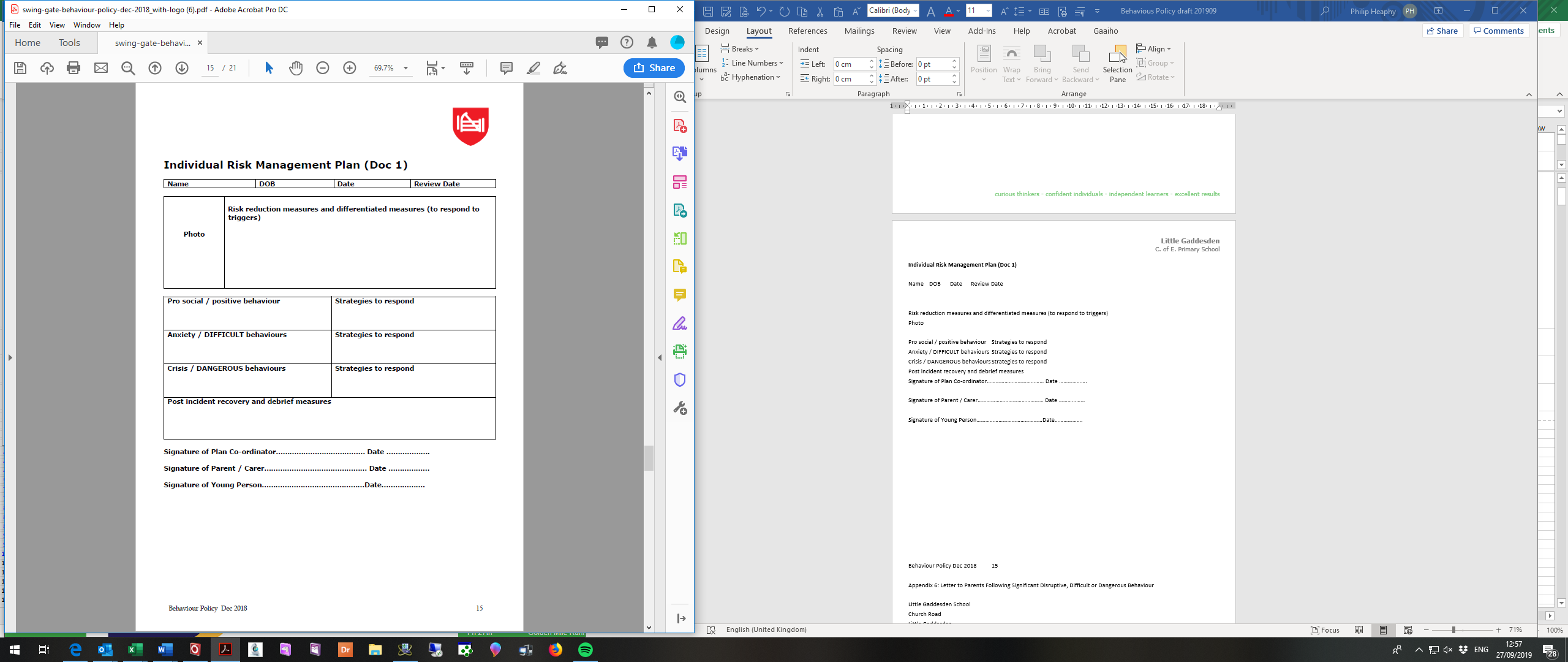


**Appendix 5: Risk Management Plan**





**Individual Risk Management Plan (Doc 1)**



**Appendix 6: Letter to Parents Following Significant Disruptive, Difficult or Dangerous Behaviour**

Little Gaddesden School

Church Road

Little Gaddesden

Berkhamsted

Hertfordshire

HP4 1NX

Headteacher: Mrs C Geoghegan Tel: 01442 842464

e-mail: head@littlegaddesden.herts.sch.uk Website: http://www.littlegaddesden.herts.sch.uk

Mrs A N Other

67 Warwick Road

St Albans

Hertfordshire HP4 2JQ

Date

Dear Mrs A N Other,

**Child’s name**

I regret to inform you that …… was involved in a significant disruptive/difficult / dangerous incident today. This involved …………………………………………….. This incident has been logged in line with our school Behaviour Policy.

A copy of our Behaviour Policy is on the school website. I would be grateful if you could support us in talking with ………………….., and remind him/her of our school rules.

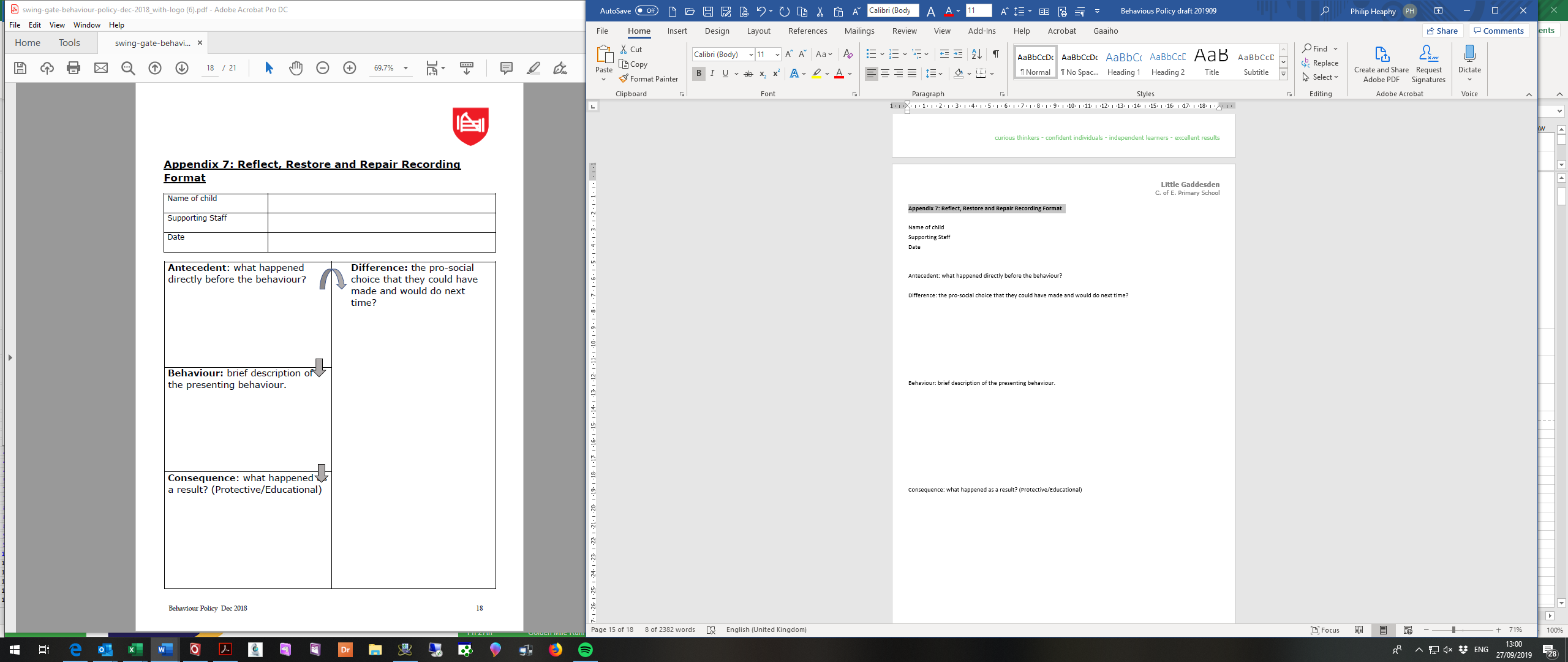
Please be aware that if you receive two further similar letters about …….. in one term then this will result in an exclusion.

Yours sincerely,

Mrs C Geoghegan

Headteacher

**Appendix 7: Reflect, Restore and Repair Recording Format**



Complete and log on CPOMS that this has been completed. Form to be filed alphabetically by surname in folder in Headteacher’s office.

**Appendix 8: Little Gaddesden School Home School Agreement**

Pupil’s Name ..........................................................................

**Little Gaddesden School Home School Agreement**

School aims to:

• provide a broad and balanced curriculum and a stimulating learning environment

• support and encourage your child to achieve their potential by providing structured teaching and differentiated learning opportunities which challenge and enthuse your child

• keep you informed about the curriculum and learning experiences which are planned for each term

• teach your child to develop positive and pro-social behaviours

• work alongside your family with mutual respect

• inform you about your child’s progress at regular meetings, as well as through informal contact

• provide an annual report on your child’s attainment and progress during this year with targets for the next year.

Headteacher’s signature ............................................ Date ...........................

Family aims to:

• ensure my child attends regularly and I will provide the school with a note of explanation if my child is absent

• ensure my child arrives at school on time 08:35 (Nursery 08:30), in correct school uniform and prepared for the school day

• support and work with the school to further develop my child’s pro-social behaviour

• work alongside school adults with mutual respect

• support my child with reading and other home learning tasks

• communicate about concerns that may affect my child’s well-being and behaviour

• attend Parent/Teacher consultations twice a year

• read, sign and comment on (if appropriate) my child’s Annual Report

• avoid arranging medical/dental appointments during school hours

• avoid booking holidays during term time.

Parent/ Guardian’s signature .......................................... Date ...........................

**Appendix 9: Guidelines for physical contact with children**

1. Guidelines for physical contact with children

1.1 Acceptable physical contact

• Guiding a child using an open mitten hand position or bring a child close using a closed mitten hand position.

• A child sitting on an adult’s lap when offering comfort at a time of upset or distress. The child should sit across the adult’s lap with the adult’s legs fully closed.

• Offering a child a supportive hug – one hand on each of the child’s shoulders and a side by side position between adult and child.

• Short physical contact offered as a reward or praise e.g. high five, hand shake or hair ruffling.

• Use of physical intervention for a named individual, e.g. a backpack with a rein harness, when out of school grounds. And with prior consultation with Headteacher and child’s parents.

1.2 Unacceptable Physical contact

• Lifting children in the air and/or physically restraining a child using hands or arms. Adults should not lift children for any other purposes.

• Children sitting or standing in between adult’s open legs.

• Hugging or cuddling children in a face to face or front to face situation. Initiating a hug with open arms. When children initiate this kind of hug, adults will adopt a supportive hugging position in response.

• Lifting children in the air in celebration or during outdoor games.

• Physically restraining a child by grabbing children’s clothing or pulling their arms or legs.

• Play with children’s hair e.g. brushing or plaiting hair or initiating children to play with adult’s hair.

**Appendix 10: The Golden Rules**

Do be gentle don’t hurt anybody

Do be kind and helpful don’t hurt people’s feelings

Do be honest don’t cover up the truth

**Do** work hard **don’t** waste time

**Do** look after property **don’t** waste or damage things

**Do** listen to people **don’t** interrupt

Children start with 20 minutes of Golden Time. If there behaviour is not good the member of staff gives a warning and then if the behaviour persists 2 minutes are taken from their Golden Time, all children should be left with at least 10 minutes of Golden time every week except under exceptional circumstances.

Children can choose between activities provided by the teacher in Golden Time .Those who are missing minutes sit out with a timer and are then included when they have completed their minutes out .