



BEHAVIOUR POLICY

Approved by Governing Body	October 2020
Review by	October 2021

This statutory policy was adopted by the Governing Body 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.

1. 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

In implementing this policy, the school is aware of its responsibilities under the Equality Act 2010 to eliminate unfair discrimination.

2. Golden Rules

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 School's Golden Rules, which underpin everything that we do. All children are expected to follow the **Golden Rules**, which are:

- **Do** be gentle **and don't** hurt anybody
- **Do** be kind and helpful **and 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

All children receive 20 minutes Golden Time each week as a reward for good behaviour. Children can choose from a range of activities in Golden Time e.g. model making, working on the ipads, table football, colouring, duplo.

2.1 Rewards and Sanctions

When a child breaks a Golden Rule, they are given a warning. If the behaviour persists, two minutes Golden Time is taken away. Children can lose a maximum of 12 minutes per week. Golden Time is not restored once lost. If the child continues to misbehave after the removal of two minutes Golden Time, another warning is given, followed by removal of two more minutes and "time out" in another classroom. "Time out" sheets are filled in by the child when there, recording what they did wrong and what the correct behaviour should have been.

Teaching Assistants and lunchtime supervisors follow the same guidelines and notify teachers of any minutes lost. If these strategies do not lead to a modification of behaviour then the following may be considered:

- a referral to the head teacher
- a telephone call to the parents

3. Application of this policy

Whilst it is anticipated that this policy will mostly apply to pupils on the school premises, within normal school hours, there may be occasions when its provisions will be applied to regulate the behaviour of pupils outside its premises. This includes school visits and events (e.g sports fixtures) and going to and from school.

4. Teaching the Golden Rules and Pro-social behaviour

We encourage children to behave well by regular reference to the Golden Rules and teach pro-social behaviour by:

- setting up strong classroom routines in the 'establishment phase' of the school year
- ensuring that rules and routines in each class conform to whole-school policy
- involving all staff in the process
- setting up clear 'time out' procedures.
- 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.

5. STEPS for promoting pro-social 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

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 Headteacher or 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.
- 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.)

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.

6. Exclusion from School

The following behaviours are deemed to be significantly disruptive, difficult or dangerous. This list is not exhaustive, but indicates the sorts of offences for which a child might be either permanently excluded or excluded for a fixed-period.

- Malicious allegations against staff
- Compromising the school's IT system (see Acceptable Use of IT agreement)
- Cyber-bullying (see Anti-Bullying Policy)
- Possessing, using or supplying an illegal drug
- Possessing a drug which is not illegal, but harmful or detrimental to good order and discipline
- Absconding from school

The school will follow the standard of proof set out in DfE exclusion guidance. This states " when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen."

In the event of a pupil being excluded from school, the school will follow the Department for Education guidance "Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion: DfE (September 2017). The school will also be guided by Hertfordshire County Council's "Exclusions guidance supplement: HCC (September 2017). This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

After a fixed-period exclusion, reintegration meetings will take place where the incident that led to the exclusion is reviewed, standards and expectations of behaviour are reinforced and the child properly readmitted back into the school. Whilst it is expected that the parent(s)/carer(s) come into school to have such a conversation, the child's readmittance to the school is not conditional on this.

7. Differentiated response

We recognise that there are times when a differentiated response is needed. In applying the provisions of the behaviour policy, staff will take the needs and circumstances of individual pupils into account. e.g this might include their age or Special Educational Need or Disability (SEND). 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
- set out any reasonable adjustments that would be made

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 the Child and Adolescent Mental Health Service (CAMHS)
- Dacorum Educational Support Centre.

8. 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.

Under no circumstances would physical force would be used as a punishment

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (Section 93, Education and Inspections Act 2006). Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

9. Searching, Screening and Confiscation

The school has regard to statutory guidance on searching, screening and confiscation. This is set out in further detail in the DfE guidance “ Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies: DfE (February 2014).

10. Implementing the Policy

Any punishment must:

- be made by a paid member of staff, or a person authorised by the Headteacher
- be made on the school premises or while the pupil is under the charge of a member of staff
- not breach other legislation (e.g in respect of SEND, race, equality and human rights) and be reasonable in all circumstances

11. 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
- Equality Policy
- SEND Code of Practice and Local Offer
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Guidance

12. Communication

This policy is published on the school’s website, so that it is readily available to all stakeholders. It is also sent to parents everytime it is reviewed.

13. Staff Development and Support

The school supports and actively promotes Continuing Professional Development for all staff. Additional staff training will be considered within the limits of available resources, where it is required to assist in achieving the aims of this policy.

14. Policy Monitoring

The Headteacher will monitor the implementation of this policy and report on its impact as part of the Headteacher’s termly report to the Governing Body.

Appendices

Appendix 1: 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

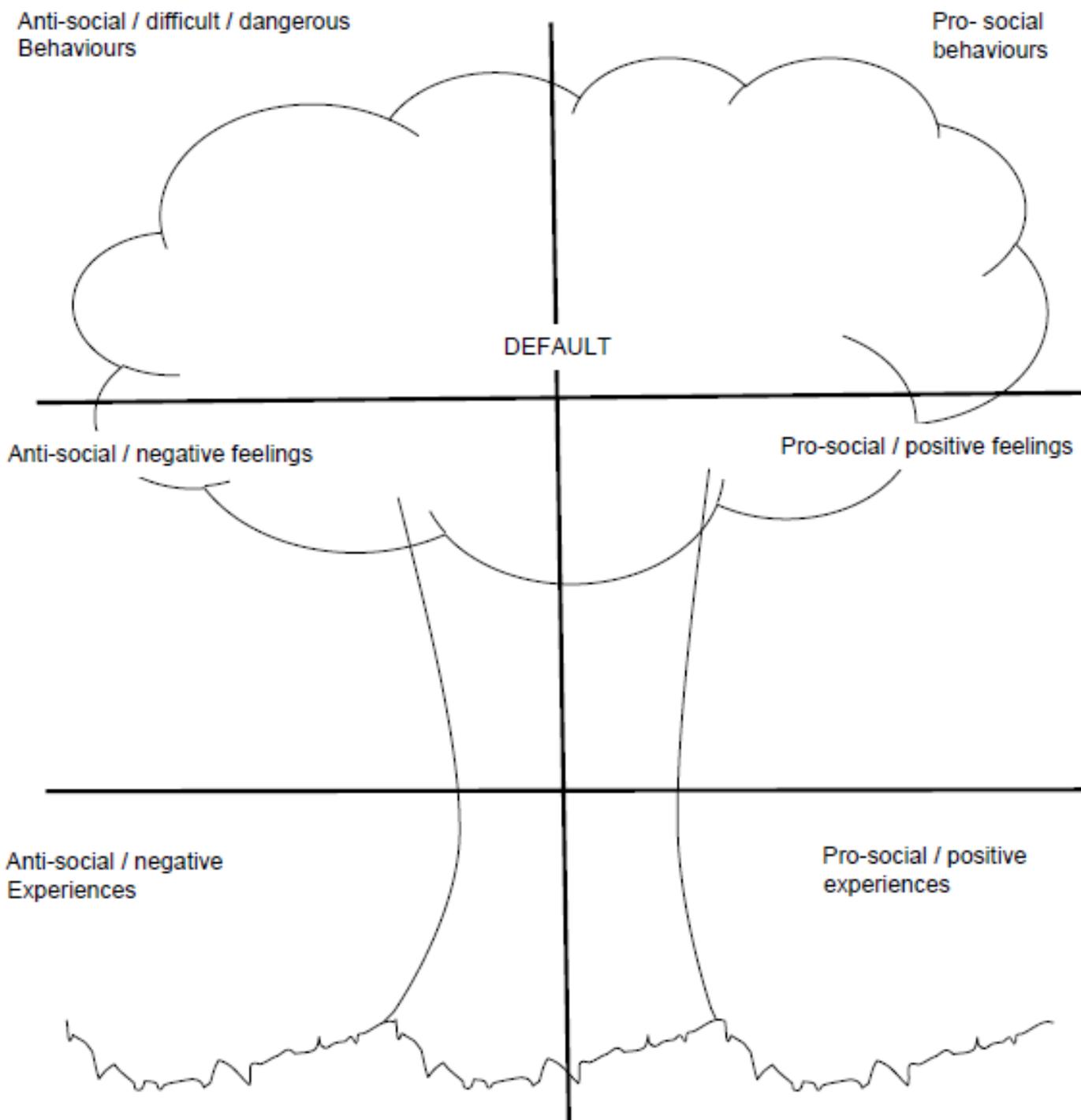
Appendix 7: Reflect, Restore and Repair Recording Format

Appendix 8: Little Gaddesden School's Home School Agreement

Appendix 9: Guidelines for physical contact with children

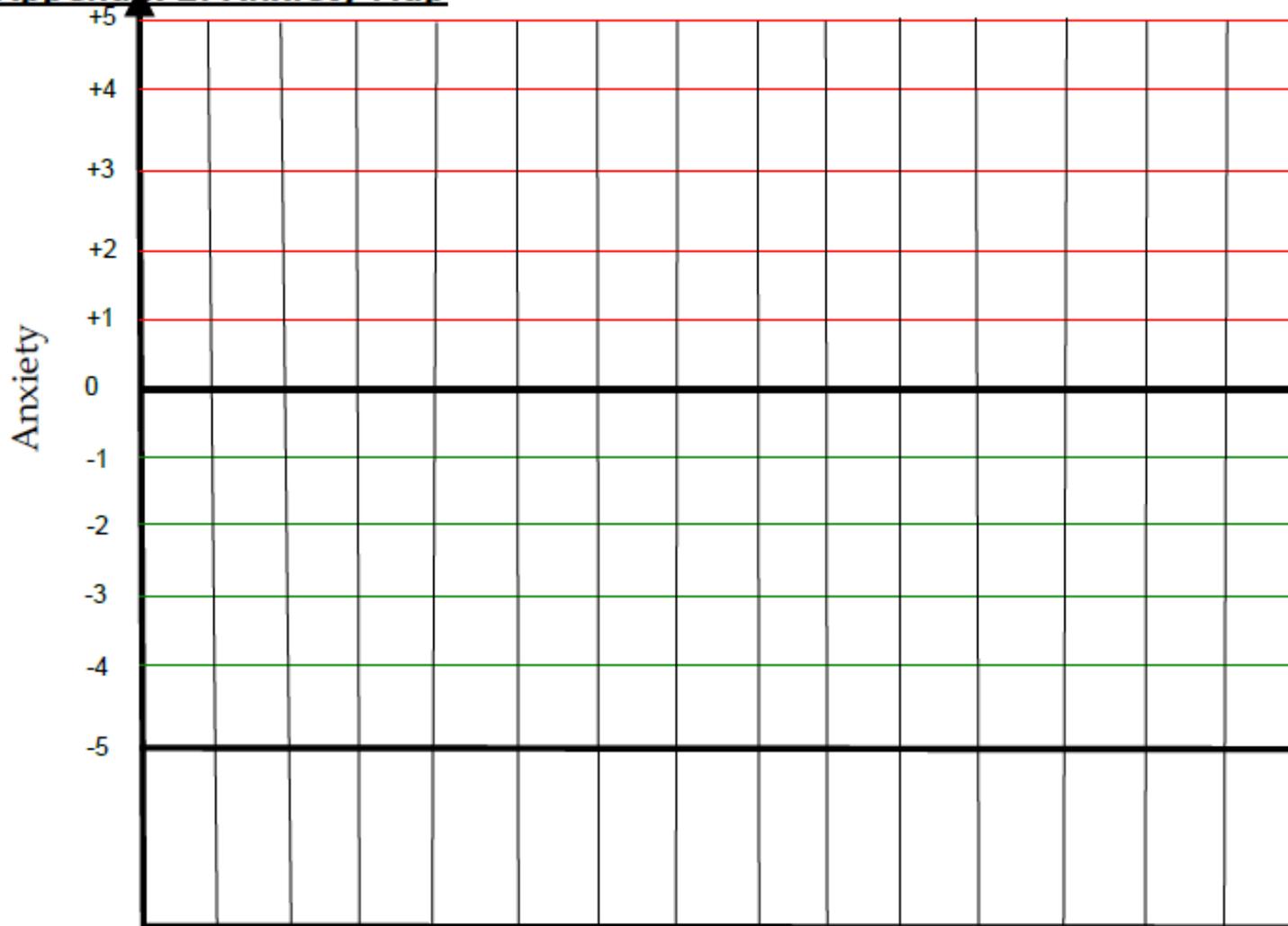
Appendix 1: Roots and Fruits Analysis

Name	
Supporting Staff	
Date	
Review Date	





Appendix 2: Anxiety Map





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.

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.....

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:

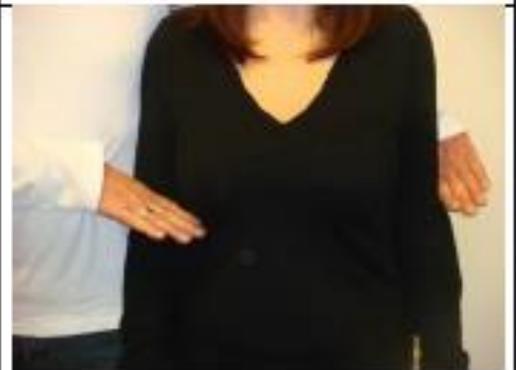
- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

<p>Open mitten – used to move a child away</p>	 A photograph showing a hand held flat with fingers spread and palm facing forward, representing the 'open mitten' position.	 A photograph showing a hand in the 'open mitten' position being applied to the back of a person's shoulder.
<p>Closed mitten – used to draw a student close</p>	 A photograph showing a hand held flat with fingers spread and palm facing forward, representing the 'closed mitten' position.	 A photograph showing a hand in the 'closed mitten' position being applied to the back of a person's shoulder.

Supportive hug – to communicate and reward



Open mitten escort – to escort a child to safety



Paired escort – to escort a child to safety



Appendix 5: Risk Management Plan

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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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.....

Appendix 7: Reflect, Restore and Repair Recording Format

Name of child	
Supporting Staff	
Date	

Antecedent: what happened directly before the behaviour?	Difference: the pro-social choice that they could have made and would do next time?
Behaviour: brief description of the presenting behaviour.	
Consequence: what happened as a result? (Protective/Educational)	

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 08:50 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.