



Behaviour Policy

Including adaptations during the Covid-19 pandemic

Person responsible: Headteacher

Date adopted: February 2021

Review Date: February 2023

Aims

The aim of our Behaviour Policy is to provide a framework that sets out how Alban City School will support pupils to

- be tolerant and understanding, showing consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their role in society
- realise their full potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment, their property and that of others
- value the cultural diversity of the school and community
- make well-informed choices about their own behaviour

Principles

At Alban City School we have high expectations of behaviour for all children.

Every child has the right to learn and feel secure. No child has the right to disrupt the learning and security of others. An essential prerequisite for learning is a school ethos which is built on trusting relationships and co-operative teamwork. The school welcomes and encourages the involvement of Governors, parents and others in the community. Children behave well because they genuinely feel it is right rather than because it is imposed. We understand that behaviour is a form of communication and we take a therapeutic approach to positive behaviour management.

Where a child has a Special Educational Need as defined by the SEND Code of Practice 2014 we know that on occasions children present with behaviours that fall outside the usual behaviour expectations. Often these can be as a result of heightened anxiety, for example in Autism. Rarely, children present with challenging behaviours as a result of significant trauma. In both these instances it is recognised that a therapeutic approach is the most effective.

Racism as defined by the Stephen Lawrence Inquiry Report

“...conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form”

is unacceptable and will not be tolerated.

Behaviour Expectations

We believe that it is reasonable to expect that most children at school will:

- act in a manner that is polite and respectful
- follow reasonable instructions given by an adult
- not disrupt learning or other activities
- refrain from behaviours that physically or emotionally harm others
- try their best

We communicate our behaviour expectations to pupils through our ‘Golden Rules’. Our golden rules have been written and agreed by the children. They are displayed in every classroom and throughout the school. The golden rules are phrased in a positive way such as:

At Alban City School we.....

How we will meet our aims

All members of the school community (teaching and support staff, parents, pupils and governors) work toward the school's aims by:

- Recognising children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Rejecting all conduct which involves bullying or harassment
- Using strategies to promote positive behaviour both within and outside the classroom, and apply these strategies consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another
- Encouraging pupils to make good choices, support children to self-regulate their emotions and behaviours
- Use the Hertfordshire Steps therapeutic behaviour management approach

Procedures

Procedures to implement the policy among all members of the school community include:

- A programme of professional development for teachers, teaching assistants, midday supervisors and administrative staff
- Regular meetings of teaching and non-teaching staff to review behaviour issues. **Either as part of the year group bubble or online when involving all staff.**
- Discussion of behaviour issues at governors' meetings where appropriate
- Encouraging parents to work in partnership with the school, taking an active interest in children's learning and development of personal and social responsibility as they progress through the school
- Regular meetings between staff and parents **(These meetings will be via telephone call)**
- Parents will be expected to engage with the Hertfordshire Steps process if required

Procedures to teach and support the children to meet our behaviour aims include:

- A programme of Physical, Social and Health Education designed to promote mutual respect, self-discipline and social responsibility
- A programme of Religious Education which includes ethical and moral issues (see Hertfordshire Agreed syllabus of RE)
- The compilation of a set of class rules at the beginning of the Autumn term. **These rules will be updated after any period of full lockdown and shared with the children and parents before returning to school.**
- Circle Time, a forum for discussion used in classes
- Assemblies with a value theme for every month. **In class assemblies or whole school assembly on Google Meet with the Headteacher**
- Where possible, we will include children in Hertfordshire Steps plans should their behaviour necessitate one

To promote desirable behaviour, staff will:

- Act as role models

- First and foremost use positive praise strategies
- Offer guidance to children including praise and encouragement
- Provide a curriculum designed to engage and challenge each child in which collaborative work within classes and across year groups is encouraged
- Encourage and show appreciation of children who act as positive role models
- Encourage children to make appropriate and considerate choices
- Acknowledge good work / behaviour with smiles, signals, praise and thanks
- Use whole class reward systems.
- Send children to the Headteacher to get stickers for individual achievement. **Send children's achievements to the Headteacher and children receive a sticker.**
- Use Assessment for Learning strategies to focus on positive attitudes towards learning and create a safe and supporting learning environment
- Liaise with parents and work in partnership to celebrate children's achievements
- Send home Positive Praise postcards linked to a learning culture which fosters resilience, perseverance and a growth mindset.
- Seek to understand what a child is trying to communicate through their behaviour

For the majority of pupils, our procedures will enable them to meet the behaviour expectations. There will be instances where a pupil's behaviour falls short of the behaviour expectations. This next section sets out what we will do:

Where possible, positive behaviour choices will always be reinforced, and inappropriate behaviour prevented, by praise and encouragement.

However, where positive strategies do not succeed, we have identified a number of strategies to manage inappropriate behaviour and staff will, as appropriate, take the following action:

1. Warning
2. Time out in class
3. Sent to their Phase Leader and issued with a behaviour slip. The behaviour slip will outline the inappropriate behaviour and be sent home with the child for the parents to follow up at home
4. Deputy Head / Headteacher interview and behaviour recorded in the behaviour log
5. Parents asked to attend meeting with the Headteacher

When social distancing is required and children are within year group bubbles a slight change in action is required.

1. Warning
2. Time out in class
3. Behaviour slip completed to be sent home and recorded into the behaviour log
4. Parents contacted by the Headteacher/Deputy Headteacher

Behaviour which happens during lunch time will be dealt with in the following way:

1. Warning from a member of the lunchtime staff
2. Time out
3. Sent to member of the senior leadership team and behaviour recorded in behaviour log

Behaviour which happens during lunch time will be dealt with in the following way when social distancing and year group bubbles apply.

1. Warning by member of lunchtime staff
2. Time out
3. Spoken to by class teacher
4. Spoken to by a member of SLT with social distancing, behaviour slip completed and recorded in behaviour log

5. Parents contacts by Headteacher/Deputy Headteacher

The behaviour log is used to monitor behaviour across the school. If a child appears in the behaviour log on four occasions in a half term a member of SLT will arrange a meeting with their parents.

As a consequence, children may be issued with a task or alternative provision at playtime, these include:

- Carrying out a helping task (educational consequence)
- Writing an apology
- Time out
- Requirement to take their playtime away from the main play areas if their behaviour presents a persistent risk to others
- Restorative discussions

Repeated inappropriate behaviour or serious breaches of conduct will lead to an escalation of the sanctions. They will involve:

1. a discussion with the class teacher
2. informal discussion between teacher and parents (phone call)
3. use of monitoring sheet or home/school book
4. interview with teacher from Senior Leadership Team (recorded)
5. interview with the Head (recorded)
6. formal meeting with parents (recorded) appropriate members of staff to be present (video call)
7. the school working closely with external support services in order to support the child
8. temporary or permanent exclusion (following HCC procedures and guidelines)

We feel that the Steps approach should be implemented as early as possible to identify and analyse behaviours and we advise that this happens around point 2 of the list above.

Hertfordshire Steps Approach

We recognise that behaviour is a complex issue and where there are repeated unwanted behaviours that cause concern, where behaviours may be arising from an unmet Special Need or where behaviours might be as a result of significant trauma, we would implement the Hertfordshire Steps approach.

On occasions, these behaviours may temporarily have a negative impact on others in the school community. By taking a positive and therapeutic approach, we aim to quickly minimise this impact and improve the outcomes for the child involved.

Hertfordshire Steps is a therapeutic approach to positive behaviour management which aims to get to the root cause of the behaviour and put in therapeutic measures to remove or replace the unwanted behaviours. By using the Steps Approach we hope to reduce the risk of fixed term or permanent exclusion. The Steps approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational settings

- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management, reparation, reflection and restoration.

We have two members of staff who are trained Steps Trainers for our school. These members of staff are Claire Lord, SENCO and Cathy Carter, DHT. All staff are trained to use the Herts Steps approach.

As part of the Steps therapeutic approach to behaviour staff will:

- Understand and use the Steps flowchart for behaviour
- Use Roots and Fruits and Anxiety Mapping to analyse and understand a child's behaviour
- Create an individual Risk Reduction Plan or Predict and Prevent using the information gained through Roots and Fruits and Anxiety mapping to reduce or replace undesired behaviours.
- Use positive phrasing
- Use de-escalation scripts and behaviours
- Use protective and educational consequences when dealing with behaviour incidences.
- Only use limited physical intervention in line with Steps: Open mitten, Closed mitten procedures.

All Risk reduction plans and Predict and Prevent plans will be reviewed before children return to school after a lockdown period and will then be reviewed on a weekly basis by Claire Lord or Cathy Carter.

Staff will annually complete the Steps refresher training in school with their trainers and the trainers will annually attend the Steps trainer refresher.

If sufficient progress is not seen through the Steps Approach, we may request support from outside agencies such as LINKS Outreach Behaviour Support and the Educational Psychology Service.

Ultimately, if challenging behaviours persist that are detrimental to the effective education of others despite using the Steps Approach it may be deemed appropriate to issue a fixed term or permanent exclusion.

Any child who is unable or unwilling to follow these measures, and in doing so places other children or members of staff at risk, may be asked not to attend and stay at home during the Covid-19 pandemic.

If there are any issues regarding pupil behaviour that cannot be resolved, parents should consult the school's Complaints Procedure.