



Behaviour Policy

Person responsible: Headteacher

Date adopted: February 2024

Review Date: February 2025

Definitions

Valued behaviours are ones that are positively valued by either the individual or others and there is a clear reason why these should be valued e.g. listening to adults or peers.

Detrimental behaviours are those that impact negatively on either the individual or others and there is a clear reason why these behaviours have a negative impact. A detrimental behaviour hurts, hinders or puts a damper on someone. It can be harmful or damaging to someone physically and emotionally.

Difficult behaviour - Behaviour that is anti-social, but not dangerous. This may include behaviour that causes low level disruption or persistently prevents others from accessing the learning

Dangerous behaviour - Behaviour which could imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Educational consequence- A consequence which helps to support the child in understanding why that behaviour is detrimental to themselves and others.

Protective consequence- A consequence which protects the child and others from distress, upset and injury.

SLT: Senior Leadership Team which includes the Headteacher, Deputy Head, Assistant Head and Phase 1 Leader

HT: Headteacher

SENCO: Special Educational Needs Coordinator

CPOMS: System for recording behaviour in school

Aims

The aim of our Behaviour Policy is to provide a framework that sets out how Alban City School will support pupils to develop **valued behaviours** that benefit themselves and others and reduce **detrimental behaviours**.

Appendix A shows examples of valued and detrimental behaviours.

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
- Developing a curriculum to teach and support children to meet our behavioural expectations
- 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 and celebrating 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
- Where behaviour does not meet our expectations adults adopt a curious approach to consider what the behaviour is telling them
- 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, supporting children to self-regulate their emotions and behaviours
- Use the Hertfordshire Therapeutic Thinking behaviour approach

Curriculum 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. Circle Time, a forum for discussion used in classes
- An agreed set of school values
- Weekly FEELiT sessions to teach the children about different feelings and how to deal with them
- Personalised program of interventions to support some children
- Assemblies linked to the School's Values and expectations and British Values
- Where possible, we will include children in Hertfordshire Therapeutic Thinking plans should their behaviour necessitate one
- Accessing support from other agencies

To promote the valued behaviours, staff will:

- Act as role models
- Adults will speak to children in a calm manner
- 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
- Name the feeling that they have seen or felt from a valued behaviour and explicitly link it to the children's learning of feelings.eg, *I can see how happy you are playing that game today, I'm so happy for you that you've been able to collaborate with your friends.*
- Use whole class reward systems
- Send children to the Headteacher for individual achievement
- Liaise with parents and work in partnership to celebrate children's achievements
- Send home Positive Praise postcards linked to a learning culture which fosters the school's values of kindness, respect, resilience and responsibility
- Award weekly certificates to a child from each class linked to the school's values.
- Seek to understand what a child is trying to communicate through their behaviour

Staff will not

- Shout at children
- write children's names on the board in relation to their behaviour
- Humiliate children
- Isolate children as a punishment for extended periods of time
- Send a child to a younger year group

What we will do when the behaviour is detrimental.

When detrimental behaviours are causing low level disruption in class or are persistently preventing others from accessing their learning, adults will seek to understand why a child's behaviour is not meeting the expectations. If the detrimental behaviours continues a staff member may:

Give reminder 1: *This is a reminder to put your hand up when you want to share an idea. Our expectation is we put our hands up.*

Give reminder 2: *This is your second reminder, please put your hand up if you want to share something with the class.*

Give a verbal warning: *I have asked you to put your hand up and you haven't. If you still don't meet my expectations....*

If the behaviour doesn't change the following consequences may be issued

Ask the child to change seat

Have a conversation with the class teacher

Have time out/cool down time somewhere within the classroom or just outside the room (supervised by an adult for Phase 1 and 2)

Loss of part of playtime or lunchtime to complete an educational consequence

Ask a member of SLT to speak with the child

Give a limited choice to encourage the children to change their behaviour

Be unavailable for team selection to represent the school

If there are 3 separate incidents of behaviour in one week which fall below the expectations, the teacher will contact the parents to discuss it and they will record it onto CPOMS.

Behaviour at playtime and lunchtime

Our expectations for children's behaviour in the playground is that they play safely and respectfully. When their behaviour doesn't meet these expectations a staff member may do one or more of the following. This depends on the situation and the level of risk.

Give a reminder: *This is a reminder that this game is not safe, please play a game with less physical contact.*

Give a verbal warning: *This is a warning, the game you are playing involves too much physical contact and I have seen pushing and pulling. Please stop.*

Time out: *Your behaviour of pulling someone's coat is causing someone distress and upset. Please sit down for a couple of minutes to reflect on how your behaviour is making others feel.*

All staff will clearly communicate to the child/children what behaviour is causing others distress, upset or injury and ask them to reflect on how that makes others feel.

Take the child/children to see a member of SLT

Complete an educational consequence

Given a protective consequence

What we will do when the behaviour is difficult or dangerous.

Where behaviours are difficult/dangerous or of a persistent nature the adults may use some of the above strategies to defuse the situation if appropriate. The following strategies may also be used:

1. SLT/behaviour lead called to assist
2. If behaviour is difficult, remove the rest of the class from the situation
3. Discussion with the Headteacher (HT), Deputy Headteacher (DHT) or SENCO (behaviour leads) to find out why it is happening, bespoke to the situation and solution focused
4. Educational or protective consequence
5. Discussion with the child and their parents
6. Recorded on CPOMS
7. Behaviour leads to implement therapeutic strategies including anxiety mapping, risk reduction plan to analyse behaviours.

Repeated detrimental behaviour or serious breaches of conduct, including any behaviour which is of a discriminatory nature, may lead to an escalation of the sanctions. They may involve:

1. interview with the Head (recorded)
2. formal meeting with parents (recorded) appropriate members of staff to be present
3. the school working closely with external support services in order to support the child
4. suspension or permanent exclusion (see Exclusions policy)

Although these have been ordered numerically, if a more serious incident occurs it is at the discretion of the HT to decide what sanction is appropriate.

We monitor behaviour incidents using CPOMS and all staff can record behaviour onto this system. If a child's behaviour is logged on CPOMS on five occasions in a half term, a member of SLT will have a discussion with their parents. The HT, DHT and Phase Leader are alerted to all behaviour incidents on CPOMS and will contact parents sooner if they feel the incident or incidents are of a more serious nature. SLT will also discuss behaviours frequently and make decisions on protective consequences or educational consequences to support the child to understand why their behaviour is detrimental and what they can do differently next time.

Adaptations for SEND

Where a child has or may have a Special Educational Need as defined by the SEND Code of Practice 2014, they may present with behaviours that we have listed as detrimental. In many instances, the detriment is to the child themselves. Often these can be as a result of heightened anxiety, for example in Autism. Occasionally, 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. In these cases, the behaviour policy will be adapted on an individual basis. The behaviours will be identified on their SEND plan or Therapeutic Thinking Plan and strategies to support them will be put in place.

Any form of discrimination

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.

Any behaviour which causes distress, offence or discriminates, such as through racism, religious beliefs and views, gender, sexual orientation, disability or bullying, is unacceptable and will not be tolerated at Alban City School.

Hertfordshire Therapeutic Thinking 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 Therapeutic Thinking 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 Therapeutic Thinking 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 this Approach we hope to reduce the risk of suspension or permanent exclusion. The 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 Therapeutic Thinking Trainers for our school. These members of staff are Claire Lord, SENCO and Cathy Carter, DHT. All staff are trained to use the Therapeutic Thinking approach.

As part of the Therapeutic Thinking approach to behaviour staff will:

- Understand and use the 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 Therapeutic Thinking: Open mitten, Closed mitten procedures.

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

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

Ultimately, if difficult or dangerous behaviours persist that are detrimental to the effective education of others despite using the Therapeutic Thinking Approach, the HT may decide to issue a suspension or permanent exclusion.

This policy will be reviewed annually and should be read in conjunction with our Anti-Bullying policy, Exclusion policy and SEN policy.

Appendix A

Below are lists of valued and detrimental behaviours we might see in school. These lists are not exhaustive or in any particular order but serve to illustrate common behaviours seen in schools.

Valued behaviour	Who might value it	Why?
Listening to adults and peers	Pupil, peers, adults	We can learn from listening to others
Walking within the school building	Pupil, peers, adults	People are less likely to have accidents if they are walking rather than running
Being tolerant of others' beliefs, cultures, views, orientations, feelings	Pupil, peers, adults	Sense of belonging and equality. Everyone is valued and respected.
Hands up to answer the adult	Pupil, peers, adults	Enables a calm environment in which everyone can share their ideas.
Talking to adults or peers to resolve disagreements	Pupil, peers, adults	People can understand how you are feeling and find out what happened.
Lining up when the tambourine is shaken	Pupil, peers, adults	People are ready to go back into the building and everyone lines up in a calm and quiet way. Some children can't cope if things feel chaotic.
Following instructions in school	Pupils, peers, adults	Keeps everyone safe. Enables learning to take place.
Completing work during the lesson	Pupils, peers, adults	Children are able to demonstrate what they have learned Teachers can identify and address misconceptions, respond to work and plan for the children's next steps
Using words and gestures that are generally accepted as being kind and considerate	Pupils, peers, adults	People are likely to feel valued and respected
Treating property and possessions carefully and appropriately	Pupils, peers, adults	Resources last longer which has cost implications
Contributing to class discussions	Pupils, peers, adults	We can learn from each other and share ideas
Showing the value of kindness	Pupils, peers, adults	It has a positive impact on everyone
Showing the value of resilience	Pupils, peers, adults	It has a positive impact on your learning and helps you to challenge yourself
Showing the value of respect	Pupils, peers, adults	Everyone feels equal, valued and fosters a sense of belonging

Showing the value of responsibility	Pupils, peers, adults	It has a positive impact on the community and environment
Demonstrating your best effort	Pupils, peers, adults	Pupils make their best effort for their learning and behaviour and it has a positive impact on the pupil and their peers.

Detrimental behaviour	To whose detriment?	Why?
Any form of prejudice	Pupil, peers, adults	Certain types of prejudicial behaviours are illegal. Prejudice can significantly impact on the wellbeing of others.
Calling out	Pupil, peers, adults	Disrupts teaching Prevents other pupils from following the lesson May negatively impact peer relationships
Fighting	Pupil, peers, adults	People can get physically and emotionally hurt. Peer relationships can be negatively impacted
Running inside the school building	Pupil, peers, adults	We have a large number of children. There is a risk of injury, especially down the stairs or going around corners if children are running.
Sliding across the soft surface in the playground.	Pupil, peers,	Increased risk of injury to themselves or others.
Taunting/Goading	Pupil, peers, adults	Can significantly impact on the wellbeing of others.
Not lining up when signalled to do so at the end of playtime	Pupils, peers, adults	Creates a delay in starting the next lesson Adults attending to children not lining up are therefore not supervising other children as they should
Pulling/pushing/hitting/biting/kicking/pinching etc.	Pupils, peers, adults	Is likely to cause physical injury and/or emotional distress
Shouting	Pupils, peers, adults	Can be alarming to children Can make a situation worse as escalates detrimental behaviours
Name calling	Pupils, peers, adults	Is likely to cause emotional distress to

		others
Swearing	Pupils, peers, adults	Is likely to cause emotional distress to others
Damaging property	Pupils, peers, adults	For school possessions, if we have to pay to replace or repair items, this impacts negatively on the school budget. If another pupil's possessions are damaged, as well as the cost implication, there is likely to be distress which will impact negatively on peer relationships
Using an item to hurt someone	Pupils, peers, adults	Is likely to cause physical injury and/or emotional distress.
Taking school or peer's property	Pupils, peers, adults	Is likely to cause emotional distress to others Peer relationships can be negatively impacted
Throwing items	Pupils, peers, adults	Increased risk of injury to others. Is likely to cause emotional distress to others
Low level disruption, e.g making noises, distracting others, interrupting.	Pupils, peers, adults	Disrupts teaching Prevents other pupils from following the lesson May negatively impact peer relationships
Not completing work	Pupils	May negatively impact the pupil's learning and attainment
Spitting	Pupils, adults	Is unhygienic and may cause emotional distress