



# Abbots Langley School

## Positive Behaviour Policy

This policy will be reviewed in full by the Governing Body on a two yearly basis.

This policy was reviewed and updated in **September 2018**

Next review date: **September 2020**

### **Respect for all**

At Abbots Langley Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Abbots Langley in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving to achieve. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for all interested parties.

At Abbots Langley, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils, and amongst staff.

### STEPS:

At Abbots Langley, all staff working with our children receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*" This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

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 three members of staff who are accredited Hertfordshire Steps tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

## **Rationale**

At Abbots Langley it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a school which respects the rights of all individuals.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school through work, effort and achievement.

## **Promoting Positive Behaviour**

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and 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

## **Mind Up**

We have adopted a Mindfulness scheme, which is used daily within school. The aims of Mind Up are to:

- Help children achieve and maintain focused attention
- Experience children in the class as individual learners with a more accurate view of their talents and challenges
- Respond more thoughtfully and mindfully rather than be reactive when under pressure
- Improve communication with children, parents and staff
- Develop a classroom climate that is infused with optimism and hope
- Creates a stronger, more vibrant school ethos and culture
- Be happier, more joyful and experience greater job satisfaction

## **Right and Responsibilities**

At Abbots Langley our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the *dignity* of each person; their individuality, their feelings and their role in the school.
- Showing *respect* for each person, and empathy for their feelings.
- Building *confidence* and *self-esteem* by valuing each person's successes and achievements.
- Building *trust*, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- *Communicating* effectively, including *listening to hear*, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of *enjoyment* and *fun* into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to *improve*.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair.

### **The Curriculum and Learning**

We need to teach behaviour as we teach other areas of the curriculum through 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, with opportunity to grow within a positive structure, 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. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

### **A Therapeutic Approach**

At Abbots Langley we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problematic or complex behaviour. A change in the circumstances in which the behaviour occurs will be identified and addressed accordingly.

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 Steps '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.

### **Consequences and Sanctions**

At Abbots Langley adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping

strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Refer to Appendix 2 for our consequence ladder.

### **When faced with Challenging Behaviour**

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g
  - *"Stand next to me"*
  - *"Put the toy on the table"*
  - *"Walk beside me"*
- Limited choice e.g
  - *"Put the pen on the table or in the box"*
  - *"When we are inside, lego or drawing"*
  - *Talk to me here or in the courtyard"*
- Disempowering the behaviour e.g
  - *"You can listen from there"*
  - *"Come and find me when you come back"*
  - *Come down in your own time"*
- Use of a De-Escalation Script e.g
  - *Use the person's name – "David"*
- *Acknowledge their right to their feelings – "I can see something is wrong"*  
*Tell them why you are there – "I am here to help"*  
*Offer help – "Talk to me and I will listen"*  
*Offer a "get-out" (positive phrasing) – "Come with me and....."*

### **Physical intervention**

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

### **Risk assessments**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

### **Reflect, repair and restore**

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

### **Exclusion**

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Our behaviour policy may be differentiated to meet the needs of individual pupils

## Appendix 1:

### **Praise, Reward and Celebration**

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

- Praise from adults and peers
- Rewarding of individual and class Dojo points. Dojo points are collected from each class and celebrated during the Headteacher's assembly. The class with the most Dojo points each half term, will receive a reward.
- Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- Displaying good work and achievements around the school and on Twitter.
- Being chosen to attend Headteacher's lunch.
- Being awarded a Headteacher award.
- Celebrating attendance stickers.
- Awarding House points on Sports Day.

## Appendix 2

### Consequence Ladder

Below is an outline of how we intend to manage children who behave inappropriately around school. The examples outlined below are there to provide insight as to some of the challenges that may be faced during a school day, both in the classroom and around school. They are by no means exhaustive and teachers will be encouraged to use their professional judgement to address situations that are not outlined as part of this document.

| Consequence  | Example of Behaviour   | Response / Action   |
|--|--|---|
| <p>Step 1</p> <p>First time behaviour</p> <p>Unusual for the child</p> | <ul style="list-style-type: none"> <li>• Affecting other children's learning</li> <li>• Not telling the truth</li> <li>• Answering back/talking/not listening</li> <li>• Impolite</li> <li>• Not sharing</li> <li>• Untidy uniform</li> <li>• Poor listening</li> <li>• Shouting inappropriately</li> <li>• Refusal to follow instructions</li> <li>• Running away from an adult</li> <li>• Use of inappropriate language</li> <li>• Rough play and unkind hands/feet in class or at breaktime</li> <li>• Inappropriate use of resources/property</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion with child:               <ul style="list-style-type: none"> <li>○ Is everything ok?</li> <li>○ Do you understand the task?</li> <li>○ What should you be doing?</li> <li>○ What should you have done?</li> <li>○ Can you think of a different way to deal with the problem?</li> <li>○ Can you show me how you could have done ..... better?</li> <li>○ How are you supposed to wear your school uniform?</li> </ul> </li> <li>• Apologies sought and given</li> <li>• Class teacher to be informed verbally if dealt with by another adult</li> </ul> <p>Teacher to monitor frequency of behaviour.</p> |
| <p>Step 2</p> <p>For persistent, low level behaviours</p>              | <ul style="list-style-type: none"> <li>• Affecting other children's learning</li> <li>• Not telling the truth</li> <li>• Answering back / talking / not listening</li> <li>• Impolite</li> <li>• Not sharing</li> <li>• Untidy uniform</li> <li>• Poor listening</li> <li>• Shouting inappropriately</li> </ul>  | <ul style="list-style-type: none"> <li>• Warning with explanation for how to improve</li> <li>• Time away in class at a different /separate table</li> <li>• If continued, send to parallel class to complete their learning</li> <li>• Apologies sought and given</li> <li>• If learning not completed to the expected standard in:               <p>Session 1: miss part of break to complete work or write a reflective piece.</p> <p>Session 2: miss part of lunch to complete work or write a reflective piece.</p> <p>Session 3: work sent home to</p> </li> </ul>  |

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|---|---|---|
|   |   | <p>complete</p> <ul style="list-style-type: none"> <li>• EYFS - 5 minutes</li> <li>• KS1 &amp; KS2: 10 minutes maximum</li> <li>• Class teacher to be informed verbally if dealt with by another adult</li> <li>• Class teacher informs parents informally – catch at end of day / quick phone call</li> </ul> <p>Teacher to monitor frequency of behaviour.</p>  |
| <p>Step 3</p> <p>For persistent or intentional behaviours</p> | <ul style="list-style-type: none"> <li>• Deliberate refusal to follow instructions</li> <li>• Running away from an adult</li> <li>• Use of inappropriate language</li> <li>• Rough play and unkind hands/feet</li> <li>• Inappropriate use of resources/property</li> <li>• Repetition of any of the above</li> </ul> | <ul style="list-style-type: none"> <li>• Phase Leader involvement</li> <li>• Send to phase leader's class</li> <li>• Apologies sought and given</li> <li>• If learning not completed to the expected standard in:<br/>Session 1: miss part of break to complete work or write a reflective piece.<br/>Session 2: miss part of lunch to complete work or write a reflective piece.<br/>Session 3: work sent home to complete</li> <li>• EYFS - 5 minutes</li> <li>• KS1 &amp; KS2: 10 minutes maximum</li> <li>• Class teacher to be informed verbally if dealt with by another adult</li> <li>• Class teacher informs parents , outlining phase leader involvement</li> <li>• Child to write a letter of apology. This may be asked to be done at home.</li> <li>• Record on cpoms</li> </ul> |
| <p>Step 4</p> <p>For persistent or intentional behaviours</p> | <ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Bullying</li> <li>• Harming other students or adults intentionally</li> <li>• Theft</li> <li>• Deliberate damage of resources or property</li> <li>• Dishonesty</li> </ul>  | <ul style="list-style-type: none"> <li>• SLT involvement</li> <li>• Class teacher to be informed verbally if dealt with by another adult</li> <li>• Child to write a letter of apology. This may be asked to be done at home.</li> <li>• Children to lose a proportionate amount of time from their breaktime</li> <li>• Class teacher informs parents,</li> </ul>  |

|        |   |  |
|--------|---|--|
|        |   | <p>outlining SLT involvement</p> <ul style="list-style-type: none"> <li>• Parents requested to attend a meeting in school</li> <li>• Create and use a weekly report that focuses on positive behaviours</li> <li>• Involvement of external agencies to discuss further support strategies for the child</li> <li>• Record on cpoms</li> </ul>  |
| Step 5 | Any consequences / sanctions that are deemed necessary beyond step 4, will be discussed privately with parents and children when necessary. | <ul style="list-style-type: none"> <li>• SLT involvement</li> <li>• Class teacher to be informed verbally if dealt with by another adult</li> <li>• Child to write a letter of apology. This may be asked to be done at home.</li> <li>• Children to lose a proportionate amount of time from their breaktime</li> <li>• Class teacher informs parents, outlining SLT involvement</li> <li>• Involvement of external agencies to discuss further support strategies for the child, through support of Senco</li> <li>• Parents requested to attend a meeting in school</li> <li>• Create and use a weekly report that focuses on positive behaviours</li> <li>• Record on cpoms</li> <li>• Involvement of Family Support Worker and Learning Mentor</li> </ul> |