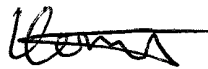




Behaviour Policy

Beech Hyde Primary School and Nursery



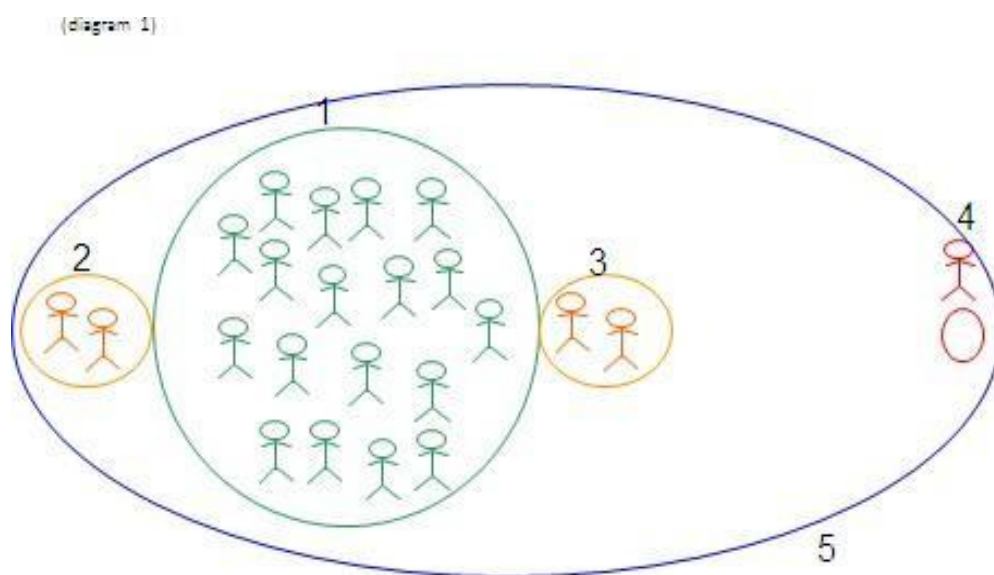
Last Reviewed:	Autumn Term 2023
Review Date:	Autumn Term 2024
Policy Coordinator:	Karen Thomas
Signed: Headteacher	Karen Thomas Headteacher 
Signed: Co-Chairs of Governors	Amy Kenton Sarah Medlock  

Aims

- To improve educational outcomes for all pupils by promoting and supporting their engagement with education.
- To be proactive about promoting behaviours that enable all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment.
- For children to develop positive and pro-social behaviours through clear and high expectations, good role models and clear and consistent boundaries.
- To focus on a therapeutic approach to behaviour management underpinned by Hertfordshire STEPS (a behaviour programme owned by Hertfordshire County Council Integrated Services for Learning).
- To provide an inclusive setting that promotes equality of opportunity so that all children are helped to learn how to engage in pro-social behaviours.
- To ensure that all staff know how to promote pro social behaviour, manage difficult or dangerous behaviour and to have an understanding of what behaviour might be communicating.
- To ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. [All staff are given STEP ON training which is refreshed annually]. All staff are expected to follow the therapeutic approach.

Successful Inclusion

At Beech Hyde Primary School and Nursery we are committed to successful inclusion using the model below (taken from STEP ON training).



Circle 1 represents an average class of mainstream children who are learning pro-social behaviour and whose needs can be met through the school's behaviour policy.

Circle 2 on the left represents the children who are very quiet or withdrawn who may be **internalising** behaviour. The school will use strategies to develop confidence and self-esteem for these children.

Circle 3 represents the children who are more 'noticeable'. These children **externalise** their behaviour. With a small amount of differentiation these children can often have their needs met in a similar way to the children within the circle 1.

Circle 4 represents a child who presents a risk of harm which is far beyond that of any other child. This child, or these children, cannot be kept safe by simply following the school's Behaviour Policy and they need a **differentiated plan** in order to be safely included. The behaviour of this child may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be

unidentified.

At Beech Hyde Primary School and Nursery, we recognise that there are times when we need to reflect on how we can widen circle 5 in order to ensure that we are providing and adapting an environment to suit the needs of all children, rather than expecting and forcing all children to 'fit' into a 'norm'.

'Equality does not mean giving every child the same....it means giving every child what they need'

Herts StepOn training

Recognising different kinds of behaviours

We recognise that behaviours may reflect complexities of subconscious and conscious actions summarised as follows:

*A child who, on occasions, **CAN'T** may be a child who:*

- Has had an illness or injury during early childhood and may appear to be physically able, but their ability to think, feel and behave is affected.
- Has a recognised condition that affects their development such as Autism, Tourette's Syndrome, Asperger's Syndrome, ADHD or other.
- The children may need an individualised behaviour plan as they may have specific needs related to disturbances of attention, memory impairment, difficulties with perceptual sensory skill, difficulties with communication skills, deficits in executive function, fatigue, physical impairment.
- Be experiencing challenging family circumstances.

*A child who, on occasions, **WON'T** may be a child who/whose:*

- Is asserting their personal autonomy.
- Defiant behaviour becomes an effective way of escaping aspects of the school day that they find challenging and unpleasant consequences.
- Is seeking peer approval.
- Welcomes any response, even a negative one, as it stimulates an emotional response in the child's nervous system which can be rewarding in itself.
- Is needing to feel 'significant'.

Recognising and understanding the importance of the behaviour strategies we employ.

We understand the need to stand back and ANALYSE NOT PERSONALISE behaviours. We realise that once we look for explanations we will be able to choose strategies or interventions to help the child understand how to engage in pro-social behaviours. (N.B. All children have a very natural desire to increase their own power, to become more autonomous).

We avoid the following controlling behaviour with children:

- Dominating and imposing
- Demanding obedience
- Punishing them punitively
- Taking away all pleasurable experiences
- Shaming, belittling, embarrassing, and humiliating

We promote the teaching of behaviour through:

- Relationships
- Role modelling

- Consistency
- Consequences that are understandable
- Positive phrasing – see App 2
- Scripts – see App 4
- Planning proactively how to teach pro-social behaviour
- Reward and positive reinforcement
- Comfort and forgiveness

All staff will attend training meetings during the school year to discuss strategies and expectations in relation to the behaviour policy so that our approach remains consistent amongst all staff.

Examples of approaches that we would expect staff to use are as follows:

- Rephrase a threat.... ‘If you don’t do your work you will have to stay in at playtime’ to a limited choice – ‘You have a choice. You need to finish your work now or you will need to finish it later (e.g. at playtime)’.
- Respond in an ‘authoritative’ manner – when giving a limited choice.
- Use ‘thank you’ at the end of a direction to assume compliance.
- If a child refuses to respond to choices given and wants to follow a different but acceptable course of action respond by saying e.g. ‘Yes, you can e.g. go to the library.....’ so that the adult is seen to be giving permission.
- When giving directions, avoid putting the direction as a question: ‘Will you please tidy up the equipment?’ The pupil could quite legitimately say, ‘No’. Instead, say, ‘It is time to tidy up the equipment – thank you.’
- Be clear, precise and direct: ‘You need to put the equipment away now. Thank you.’
- Use of strategies such as Redirecting, Accepting, Solution focused, Scaling – see App 1 for detail

Designing an environment in which the children enjoy learning

A well-managed and well-planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well-planned, organised and resourced, as this will help the child to know what is expected of him/her. Classes that have well-organised lessons that are well prepared and that take into account the full range of learning needs are the most successful environments for children’s pro-social learning experiences.

Responding to behaviour

At Beech Hyde Primary School and Nursery we use the following sequence of response using a therapeutic behavioural approach

1. **Positive phrasing**
2. **Child’s Limited choice**
3. **Adult directive (leading to differentiated workspace)**
4. **Debrief for the class**
5. **Educational Consequence**
6. **Further consequence (SLT)**

(see App 2 & 3 for detailed examples of different situations)

Pro-social behaviour is demonstrated by most children (circle 1 on diagram 1 above). In addition, there are some children for whom the sequence of response above may not be suitable and who may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy (these children typically fit into circle 4 on diagram 1). This could be because behaviours are becoming difficult or dangerous. The procedure for these children uses proformas (available in school) as follows:

1. **Early prognosis** a quick check to on potential reasons behind behaviour and are next level when child's behaviour is not met by policy
2. **Roots and Fruits** analysis to understand how feelings are affecting behaviours.
3. **Anxiety Mapping** to predict and prevent escalation.
4. **De-escalation script** used by all staff (on back of staff lanyards as a prompt).
5. **Individualised scripts** to be used by all staff in specified situations to ensure a consistent approach as specified in the **Risk Reduction Plan**.
6. **Educational consequence** must be appropriate to the incident and individual -this must be logical, purposeful and meaningful.
7. **Protective consequence** may be necessary i.e. the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.

How pro-social behaviour is promoted and recognised

All staff must take the lead in modelling the high standards of pro-social behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Rewards for pro-social behaviour are not to be used as a 'bribe' but as a 'surprise'. These may include:

- **A visit to the Headteacher**
- **Speaking to parents/carers after school**
- **House points**
- **Work of the Week**
- **Role Model certificates**
- **Sharing Assembly**
- **Stickers/ stamps/ Postcard homes**

Serious Behaviour Clause

If a child exhibits deliberate dangerous or difficult behaviour such as hitting, kicking, spitting then the child moves directly to Step 6.

Suspension/ Exclusion

Suspension/ Permanent exclusion will only be considered as a last resort if all the preventative strategies have been tried and documented and the child continues to exhibit dangerous, unsafe behaviour that puts other children, staff or school property at risk of harm. The school follows DfE and HCC Guidance Sept 2023 which can be found on the DfE website and Herts Grid for Learning. Policy, procedures and practices in the event of a suspension or permanent exclusion can be found in the schools 'Suspensions and Exclusions Policy' on the school website.

Use of Physical Intervention

Please read the separate Reducing the need for Physical Intervention Policy

Parent Partnership

We recognise that working closely with parents is paramount to successful behaviour management. We work closely with parents to ensure that they understand the importance of Consistency, Accessibility, Responsiveness and Emotional Connections (CARE) in their parenting style that gives a child a firm foundation for pro-social behaviour. If a child is struggling with pro-social behaviour, then we expect the parents to work closely with and support the school's approach to behaviour management.

The role of the Headteacher

- To implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.
- To support the staff in the implementation of the policy, setting standards of behaviour and promoting the home school agreement.
- To keep records of all reported serious incidents of behaviour.
- To notify the school governors of fixed term suspensions and permanent exclusions.

Monitoring and review

- We believe that this policy underpins the wellbeing of the life of the school.
- This policy will be reviewed annually by the Headteacher.
- The governing body will be informed about the effectiveness of the policy annually, and if necessary make recommendations for further improvements.

Related Policies:

- Reducing the need for Physical Intervention
- Teaching and Learning
- Equality
- SEND
- Child Protection
- Online Safety

LIST OF APPENDICES:

APPENDIX 1: Strategies for responding to a child who, on occasions, WON'T (conscious behaviours) and a child who, on occasions, CAN'T (subconscious behaviours)

APPENDIX 2: Examples of the sequence of therapeutic behaviour responses for low level classroom behaviours

APPENDIX 3: Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.

APPENDIX 4: De-escalation Script

APPENDIX 5: Beech Hyde 'Hertfordshire Steps' leaflet

APPENDIX 6: Strategies/ Consequences Ladder

APPENDIX 1 - STRATEGIES FOR RESPONDING TO 'WON'T' BEHAVIOURS

Redirecting: when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking. Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

Accepting: when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Tim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

TIM: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2? TIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

TIM: Well, I would be putting my hand up when I got stuck and needed help. ADULT: Ok. Let's work

together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used his energy to find and understand those times when the problem was less severe.

APPENDIX 2 - EXAMPLES OF THE SEQUENCE OF THERAPEUTIC BEHAVIOUR RESPONSES

Respond in an 'authoritative' manner.

If a child refuses to respond to choices given, say e.g. 'Yes, you can' instead of 'That's fine' when considering an alternative.

Try to 'disempower' the behaviour wherever possible by ignoring and giving exaggerated attention to those children making the correct choices.

	1	2	3 DIFFERENTIATED WORKSPACE		4	5	6
Scenario	Positive Phrasing	Child's Limited Choice (of equal value)	Directive from adult	REFLECTION 'Take up time' Opportunity to think on own and come back when ready	Debrief for the class	Educational consequence (What does the child need to learn from this situation? What do we need to teach?)	Further consequence (being sent to SLT)
Disturbing the learning environment 'Silly' behaviour Refusing to get on with a task that has been set leading to disrupting others:	This is a Polite Reminder <i>followed by the expectation that is not being met</i>	You have a choice: Sit on the carpet or sit next to me <i>(or similar)</i> This work needs to be Finished during lesson time when I am here to help you or during break/lunchtime when you will need to get on by yourself.	Move off the carpet/sit away from the class/sit next to me – thank you You need to...stay in at break/lunch until the work is finished	Now leave the classroom (and go to...) so that we can get on with our learning. You are welcome to come back when you are ready to learn	When other people make choices that affect you, how do you feel? It is not acceptable to...	Needing to catch up on the learning and/or practice correct behaviours The task WILL be completed	If persistently disturbing the learning environment you will need to go and speak to the Headteacher or a member of SLT about your choices

APPENDIX 3 - THERAPEUTIC BEHAVIOUR RESPONSES IN THE PLAYGROUND

Respond in an 'authoritative' manner Not playing safely

1	2	3	4
Child's Limited Choice	Adult directive & Educational Consequence	REFLECTION Leaving the play environment 'Take up time' Opportunity to think on own and come back when ready	Further consequence (being sent to SLT)
Play safely or come and stand next to me	Come and stand next to me. <u>Educational Consequence 1</u> Point out other children; talk about games that the child could play. Need to have a couple of suggestions of playground games.	Leave the playground and go to sit on the bench in the hall. When you are ready to play safely then you are welcome to come back to the playground to tell me	<i>If continuing to play in an unsafe manner.</i> You will need to go and speak to the Headteacher or a member of SLT about your choices. <u>Educational Consequence 2</u> Think of some safe games that you could play. <i>Draw pictures. Ask child to come back at the next playtime to be reminded of safe games to play. They need to 'earn' the right to be able to go back to the playground.</i> <i>Could they learn a new game to go back to the playground and teach other children.</i>

When a child who is not on a Risk Reduction Plan exhibits behaviour that results in another child being harmed, the adult could use the de-escalation script if appropriate. The child needs to be guided to a SLT member to follow up.

Those children who feel excluded from play and/or do not have the confidence to join in with other children equally need help to ensure that they are not internalising their feelings of e.g. low self-esteem and must be supported to engage in play situations. Where this becomes an ongoing problem, the class teacher must be informed so that some support can be given through e.g. Circle times, PSHE session

APPENDIX 4 - 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.....

All staff must have a sticker with the de-escalation script on the back of their lanyards for easy reference.

APPENDIX 5 - BEECH HYDE STEPS LEAFLET

Open Mitten Escort

- Hip in
- Head away
- Open mitten hands above elbows
- 'Penguin' not 'octopus'
- Arm resting across the shoulders
- Move assertively
- Close is safe



How do young people **learn** behaviour?

- Through relationships with adults
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort when not successful

How can we **teach** behaviour?

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

CALM—supporting a child in crisis

Care

Think about the child's and your safety and visibility.
Are you the right person to speak to this child?
Come down to the child's level.
Sit or stand next to the child.
"I'm here to help, talk and I will listen."

Ask

"Tell me what happened."
Open, caring vocabulary, not 'blame' vocabulary.
Open body language, avoid touch and too much eye contact.
Be aware of when to listen and when to speak.
Don't fill in gaps, allow the child take up time to process and find their own words.

Learning

Support learning and emotional literacy through open questions.
"What needs to happen next?"
"How can we fix this?"
"Who need to know about this?"
"How can we stop this happening again?"
Encourage use of 'I' statements, I feel...when...I need

Monitor

Monitor the child's behaviour, emotional state, language, body language.
Is the child coming out of crisis?
Has the child done anything positive (no matter how small) - acknowledge this.
Prepare and practise with the child an apology or response.
Be prepared to support their return to class/next session.



**Hertfordshire
Steps**

Behaviours

Feelings

Experiences



'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching 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, where a crisis does occur, it adopts techniques to reduce the risk of harm.

De-escalation

Key points:

- Use the persons name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)

De-escalation script

- David
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and...

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height



Physical Intervention

Open mitten



- Fingers together
- Thumbs away from fingers
- Palms parallel to floor, nails on show
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



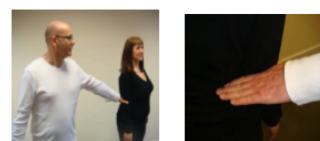
The **Beech Hyde hug** (supportive hug) is used to communicate comfort or reward.

- Hip in
- Head away
- Sideways stance
- Closed mittens on each shoulder
- Communicate intention (I am so pleased with your effort today/I am here to help)
- Use de-escalation script if needed



Open Mitten Guide

- Open mitten hand, placed on the arm above the elbow
- 'Penguin' not 'octopus'
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Use 'de-escalation script' if needed
- Close is safe



APPENDIX 6 - STRATEGIES/ CONSEQUENCES LADDER

At Beech Hyde we make every effort to ensure we use a therapeutic/ relationships based approach to behaviour, however, it is important that all pupils are able to work and learn and behaviour that negatively affects this must be challenged early and clearly. The following consequences/strategies can be employed when behaviour fails to meet learning expectations.

Level	Examples	Strategies	Action
Level 1 Low level disruption	-talking in class when should be working -upsetting play of another child	-reminder of what good behaviour looks like and why good behaviour is necessary for learning -Find out the cause of behaviour and address with the child -moved to different working work space in class -moved to different location to play -Stopped using equipment	Warning about the reasons for good behaviour (for learning) Reflect with child what might need to be different next time
Level 2 Persistent low level disruption or anti-social behaviour	-constant disruption of learning despite warning -unkindness to others -refusal to follow instructions first time -low level rudeness to staff	-speak to child outside classroom and Find out the root cause of the behaviour - remind them of why good behaviour is necessary - include potential consequence if behaviour does not cease -restorative work with another student - apology -restorative work with teacher - apology - meeting with parent/carer (informal) -Refer to 'My Support Plan' if SEN	- loss of privileges (part of break time, part of lunch time, golden time) -reflection with child on behaviour -apology (if needed) -record behaviour on CPOMs -Inform Parents (essential)
Level 3 Persistent very disruptive behaviour or very anti-social behaviour	-constant talking, laughing, singing in class - disrupting learning - constant moving about classroom with permission -messing with another pupils work -serious defiance - bullying behaviours -Refusing to complete work -Refusing to come in to the classroom -Argumentative, confrontational, aggressive, violent behaviour behaviour towards staff or pupils	-Seek support from SLT (headteacher first point of contact) -prioritise safety of all children (remove other children from area if necessary) - de-escalation techniques - remain calm, talk quietly, aim -Anxiety map - restorative practices	-referral to Headteacher - report card - Weekly behaviour record -Risk Management Plan (RMP) -Pastoral Support Plan (PSP) - 16 weeks max. -LINKS outreach -other external support
Level 4 Dangerous/ violent behaviour	-serious violence -arson -serious damage to property	Seek support from SLT immediately	Fixed Term suspension Permanent Exclusion (Headteacher only)