



Abel Smith
School Established
1861

Behaviour Policy

Ownership: School Improvement Committee

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Review Date: October 2023

Headteacher: Daniel Hewitt

Signature:

Date: October 2020

Chair of Governors: Katy Kay

Signature:

Date: October 2020

Policy Review

This policy will be reviewed in full by the Resources Committee no less than annually.

The policy was last reviewed in October 2020 by the Resources Committee and was ratified by the Governing Body at the Full Governing Body meeting on 9 November 2020.

The next planned review is in October 2023.

This policy should be read in conjunction with:

- DfE guidance for "Behaviour and discipline in schools" (January 2016)
- Anti-Bullying Policy
- Physical Intervention Policy
- DfE & Hertfordshire Exclusions Documents
- DfE Mental Health and Behaviour in Schools (2018)

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1. Introduction

Abel Smith School is a happy and caring school. It is our primary aim that every member of the school community feels valued and respected and that each person is treated fairly.

At Abel Smith, we teach and model behaviour through our 3 Cs:

Courage, Care, Commitment

And through our school charter:

1. **We are safe in school**
2. **We are responsible and respectful**
3. **We are kind and understanding**
4. **We do our best and never give up**
5. **We take pride**

2. Rational and Ethos

At Abel Smith School, we seek to provide stimulating, varied and challenging experiences which inspire all our children a lifelong zest for learning. Our children are encouraged to become confident, self-motivated and independent learners who take responsibility for their own development. We value all of our children as individuals and nurture in them respect, kindness and compassion in order that they can take their place as responsible local, national and global citizens.

We believe that it is our duty to promote, encourage and support positive behaviour at all times through clear guidelines. This whole school behaviour policy therefore, reflects the aims of the school and outlines the ethos and procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act confidently and safely. This document outlines the partnership supported and observed by all members of the school community including students, staff, parents and governors.

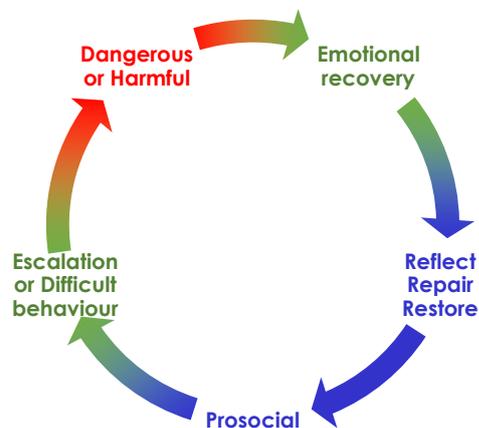
3. Hertfordshire STEPS

This policy is underpinned by Hertfordshire STEPS, a key part of the Hertfordshire Behaviour and Attendance Strategy. 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 therapeutic approach, emphasises consistency; 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. STEPS also provides opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Hertfordshire STEPS is based on the foundation that:

- Positive experiences create positive feelings. Positive feelings create positive behaviour.
- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Adults will focus on the pro-social behaviours and 'catch pupils getting it right'.
- As a school we believe it is necessary to plan for all behaviours (Hertfordshire STEPS, 2019)



All staff receive Hertfordshire STEPS training on annual basis.

4. Responsibilities

The Governors will:

- monitor the school's behaviour policy is implemented fairly and consistently and is regularly reviewed.

The Senior Leadership Team will:

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of the pupils
- regularly evaluate the systems for promoting prosocial behaviour and for minimising and responding to antisocial behaviour
- guide and support staff
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for some children
- work alongside parents to secure and promote positive behaviour

All Staff will:

- work in partnership with parents and carers to promote prosocial behaviour
- model prosocial behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum with appropriate differentiation/scaffold in order to promote prosocial attitudes to learning and behaviour choices
- celebrate prosocial behaviour
- praise and promote prosocial behaviours through positive feelings as a result of positive experiences
- All staff need to know how to promote pro social behaviour and manage antisocial, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Pupils will:

- follow our school charter
- respect one another, themselves and all adults
- make prosocial behaviour choices
- respond to antisocial behaviour of others by using the following strategy:
 1. Say to the person doing the unwanted antisocial behaviour: "Please stop. I don't like it".
 2. If the behaviour continues: "Please stop or I will have to ask an adult for help".
 3. If the behaviour still continues the child will tell an adult.

Parents and carers will:

- Support the school's behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of their children
- praise and promote prosocial behaviours

5. Prosocial behaviour

Prosocial behaviour is defined by Hertfordshire STEPS as behaviour that is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Prosocial behaviour at Abel Smith will be developed through:

- **Relationships** - adults will build and foster positive relationships with pupils, acting in a consistent and fair way to promote a positive and engaging learning environment.
- **Role modelling** - use words and actions that mirror prosocial responses. Adults will model positive and respectful behaviour and language. In PSHE lessons and at other times, adults will model ways of resolving conflict as well as discussions around trust, respect and valuing individual diversity.
- **Consistency** - working out the best way to support each individual pupil and ensure that the approach is consistent.
- **Personalising approach** - where necessary.
- **Scripts and routines** - using agreed, individual words and actions which are likely to be the most effective in achieving the desired outcome for an individual.
- **Positive phrasing** - disempowering challenging behaviour by offering positive phrases, limited choices and appropriate consequences.
- **Planning** - for prosocial and antisocial behaviours in advance, through Roots and Fruits diagrams, anxiety mapping, inclusion circles and behaviour support plans.
- **Reward and positive reinforcement** of prosocial behaviours
- **Provide comfort in distress** - may be appropriate in exceptional circumstances. This may include if a child is in considerable distress. At all times, staff will respond professionally and appropriately to reassure the child. The comfort may include an "Abel Smith Hug".
- **Forgiveness** - when a child demonstrates antisocial behaviour, we believe that the behaviour is unacceptable, NOT the child.

At Abel Smith, we hope that all children are able to experience the following pro-social experiences whilst at our school:

6. Promoting and celebrating success

Staff will promote and catch pupils showing prosocial behaviours, and especially those that represent our three 3s and school charter. Staff will strive to achieve a consistent approach when rewarding pupils and with their language give specific praise.

To recognise prosocial behaviours, pupils may receive verbal praise or a team point. We also appreciate that pupils may prefer different ways of celebrating their successes, so in certain situations, children will be able to choose the way in which they are rewarded.

It may be: a team point, a sticker, a message on their work from the teacher, work uploaded to seesaw, a message home to parents, showing work in assembly or showing work/explaining deed to a member of SLT.

Team point scores will be recorded on the website.

7. Antisocial behaviour

Despite focusing on promoting prosocial, positive behaviour, we recognise that at times, antisocial behaviour may occur. Antisocial behaviour is defined by Hertfordshire STEPS as behaviour that causes harm to an individual, the community or environment. It is behaviour that is likely to cause injury, harassment, alarm or distress. Antisocial behaviour may violate the rights of another person. It is also important to distinguish between difficult and dangerous behaviour. Difficult behaviour is antisocial behaviour which is not dangerous. Dangerous behaviour is behaviour which will 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.

Subconscious behaviours that present without thought or planning. Conscious behaviours are those that are the result of thought and planning.

Staff will endeavour to respond in a consistent manner across the school. Consequences should be used in a balanced fair way and will focus on the behaviour and not the child.

If a child's behaviour has escalated and they are exhibiting difficult or dangerous behaviour, staff will focus on ways of de-escalating the behaviours. Staff are expected to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

Planned responses to escalating behaviour may include:

- Positive phrasing
- Giving limited choice
- Disempowering the behaviour
- Educational and protective consequences.

All staff will use a de-escalation script where necessary if a child is in crisis:

| De-escalation Script | Principles |
|----------------------------------|---|
| Child's name | Personalise |
| I can see something has happened | Acknowledge their right to their feelings |
| I am here to help | Why we are there |
| Talk and I will listen | Offer help |
| Come with me and ... | Offer a 'way out'. |

8. Language

At Abel Smith, we aim to use consistent language across the school, which is inclusive and encourages children to feel part of the school community and to take responsibility for their behaviour. Staff strive to attentively and actively listen to pupils, offer specific praise and respond sensitively and constructively to issues. It is our role to teach and model appropriate conversations and interactions for pupils. When a child's behaviour has escalated, interactions are assertive, directive and non-confrontational.

Examples of the language we use:

Pronouns to build our sense of community, for example "At our school/in our class/at Abel Smith".

Interactions that describe and direct in a positive way.

For example:

| Examples of negative phrasing | Examples of positive phrasing |
|-------------------------------|---|
| Why are you talking? | <i>Pupil</i> this is listening time. |
| Don't run! | Walk, thank you. |
| Don't fiddle with that. | Pencil on the table, thank you. |
| | Where shall we talk, here or the dining room? |

We recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' or dysregulated rather than 'kicking off'. 'stopping' or 'playing up'.

9. Emotional recovery, reflect, repair and restore

It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.

The process of reflection, repair and restore will vary depending on the incident. The purpose of this restorative process focusses on the harm that has been done and how it can be repaired, while appreciating the experiences, feels and needs of the individuals involved. It also helps children and adults to plan to ensure that conflict is less likely to happen in the future.

There will be occasions where children's behaviour may require a consequence. There are two types of consequences:

Educational consequence. Hertfordshire STEPS defines educational consequences as the reflecting, learning, rehearsing and teaching so the freedom can be returned. Examples may include: completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meeting.

Protective consequences. Hertfordshire STEPS defines protective consequences as the removal of a freedom to manage harm. Examples may include: increased staff ratio, limited access to outside space, being escorted in social situations or exclusion.

| | Examples of antisocial behaviour | Reflect, repair and restore response |
|--------|--|---|
| Step 1 | <ul style="list-style-type: none"> calling out/talking over other in class discussions disruption to other children name calling reluctance to follow instructions inappropriate language verbal or physical retaliation non-compliance with general class expectations | <ul style="list-style-type: none"> positive phrasing to disempower antisocial behaviour Educational consequences appropriate to the antisocial behaviour Offering a limited choice ... "either ____ or ____" time out in class at a separate work area Relevant intervention/support offered use of planned scripts |
| Step 2 | <ul style="list-style-type: none"> continuous Step 1 as outlined above, despite interventions. dangerous behaviour that hurts another child physically or emotionally <ul style="list-style-type: none"> kicking, punching, biting, spitting, fighting swearing or persistent rudeness throwing objects in anger conscious damage to school or personal property consciously throwing objects in anger racism/homophobia/bullying | <ul style="list-style-type: none"> Restorative 'My Reflection' (age appropriate), comic strip conversation, social story, role play with puppets. Behaviour analysis – conscious and unconscious behaviour analysis, anxiety mapping, roots and fruits analysis, to inform a risk reduction plan. Time out in another class Behaviour recorded on CPOMs, SLT and parents notified |
| Step 3 | <ul style="list-style-type: none"> dangerous behaviour that physically and/or emotionally assault to a child, a dangerous behaviour that physically or emotionally assaults a member of staff, subconscious or conscious behaviour. serious damage to school or personal property continuous Step 1 or 2 behaviour, despite interventions involving staff, SLT, the Headteacher and parents. | <p>Where any of the above has not had an impact over time, or for an isolated serious incident, a protective consequence should be followed.</p> <p>Follow Hertfordshire Exclusion guidance:</p> <ol style="list-style-type: none"> Exclusion – fixed term Exclusion - permanent |

Enrichment activities: Theatre groups, class visits etc... are an entitlement and therefore children must not be withdrawn from them as a consequence. However, the Headteacher reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability (refer to the Abel Smith Inclusion Policy).

10. Risk Reduction Plans

Our behaviour policy is the plan for the majority of children at Abel Smith. Some children may require an individual Risk Reduction Plan to formalise strategies that differentiate from policy. In exceptional circumstances it may be necessary to seek expert advice from external agencies which result in personalising the response to prosocial and antisocial behaviours to meet the specific needs of a child.

11. Physical contact

Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion.

Only the minimum force necessary will be used in the following ways: supportive arms, open mitten escort or guide.

When the use of restrictive physical interventions may be appropriate:

- Restrictive physical interventions will be used when all other strategies have been exhausted and therefore only as a last resort.
- In situations of clear danger and extreme urgency
- To comfort a student in distress
- To gently direct a person
- To prevent a person from injuring themselves or others
- To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

After an incident of restrictive physical intervention, a debrief for staff and child will take place for the child and staff member, by a member of SLT.

12. Communicating

The school will keep a record of an incident of antisocial behaviour in Step 2 and 3. It is essential that clear and accurate records are kept when logging behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

The adult who witnessed the incident or class teacher will record the incident on CPOMS as soon as possible. CPOMS the software application that Abel Smith uses to monitor and record. This will also inform members of the senior leadership team.

Parents will be informed if:

- A child is consistently displaying the same anti-social behaviours
- A child has been physically marked or significantly hurt another
- Behaviours from Step 1 at the discretion of the teacher (for example, if the behaviour is out of character for the child or it is persistent). Parents will be informed via a telephone conversation or face to face meeting and if contact cannot be made via email.
- Behaviours from Step 2. Parents will be contacted by a member of SLT via telephone or a face to face meeting. A follow up letter will summarise the main points of discussion.

- Behaviours from Step 3. Parents will be contacted by the Headteacher via telephone or a face to face meeting. A follow up letter will summarise the main points of discussion. Hertfordshire exclusion guidance may be followed.
- There are allegations of racism, homophobia or bullying (see Abel Smith's Anti-Bullying Policy).

The Headteacher keeps a record of any pupil who receives a fixed-term or permanent exclusion. Racial and homophobic incidents are recorded on CPOMS and reported to the Governing Body termly.