



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

Date May 2023

### **STATEMENT OF BEHAVIOUR PRINCIPALS**

At High Beeches School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The purpose of this policy is to create a happy, safe and stimulating learning environment where everyone will be inspired to do their very best.

This policy is based on the *Therapeutic thinking Hertfordshire Steps* approach to behaviour management. It is rooted in our school values and learning powers, each making an important contribution individuals' spiritual, moral, social and cultural development, and is borne out through keeping our school rules. The school values provide a foundation on which to base judgements about behaviour and relationships and a common language by which to discuss and evaluate.

<b>School Values</b>	<b>School Rules</b>
happiness kindness/caring positivity self- belief honesty responsibility confidence friendship resilience cooperation respect empathy	<ol style="list-style-type: none"><li>1. Respect all members of our school community.</li><li>2. Try our best when we are learning.</li><li>3. Take pride in our appearance.</li><li>4. Be safe around school.</li><li>5. Set a good example to others.</li><li>6. Include other in our games.</li><li>7. Look after our grounds and equipment.</li><li>8. Show the school values.</li><li>9. Always be helpful and kind to others.</li></ol>

### **Purpose**

The prime purpose of our Behaviour for Learning and Positive Relationships Policy is to enable everyone to behave in a pro-social manner, by developing self-control, tolerance and personal responsibility for their behaviour. We aim to maintain an environment in which all pupils feel safe and secure, have their needs met and flourish as well-rounded individuals.

The success of the policy depends on consistency of approach and everyone in the school community should have the same expectations and approach. In this way, we aim to create an ordered and purposeful environment in which all pupils feel safe, valued and able to invest themselves in learning.

### **Consultation**

All pupils are consulted on the rules, rewards and consequences as they begin a new academic year with a different class teacher. Parents are encouraged to support the policy through the home-school agreement. The staff were also consulted in the making of this policy.



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### **Aims**

- To create an environment that encourages and reinforces outstanding behaviour which promotes impeccable conduct and self-discipline and also ensures that pupils take responsibility for their behaviour.
- To promote self-esteem and positive relationships.
- To develop in our pupils the ability to apply and promote the agreed school's values to a range of situations both inside and outside of the school environment, enabling them to become good citizens and educators of others.
- To sustain an environment in which children and adults are encouraged to share their concerns and where all children and adults are listened to and taken seriously
- To recognise that within a climate of inclusion there will be children who may need support with their specific behavioural needs.

### **Attitudes and Behaviours We are Seeking to Develop**

- to respect and value each other as individuals by developing mutual respect and support
- to show sensitivity and empathy towards the feelings and beliefs of others
- to value and acknowledge effort and achievement
- to be courteous and polite
- to be tolerant and forgiving
- to share with, and include each other
- to resolve problems calmly and collaboratively
- to respect and take responsibility for one's own and others' belongings and for the school and local environment

### **Arrangements for Monitoring and Evaluation**

The governing body will evaluate annually the impact of this policy by receiving data from the headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour incidents
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support provided for all involved



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### **THE POLICY IN PRACTICE**

Class teachers and other adults working regularly with children should always strive to get to know their pupils and to understand their strengths, needs and challenges on both a developmental and a social level. Building a positive relationship based on empathy and respect for one another is the starting point for maintaining and improving good behaviour for learning.

All adults in the school community are expected to consistently model positive behaviour in their interactions with each other and children. Older children are encouraged to set a good example to younger children.

With reference to the school rules and values, staff promote and develop positive learning behaviour by:

- providing a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- setting high standards of speech, manner and dress
- encouraging pride in the school and be proud of each other
- using the language of the '*Zones of regulation*' Appendix A to articulate prosocial and antisocial behaviours and feelings.
- remembering that we are all different and that there is no single 'best fit' model

### **Dealing with Unacceptable Behaviour**

The majority of issues should be dealt with by the class teacher or other member of staff who knows the pupil well. Where behaviour concerns are more persistent or serious, they should be referred to the Phase Leader and SENCO who will support the class teacher by working with the pupil and, where appropriate his/her parents, to improve the behaviour. Serious incidents (such as fighting, bullying or prejudicial behaviour) should be referred to the Headteacher or Deputy. Once investigated, these will usually be recorded and parents will usually be involved as part of a protective and/or educational consequence.

### **Responding to a Child in Crisis**

We aim to resolve incidents as soon as possible, whilst recognising that some children may need time to calm down before doing so (it can take 20-30 minutes for the adrenaline to fully leave a child's body). Once the child is calm and ready to reflect, repair and restore then the experience should be re-visited by re-telling and exploring the story with a changed set of feelings. When dealing with an incident remain calm, demonstrating this through open body language and a normal tone and volume of voice. Use of the following de-escalation script (recorded on the rear of staff ID badges) will help to support this conversation:

- ✓ Child's name
- ✓ I can see something has happened
- ✓ I am here to help
- ✓ Talk and I will listen
- ✓ Come with me and...
- ✓ Thank you



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### **Physical Intervention**

Members of staff should only physically intervene to prevent a child injuring themselves or others, or causing damage to school property. Physical intervention is rarely required and is only used in line with the *Therapeutic thinking Hertfordshire Steps* guidance and training. Should it be necessary, staff members should always seek assistance from another adult. A member of the Senior Leadership Team should be informed as soon as possible and the incident should be recorded and a parent/carer should be informed. For further information, see the Positive handling policy.

### **Rewards**

We strive for outstanding behaviour and endeavour to foster in our pupils the importance of making good choices and to develop in them an intrinsic motivation to do the right thing. To do this we regularly celebrate and reward demonstration of our values through a variety of strategies:

- Stickers
- House points
- Positive comments
- Specific praise
- Comments in reading records
- Positive verbal praise
- Nonverbal recognition e.g. thumbs up
- Sharing work with the class
- Displaying work in communal areas
- Direct praise to the parents / carers at the end of the day
- Sharing work with parents / carers
- Sharing work with another adult
- Sharing work with a member of the Senior Leadership Team

In addition, the following rewards are used in a more formal way:

- Headteacher awards - every week to two pupils in each class who have demonstrated excellent learning behaviours or the half term's value
- House points - given to a child in recognition of learning behaviours, values and good manners. These are collected each week in houses and a termly reward, such as a free mufti day is given to the winning house.

### **School and Parent Partnership**

A positive working relationship between schools and families is critical in ensuring that children are well supported at home and school and we hope that, by building such relationships, parents will be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Parents are requested to support the school's behaviour policy and to indicate this through signing the home-school agreement.

Where the behaviour of the child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. Early warning of such concerns should be communicated to the Phase Leader and Senior Leadership Team, so that strategies can be discussed and agreed before more formal steps are required.

Emerging concerns should also be communicated to their parents/carers as soon as possible. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### **Consequences**

- When considering consequences, we should remember and emphasise the aims and ethos of our school and, in particular, the importance of self-discipline and the values that guide our behaviour.
- It is vital that we use a consistent framework for dealing with any behaviour that is not prosocial. All staff must apply the same criteria in dealing with issues following a simple step-by-step guide.
- Whilst consistency is of crucial importance, we also recognise that some pupils may have a particular challenge with behaving appropriately, in the same way another child may experience challenges with learning to read. In these cases, it may be necessary to approach the behaviour of such children in a different way, in effect modifying our policy.
- A therapeutic approach will be used with tools such as the *Therapeutic thinking Hertfordshire Steps* roots and fruits and anxiety mapping (See Appendix B and C) and others found in its toolkit. Working in partnership with the parents / carers and the child are vital. If external specialists are working with the child, they will advise the school staff regarding appropriate modifications to our policy;
- If deemed appropriate, there may be an Individual Management Plan/Behaviour Plan (Appendix D) in place for the child. This will be devised and shared with staff, parents and the pupil, where appropriate. It may also be appropriate to complete one or more of the following:
  - Risk Management Plan (RAMP), if the child is a risk to his or her self and/or others (Appendix D);
  - Safety and Support Plan (SSP), if the child is a risk to others;
  - Early Help Module (EHM) if multi-agencies are involved with the child;
  - Pastoral Support Plan (PSP), if the child is at risk of exclusion;

### **Consequences for Unacceptable Behaviour**

Lower level behaviours will be dealt with in class by the class teacher and children will receive educational consequences for their actions commensurate to the level, frequency and type of behaviour. We will ensure that consequences are always fair, certain, logical and focus on the inappropriate choice being made by the child.

We understand that children may not always make the right choices of behaviour and that sometimes behaviours may be conscious (behaviours that we choose) and sometimes may be subconscious (behaviours that choose us). Adopting a therapeutic approach, adults should try to find out why an inappropriate choice has been made and coach the children to understand what a better choice may be. This process may be supported, where appropriate, by 'Roots and fruits', 'anxiety mapping' and other tools from the *Therapeutic thinking Hertfordshire Steps* toolkit.

Should the frequency or severity of the unacceptable behaviour increase, class teachers should seek the help of their Phase Leader, the SENCo or other members of the leadership team, who will advise on strategies to support the child to improve his or her behaviour, and should discuss their concerns with the child's parents. At this stage the severity of consequences may increase, including more regular involvement of the Phase Leader in consequences themselves (such as time out) as well as in support and reward (such as monitoring and rewarding good behaviour against agreed targets).

For serious breaches of safety or discipline and for significant escalation in the frequency of lower level disruption, more significant consequences (such as lunchtime exclusions, internal exclusions or removal of privileges) may be applied immediately. Such incidents will be recorded on Arbor and will normally be reported to parents.



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### **Reflection**

Procedures are in place for supporting and debriefing the child after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress. This may be done using tools such as social stories, role-play with puppets, dolls etc, comic strip cartoons. It is OK to make mistakes as long as you learn from them.

### **Exclusion Policy**

The decision to suspend (exclusion for a fixed term) or permanently exclude a pupil is taken by the headteacher (or senior member of staff acting on his or her behalf, in his/her absence) as a last resort, where other forms of support have not had sufficient impact. This is to ensure that other pupils and teaching staff are protected from disruption and can learn and thrive in a calm, safe and supportive environment.<sup>1</sup> In addition to the principals and practice set out earlier in this policy, the following points are noted:

- Where a child is identified as at risk of (external) suspension or permanent exclusion, relevant school staff will meet regularly to explore and monitor appropriate support and, where possible, parents will be informed.
- Where patterns of behaviour are repeated or increasing, in addition to other forms of support, it is likely that a child will first receive an internal exclusion before an (external) suspension is given. This may help to demonstrate the severity of an incident and the importance of changing the behaviour.
- An internal exclusion is when a child will spend half a day, a full day or a number of days with the Headteacher or Deputy Headteacher, or in another class. It is also likely that they will not have normal playtimes with their peers.
- Parents will always be informed that an internal exclusion has taken place and of the potential risk of (external) suspension or permanent exclusion.
- The decision to permanently exclude may arise from a particularly serious single incident or it may come about after a series of fixed term exclusions that have had a limited or no impact in improving a child's behaviour.

### **Roles and Responsibilities**

All staff share a responsibility for implementing this policy. The **headteacher** will report to the governing body on its impact. She/ He will:

- inform the pupil's parent(s) or carer of serious behaviour incidents and the consequences, the period of any exclusion, and when permanent exclusion is judged to be necessary;
- carry out an investigation to identify the reasons for the exclusion;
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee;
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided;
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam; and
- address any discriminatory behaviour and ensure that racial incidents and bullying are reported to the Governing Body.

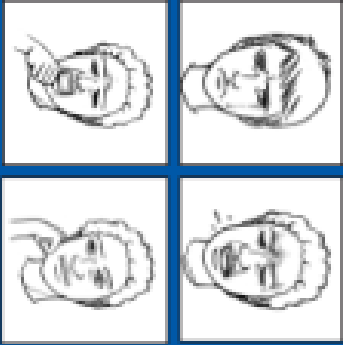
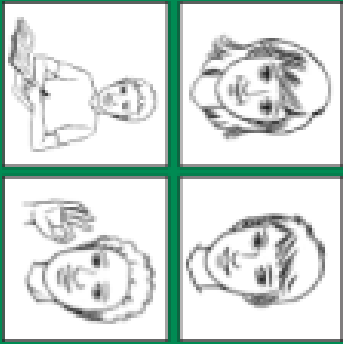
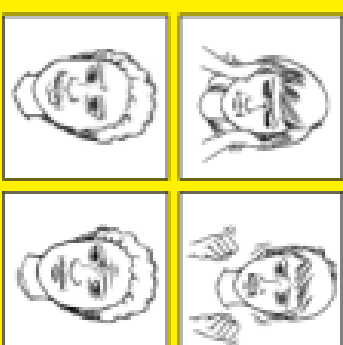
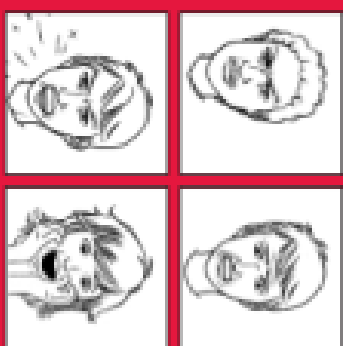
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<sup>1</sup> *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Parts One and Two, DFE, September 2022*



**APPENDIX A**

# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored</p> <p>Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused</p> <p>Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited</p> <p>Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated</p> <p>Out of Control</p>

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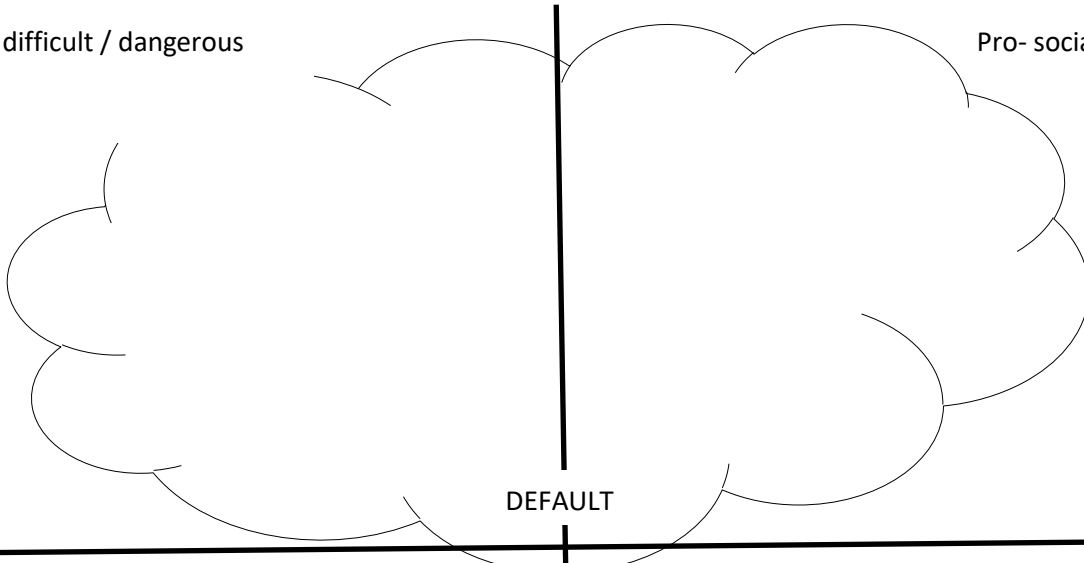
**APPENDIX B**

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



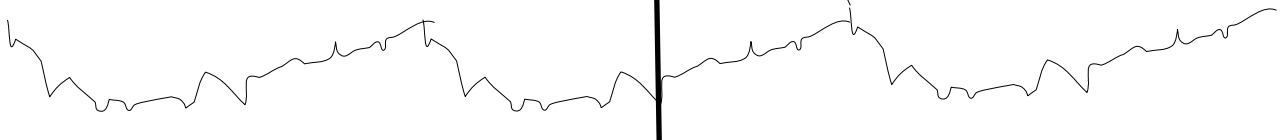
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Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences





APPENDIX C

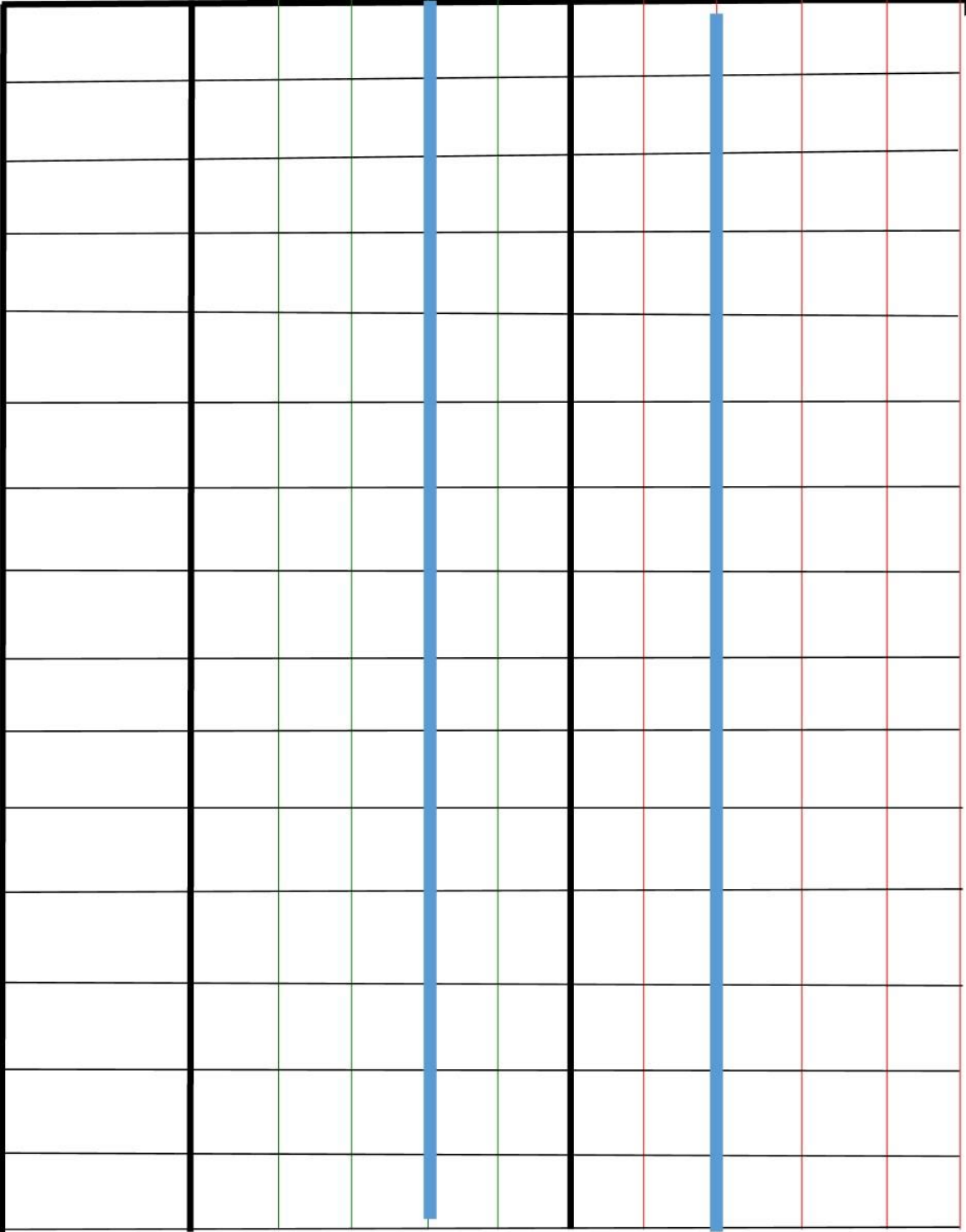
Anxiety

+5  
+4  
+3  
+2  
+1  
0  
-1  
-2  
-3  
-4  
-5

**Anxiety Mapping**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Time / location / staff / activity etc



# HIGH BEECHES PRIMARY SCHOOL

## *Behaviour for Learning and Positive Relationships Policy*

### APPENDIX D Individual Risk Management Plan (1)

#### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page.*



# HIGH BEECHES PRIMARY SCHOOL

## Behaviour for Learning and Positive Relationships Policy

### APPENDIX C Individual Risk Management Plan (2)

#### Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....