



Curiosity, Courage, Compassion

'A community learning together in God's love'

Thundridge and Tonwell St Mary's Church
Schools' Federation

Behaviour Policy

(Tonwell St Mary's)

Date updated: September 2022

Review Date: September 2023

1.0 Aims and expectations

Our vision and values for our school set out our aims to help each child to:

Be interested to develop a love and independence for learning and be ready to try new things.
Be brave enough to make mistakes, have a go at challenges and try again.
Be kind showing respect and care to all.

Our federation is a community where each person is known and valued. We are ambitious for all to develop our three Cs, as well as Christian and British values.

We set high levels of expectation of behaviour for all children and staff to enable academic and personal progress.

Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

In order to achieve this, we work to create a positive learning environment within the school, that ensures that our approach to behaviour management is consistent, and understood by all staff, pupils and parents. We use the principles set out in the 'Hertfordshire Steps Approach', which is a therapeutic approach to behaviour management with an emphasis on improving educational outcomes for all pupils by promoting and supporting their engagement with education. We used a shared language as part of this approach. Definitions can be found in appendix 6.

All adults aim to provide positive examples and attitudes. Relationships with other adults and pupils should be fair, honest, polite, courteous and considerate.

This policy is publicised to parents/carers and staff via the newsletter or safeguarding annual update every year and is also published on the school's website. It is shared with all new staff on induction.

2.0 Rationale for this policy

This policy has been developed:

- so that we may specify what we regard as acceptable behaviour
- to offer guidance to new staff, governors and parents on our expectations about our pupils' behaviour and on how we deal with difficult or dangerous behaviour
- to fulfil the requirements of the Education Act of 1997 which stipulates that governing bodies 'must agree a written statement of general principles of an overall behaviour and discipline policy'

3.0 What do we mean by 'good'/pro-social behaviour?

At the beginning of each year (and term if appropriate) class teachers will review the "School Rules" (See Appendix 1) and encourage children to consider examples of these, how they would apply and examples of behaviour that do and do not concord with them.

This behaviour is encouraged in every area of school life and children are helped to recognise examples of 'good'/pro-social behaviour at all times. We believe that through example, praise and encouragement, children will learn to behave appropriately.

4.0 The benefits of pro-social behaviour

4.1 At Tonwell St Mary's we believe that, as members of a Christian community and because staff, pupils and parents value pro-social social behaviour, children should:

- learn to care for one another
- learn what pro-social behaviour means
- learn to value friendship
- develop a respect for cultural diversity
- develop self-confidence
- develop a sense of self awareness and sensitivity to other people
- acquire a set of moral values
- do as well as possible in their school work
- to have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school

4.2 Teachers should be able to:

- teach effectively with few instances of difficult behaviour
- meet the academic needs of all pupils
- make positive contact with all parents
- develop personally and professionally

4.3 Parents should be able to:

- feel confident that their children are growing spiritually, socially, personally, and academically
- know that their children will receive support when they need it and feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

5.0 How we will encourage pro-social behaviour

Provided that the learning environment is safe, enables effective movement and that lessons are appropriately pitched and engaging for children, the behaviour of pupils at Tonwell St Mary's is almost always pro-social and pro-social. Furthermore, all staff will model the behaviour they wish to see in pupils i.e. being polite, respectful, and considerate and by taking an interest in pupils' work and welfare. Staff will use positive framing when speaking (e.g. 'walk slowly to be safe' rather than 'don't run!') with children and have a therapeutic view in which we acknowledge that positive experiences create positive feelings and that in turn positive feelings create positive behaviour.

Staff will also consistently apply the school's Behaviour Code, (Appendix 2) constantly finding opportunities to reward pro-social behaviour/effort/work ethic whilst addressing inappropriate behaviour immediately and consistently, explaining why consequences are given.

The Behaviour Code outlines the rewards and consequences applicable to pupils.

Rewards

Step 1: Teachers should constantly look for opportunities to praise children. Every child in the class should reach Step 1 every day.

Step 2: Every time a child reaches a Step 2 reward, they receive a House point/sticker to put on their "House Point Chart. When they reach 20 stickers, they will reach Step 3.

Step 3: The Headteacher's Rewards include a certificate and a choice of stationery.

Step 4: For obtaining 3 Headteacher rewards, the child will be invited to attend a “Tea Party” with the Headteacher

Star of the Week Awards

The Star of the Week awards will be presented at the end of each week to one child from each class who has shown special achievement. This might be for academic work or progress but the ‘Star of the Week’ may also be awarded for pro-social behaviour or for the caring, friendly or courteous way the child has conducted themselves in school. Normally the class teacher will decide who is to be given the award. The children will receive the awards during celebration assembly and their certificates are displayed on a special notice board in the corridor. All children will be celebrated with star of the week across every academic year.

House Points

All children are allocated into one of four house groups. These grouping arrangements may also be used for sporting events such as sports day or as an organisational structure for other activities within the class. House points are awarded daily to children living out the school values and a small sticker is added to their house points chart (for Y1-6 only at the back of the reading record).

6.0 Dealing with difficult or dangerous behaviour

Despite the work that is done to ensure pro-social behaviour from pupils, from time to time, children may display more difficult or dangerous behaviours. In such cases, staff should apply a tiered approach to consequences. During ‘time out’, consequences may involve: completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meetings. If a child continues to demonstrate more difficult or dangerous behaviour, staff should also analyse the behaviour using ‘Hertfordshire Steps’ approach with ‘Roots and Fruits’ and ‘Anxiety Mapping’ and differentiate to attempt to better support the child.

Consequences

Prior to Step 1:

Children may be given a non-verbal indication, informally spoken to, if appropriate- asked to move to another seat or other children will be praised for their continued pro-social choices. If however, a child persists with inattentiveness or low level disruption, the child will be moved to Step 1.

Step 1: “Verbal Warning” This explicit phrase is used with the child to inform them that, despite the adult trying to redirect them, this is still not being acted upon. This warns that child that they are making inappropriate choices and risk further consequences.

Step 2: There is an age appropriate period of loss of free time and a discussion with the adult who imposed the Step 2.

Step 3: If over the course of the period (am/pm./lunchtime) the imposition of Step 2 does not redirect the child, there will be an age appropriate time out. This will be discussed with parents and a member of the Senior Leadership Team. Step 3 will also be automatically reached for low level fracas with others.

Step 4: If a child is continually reaching Step 3, there will be a significant period of time out with a senior leader. Parents will be asked to make an appointment to discuss how we can work together to encourage positive, pro-social behaviour. There are occasions, however, when it would be appropriate for a child to move directly to Step 4. The school does not tolerate wilful violence towards anyone. Fighting and wilful, malicious harming of others is not acceptable under any circumstances and should be firmly dealt with.

Beyond Step 4

In very rare cases it may be necessary to temporarily exclude a pupil. On return, there will be a return to school meeting with the child and parents. Only if the Headteacher believes that there will be an improvement in behaviour will the child be allowed to return. In such circumstances, the local education authority procedures will be followed.

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances, the local education authority procedures will be followed.

Inclusion

This policy will be appropriate for the vast majority of pupils at the school. There are, however, a small number of pupils who, due to their medical, behavioural or SEN status, would require a finer level of breakdown and even greater clarity over behavioural expectations. Under these circumstances, in consultation with parents, a 'Hertfordshire Steps' risk reduction plan will be created making explicit what steps need to be taken to ensure improvements in behaviour. Analysis, using anxiety mapping and roots and fruits will be undertaken to inform the risk reduction plan. Please see appendices.

Recording of difficult/dangerous behaviour

Staff should document:

Any incident of Step 3 (using the school's behaviour incident system)

Allegations of Bullying (in line with the Anti-Bullying Policy)

Any racial incidents (in line with local education authority guidance)

Any behaviour that could be considered sexual in nature (using the school's behaviour incident system)

Recording of incidents which are sexual in nature

The school has an 'it could happen here' approach to sexual abuse and sexual harassment. Any behaviours which are sexual in nature will be considered and any response supported using the Brook Traffic Light system and will be recorded using the school's behaviour incident system. Even behaviours considered 'green' and therefore in line with typical child development will be recorded and support will be put into place with the child (e.g. NSPCC Pants).

Child on Child Abuse

All staff recognise that children are capable of abusing their peers (including online) and that this is known as peer on peer abuse. Staff are clear that we have zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The school uses NSPCC Speak out, Stay safe materials biannually, protective behaviours tools such as the helping hand naming trusted adults every year and our strong relationships with children to encourage them to report abuse. Our anti-bullying policy sets out more detail about our procedures and approach.

Behaviour outside of school premises

Non-criminal, poor behaviour that occurs off school premises but is witnessed by a member of staff or reported to the school will be dealt with on an individual basis, for example: applying protective or educational consequences in line with the school's approach to dealing with behaviour incidents in school, meeting with parents/carers, supporting restorative work.

7.0 Relationships with parents and other agencies

Parents have a vital role in promoting pro-social behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

7.2 Parents/Carers should:

- work in partnership with the school and teachers and follow Home School Agreements
- keep the class teacher/school informed if a problem arises
- support decisions made by the school which are in the best interest of the child
- ensure their child attends school regularly and punctually
- make sure their child is dressed appropriately for school and has any necessary equipment
- discuss the 'School Rules' with their child
- talk to their child about their behaviour
- listen to their child's point of view whilst also considering the views of others
- communicate with their child's teacher if they are concerned about a behaviour issue
- talk to their child's teacher if the school is concerned about a behaviour issue
- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school
- inform us about their child's ill health and any absences connected with it

7.3 The school will endeavour to achieve pro-social home/school liaison by:

- inviting parents to enter into the home/school agreement
- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- keeping parents informed of school activities by newsletter and notices
- involving parents at an early stage in any difficult or dangerous behaviour

7.4 Full use will be made of education welfare, children's services, health services and the Educational Psychologist when appropriate. Value is placed on our relationship with the police and liaison is encouraged.

8.0 Monitoring

8.1 All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

Whole School Rules

We will show respect to all adults and children
We will follow instructions from adults
We will be gentle, kind and helpful
We will work hard and always try our best
We will look after property and help keep our school clean and tidy
We will listen to people
We will be honest
We will play gently together, not excluding or hurting anyone

Appendix 3: Risk Reduction Plan

Individual Risk Reduction Plan

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
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Anxiety / DIFFICULT behaviours	Strategies to respond
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Crisis / DANGEROUS behaviours	Strategies to respond
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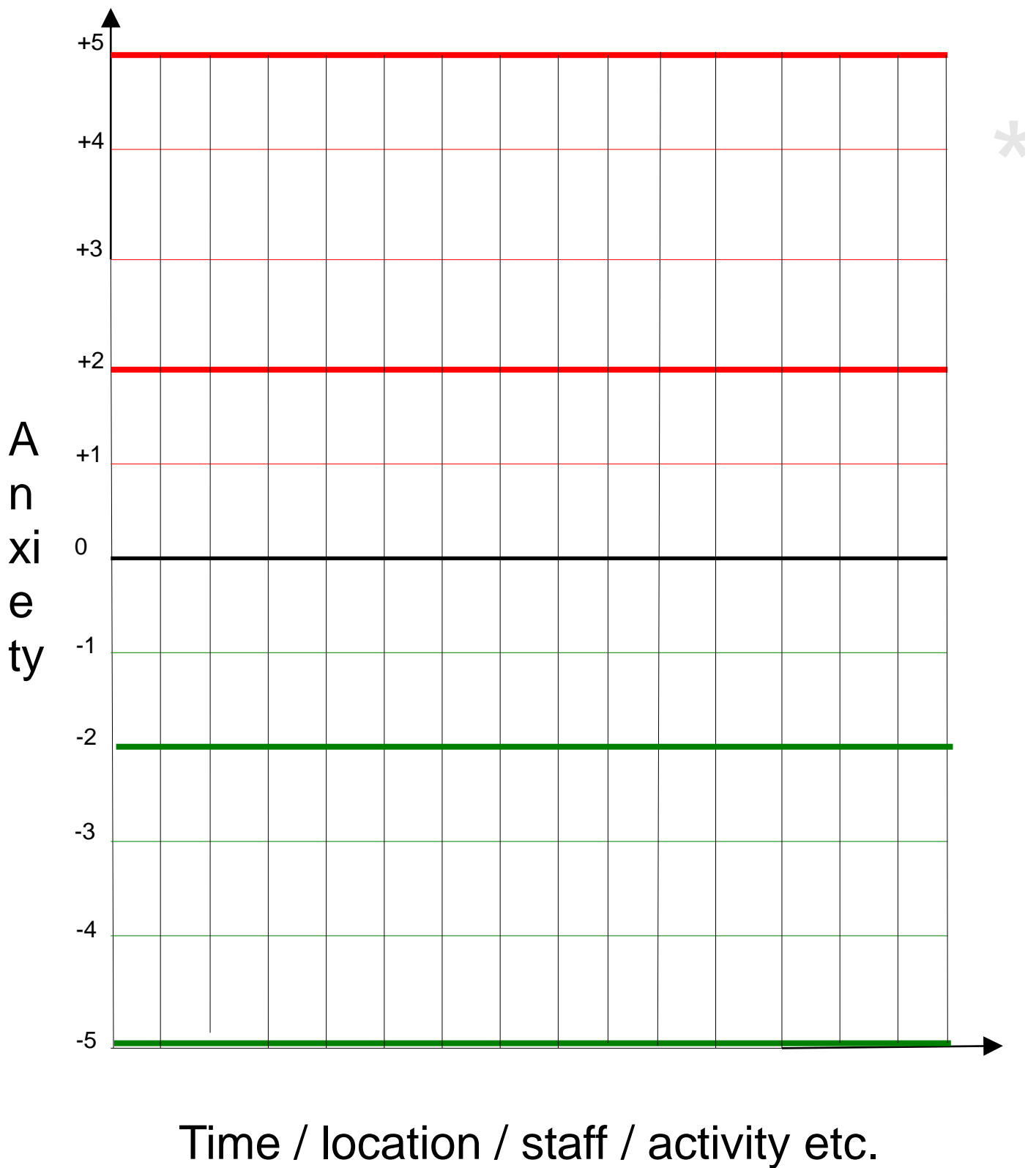
Post incident recovery and debrief measures
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Signature of Plan Co-ordinator..... Date

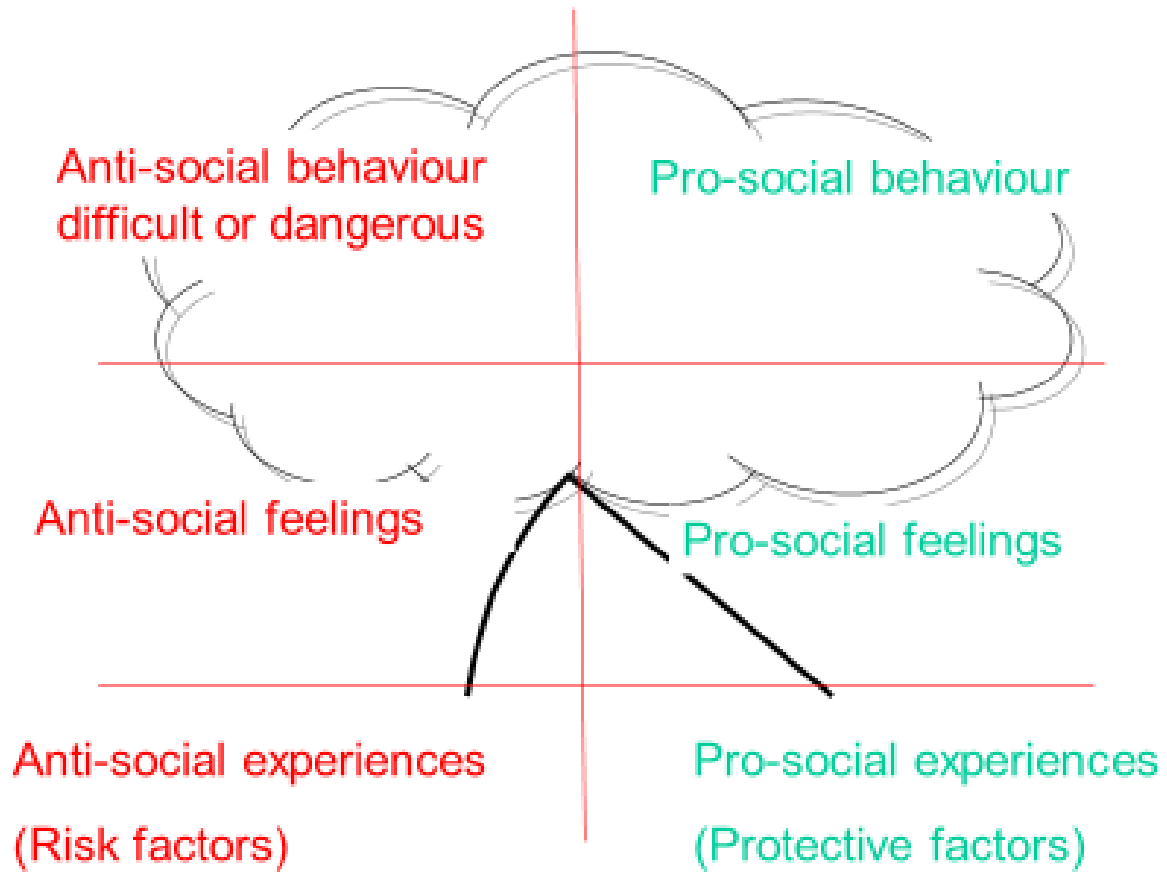
Signature of Parent / Carer..... Date

Signature of Young Person.....

Appendix 4 Anxiety Mapping



Roots and fruits activity



Appendix 6 Definitions of shared language for therapeutic approach

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social

interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.