



Curiosity, Courage, Compassion

'A community learning together in God's love'

Thundridge and Tonwell St Mary's Church Schools' Federation

Behaviour Policy

Date updated: September 2023

Review Date: September 2024

Our Christian Vision, Values and Aims

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 (curiosity, courage, compassion), 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 families. We use the principles set out in 'Hertfordshire Therapeutically Thinking', 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 7.

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

Pro-Social Behaviour

Pro-social behaviour is positive, helpful, and values social acceptance. We teach pro-social behaviour by modelling positive relationships and interaction, agreeing clear boundaries and rules, using positive phrasing, giving praise and reward when successful and giving comfort when not successful with reflection opportunity to repair and restore relationships.

Noticing and acknowledging pro-social behaviour encourages repetition and communicates the school community's expectations and values to all pupils.

We use the following approaches:

- Verbal praise
- Sharing work with another adult in school
- Writing, telephoning or telling parents/carers about specific examples of work/behaviour
- Stars of the week certificates
- House points (Tonwell only)
- Mentions in the weekly Celebration/ABC worship/newsletter
- Positions of responsibility (e.g. being a buddy)

We do not use public displays or ladders with children's names on, reward charts, class dojos.

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, progress or for pro-social behaviour. Normally the class teacher will decide who is to be given the award. All children will be celebrated with star of the week across every term.

House Points (Tonwell)

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). Children receive a Headteacher's award when they complete their chart.

Anti-Social 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 outlined in our appendices.

We may use the following approaches:

Protective consequences – action to manage potential harm

- Differentiated learning space
- Restricted use of certain areas/activities
- Time out from classroom/playtime
- Increased staff ratio

Educational consequences – reflection, learning, rehearsing and teaching

- Reminders of expected behaviour
- Verbal warning
- Time out of class to complete learning activities
- Assisting to redress any damage or disruption to classroom organisation
- Restorative meetings, forgiveness and 'clean slate' for moving forward

Prevention

- Modelling respectful behaviour in front of children
- Planning an engaging and relevant curriculum
- Personalising the curriculum and making reasonable adjustments and adaptations
- Ensuring school rules are shared, understood and regularly revisited
- Knowing our children well, anticipating triggers and intervening before things go wrong
- Staff using all opportunities to notice children 'getting it right' and have daily positive interactions with all
- Offering verbal and non-verbal reminders of our expectations for children
- Giving children specific, limited choices
- Naming the behaviour, not the child

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 SEND needs, require a finer level of breakdown or further adaptations.

If a child continues to demonstrate difficult or dangerous behaviour, staff should also analyse the behaviour using 'Therapeutically Thinking' approach with 'Roots and Fruits' and 'Anxiety Mapping' and differentiate to attempt to better support the child.

Under these circumstances, in consultation with parents, either a predict and prevent plan, or for more serious concerns, a risk reduction plan will be created making explicit what steps need to be taken to ensure improvements in behaviour. Please see appendices for proformas.

Communication and Recording in school

Recording of difficult/dangerous behaviour

Staff should document: Any incident of Level 2 or 3 behaviour (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).

Recording of incidents which are racist in nature

Any incidents that are considered to be racist in nature will be recorded using the school's behaviour incident system.

Child on Child Abuse

All staff recognise that children are capable of abusing their peers (including online) and that this is known as child on child 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 where appropriate, 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.

Communication with parents and carers

Parents and carers will be informed of any Level 2 or 3 incidents. Other incidents will be reported at the discretion of the class teacher and will be dependent on the individual child's circumstances.

Parents and carers will:

- Work in partnership with the school to follow the Home School Agreement supporting the behaviour policy principles working in partnership with school should any challenges arise and consequences are required.
- Model respectful behaviour in front of children at all times.
- Make staff aware if they are concerned about behaviour at school or at home and inform the school of any event which may affect their child's performance or behaviour at school

The school will:

- Invite parents to enter into the Home School Agreement
- Share regular constructive and positive feedback on their child's learning and behaviour
- Involve parents at an early stage in any difficult or dangerous behaviour
- Communicate with home about any more serious or persistent issues.

Exclusions and Suspensions

In very rare cases it may be necessary to temporarily suspend or to exclude a pupil. On return, there will be a reintegration 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 or following persistent, serious breaches of the behaviour policy 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.

Training and Support for Staff

All staff will take part in annual refresher training in the Therapeutically Thinking approach. When significant dangerous behaviour has occurred, staff involved will be offered time to recover and to reflect on the incident with a senior member of staff. Where appropriate, supervision may be offered.

Monitoring

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.

All categorisations of incidents are at the final discretion of the Headteacher.

Behaviour level	Examples of anti-social behaviours	Protected/Educational Consequences	
		In School	At play/lunchtime
Level 1	<p>Low-level disruption, calling out, talking over others</p> <p>Disruption to others' learning</p> <p>Unwillingness to engage in learning task</p> <p>Reluctance to follow instructions</p> <p>Non-compliance with class expectations</p> <p>Speaking disrespectfully to others</p>	<p>Step 1: Reminder</p> <p>Step 2: Second reminder/verbal warning</p> <p>Step 3: Child offered a different place to work in the classroom or self-regulation time if needed. Adult support/intervention as needed</p>	<p>Step 1: Reminder</p> <p>Step 2 Second reminder/verbal warning</p> <p>Step 3: Child offered a different place to play. Adult support/intervention as needed</p>
Level 2	<p>Continuation of level 1 behaviours following level 1 consequences</p> <p>Deliberately physically or emotionally hurting another person</p> <p>Physical retaliation</p> <p>Name-calling</p> <p>Deliberate damage to equipment</p> <p>Inappropriate language</p>	<p>Step 4: Child sent outside classroom to work for 5-10 minute time out (school specific arrangements)</p> <p>Step 5: Removal from classroom for specified amount of time.</p> <p>Meeting with parent and class teacher (and SLT if persistent)</p> <p>Consider review of provision and use of Therapeutically Thinking pro formas for persistent Level 2 behaviours</p>	<p>Step 4: Child sent to sit on outside bench or to stand next to adult for 5-10 minute time out</p> <p>Step 5: Child sent in from playtime</p> <p>Meeting with parent and class teacher (and SLT if persistent)</p> <p>Consider review of provision and use of Therapeutically Thinking for persistent Level 2 behaviours</p>
Level 3	<p>Serious and deliberate physical or emotional harm</p> <p>Deliberate use of discriminative language</p> <p>Deliberate serious damage to property</p> <p>Bringing in, physically threatening or using a weapon</p> <p>Sexual violence or harassment</p>	<p>Where consequences from Level 2 have not had impact over time or for an isolated serious incident, the following procedures may be followed:</p> <p>Removal from classroom, (internal suspension) and restorative time</p> <p>Suspension if there are repeated Level 2 or 3 behaviours</p> <p>Permanent Exclusion if there is a significantly dangerous one-off incident or persistent serious breaches of the behaviour policy</p>	

Appendix 1

Whole School Rules

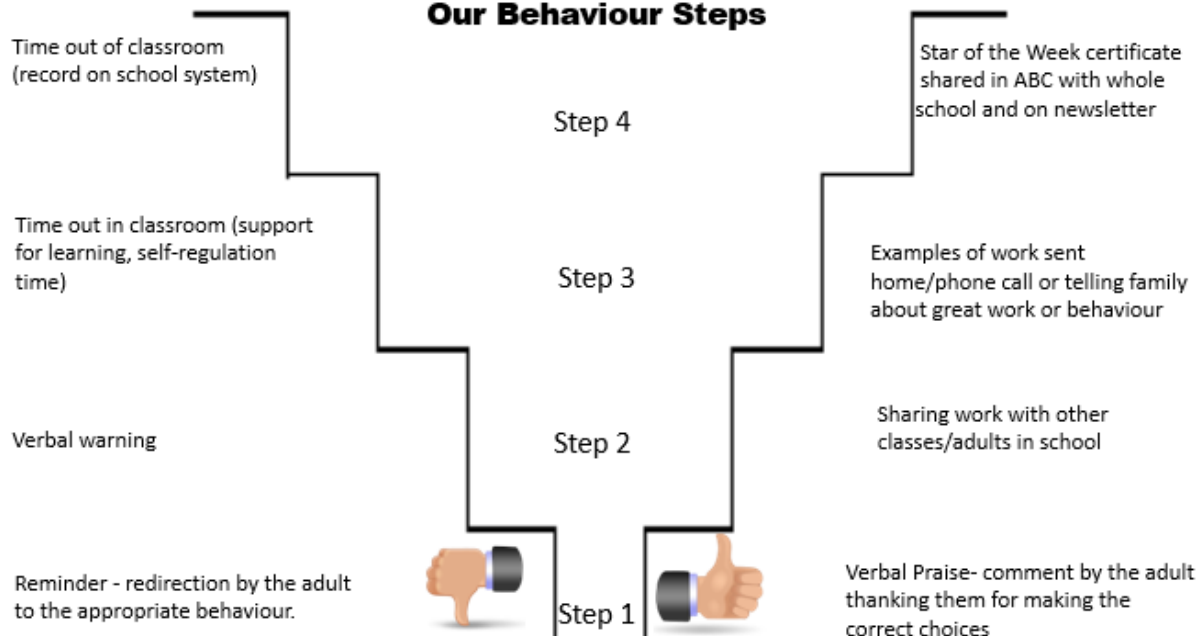
We will be respectful to all adults and children
We will listen and follow instructions from adults
We will be gentle, kind and helpful
We will be ready to work hard and always try our best
We will be responsible, look after property and help keep our school clean and tidy

Appendix 2: School Behaviour Visual – saved separately

*Step 4 or incidents must be recorded on school system and family informed. See behaviour levels for response to persistent Step 4 or serious/deliberate incidents.



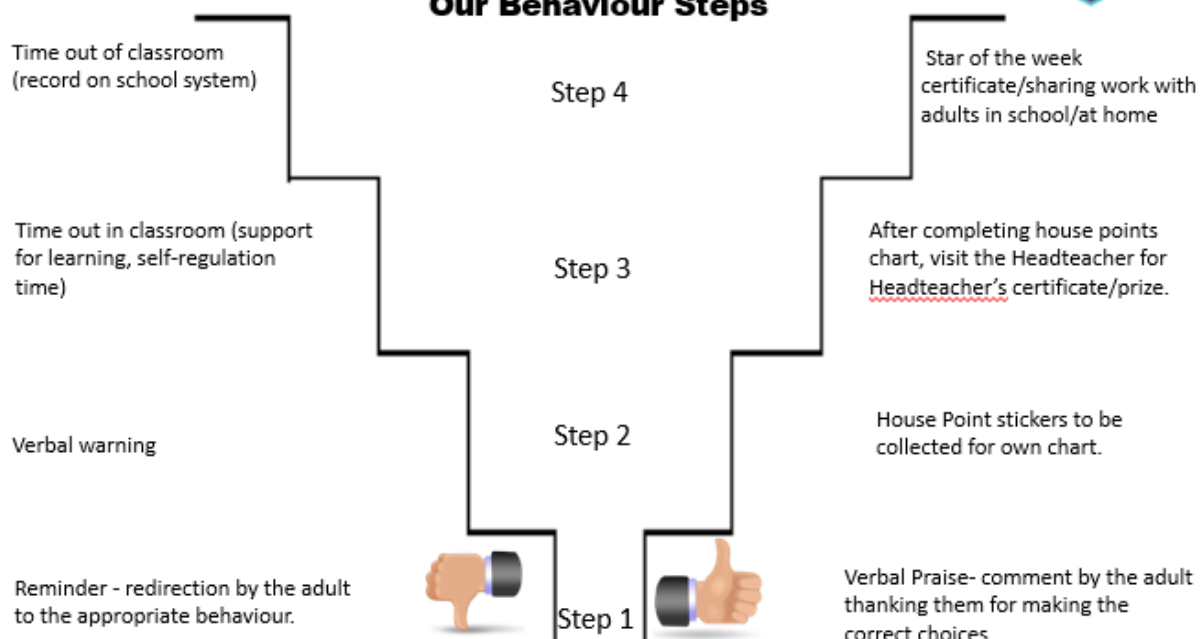
Thundridge School Our Behaviour Steps



*Step 4 or incidents must be recorded on school system and family informed. See behaviour levels for response to persistent Step 4 or serious/deliberate incidents.



Tonwell St Mary's School Our Behaviour Steps



Appendix 3: Risk Reduction Plan

Individual Risk Reduction Plan

Name	DOB	Date	Review Date
-------------	------------	-------------	--------------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
--------------	---

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.....

Appendix 4 Predict and Prevent Plan

17

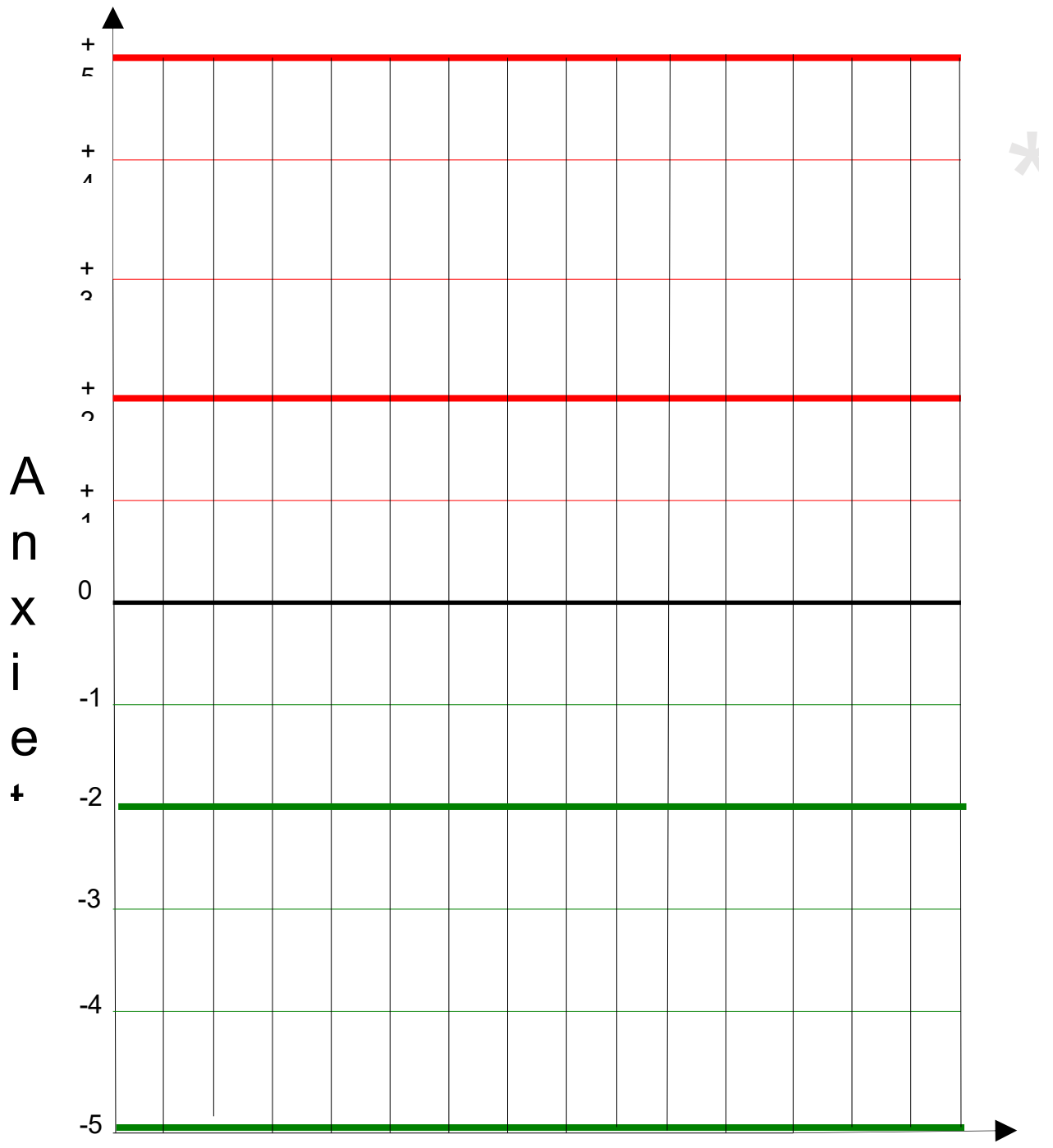
Predict and prevent

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

Predict and prevent

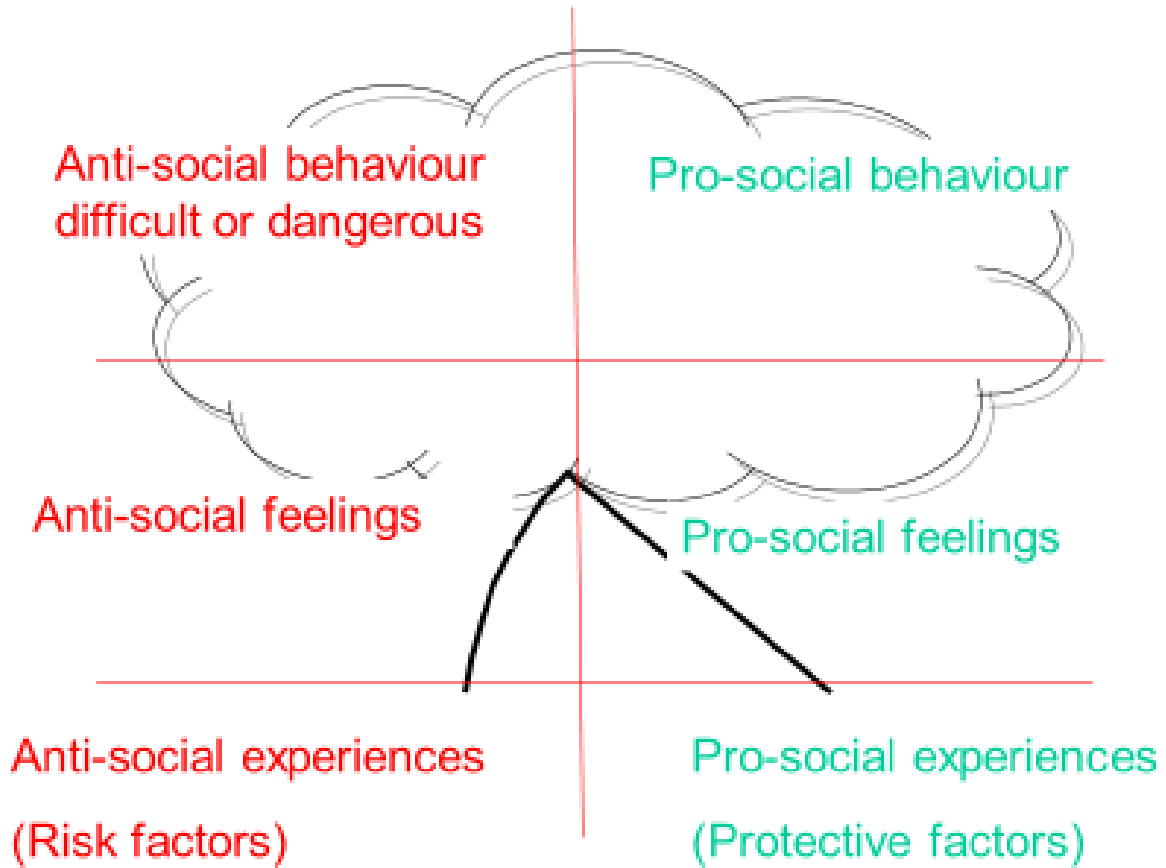
	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus)	Planned Differentiation required to reduce anxiety 1. Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan e.g Connect 4, top trumps) 2. Sentence stems, word bank and chunked tasks needed for all topics 3. He will always need access to the outside; this should be differentiated as a consequence but never removed. He needs support at all play times 4. This may be sensory, be aware of noises which may cause crisis, support if unplanned or unpredictable, offer re-assurance not criticise 5. Remove their lolly stick from the pot; never ask them to read aloud . Give them pre-prepared questions to answer and if willing they can contribute
	+2	These items run the risk of overwhelming the pupil 1. Literacy	Monitoring needed 1. More support needed to start task and regular check ins. Celebrate small achievements e.g Capital letters, underlining headings, completing minimum work to celebrate success. Allow take up time if off task
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 1. Structured play 2. Praise, non-public	Monitoring needed 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then reengage and give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly.. Tell them the behaviour you observed and how it made you feel
	-2 - -5	These areas have developed an over reliance 1. Carpet time	Differentiation needed to reduce this over reliance 1. He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location

Appendix 5 Anxiety Mapping



Time / location / staff / activity etc.

Roots and fruits activity



Appendix 7 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.