

# Saffron Green Primary School

## Behaviour Policy



**Date ratified by Governing Body:**

**November 2017**

**Date for review:**

**November 2020**

## **Introduction**

Everyone at Saffron Green Primary School has a part to play in the promotion of high standards of behaviour. At Saffron Green we have adopted a therapeutic model of behaviour known as “STEPS”. This model is the approved and preferred choice of Hertfordshire Country Council.

Our School rules and philosophies are based around the key three rules and that is that children have:

<b>Saffron Green’s 3 Rules</b>
<b>1) The right to learn without distraction.</b>
<b>2) The right to feel safe.</b>
<b>3) The right to be treated with respect.</b>

The STEPS Therapeutic approach has an emphasis on consistency, on 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. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after an incident, particularly if physical intervention has been required.

Staff are trained in level one ‘Step on’ training and new staff joining the school receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps tutors and they deliver the initial training and annual refresher training to our staff.

### **Its aims are:**

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a rights respecting school.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil’s behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

## **The curriculum and learning**

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (see Anti-Bullying policy). A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to outstanding behaviour as it is to outstanding learning. All children should be

treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

### Praise, reward and celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done by:

- Praise from adults and peers.
- Showing good work to other classes, teachers or Head Teacher.
- Good work and achievements being displayed all around the school and in class.
- Weekly opportunities to present to their class positive experiences that week.

### Consequences

When positive behaviour is not being demonstrated, we believe it is key to begin to understand the underlying causes of the behaviour that have lead up to that behaviour choice. Behaviour management and responses need to be personalised and designed to meet the very specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

If a child is exhibiting behaviour issues, an exercise is carried out by a member of staff that assists in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

When a child is not demonstrating positive behaviour, staff will:

- Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way and consequently put actions in place and differentiate to lessen this pupil's anxiety or anger.
- Give a verbal warning that includes a reminder of consequences.
- Time away at a different table may be needed.
- Time away in a quiet and free of distraction place where a child can go to work or relax and reduce the level of social and sensory demands. This can be in the classroom or elsewhere in school.
- Time should be spent in the classroom reflecting on the behaviour before having a discussion with the teacher considering any roots to the behaviour and reminders of positive behaviour choices.
- Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect

and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour and may include:

Here is information about some of the strategies that STEPS uses.

### **Positive phrasing.**

"Come and sit next to me for the story", "Stand next to me Billy, Stand next to me, Stand next to me Billy. Well done Billy you are standing next to me."

### **Repetitive limited choice:**

"We are going to talk now John, we can talk at the table or in the library, John. At the table or in the library? Are you going to sit alone or with the group? Are you starting your work with the words or a picture? Would you like to sit on the chair or bean bag?"

### **De-escalation script:**

"Jonny. I can see that something has happened, I am here to help, talk to me and I will listen, come with me and....."

### **Disempowering the behaviour.**

"You can listen to the story from there."

### **Protective consequences.**

Limited access to areas, escorted in social situations, differentiated teaching space

### **Educational consequences.**

Completing tasks, rehearsing (e.g. how to walk), research (why an action is dangerous), assisting with repairs.

### Physical intervention

There may be situations where physical contact with a child is used. These may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.
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There are situations when physical intervention may be necessary. Staff are annually trained by Hertfordshire Steps trainers in how to safely use physical

intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Situations may include:

- To prevent a person from committing a criminal offence.
- To prevent a person from injuring self 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.

### Behaviour plans

Learners who may need a behaviour plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

### Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

### Referrals to Outside Agencies

On occasion the child's needs may become more severe. On these occasions the use of external agencies will be requested by the school with parental permission.

## Exclusions

On certain occasions some incidents may require the Headteacher to issue an exclusion. This may be for a physical assault or continued disruptive behaviour and/or disrespectful behaviour or when it is felt the child or other children are not safe. These decisions are not made lightly and are informed by Local Authority guidance. Parents and the Chair of Governors are informed of the decision and the reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school. Exclusions may be from 1 day to a maximum of 45 days before a permanent exclusion may be sought.

## Reasonable Use of Force

The law allows teachers to use a reasonable amount of force in the following situations:

- to prevent a pupil committing an offence or harming self or others
- to stop a pupil damaging property
- to prevent a pupil from disrupting good order and/or discipline

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