

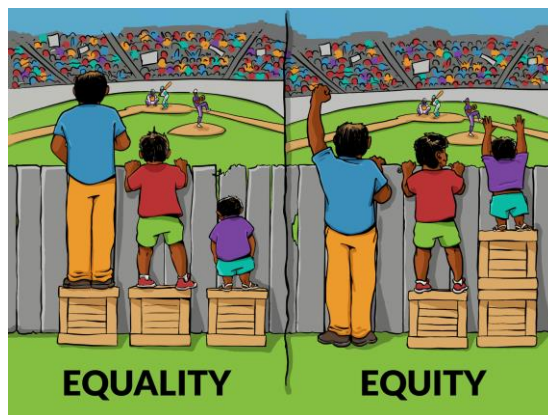


Yewtree Primary

Pro-social Behaviour Policy

Philosophy

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of pro-social (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.



Aims

Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

Promoting Pro-Social Behaviour

Yewtree School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives.

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Everyone who comes into the school: learners, parents, staff and visitors are responsible for promoting and modelling pro-social behaviours and experiences by demonstrating clear values and principles through:

- honesty
- being inclusive
- the concept of 'different for different'
- respect for themselves and one another
- establishing positive (pro-social) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (pro-social) behaviour
- rewarding pro-social behaviour with words. *Agreed responses in place for children who require a specific, Risk Reduction Plan.*

Learner behaviour should be managed with sensitivity and professionalism consistent with **Hertfordshire Steps**, which encourages a culture of, "*improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties*" (Hertfordshire's Behaviour and Attendance Strategy, 2014). Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire Steps.

*Positive experiences create positive feelings.
Positive feelings create positive behaviour.
Negative experiences create negative feelings.
Negative feelings create negative behaviour.*

(Hertfordshire's Behaviour and Attendance Strategy, 2014)

External discipline will often suppress anti-social behaviour. Long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding of expectations
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness (potential supportive hug (as per Hertfordshire Steps training))

All staff at Yewtree Primary School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. (I.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos. There are two certified Hertfordshire Steps Tutors within Yewtree. Mrs Wendy Guest and Miss Tyla Stevens.

Our Rules

In order to ensure that expectations of behaviour are clear, our five rules have been written following consultation with staff and children. These are displayed, shared and adhered to throughout the school and reviewed on a regular basis.



On the playground, an adapted set of rules (expectations) have been developed with the children to clarify some of the systems in place.



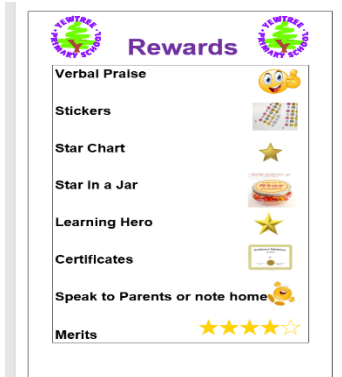
Classroom Management

Classroom management and teaching methods have an important influence on learners' behaviour. Our classroom environment gives a clear message to learners about how highly they, and their efforts, are valued through a culture of high quality displays, modelling of pro-social language and a collective responsibility for the environment within their classrooms. We know that relationships between all adults and learners, the layout of the classrooms, classroom displays, access to resources and strategies to encourage positive behaviour choices all influence, learner behaviour.

We aim to ensure that all classrooms are organised to promote independence and are arranged to aid accessibility for all learners (see classroom set up expectations). An equitable philosophy is adopted.

Praise, Reward and Celebration (Before a Crisis)

When pupils are fully engaged and learning we need to 'catch them getting it right' through specific praise, celebration and reward. Reward posters displayed throughout the school, outline examples of how these behaviours can be celebrated, appendix A details these rewards fully. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates, where appropriate, success in behaviour as well as in learning.



Planning and differentiation

At Yewtree, we undertake a range of behaviour analysis to enable us to effectively support learners in crisis.

These include (but are not limited to):

- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Predict and Prevent (mini plan) Appendix C
- Roots and Fruits Appendix B
- Risk Reduction Plan

Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire's Behaviour and Attendance Strategy, 2014).
- Different for Different, meaning all children will be supported on an individual basis.

Consequences (After a Crisis)

Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing children to reflect on their choices and take steps to make positive behaviour choices.

For the vast majority of our learners, the following strategies support a quick transition back to pro-social behaviours:

- use of a non-verbal cue such as 'a look'.
- a positive reminder of the *Our rule* that requires reinforcement
- when appropriate, child verbally reminded of pro-social behaviour expectations. Feedback once a return to pro-social behaviour is consistently seen.
- an opportunity for 'time away' (from the group or indeed the classroom environment)
- educational or protective consequences put in place (bespoke)
- risk management plan
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Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation. Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious).

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour. The Hertfordshire Steps 'Roots and Fruits' and 'Anxiety Mapping' tools support staff in considering the underlying influences on behaviour.

Protective and educational consequences

Some behaviours exhibited can be identified as difficult and dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Difficult behaviour = antisocial behaviour that is not dangerous) so that all adults are clear on what is difficult and what is dangerous. This leads to consistency when recording and reporting behaviour.

Our response to dangerous behaviours is set in the context of Hertfordshire Steps therapeutic approach to behaviour. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Natural consequentiality
- Educational consequences

Some examples of difficult and dangerous behaviours are:

Difficult	Dangerous
Frequent Shouting/ Calling out	Causing injury to others by hitting, pushing, kicking. (Violence towards others)
Refusing to following expectations or instructions	Leaving or attempting to leave the school site.
Refusing to complete work or tasks.	Violently throwing objects, class room furniture at peers or adults.
Use of negative or inappropriate language.	Significant damage to school property.
Swearing	
Making disruptive noises	
Standing on chairs	
Spitting	

Behaviour outside the classroom

Teachers can apply educational and protective consequences should learners display anti-social behaviour outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education guidance. This includes occasions when children are on educational visits, competing in sporting events at other locations, are receiving education at another location and when incidents of anti-social behaviour have been reported to the school by members of the public.

Exclusions

At Yewtree exclusions are only ever used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents the time necessary to collaboratively plan, write and resource a Risk management plan as these plans are used as a tool to prevent exclusion.

Permanent exclusion may be a consequence for dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted.

Examples of dangerous behaviours which could lead to permanent exclusion are:

- possession of an offensive weapon
- use of or dealing in, illegal substances
- severe violence towards a member of the school community resulting in hospitalisation or injury

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion when “in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.” https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf, if the circumstances warrant this. In the absence of the Head Teacher, the Assistant Head Teachers may exclude pupils.

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of

days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

Learners with Special Educational Needs

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See Inclusion Policy for further details.

Monitoring

Behaviour monitoring is undertaken on a termly basis by the Assistant Head responsible for behaviour. This ensures that there is a consistent approach across the school. Monitoring outcomes are reported to staff.

A termly report is made to the Governing Board by the Assistant Head which includes statistics about the number of high level incidents reported, the number and year group of learners involved and any exclusions. Exclusion data is included in the Head Teacher's termly report to the governing board.

The Role of Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Appendix

- A. Rewards
- B. Roots and Fruits tree
- C. Predict and Prevent

Appendix A: Rewards

Current Rewards at Yewtree

Sticker Charts KS1 Only

Bronze = 25 stickers – certificate and bronze sticker

Silver = 50 stickers – certificate and silver sticker

Gold = 75 stickers – certificate, gold sticker and an item from the gold reward box.

Platinum – a new card with spaces for 100 merits – reward to be a memento for sustained achievement

Any member of staff / governor can award a child a sticker for their chart.

Praise Postcards can also be sent home when something exceptional has been achieved

Stars in a Jar- Whole school

Stars can be awarded by anyone within the school community for an exceptional contribution to the whole class learning environment.

Each classroom has a 'jar' which is filled when the class has 20 stars.

Rewards for filling the jar may include:

Children may 'bank' the jars; this would be shown as a tally on the Celebration display in each classroom enabling the jar to be 'emptied' in preparation for refilling.

When jars are banked a larger reward would be available, such as:

1 Jar = Popcorn and film session, reading by torch light,

2 Jars = Celebration party / disco (1 hour)

3 Jars = Local outing to swings or the park (Randalls Park, walking distance)

5 Jars

Local outing – including a picnic

Extra special treat for example pizza making, baking, arts and crafts, sporting events.

Stars are awarded for:

- Working hard independently / collaboratively
- Consistent good behaviour when off site
- Ongoing positive behaviour and manners in school
- Exceptional learning attitude

Merit system KS2 only

Bronze = 25 merits – certificate and bronze sticker

Silver = 50 merits – certificate and silver sticker

Gold = 75 merits – certificate, gold sticker and an item from the gold merit box.

Platinum – a new card with spaces for 100 merits – reward to be a memento for sustained achievement

Praise Postcards can also be sent home when something exceptional has been achieved

Merits can be awarded to celebrate success; for example:

- Producing high quality work which may have been challenging or has taken a sustained amount of time to achieve the outcome
- Overcoming barriers to learning
- Sustained period of positive behaviour choices
- Taking a fully active role within the school

We would expect platinum award will only be achieved by a few children and should take best part of the school year to achieve.

Any child on an individual behaviour reward system are separate from the above.

Attendance

Termly certificates & stickers for 98% or better attendance

Termly certificates 100% attendance

Learning Hero

This award is presented on a weekly basis in Celebration Assembly and can be awarded for personal / class success.

Certificates: A record to be kept of the children who have achieved these awards.

Exemplar Learner Award

This is awarded by the Head Teacher with nominations given from the Senior Team. These are learners who have high levels of attendance, wear their uniform with pride and are an asset to the school.

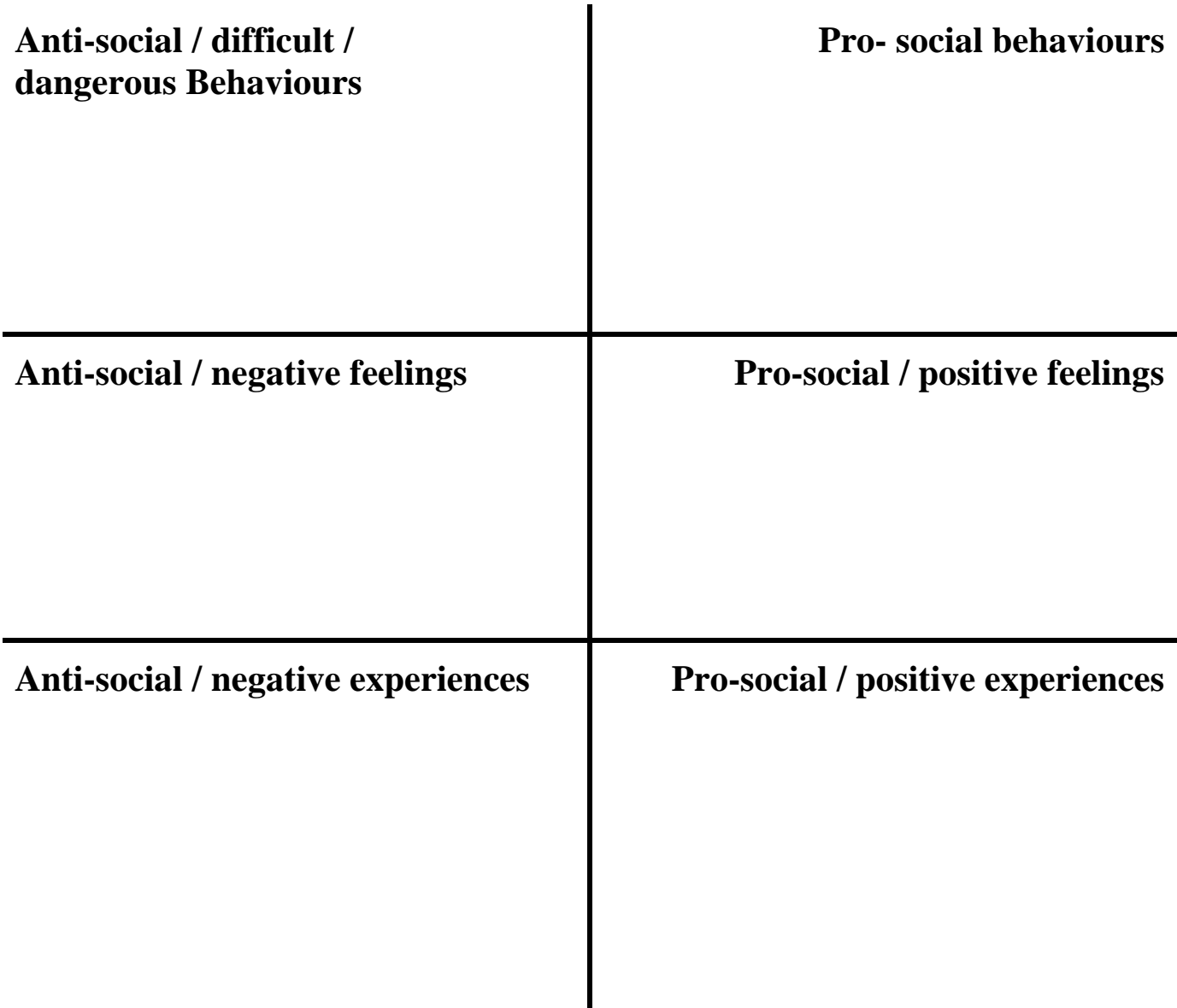
Sports Achiever Award

This is awarded to the child who has shown excellent sportsmanship and sports aptitude for the ½ term. This will be decided by the sports team.

Appendix B: Roots and Fruits tree

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix C: Prevent and Predict

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
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.