Brookland Infant and Nursery School

This policy has been updated to reduce risk from Covid-19 in line with Government guidance and may be further updated according to the changing situation.

Draft
Behaviour Policy

Updates about Covid-19 will appear in red.

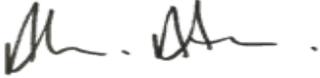September 2019

Policy Review

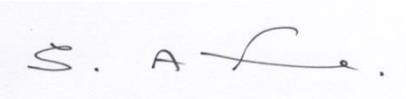This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on
28th September 2017

It is due for review September 2018 (up to 12 months from the above date).

Signature: Date 28th September 2017

Head Teacher

Signature   Date 28th September 2017

Chair of Governors

BEHAVIOUR POLICY

INTRODUCTION
This policy has been written to reflect the practice that has been developed in our school over the last few years in consultation with staff, children and governors.

It should be read in conjunction with the following documents in school:
- School Aims & Values
- Anti-Bullying Policy
- Reducing the Need for Restrictive Interventions in Schools Policy
- Teaching & Learning Policy
- Racial Equality Policy
- Racial Incident Policy
- Equal Opportunities Policy
- SEN Policy
- Guidance for full opening-schools (2/7/2020)

DEFINITIONS WITHIN THIS POLICY
Pro-social behaviour – behaviour which benefits the individual and/or the community

Anti-social behaviour- behaviour which harms the individual and/or the community

Difficult behaviour- anti-social behaviour which is not dangerous

Dangerous behaviour- anti-social behaviour which risks or causes the need for professional medical treatment to the individual, others or causes damage to property which exceeds £100 for repair or which is a criminal offence.

CPOMS- the school system for recording and tracking safeguarding, wellbeing and behaviour issues within the school

Behaviour Support Toolkit- a suite of materials to help staff analyse what behaviour might be communicating.

AIMS
It is a primary aim of our school to create a welcoming and supportive community where each member of the community (adult or child) feels valued and respected.

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

We aim for all staff
- To have a consistent and coherent strategy for positive behaviour management and dealing with behaviour issues
- To know how to promote prosocial behaviour and manage difficult or dangerous behaviour
- To have an understanding of what behaviour might be communicating
- To prioritise the prosocial feelings of everyone in the community
- To always use a calm and reasoned voice.
- To always use calm and reasoned voices with a quiet volume and low pitch We have a no shouting policy.
- To be good role models for children
- To always use non-threatening body language by getting down to speak to children at child's eye-level respecting the child's right to have personal space and feel completely safe and unrestricted by remaining a child's arms length away.

We aim for children:
- To feel happy, safe and supported in an environment which instils trust and self confidence

- To become responsible members of the school and wider community by demonstrating a positive caring attitude
- To practice self-control and take responsibility for the choices that they make and the way in which they behave
- To create a positive learning environment for all
- To know what is right and wrong and why (EYFS Curriculum Guidance)
- To know that actions have consequences
- To have a toolkit of strategies that they can use to solve their own problems and be socially independent
- To show respect for other children, adults and property and to be tolerant of differences

The school behaviour policy and practice has been designed to support the way in which all members of the school can live and work together in a supportive way. We have used the advice and guidance of Herts Steps following whole school training.

*We believe that behaviour management is **not** about <u>controlling</u> children. In our school we believe that for discipline to happen effectively children need leading, guiding, encouraging and instructing within a positive learning environment. They may need to be taught appropriate behaviour*

THE BEHAVIOUR FRAMEWORK IN BROOKLAND INFANT & NURSERY SCHOOL
The framework of our policy is based upon the 5Rs:
- Rights
- Rules
- Responsibilities
- Routines
- Relationships

See **Appendix A** for an overview of our Framework of rights, rules and responsibilities

RIGHTS
In our school everyone is entitled to enjoy the following rights.

A right to be and to feel safe
Emotional and physical safety are high priorities within our school. Children need to feel that they are in a safe environment in order to learn and make progress.

To be treated with respect and fairness
Children respond more positively when treated with respect and when they are being treated fairly

To learn without interruption
Children learn best in a calm and safe environment

To communicate and to be listened to
Everybody needs an opportunity to have their say and be heard by other children and adults

To use and share equipment within the school environment
Children can use and share school equipment and resources within the classroom and the playground

Everybody should have these rights to ensure quality teaching and learning within a safe environment. In order for people to enjoy these rights, the rules need to be in place.

RULES

Our school rules have been agreed between staff and children to support the expectations of behaviour and to protect the rights of the children and staff. The rules set reasonable limits to children's behaviour and make expected behaviour clear in advance.

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Our School Rules

Act safely at all times
Always use kind hands and feet
Speak to others in a friendly way
Listen carefully to other children & adults
Work hard and always do your best
Look after everything in the school & the playground
Always tell the truth

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The rules are:
- Based on the rights of the school community
- Written using positive language
- Published on posters or in books around the school
- They are fair and certain and applied consistently

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In addition to these general school rules that are in place across every area of the school, individual classes and teachers negotiate additional guidelines to support the smooth running of their own classrooms. We have also negotiated a set of rules that are specific to the playground to ensure the physical and emotional safety of all. The rules support the rights of individuals, but everyone needs to follow the rules responsibly so that others can enjoy their rights.

Playground Rules (published in playground outside of Beech Classroom wall)

- We use kind hands and feet
- We speak kindly to others in a friendly way
- We share games with others
- We listen to the adults and monitors on duty
- We look after all the equipment on our playground
- We put our litter in the bin
- We stop when we hear the whistle and walk to our class circle

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Safety Rules regarding Covid-19

- Only **one** adult should accompany children to drop off or pick up from school
- Parents need to keep children with them while waiting on site
- Parents & families need to adhere to strict social distancing on the school site
- Parents should arrive and depart punctually & promptly for drop off and collection times
- Teachers will only support children **verbally** to help them separate from parents
- Children must wear shoes that they can manage independently
- Earrings should be removed by parents for PE days
- Jewelry may only be worn by agreement with SLT for exceptional reasons e.g. religious grounds
- Long and mid length hair must be worn tied up at all times
- Children will be taught that TOUCHING others is for home and NOT school

RESPONSIBILITIES

We encourage everybody in our school community to take responsibility for their actions. Responsibility is when we make informed choices about our behaviour and take control of our actions. When people are not responsible in the way in which they behave, then others may lose a right to which they are entitled.

We teach children to take responsibility by giving them limited choices with known consequences or by giving them protective and/or educational consequences so that they can learn about their behaviours in a positive way. This helps children to actively take responsibility for their chosen behaviour because they are in control of the choice that they make and they know what the outcome will be.

- Parents are responsible for bringing their children to school every day
- Parents are responsible for ensuring that their children are calm and willing to come into school independently each morning
- In the event of any closure due to an outbreak parents are jointly responsible for educating their children in partnership with the school to prevent any break in children's learning.

Rights and Responsibilities are very closely connected and should work together. Along with the rules, these form the basis of the Behaviour framework.

ROUTINES
Young children need routine to help them to feel emotionally safe. If they are familiar with the sequence of their day, they will feel safe and secure with the familiarity and continuity this provides. Within the routine we build in consistency and certainty. When there are planned changes the children need to be informed so that they can accommodate them.

RELATIONSHIPS
The relationships between all adults and all children should be positive and based on mutual respect and understanding. Consistent application of the rights and responsibilities becomes more effective when relationships are based on trust and will support the aim of our school to be an environment within which children can feel happy and secure and gain in confidence. Sometimes children can struggle to deal with their emotions and their way of communicating this is through their behaviour. In our school we expect all members of staff to respond with care and consideration towards children who are struggling to manage their behaviour. As adults we need to absorb negative behaviour and refocus the child without exhibiting our own emotional response back to the child. This provides stability for the child and enables them to feel safe and secure within all relationships with adults at school.

In our school we will provide physical comfort to children if we believe they need it and staff feel safe to do so. This will be in the form of a hug (not a cuddle). Staff will stand to the side of a child and place their arm around a child's shoulders and gently squeeze. If a child tries to initiate a cuddle with a member of staff that Member of staff will deflect it to a hug if possible and will remind the child that cuddles are for home and at school we hug and will instruct the child how to ask for a hug at school.
Staff will never continue physical comfort if the child demonstrates that they do not need or want it either through verbal or non-verbal means e.g. stiffening or moving away in any small way.

CONSEQUENCES
In our school everybody has a responsibility to use our agreed rules. Positive consequences follow pro-social behaviour and negative consequences follow anti-social behaviour. If a rule is broken then a consequence will follow. Consequences are NEVER used as a punishment.

POSITIVE CONSEQUENCES
We praise and reward children for pro-social behaviour in a variety of ways:

- Teachers give children specific private praise individually and as groups by "catching children getting it right" as often as possible. Teachers use phrases like "I like the way that you…." "I can see that you are….."
- Adults will frequently and regularly notice and thank children for positive behaviours e.g "Thank you for using such good manners" if a child holds a door open
- Sharing Individual excellence – Children may be asked whether they'd like to go and share their excellence with the head teacher or another member of staff who knows them well. This could relate to behaviour, effort or achievement.
- Children are given small responsibilities because staff know they can be trusted to behave appropriately e.g. register monitor, sending messages between classes, (not during pandemic) being a buddy to support a peer.
- Each week a "Star of the Week" is chosen for their behaviour or learning*
- Certificates or stickers are used with whole classes as individual teachers are working at specific behaviours (eg getting to the class circle quickly at the end of playtime)

* Children who are uncomfortable with public affirmation can receive their Star of the Week award privately or within their own classes.
See **Appendix B** for a more detailed list (this list is not exhaustive as it is constantly changing as staff put in place new ideas and strategies)

NEGATIVE CONSEQUENCES
There are two types of negative consequences **educational** and **protective.**

All consequences will always have an **educational consequence**. We help the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing desired behaviour. Educational consequences provide children with the skills and incentives to behave differently if faced with the same or similar set of circumstances.

Protective consequences are solely actions to ensure no further harm occurs to the child, others or property in the short term. They include a removal of or limit to the child's freedoms.

When children show signs of anti-social behaviour, we begin with less intrusive measures and only increase measures if children's behaviour does not improve. (See Stages below)
Shouting at, or using a raised voice to a child is not an acceptable consequence. We believe that negative experiences lead to negative feelings which produce anti-social behaviour, but positive experiences lead to positive feelings and pro-social behaviour, therefore it is our policy to ensure that all interactions with children are positive.

SYSTEMS TO SUPPORT THE MANAGEMENT OF ANTI-SOCIAL BEHAVIOURS
Our response as adults is graduated in accordance with the seriousness of the action that has taken place and the related rights and rules.

All staff will follow these stages to address low-level anti-social behaviour. Bullet points within each stage are not hierarchical but represent a "menu" of choices.
Stage 1:
- Praise **something** that the child is doing pro-socially e.g. "I love the way your legs are crossed safely" when a child is chatting to their peer
- Tactically ignore difficult behaviour
- Proximity praise (praising a nearby child who is using pro-social behaviour)
- Non-verbal cue

7

- Visual reminder (e.g. gesture or picture cue)
- Verbal reminder
- Catch child doing it right

Stage 2:
- Limited choice
  e.g. "Can you remember the lining up rules yourself or would you like some help?",
  "You can sit quietly next to your friend or I can move you to help your concentration."
- Carry out the consequence
  If the child does not respond with prosocial behaviour an educational consequence will be given.
- Child is required to observe other children in another context behaving pro-socially

Stage 3:
- Give an instruction with a timer so child has take up time
  e.g. "1 minute to do it yourself or I will help you."
- Child instructed to move to an agreed working or thinking space
- Child has freedom removed e.g.
  - ➢ right to play on playground
  - ➢ right to work at table with their team
  - ➢ right to remain with own class

If a child has lost the freedom to remain in class or use the playground this is to be recorded on CPOMS and parent to be informed by class teacher.

If a child repeatedly needs Stage 3 intervention then the class teacher must complete appropriate behaviour analysis forms (See Behaviour Support Toolkit-Appendix F) These may be used at earlier stages if the teacher feels it would be helpful.

Example Consequences related to the right to be and feel safe.
- If a child has been unsafe by using a skipping rope in an inappropriate way, they may be reminded to use the rope safely and if the behaviour continues will be asked to leave the skipping area and play with something else. It is always good practice to tell the child the consequence in advance … "Use the rope safely or you will need to leave the skipping area". This is an educational consequence (Herts Steps).

- If a child has been unsafe by throwing stones at someone on the playground then he/she will lose their right to be on the playground to ensure the safety of others. The consequence effectively restricts the child's freedoms. This is a protective consequence (Herts Steps).

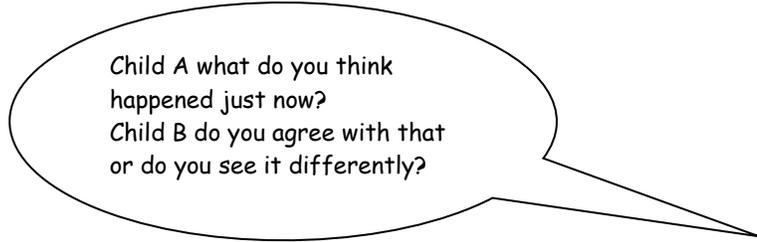|	
It is essential to separate the child from the action in the process of applying consequences. *I like you, but I don't like it when you … hurt other children*	The consequences need to be: • Fair • Certain (applied consistently) • Known in advance • Logical and related to the action

AFTER AN INCIDENT
- Adults need to feel confident that they understand exactly what has happened. So that any consequences are completely fair.

They will ensure that they give all children involved in an incident the chance to speak and give their perspective. The adult will manage the children by explaining that each child will have a chance to say what they think happened without being interrupted by others.

Child A what do you think happened just now?
Child B do you agree with that or do you see it differently?

If children's versions don't match and they can't agree then the adult will need to speak to witnesses including staff and other children. (See "Telling the Truth section on p. 9)
- If an incident happens at lunchtime MSAs need to report to MSA team leader who will report incident to child's class teacher
- When protective or educational consequences have been implemented we expect that children will be supported in being **reintroduced to the environment** from which they were removed. This means that a child would be reintroduced, for example onto the playground, for a **short period of time** initially. An adult would then give them feedback about how successful their time was and then either extend or reduce the time for the next visit giving the child specific targets. In this way the child learns to use pro-social behaviour in manageable chunks with appropriate feedback supporting them in feeling positive about themselves. The adult supporting them needs to view their role as helping the child to gain back all of their freedoms.

BEHAVIOUR CONTRACTS

We believe that some children need help with their behaviour. They need to know
- How to make the right choices
- What the appropriate behaviour looks like
- How to belong to a group

A contract is a process leading to a behaviour agreement and is made between an adult and a child. It will usually target just one or two unwanted behaviours and will teach the appropriate behaviour.

Behaviour contracts can be long term and may require the support of the community if the contract is an agreement about behaviour out of the classroom. Appropriate staff need to be informed about contracts so that the follow through is consistent (MSAs, TAs). Parents may also need to be informed so that they can reinforce the messages that school are giving.

Class teachers and senior leaders are expected to be involved in setting up behaviour contracts and we rely on all staff including support & supply staff to follow through on them.

REFLECT,REPAIR AND RESTORE

Children will need time to calm following an incident before looking at repairing and restoring the situation.

Purpose:
To re-visit the experience by re-telling and exploring the story with a changed set of feelings.
During the incident the student's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.
Reflective Process:

- 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?

Reparative & Restorative Questions:
- What would you like to happen next?
- How can we make things better for *John / you*?
- If everything was going to be alright, what would need to happen?

Restorative Activities:
- Supported thinking book / area
- Social stories
- Role-play with dolls/ teddies/animals/puppets
- Draw incident & link to feelings of those involved

TELLING THE TRUTH

We believe that children will tell the truth if they feel it is safe to do so. This involves the adult being calm, fair and consistent. We tell children that:

> *The truth is what really happened – not what you wish had happened or what you think happened.*

> *It is hard to tell the truth and if you do tell the truth, I will be proud of you for telling the truth, even if I don't like what you did and then we will just need to put it right.*

Sometimes when they are thinking about what happened, we give the children options to choose from:
> *Maybe you hurt Tom, and you did it on purpose and now you feel sorry…*
> *Maybe you hurt him but it was an accident and you didn't mean to…*
> *Maybe you didn't hurt him at all…*

Often the children will own up to the action and say that it happened by accident. We always thank them for telling the truth **about what they did** and then move on to thinking about how they can put it right.

If more than one child is involved and the stories still don't match, then more thinking time may be necessary and getting each child involved to tell their side again to the others, with an adult as mediator.

Once again this process should be carried out in a manner which leads to positive feelings for all the children concerned.

SAYING SORRY

Part of the way that we encourage children to take responsibility for their behaviour is to put right what they have done. This will often involve saying sorry or writing/drawing a sorry message to a child or an adult. In our school, we stress the importance of saying sorry and naming the behaviour

> *Sorry I drew on your work.*

We tell children that "*Sorry is a promise that you won't do it again*" and then ask them "*Can you make that promise?*"

We do not ever expect children to say sorry when they are not ready to do so. Sometimes children need to be guided to seeing the benefits of apologies knowing that it fixes friendships and draws a line under the event so that they know it is finished.

If they are not ready to say sorry then protective consequences may need to continue because we are not sure that the child will now behaviour pro-socially.

We encourage children who receive a verbal apology to respond e.g.
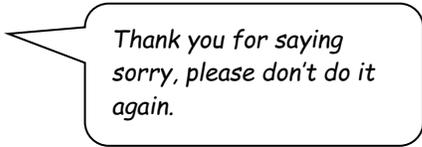
Thank you for saying sorry, please don't do it again.

RECORDING INCIDENTS

Any incidents involving high level antisocial behaviour (see definition below) must always be recorded using CPOMS or the Behaviour Incident Form (for supply staff or those without CPOMS login) attached to the back of this policy.

This should be used for:

- Extreme and out of character behaviour particularly if difficult or dangerous
- If a child is asked to leave their classroom
- When a child uses extreme and aggressive language which is inappropriate to their age
  e.g. threats, swearing, phrases from online gaming/social media or films
- If a child is being considered for any kind of SEN referral (Please also tick SEN tab)
- If a child is on the SEN register (Please also tick SEN tab)
- If physical intervention is used
- For an internal exclusion

For children who are needing a lot of support with their behaviour please record behaviours in the following format to help identify triggers

Antecedent – What led up to the event?

Behaviour – What behaviours were displayed?

Consequence- What consequences were put in place?

Behaviour incidents on CPOMS will be monitored by SLT for frequency and seriousness and behaviour plans put in place as appropriate.

Playground Incidents:

Staff record incidents using a system of codes on a monthly class grid. The grids are kept in the first aid file. The grid is collected by the class teacher at the end of the month so that they can monitor patterns of behaviour for children in their class in order to put interventions in place to support children who are shown to struggle. The codes are as follows:-

F= friendship issue

DH= Child deliberately hurt another

USP= Unsafe play

BULLYING

Our school does not tolerate bullying of any kind. If we discover that bullying is taking place, we act immediately to stop any further acts of similar behaviour.

Any incidents of bullying (including racist bullying) should be recorded on CPOMS or for those who have no CPOMS login:

Form 1 Allegation of Bullying

Form 2 Integrated Bullying and Racist Incident Form

Please refer to our Bullying Policy which outlines our procedures and strategies for dealing with incidents of bullying.

THE ROLE OF THE ADULTS IN BEHAVIOUR MANAGEMENT

Class Teacher

It is the class teacher's responsibility to ensure that school and class rules are adopted in their classroom and that the class behave in a responsible manner during curriculum time. It is essential that there is mutual respect between adults and children, and a high standard of behaviour in the classroom, to ensure that effective teaching and learning can take place in a positive learning environment.

Some suggested teaching strategies are outlined in **Appendix C**

Any anti-social behaviour should be dealt with consistently and in line with the guidance in this policy. Class Teachers should therefore communicate with other relevant staff (MSAs/ duty staff) if any behaviour contracts need to be followed through at playtime / lunchtime / assembly time etc. Some support strategies are outlined in **Appendix D** & higher level support strategies in **Appendix E**

Teachers are responsible for analyzing patterns of anti-social behaviour using the **Behaviour Support Toolkit** (See **Appendix F**). The Class Teacher (or Headteacher) may contact parents if there are ongoing concerns about a child's behaviour. The class teacher, with the head, and/or in house "Steps" consultants may need to develop an individual risk management plan to support the child with their pro social behaviour (Herts Steps).

Teaching Assistants & Learning Support Assistants

TAs & LSAs should support Teaching Staff in following the guidance set out in the behaviour policy and with following through any consequences that are put in place. They should keep the class teacher informed of any incidents that occur during small group or 1:1 times. They are responsible for recording incidents they deal with on CPOMS.

MSAs

MSAs will need to follow through any strategies that have been put in place by class teachers. They should follow through any incidents that occur in the Dining Room, the Playground or the classroom at lunchtime, using strategies that are in line with the guidance in this policy and the training that they have had. MSAs also need to communicate back to their team leader who will inform the teaching staff about any high level incidents that have occurred at lunchtime or incidents that have not yet been dealt with. As part of their daily role they need to give specific positive feedback to individual children.

Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to Governors on the effectiveness of the Policy. In addition, the Headteacher should support all staff in the school with managing the behaviour of all children. The Headteacher is responsible for overseeing and monitoring all reported behaviour incidents to ensure that any patterns of behaviour are addressed and supported with appropriate intervention. She will also support teachers in communicating with parents regarding a child's behaviour.

Governors
The Governing Body has a general responsibility of setting guidelines on standards of behaviour and reviewing the effectiveness of the policy. They may occasionally need to become involved with incidents relating to particular individuals.

Shared Areas
NB All staff need to take responsibility for all children in shared areas of the school and may need to follow through behaviour issues with children who may not be in their class. They will also need to inform the class teacher of any issues that need to be monitored.
The exception to this is for any children being supported 1:1. If you observe difficulties here please ask "Can I help?" before getting involved. The adult supporting may have good reasons for wanting to ignore or handle the behaviour themselves.

Working with parents
We aim to work collaboratively with parents and develop a positive partnership in order to support children in school. When school and parents are working together then any support we put in place is more effective for the children involved

If parents have any concerns about their child, they can talk either to the class teacher or the Headteacher. The school prospectus has a section about behaviour.

ADDITIONAL SUPPORT STRATEGIES
Occasionally, the school may need to refer an individual child to external agencies for additional support in terms of their behaviour. This is always done with the consent of parents.
Other professionals may include:
  The Educational Psychologist
  Rivers Education Support Centre
  CAMHS (Child & Adolescent Mental Health Service)
  Herts Steps – Philippa Garn
  CHEXS -Family Support
  Broxbourne Family Support Centre (Families with children aged under 5) (See Appendix G)

These professionals will advise school staff on strategies for dealing with the child, offering support to staff and children involved. Children may require additional risk management plans to ensure the risk of harmful behaviour is managed and reduced.
Sometimes a child may need an Education Health Care Plan (EHCP) as a result of issues surrounding their Behaviour, particularly if it is impacting on their personal learning and the learning of others. Please see the SEN Policy.
Very occasionally a child may be subject to a fixed term exclusion or a permanent exclusion as a result of a specific serious incident or a sequence of incidents. (See Hertfordshire Exclusions Guidance)

MONITORING
Class teachers monitor the behaviour of their own class on an ongoing daily basis. Any dangerous incidents or incidents which require additional support from adults other than the classroom team are recorded on CPOMS (only use a paper behaviour form if the internet is down).

Key Sources of Evidence for Monitoring and Evaluation of this policy includes:
- Attendance & Exclusion Data
- CPOMS
- Incidents of bullying, racism and other oppressive behaviour

- Lesson Observations
- Pupil Opinion
- Parent Opinion
- Staff Opinion
- Attainment Data
- Behaviour Learning Walks

Recording

Behaviour incidents should be recorded on CPOMS under the following categories

- Behaviour (in the classroom or at playtime)
- Lunchtime behaviour
- Verbal and aggressive incidents (including parental behaviour)
- Sexualised behaviour
- STEPS incident (always if positive handling has been used)

Additional categories can be added such as

- Bullying incident
- Homophobic
- Racial incident

If it is not possible to access CPOMS the behaviour incident form on the next page should be filled in and immediately handed to a member of SLT.

Behaviour Incident Form

Date / Time	Where

Who was involved?	Incident – What happened?

Action Taken

Any Further Action Planned?

Signed (All Adults involved)

APPENDIX A – FRAMEWORK OF BEHAVIOUR

RIGHTS & RELATED RESPONSIBILITIES	RULES	UNNACEPTABLE BEHAVIOUR	CONSEQUENCES
A right to be and to feel safe *Emotional and physical safety are both high priorities within our school. Children need to feel that they are in a safe environment in order to learn and make progress.* **A responsibility to behave in a safe way**	Act safely at all times	Unsafe Behaviour • Treatment of others • Use of equipment	• Become a class role-model • Be an active part of community • Be someone others like to be with • Loss of right to be with individuals, group or class • in the classroom, or on the playground,
	Always use kind hands and feet	Deliberate Hurting. Using unkind hands and feet	• Trusted to be a buddy for others • Known as a kind friend • Have lots of friends • Loss of right to be with hurt child and or others • Help with 1st aid for hurt child • Thinking Time 3Ws • Put it right with person who is hurt • Sorry message
A right to be treated with respect and fairness *Children respond more positively when treated with respect and when they are being treated fairly. They feel more able to tell the truth if they feel safe to do so and know their views will be heard and that they will be treated fairly* **A responsibility to treat others fairly and with respect**	Speak to others in a friendly way	Disrespecting others (adults and children) Being cheeky i.e. inappropriate joking about names, appearance, behaviour, answering back, being rude Unkind words, teasing, name calling	• You will be liked by others • Manners will be noticed • May get chosen to be a buddy for new children • Loss of right to be with upset child • Thinking Time 3Ws • Put it right with person who is upset • Sorry message • Practise friendly phrases
	Always tell the truth	Dishonesty	• Trusted • Believed when things go wrong • Loss of trust
A right to communicate and to be listened to *Everybody needs an opportunity to have their say and be heard by other children and adults. We want to be a listening school.* **A responsibility to listen to others**	Listen carefully to other children & adults	Ignoring children Ignoring adults Ignoring instructions	• Understand other people's points of view • Grow in understanding how to change your behaviour • Grow in social skills • Be liked and respected by others • Loss of freedoms to ensure safety • Lose turn to speak in class group

A right to learn without interruption *Children need to learn in a calm and safe environment. They have set times to achieve tasks in their learning time. If they waste time or are distracted by the behaviour of others, then learning tasks are not completed* **A responsibility to work hard and allow others to work without interruption**	Work hard and always do your best	Wasting time Disrupting learning of self and others Shouting, screaming, calling out, making noises	• Achieve well academically • Understand what you are meant to do • Enjoy learning • End up with a good job • Loss of right to learn alongside others if causing disruption • Isolation in learning time • Completing unfinished work in own time (playtime, lunchtime, CHIL, at home)
A right to use and share equipment within the school environment *Children can use and share school equipment and resources within the classroom and the playground.* **A responsibility to share and look after school property and equipment**	Look after everything in the school & the playground	Lack of sharing Using equipment in an unsafe way Disrespecting school property and the environment by using it carelessly or inappropriately so it might get damaged Disrespecting other people's belongings by taking it without asking, using it carelessly or inappropriately so that it might get damaged Damaging or breaking property or equipment Refusal to tidy up equipment	• Have lovely resources to work and learn with • Have an attractive school environment • Enjoy collaboration • Loss of right to use equipment • Job sheet to "earn back" money to pay for broken equipment • Sorry message to owner of damaged property • Practising skill of returning equipment to correct place

APPENDIX B - POSITIVE CONSEQUENCES/REWARDS

Verbal Praise /Affirmation Thanks for…/Naming positive behaviour	Specific praise that tells the child what the adult is pleased with "You have concentrated really well on that writing. I like the way that you have used adjectives to describe the character" "Well done. You are showing good listening skills by sitting quietly and looking at the speaker"
Non-Verbal praise/gestures	Thumbs up and other indications to the child that their positive behaviour has been noticed
Visiting other staff	Used to give additional feedback from other key staff
Sharing Excellence	Taking work, effort or behaviour to Head teacher or another member of staff the child knows well for personal and private affirmation.
Daily Privileges – leaders/helpers/	Awarded to those who show good conduct behaviours Leader in the line Helper for the teacher Buddy to a friend in need
Using Privilege	We are keen, in our attempt to increase understanding about racism, for children to understand privilege. As such we will provide opportunities for children to offer their privilege to others during the natural course of the school day.
Star of the Week	Certificate awarded in Fridays celebration assembly for conduct behaviour, learning, friendship etc Badge can be worn for whole week until the next celebration assembly
Stickers	Used infrequently and spontaneously to avoid children being externally motivated by them. Used as an immediate incentive for conduct behaviour and learning behaviour
Learning Tokens	Used as an affirmation for using particular learning attitudes such as perseverance, concentration, collaboration etc
Marking – positive feedback etc	Marking Policy

APPENDIX C – TEACHING STRATEGIES

Positive Language	Eyes this way! Walk, **thanks!** Can I….? **Yes, when** you have … I want to (don't want to) ….! **Maybe** you do (don't), but right now this is what we are doing.
Clear expectations & rules	Ensure children know the expectations through agreed rules and picture clues as reminders around the room. Catch the children doing using expected behaviour.
Tactical Ignoring & Proximity praise	Ignore anti-social behaviour tactically, by praising positive behaviour in someone else. "Well done Alex, you are sitting quietly and putting your hand up!"
Timers	Timer to set the challenge of doing a routine job within a time frame eg tidying up, lining up etc
Now and Next Board	**Now** we are … **Next** we are … to support follow through of adult directed activity This is not conditional but a factual description of order of events that help some children accept present expectations knowing what to expect next.
Choice and Consequence	Play calmly with the bricks or you will have to change area You need to get on with your work so you finish it now or you will need to do it in your own time (playtime, CHIL) Line up calmly or I will help you
Reminders	**Remember** to walk through the school thanks
Hand signals, gestures	A helpful (private) reminder to sit quietly, keep looking, turn around etc
Singing	Make up songs to remind children how to do routine tasks like lining up (Avoid singing inside during the Pandemic)
De-escalation Script	If a child is in a situation where they are no longer coping and are heading towards an emotional crisis which is likely to result in an outburst of negative words, feelings and actions staff MUST take responsibility for de-escalation. The Steps de-escalation script is available on stickers for everyone to wear on their lanyard.
Teaching expected behaviours	What does good sitting look like? Good listening?

APPENDIX D – SUPPORT STRATEGIES

Individual Charts	Charts set up for individuals to support them in getting through the parts of the day which they find challenging. These may be sticker charts or smiley face charts Individualised charts for playtime and/or classroom behaviour **These should NEVER be used publically**
Sorry Messages	May take the form of a letter or a chart showing What I did, What I should have done a conversation or an act of repair.
Clubs to practice appropriate behaviour	Sitting Club, Safety club, Listening Club
Buddies	Usually two children who can support the child in making good choices and can report to an adult as appropriate
Withdrawal	Withdrawal from their team, or their activity within the same classroom

APPENDIX E – HIGHER LEVEL SUPPORT STRATEGIES

There may be occasions when higher levels of support and consequences become necessary in order to help a child to change their behaviour.

- Deliberate + Persistent unacceptable behaviour
- Aggressive & Emotional outbursts
- Refusal to use the rules
- Refusal to listen to or respect adults

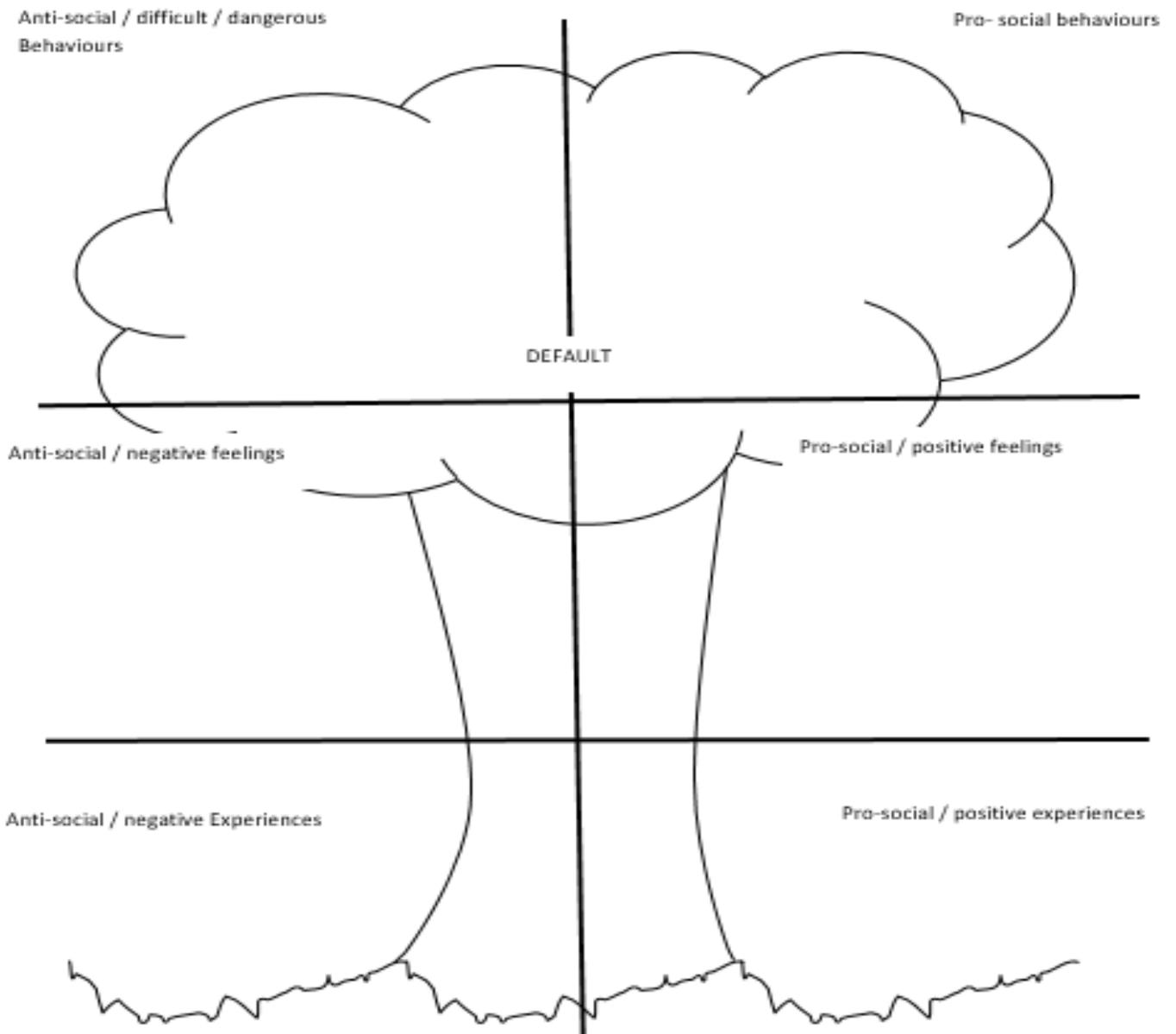| Behaviour Analysis	**Behaviour Support Toolkit** Roots and Fruits Anxiety Mapping De-escalation Script Conscious or Subconscious Behaviours Risk Reduction Plans
Contracts	Contract process • Adult talks to the child in private about the behaviour seen, and asks the child if they want help. • Adult mirrors the behaviour (acts it out) for the child to see. This gives him/her a visual understanding of what it does to others. (*An alternative to this is drawing the behaviour*) • Adult teaches the child the appropriate behaviour • Child practices the appropriate behaviour • A contract is drawn up between the adult and the child • The targeted behaviour is monitored daily • The child is rewarded for appropriate behaviour Sometimes it may be helpful to involve the peer group in supporting a child with a contract. Buddies may be set up to support children who need help with their behaviour. They can be used in the classroom, on the playground or in other areas of school life and will help the child to make right decisions about their behaviour.
Playtime Plans	• Thinking Time • Selected areas to separate children in different activities • Hand Hold - walking round with an adult (not necessarily holding their hand) • Chart to earn back playtime rights a few minutes at a time • Isolated playtime in the courtyard (complete loss of playground rights) • Buddied playtime in the courtyard to support calm and safe playtime
Exit to another class	Exit for thinking time, time out for a short period of time. Sometimes to give the class a few minutes break and/or the teacher or to allow the child to view pro-social behaviour in a different context than their own.
Fixed Term Exclusion	Up to 6 days exclusion from school (5 days or fewer) This could be for ongoing behavioural issues or a one off serious offence The school follows Hertfordshire Exclusions Guidance & Procedures
Permanent Exclusion	Rarely happens in Hertfordshire. May involve a managed move to another school. The school follows Hertfordshire Exclusions Guidance & Procedures

APPENDIX F – BEHAVIOUR SUPPORT TOOLKIT

All documents are available on Staff Shared File under "STEPS"

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Anxiety Mapping

Anxiety

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

Time / location / staff / activity etc

De-escalation Script

- **Learner's name**

- **I can see something has happened**

- **I am here to help**

- **Talk and I will listen**

- **Come with me and……..**

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					

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

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

Individual Risk Management Plan (Doc 2)

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

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their expected outcome of their behaviour?		Is there any other way they could get their desired oucome using pro-social behaviours?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there enough incentive and benefit to behaving pro-socially?
What are the expected consequences?		Are they aware of the certainty of any protective consequences? Re these without time limitation? Do they prefer the consequence to the experience of complying?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their beliefs and values resulting in pro-social conscious behaviour?

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we **provide support/structure so** they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support them** to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

APPENDIX G – Broxbourne Family Support Centre Service Offer

Referral Link: https://www.hertfordshire.gov.uk/ufs/CSF_FEE_FCR.eb?ebd=0&ebz=1_1568383151825

NB: This requires parental permission or a parent can self refer.

Family Support Service offer the following targeted support:

- My Baby's Brain - This support package uses the Five to Thrive building blocks (respond, cuddle, relax, play and talk). In addition the sessions will includes elements of: using empathy with a baby/child; behavioural states; calming/attunement/regulatory patterning; soothing/stimulation; building resilience; mindful awareness; co-regulation and co-learning.
- Parental emotional wellbeing - Although elements of improving self-esteem runs through all the packages, this is a standalone package which could include: family/social networks; personal power; reflection, assertiveness and communication; the possible effects of parental low self-esteem on children; nurturing.
- Protective Behaviours (Parents) - To support parents to manage their own feelings and behaviours. This support package is designed to develop parents' frameworks for personal safety, self-esteem, resilience and confidence building. These sessions will include: exploring their own feelings, thoughts and behaviour; the two PBs themes and the Seven Strategies.
- Protective Behaviours (Children) - To assist parents to understand their children's behaviour and work through relational struggles. This package is designed to be delivered to parents who find their children's behaviour challenging. Developing parents' awareness of the link between emotional wellbeing and behaviour is central to this intervention. The sessions include elements of: Parental feelings, thoughts and behaviours; the two PBs themes; the Seven Strategies; the importance of language when communicating with children; reframing language; unwritten rules; naming feelings; 'Stop-Feel-Think-Do'; impact of assertive, passive, aggressive parenting styles on children; engaging parents to be reflective about their child's own inner world of feelings, thoughts and behaviours; Early Warning Signs; safety continuum and helping children and parents build support networks.
- Domestic Abuse - This package has been designed to support parents in the following areas: understanding of domestic abuse, including recognising abusive behaviours and the impact of these behaviours on themselves and their children; developing an understanding of healthy relationships and the positive impact of these relationships; trauma bonding; hopes for the future and keeping safe strategies; support networks. Self-esteem and emotional well-being runs through every session. This support is not offered to perpetrators of domestic abuse.
- Supervision and Safety - This support package includes elements of: Exploring concerns and immediate risks; Home safety check; Personal safety and Safe adults; E-safety, Safe supervision and Parental responsibility; Effective and appropriate management of behaviour, and Family rules; Strengths and Weaknesses.
- Perinatal Support - This support package can be delivered from approximately 28 weeks pregnant to 1 year. The package will be designed according to presenting needs and can include elements of: role of a parent; safe handling (including dressing and undressing nappy changing); infant feeding; hygiene (home/clothing/bathing); emotional needs (understanding and responding to); emotional well-being of parents; routines; safety (home, community, adults); managing stress; transitions into parenting; support networks. It includes activities from My Baby's Brain (both Antenatal MBB and elements of the MBB Five to Thrive/Trauma and Recovery) and Infant Mental Health Online (IMHOL) if appropriate.
- Physical Health - This support package includes information and practical support and activities around: healthy diet; food groups; benefits of exercise; getting out and about; vitamins; budgeting for healthy ingredients; recipes; oral health; personal power, self-esteem.
- Routines, Guidance and Boundaries - Alongside observations to see what strategies are already in place, support will be offered in the following areas: parent's own experiences, expectations; play/time/turn taking; labelled praise; positive house rules; rewards and consequences; feelings and what we do with them;

nurturing; listening; communication; routines; reframing language; unwritten rules; 'Stop-Feel-Think-Do'; support networks; consolidation strategies to sustain progress. Public Health Nursing offer the following:

Supporting information:

- A support package will always begin with a Family Star assessment completed with the parent/carer. This Star will be reviewed every 6-8 weeks after the initial action plan has commenced. The impact of the support offered is assessed with the parent at each review; it will then be agreed with the parent whether to: continue with current action plan; offer a further package of support or close the case to Family Support Service and support the family into the services supplied by the Early Start teams. The parenting interventions will be an offered for minimum of 6 sessions unless otherwise indicated.
- Another tool may be identified following this initial assessment i.e. Families First Assessment (FFA) or Graded Care Profile (GCP).
- All support packages aim to support a parent's self-esteem and emotional well-being to ensure the parents are able to effect a positive change for their child/ren
- Motivational Interviewing techniques are used to strengthen a parent's own motivation and commitment to change.
- Each support package is designed to suit the individual family's needs.
- A summary report about the impact of the parenting intervention will always be completed at the end of the parenting intervention and can be accessed via the EHM