



Behaviour Policy

*As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish and live life in all its fullness.*

Ratified January 2020

Rationale: The purpose of this policy is to provide an effective framework for ensuring that each young person is given the equality of opportunity to flourish as individuals, and to celebrate their uniqueness or as the school names these characteristics their 'wonderfuls!'

It will:

- Ensure a calm and supportive school environment, where positive learning can take place and individuals and our Christian community can flourish.
- Support young pupils to value themselves, others, society and their environment.
- Protect pupils from endangering themselves, others or property.
- Protect pupils from any form of physical intervention which is unnecessary, unlawful, excessive or inappropriate.
- Encourage pupils to take control of their own behaviour from a therapeutic approach.
- Assist staff in managing challenging behaviours while maintaining our Christian ethos.
- Minimise the risk of accusations of improper conduct.

Principles Aims:

- To achieve consistency through a whole school approach to the language and teaching methods that we use to promote positive behavior and manage and reduce negative behavior.
- A shared understanding of positive handling and the structure which supports it.
- Promote confidence and reduce stress in staff and pupils.
- Improve delivery of the curriculum and raise standards.
- In still trust between staff and pupils.

What are pupils entitled to at Edwinstree?

We believe that our pupils are entitled to:

- Feel safe and secure.
- A differentiated approach which caters for physical, emotional, social and spiritual need.
- Experience a rich and varied curriculum that supports student to flourish and live life in all its fullness.
- Experience a supportive environment in which teachers and students explore the Christian values and how they can help us to flourish.
- Have their uniqueness recognised and nurtured.
- Feel valued and listened to.
- Make mistakes but learn from them through reflection, repair and restore.
- To have a voice and opinion within the school.

What do we recognise as acceptable standards of behavior?

Pupils are encouraged to:

- Be truthful.
- Respect the rights of others.
- Live compassionately.
- Accept responsibility for their actions and learn from their mistakes.

- Be involved in choices and decision making regarding their behaviour.
- Recognise the fundamental right of others to learn.
- Reflect on the Key Christian values of : ***Reverence, Wisdom, Thankfulness, Humility, Endurance, Service, Compassion, Trust, Peace, Forgiveness, Friendship, Justice, Hope, Creation Community***
- Have reverence for the environment/ and the wider community and support local and global advocacy
- Reflect, repair and restore following negative behavior.

In supporting this policy all staff are expected to:

- Recognise, seek to understand, and support each pupil as individuals.
- Plan the learning for each individual in the classroom.
- Actively seek support for their own training needs and understanding of pupil need.
- Maintain an environment which is conducive to learning.
- Celebrate success and ensure all pupils experience it.
- Be consistent, firm and fair using the STEP training language and strategies.
- Establish positive relationships and seek to maximise the opportunities for praise.
- Model positive behaviour and positive interactions.
- Demonstrate a duty of care.
- Support their colleagues by being a critical friend and offer support where plausible.
- Have a therapeutic approach to meeting the needs of pupils that puts **equity of opportunity at the centre of all our work.**

In supporting this policy Parents are expected to:

- Support the school approaches to help pupils make positive choices.
- Receive and read information regarding their son or daughter's behaviour.
- Receive and read Support and Intervention plans.
- Use the complaints procedure to register concerns.
- Communicate with the school regarding any issues that may impact on their child's emotional wellbeing.
- Understand and value the importance of equity of opportunity.
- Support and value the Christian ethos and values within the school.

Staff training

The school was trained in January 2020 on the "**Herts Steps**" programme. It is based on Therapeutic philosophy and method which involves the use of de-escalation, good communication and planning. It is a requirement of the job that all class- based staff and student focused support staff will receive this training from qualified trainers along with comprehensive updates and access to continued support. All staff are expected to positively engage with the training requirements to ensure they hold suitable knowledge to work across the school and across the range of needs. All staff received "Step On" training in January 2020 and will now receive annual updates. The current STEP's trainers are the **Jo Gant, Headteacher and Wendy Eustace, 2nd SENCO** by September 2020 we plan to have the Learning Zone team trained and a Head of Year. By 2021 all Heads of Year and the SENCO

will be trained as trainers. In between refreshers, staff have access to tutors for further advice and training.

It is expected that staff will actively seek to demonstrate language and attitude in line with school ethos, this policy and the Hertfordshire Steps training. In particular the following language is key to:

What is a therapeutic approach to behavior and what language do we use at Edwinstree to describe behavior?

STEPS and therefore Edwinstree school defines therapeutic as an approach to behavior that prioritises pro social (positive) experiences and feelings of everyone within the institution. Staff are expected to work hard to maximise the opportunities to recognise and celebrate this behaviour and to take every opportunity to minimise and de-escalate antisocial behaviour.

Behaviour is defined as:

- The way in which we act or conduct oneself especially towards others.
- The way in which we act or conduct ourselves in response to a situation or stimulus.
- Anything a person says or does.

Prosocial behavior is:

- Relating to or denoting behavior which is positive, helpful and intended to promote social acceptance.
- Characterised by a concern for the rights, feelings and welfare of other people – the value of compassion.
- Behaviour which benefits other people and or society.

Antisocial behaviour is:

- Behaviour which causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Antisocial behavior can be difficult or dangerous behavior which will imminently result in injury to self or others, damage to property or behavior that would be considered criminal such as racist abuse.

Unsocial behaviour is:

- Not enjoying or trying to make an effort to behave sociably in the company of others, **but not to the detriment of others.**
- Not doing as instructed, but **not to the detriment of others.**

How will Edwinstree promote and support the development of Pro social (positive behaviour with the school)?

We recognise that in order to support our vision for children to flourish we need to promote pro social behaviour whilst managing antisocial behaviour. To flourish students will be given the

following opportunities to learn what pro social behaviour is and how it supports students to succeed. In teaching our students the following methods will be used by the school:

Coming together as a school daily in Collective worship to reflect and explore:

- the key Christian values and how they can help us to form positive relationships.
- key role models from the current world and past and how they encapsulate one or many values.
- Identify and celebrate where students have been noticed using the values effectively to support others and themselves to flourish.
- what are the key ingredients of pro social behaviour and why it is important?
- a culture that encourages students to carry out their own COWO celebrating what gives them self-worth – what we call our wonderful?
- How staff can model reflection, spirituality, and Koinonia.
- Collective worships should never be used as a method to chastise and or universally, publicly criticise

Prioritising getting to know students as learners and individuals by ensuring:

- effective and swift marking to identify how well as student is learning and where the gaps are.
- planning to close the gaps for each individual child before moving any learning onwards.
- tutors find planned time to speak with each individual child.
- listening as a key strategy in getting to know students.

As teachers capitalising on the opportunities to identify and praise pro social behaviour by:

- recognising praise needs to be equitable and therefore individual and personalised.
- Praise can be given formally or informally, in public or in private, to groups or individuals.
- Using the merit system to inform Parents of praise that has been given within the school day.
- Taking opportunities as teachers to spot our students” wonderful” and to discuss this with them.

Planning for peer leadership within the school:

- Our students gain from being given planned opportunities to support and lead other students in activities and support throughout the school.
- Each Head of Year will plan opportunities for Leadership roles within their year group and or key stage and a Global or Local advocacy project to enact change.

Using Fullness days to promote prosocial behaviour in the wider community:

- Offering our students the opportunity to suggest fund raising charities, activities and learning opportunities on a half termly basis.
- Supporting students to plan and execute these activities and taking time to celebrate the differences they made and the lessons they learnt.
- Making sure these days include elements of planned fun.

Using positive reports to identify and capture prosocial behaviour:

- a teacher, parent or student can request to go on a report to record the positive actions a child is taking in a school day. This can help to support a child to recognise when they are getting things right and to celebrate this with home and school.
- These reports have been seen to have a greater impact than recording the antisocial behaviour.

How will Edwinstree manage antisocial and unsocial behaviour within the school?

Any member of staff faced with anti and unsocial behaviour is asked to de-escalate any antisocial behaviour, before then helping the child to understand why their behaviour was harmful and lastly to repair the harm done to relationships and people. This strategy sits above any need for assigning blame and dispensing punishment. This approach is **restorative and compassionate and places the Christian value of forgiveness at its core. We are clear as adults we still make mistakes so children are entitled to, but we must learn from our mistakes so that they are not repeated again.**

When antisocial behaviour is occurring the first expectation of a member of staff is to actively look to de-escalate the situation at Edwinstree staff are trained to use the following techniques:

- 1) Positive phrasing – providing clarity of instruction. Examples below:
 - Stand next to me
 - Put the pen on the table
 - Walk in the corridor
 - Switch the computer screen off
 - Walk with me to the library
 - Stay seated in your chair
- 2) Limited choice – providing a child with a limited set of choices this can mask and instruction and encourage the child to make a positive choice.
 - Where shall we walk? Here or in the library?
 - Put the pen on the table or in the box.
 - I am making a drink, orange or lemon?
 - Are you going to sit on your own or with the group?
 - Are you starting your work with the words or the picture?
- 3) Disempowering the behaviour – This avoids engagement and or a reaction to a child's behaviour, which can empower them to continue.
 - You can listen from there
 - Come and find me when you come back
 - Come back into the room when ready, I am just going to notify the school.
 - If you are walking away I am going to make sure you are safe by following at a distance.
 - Let me know when you are calm enough to talk.
 - We will carry on when you are ready.
- 4) De-escalation script – provide a calm, supportive and permissive script to help bring a child's emotions back to listening.
 - Child's name

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Within each technique teachers are trained to recognise that all strategies need to be deployed with a calm voice at a tone, volume, pitch and cadence that would be appropriate to any colleague as well as pupil. We recognise as a school that where a teacher is attempting to deescalate a behaviour that a child may be familiar with, initially the child may escalate as the teacher attempts to deescalate. The STEPs training advises us to calmly ride the bump! As teachers we may often do this by calmly repeating our instructions and praising any change in the behaviors that indicate the child is moving to get things right.

Once the situation has deescalated both parties need time to reflect.

Reflection requires a calming down period- of -time. Examples of how this can occur are listed below:

- An instruction that the teacher will allow some time to reflect and then see the student at an agreed point in the lesson.
- An agreed meeting time to reflect with the teacher, tutor and or Head of Year.
- Timeout of unsupervised play where behaviors have been inappropriate. Planned and unplanned.
- Time out of the lesson where the level of disruption has reached a peak that meant other learning could not continue. Planned and unplanned.

Where reflection requires an unplanned removal from other students: During lesson time a message should be sent to the Resolve room, where the appropriate support will be sent to collect the student in order to carry out the Resolve. Where the removal is during a break time a Mid- day Supervisor, Teacher and or Senior teacher should escort the child to the Resolve room. Parents should be notified by the Admin team of a removal to the Resolve room.

Repair and restore. This occurs post time for reflection and requires the people affected by the incident to revisit the experience by re-telling and exploring what happened. The purpose of reflect repair and restore is to revisit the experiences with the individuals once calm and reflective. The focus is centred around the harm that has been done, from these behaviours and how it can be repaired? It considers the experiences feelings and needs of each individual and ensures that conflict is less likely to happen in the future. When a repair and restore meeting is taking place, it needs an experienced facilitator to support the conversation and to agree the outcomes. The majority of repair and restore meetings will involve the individuals involved in the event alongside the tutor, Head of Year, Head of Subject, the Resolve support member of staff and or a Senior Member of Staff. All Repair and Resolve meetings should answer the following questions:

- **What happened?**
- **What the people involved thinking and feeling at the time?**
- **Who was affected and how?**

- **How can we put right the harm?**
- **What have we learnt so as to make a different choice next time?**

Anti social behaviour will be recorded on the Schools behaviour watch system in order to help the school analyse and track for patterns and support. As part of this process the teacher and student will make a decision to what level of Anti social behaviour this warrants. **Please remember this is the least important part of the Restorative approach – it is the conversation which facilitates an understanding of what went wrong? Why the behaviours were antisocial? who was affected and what can we learn from this? Are key.**

Antisocial behaviour will be defined post the reflect and restore meeting under one of four categories and will be recorded as such on our behaviour watch system *Appendix 1 gives a child friendly version.*

- A warning – which involves no record of the event, but a clear and specific instruction or limited choice to bring the student back to behaviours that allow the lesson to continue.
- A 1st yellow - behaviour which involves a record on behaviour watch and a brief repair and restore conversation with the teacher and may include the tutor.
- A 2nd yellow – behavior which involves a record on behaviour watch and a repair and restore conversation with the teacher, is kept on file.
- **If repeated 1st yellow cards are occurring, the teacher should ask for the support of the form tutor.**
- **If repeated 2nd yellow cards, ask for the support of the Head of Year to make a phone call home to discuss the incident and the outcome**
- A red card – warranting behaviour that disrupts learning and or is dangerous. This is likely to result in a removal from class and or the play ground in order to deescalate the situation and provide time for those involved to reflect. The resolve room must be notified before removal and the child will be supervised to reflect and remain calm until ready for reparation with those involved. Parents will be informed of the removal and the subsequent restore process. All repair and restore meetings are recorded on the students file.

Additional differentiated approaches that may be used in conjunction with repair and restore meetings may include; social stories, comic strip conversations, role play with dolls and soft toys or puppets, circle time activities, signing and or signaling, use of signs pictures and symbols to communicate emotion.

What are the consequences for antisocial behaviour?

As part of the repair and restore processes consequences will be considered. They should be derived through logic and should be something that naturally or logically follows on from the action.

Educational Consequences should allow for students to learn, rehearse or be taught so that the freedom can be returned. These include:

- Completing tasks.

- Rehearsing.
- Assisting with repairs.
- Educational opportunities including research.
- Conversation and exploration.

Protective consequences require the removal of a freedom in order to manage the risk of harm to the student and or others. These include:

- Increased staff ratio.
- Limited access to outside space unsupervised.
- Escorted during social situations.
- No availability of the minibus, or school transport.
- Differentiated teaching space.
- Exclusion.

What happens if a child's behaviour remains repeatedly antisocial and difficult or reaches levels of anti social and dangerous? Developing preventative strategies.

Where a child's behavior reaches dangerous levels either as a one off event or over a repeated serious of events; this can include repeated disruption of lessons. A plan is required, to provide individualized one to one analysis of what is happening. Edwinstree behaviour plans follow the advice given by STEP's training and use STEP methodology. These plans require the school to take the opportunity to work with the teachers, student and parent to analyse methodically and in detail what is happening, in order to understand, explain and interpret the behaviours. The ultimate purpose is once the school has a clearer understanding, a plan is put in place to protect or support against these behaviours occurring again. Any child returning from a fixed term exclusion must have a plan.

The plans should involve the teachers, tutor, head of year, SENCO team where appropriate, and any external services. They should be distributed widely to all those involve in working with child and updated and reviewed as a minimum each half term.

In analysing the child's behaviour, all parties are required to ask the question, '**Is the behaviour subconscious?**' The child is unable to process or manage their feelings, where their world overwhelms them and they are unable to cope on their own **or conscious?** They believe they are able to justify their behaviour and they trust their belief over any assertion the teacher puts in place. They act from a position of "you can't stop me"?

In analysing sub – conscious behaviours (behaviours that choose us) The school must ask the questions:

- Is there a medical or habitual cause?
- Is there an emotional overwhelming cause?
- If so what is causing the anxiety, fear, confusion, anger and embarrassment etc?
- How can we protect the child from the overwhelming experience or feelings?

In analysing conscious behaviour (behaviours that we chose) The school must ask the following questions:

- How does the behaviour serve the student?
- What is the motivation to behave antisocially?
- Is there any motivation to behave pro socially? Where does this happen and why?
- What are the expected limits to freedom?
- How can I impact on a child's beliefs and or values?
- What does the child need to learn?
- How am I going to teach them?

In answering these questions it is important to remain non judgmental and to be as accurate as possible and provide a context.. Antisocial behaviours do not necessarily all stem from subconscious and conscious behaviour and may be formed from parts of both. It is important to distinguish which behaviours are from which area.

Once the source of the behaviour has been identified the school and teaching staff will use the following methods to support a deeper analysis of what is occurring (please see **appendix 2 flow chart**):

- Anxiety mapping - predominantly supports an analysis of sub conscious behaviour dependency and anxiety. **Appendix 3**
- Roots and Fruits – predominantly supports an analysis of conscious behaviour and analysis behaviours, feelings and experiences. **Appendix 4**

The next stage is to complete the Risk Reduction *Plan* **Appendix 5**. This plan needs to be regularly reviewed as a minimum every half term, but for most children at the start of the plan this would need to be reviewed more regularly. The Risk Reduction plan must be agreed with Parents, Child and the child's teaching staff and Head of Year. In many cases the Learning Zone support staff will also take a key lead in supporting this plan the strategies involved and the review.

Physical Intervention Supporting Guiding and Escorting

We acknowledge that there are exceptionally rare occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a child in distress (so long as this is appropriate to their age and understanding), to direct a person or for activity reasons (for example in drama, physical games), for the safety of others or when accessing the community. This applies to all pupils in our school and does not require a Support and Intervention Plan or need recording on a behaviour form. Alongside this statement staff must make sure they have read the Safe touch Policy, Lone Working Policy and Safeguarding policy.

We want to ensure pupils are well prepared for life beyond us. With this in mind, alongside the knowledge of susceptibility of injury, hypermobility and risk to both parties, all staff are advised to think carefully before touch and must offer pupils an arm rather than hand holding, where they feel it is necessary. Below are the techniques staff must use if they are moving to touch.



Supportive hug, protective arm

Restrictive Physical Interventions

Restrictive physical intervention involves the use of overpowering force to control a person's behaviour. Only the Head and or Wendy Eustace have the current STEPS training to be able to carry out this safely and to effect. It must only be used as a last resort and only by the two trained members of staff. It would be an exceptionally rare circumstance to require this and may only be used in the following circumstances:

- when a pupil is at risk of harm.
- or others may get hurt or have been hurt.

It is used:

- When other actions have not improved the situation or there is deterioration.
- Where any other course of action has failed. Or Where immediate action is necessary.
- Trained Staff make a balanced judgement about use from their experience and expertise, taking account risks to themselves, others and property.

It is never used:

- To punish.
- To cause or threaten harm.
- To oppress, intimidate or bully.

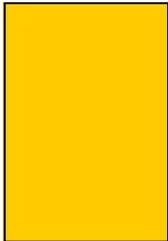
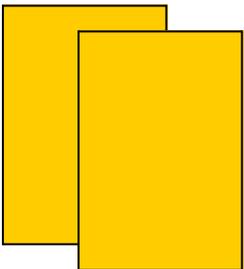
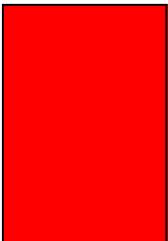
The techniques used in physical interventions and restrictive physical interventions are as a result of ongoing risk assessment in an effort to safeguard everyone in an incident where physical intervention/restrictive physical intervention is necessary. Whilst some physical injury or pain potential can be reduced there always remains some risk. All restrictive physical intervention should involve the minimum physical force necessary. The restrictive physical intervention should be as short as possible. The force used must be seen as reasonable; in proportion to the consequences it is intended to prevent.

It is important that detailed recording is provided, both to inform future planning and protect staff and pupils. Please note in the four years the Head has worked at Edwinstree this intervention has not been necessary and so is an extremely rare event.

Please ensure that you have read the following policies that align to the Behaviour Policy these are:

- The Touch Policy
- The Antibullying Policy
- Safeguarding Policy
- Exclusion Policy

Edwinstree Behaviour System

	<p>1st Yellow Card</p> <p>An Adult has warned you that you behaviour is antisocial and why You did not change your behaviour</p> <p>In the lesson you need to Reflect, Repair and Restore with your teacher</p> <p>Your form tutor and parents/carers will be informed and you will attend Friday Justice</p>
	<p>2nd Yellow Card [Difficult Behaviour]</p> <p>Your antisocial behaviour continues. Your teacher has reminded you why you behaviour is antisocial. You did not change your behaviour</p> <p>In the lesson you need to Reflect, Repair and Restore with your teacher</p> <p>Your form tutor will meet you to discuss in Friday Justice. Your parents/carers will be phoned by your teacher</p>
	<p>Red Card [Dangerous Behaviour]</p> <p>Your antisocial behaviour continues, or reaches a peak without following the stages. An adult has explained why your behaviour is antisocial. You did not change your behaviour</p> <p>An adult will collect you and take you to Resolve</p> <p>A meeting will be arranged for you to Reflect, Repair and Restore, which will have a consequence (either educational or protective)</p> <p>Your parents/carers will receive a phone call and you will attend Friday Justice</p>

Note: Sometimes antisocial behaviour might result in an instant card being given for example fighting, homophobic language, swearing, racism or unsafe behaviour,