



St Andrew's CE Primary School Much Hadham



'Life in All Its Fullness – Come and See' John 10:10, 1:39



Behaviour for Learning Policy

In the New Testament of The Bible, St Paul writes:

'Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and be kind, forgiving each other as readily as God forgave you in Christ.' (Ephesians 4: 31-32)

St Andrew's School has an open culture which actively promotes all aspects of our pupils' welfare. The leadership take rapid and appropriate action whenever concerns are expressed. Our thoughtful and wide-ranging promotion of our pupils' spiritual, moral, social and cultural development and their physical well-being enables our pupils to thrive.

We expect parents and carers to respect our decisions and support us in achieving this.

Aims and expectations

The following measures set out in this behaviour policy aim to:

- Promote the school rules and self-discipline – i.e. for the children to become positive, responsible and increasingly independent members of the school community and in the wider community.
- Help the children to develop a sense of responsibility for their behaviour and take ownership of their actions.
- Prevent bullying and to promote an environment where everyone feels happy, safe and secure and confident about who to talk to if they are worried.
- Ensure that pupils learn and complete assigned work.
- Ensure that every member of the school community feels valued and respected.
- Ensure that each person is treated fairly and well.

Our Golden Rules - 'Be Kind and Work Hard' are our two key school rules. The behaviours we expect to see within the children are set out in our Behaviour Curriculum, which we suggest is read alongside this policy and can be found on our school website.

Our aim is that by following the school rules at all times, self-discipline will transfer when the children are in the wider community.

Rationale

In line with the latest research in child development, St Andrew's follows a therapeutic and restorative view of behaviour management. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This links closely with the DfE 'Behaviour In Schools' 2024 guidance.

Roots and fruits

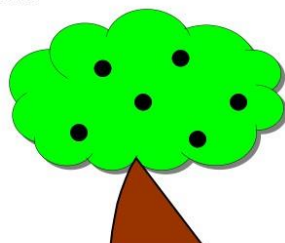
*

guidance.

Behaviours

Feelings

Experiences



We understand that:

Negative experiences create negative feelings.
Negative feelings create negative behaviour.

Positive experiences create positive feelings.
Positive feelings create positive behaviour.

Therapeutic approaches in schools focus on understanding the underlying reasons for pupil behaviour and providing support to address those needs, while punitive approaches emphasise punishment and consequences for misbehaviour. Research suggests that therapeutic approaches are more effective in the long term, fostering positive relationships and promoting a healthier school climate, while punitive measures can be harmful and counterproductive.

Consistency is key. School staff work closely with children and parents to create shared values and beliefs, shared principles of communication and de-escalation, shared risk management and shared opportunities for reparation, reflection and restoration.

We follow the process of:

1. Regulate (opportunity to be in a calm and reflective state)
2. Relate (recognising and naming the emotion)
3. Repair (reflect on the impact of actions and make it better)

De-escalation:

At all times we aim to de-escalate situations and use preventative strategies to avoid harm to both pupils and staff.

All members of staff are aware of the guidance regarding the use of force by teachers, as set out in DfE document "Use of Reasonable Force: Advice for head teachers, staff and governing bodies", April 2013 - Please also refer to our Reducing the need for Restrictive Physical Intervention Policy.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Children with Special Educational Needs (SEN) or childhood trauma:

We understand that there may be underlying SEN or childhood trauma which may affect a child's behaviour. Our Special Educational Needs and/or Disability (SEND) Policy and our Pupil and Staff Wellbeing Policy, available to see on our school website, outline the steps we take as a school to support individual needs, including the social/emotional needs of the child and whether multiagency work is necessary. Adaptations to this policy may be necessary for such pupils in the form of a Therapeutic Plan, in collaboration with the child, their parents and school staff.

All adults know that it is everyone's responsibility to protect and promote the welfare of the children in the school (see "Keeping Children Safe in Education").

Staff are therefore vigilant for signs of abuse and know the appropriate procedures if they suspect a child's behaviour is being affected by this.

We will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's Child Protection Policy available to see on our school website.

Transition:

We are aware that times of transition (e.g. moving from one class to another, from one key stage to another or changing schools) can be unsettling for some children which, in turn, may lead to social/emotional issues. We therefore employ several measures (such as cross year group buddies, visiting their new classrooms, meeting new teachers) to help the process be as smooth and as positive as possible. For more details, please refer to our Transition Policy, available from the school office.

Valued (we call them Green) behaviours:

Valued (Green) behaviours are developed and encouraged throughout the school by:

- Systematic teaching using our Behaviour Curriculum.
- Developing constructive, productive and respectful relationships between all members of the school community.
- All members of the school community role modelling valued behaviours (respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably etc.)
- Developing the value of forgiveness and the recognition that all members of the school community make mistakes.
- Establishing clear systems and routines for different parts of the school day so that children understand what is expected of them and what valued behaviours they need to adopt.
- All members of the school community showing care and concern for others and their feelings. This will ensure that all members feel valued and significant.
- Consistency in the way in which all members of the school community approach and manage both valued behaviours and detrimental behaviours, as outlined in this policy. This includes the use of rewards, scripts, positive phrasing, reflection and consequences, as outlined below:

Rewards:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote valued behaviours, rather than merely deter detrimental behaviour.

We praise and reward children for good behaviour in a variety of ways: e.g.

- Congratulate and praise children with frequent use of encouraging language and gestures, both in lessons and around the school, so valued behaviours are modelled and acknowledged.
- Teachers give children sticker charts, stickers, stamps and other rewards.
- The Headteacher and Deputy Headteacher Award Headteacher stickers for good work.
- Class responsibilities.
- The school acknowledges, in assemblies, all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.

- Y5/6 wider responsibilities, including worship monitors and lunchtime assistants.
- Children are rewarded STAR awards in line with our School Learning Powers of Resourcefulness, Resilience, Reasoning, Listening, Collaboration and Reflectiveness.
- Phone call home and Praise Postcard for pupil behaviour that goes 'over and above' that ordinarily expected.

Positive Phrasing:

We try to focus on the behaviour that we **do** want to see in school, rather than that we do not. For example:

'Walk in the corridor, Show me you're listening, Hands in your laps, Chair on four legs, Stand next to me, Put the pen on the table, Switch the computer off, Walk with me to the library, Stay seated in your chair.'

Scripts:

Helping children to recognise their emotions can be helpful. For example:

'[Child's name]. I can see that you feel (name the emotion). (reference the behaviour we expect) in school thank you.'

'I understand that you want to (name action). In school we (reference the behaviour we expect).'

'Do you remember last week/yesterday etc when you (name desired behaviour). That's what I would like to see today.'

De-escalation scripts can be used to calm and direct a dysregulated child:

'Child's name

I can see something has happened.

I am here to help.

Talk to me and I will listen.

Come with me and.... (we'll find someone to talk to, we'll find somewhere quiet to sit, we'll see if we can find your bag)'

Reflection and Feedback:

Time out at a 'Thinking Spot' may be used to allow the individual to self-regulate and reflect. Young children may need the support from an adult to do this.

Once calm, children are encouraged to reflect on their behaviour, considering why their behaviour was inappropriate and how it might have affected others in the school. This reflection may take place as a verbal discussion or pupils may be asked to write down their reasons for the behaviour. They will consider how that behaviour could be improved, or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This could be in the form of a 'Time to Reflect' (see Appendix 1), thought bubble, letter, comic strip conversation, social story, drawing or another form of communication. Visual cues will be provided depending on the child's level of development (see Appendix 4).

Key questions for the reflection discussion could be:

- What happened?

- How were you feeling at the time?
- How do you feel now?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Taking Responsibility:

As part of our Behaviour Curriculum, we explicitly teach pupils to take responsibility for their own actions and to accept the consequences of choices that negatively impact themselves and others. (Please see under the 'Curriculum' tab on our school website.)

In addition:

- If there are incidents of detrimental behaviour, the class teacher may discuss these with individuals, groups or the whole class.
- Whole school and class worships also provide a venue for discussing positive behaviour.
- PSHE lessons, based on JIGSAW, provide regular opportunities to help develop individual and collective responsibility.

Consequences

The school employs a number of consequences to promote the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g HfL, St Albans Diocese Education Department, Primary Behaviour Support Team).

These consequences are for the majority of our pupils. In addition, some children, who exhibit on going detrimental behaviours, may require a Therapeutic Plan to formalise strategies that differentiate from policy. (See Appendix 3)

<u>Type of Incident</u>	<u>Consequences</u>
Yellow Behaviours for eg: • Calling out • Making noises • Not listening to instructions • Distracting others • Poor attention to detail in work • Name calling • Disrupting others work/play • Unkind and unfair play	• Verbal warning and reference to rules/expected behaviour. • Pupils could be reminded of how they are expected to follow the school rules as they have done so successfully in the past. • The child may be moved to a new place to work/play. Possible scripts: 'I can see that you feel (name the emotion). (reference the behaviour we expect) in school thank you.' 'I understand that you want to In school we (reference the behaviour we expect). 'Do you remember last week/yesterday etc when you (name desired behaviour). That's what I would like to see today.'

Orange behaviours eg: • Negative/lack of response to consequences of yellow behaviours. • Disrespect to adult • Deliberately damaging someone's property • Hurting others • Putting themselves in danger • Other distractive behaviour that stops other pupils' learning/playing safely • Behaviour out of school which may bring the school into disrepute	• "Time out" at a Thinking Spot in another supervised area of the classroom/area of the playground. • When regulated and calm older pupils* will then be given prompt questions to reflect on either verbally or written at a time specified by the adult (see Appendix 1). Younger pupils* will be given visual prompts to reflect on verbally and/or using gesture (See Appendix 4). • After "time out" the member of staff will discuss the pupil's behaviour with them, giving the pupil an opportunity to share their responses to the prompt questions, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. • The pupil will have a consequence closely linked to the incident eg if they damage property they will make amends to fix it, If they cause distress to others they may write a sorry card or letter. • They may miss some playtime to carry out these discussions/tasks in order to minimise disruption to their own and others' learning. • The incident will be logged on CPOMS and shared with all members of the Senior Leadership Team. • Parents may be informed. *dependent on the pupil's level of development. Possible scripts: 'I have asked you to (reference the behaviour we expect). I can see that you are finding that difficult. Let's have some time on the Thinking Spot to think about what's happened and how we can make it better.' 'I can see that you feel (name the emotion). I know that you can (name desired behaviour). Let's have some time on the Thinking Spot to think about what's happened and how we can make it better. I'll come back in 5 minutes to help you.' 'It was the rule about (being kind or working hard) that you broke. You have chosen to (name orange behaviour). Take some time on the Thinking Spot thank you.'
---	---

Continued orange behaviours	• A member of the Senior Leadership Team (Headteacher, Deputy Headteacher or Inclusion Lead) will become involved. The member of the Senior Leadership Team will contact the child's parents/carers to make an appointment in order to discuss the situation, with a view to improving the behaviour of the child. • In such a situation the child may be put onto a Behaviour Log. This log will make explicit the behaviour which we expect to see. During each part of the day staff will record behaviours shown during that session. (see Appendix 2 for details). This will be regularly reviewed to identify successes and/or areas for development and parents/carers will be informed about the progress of their child's behaviour. The SENDCo will be informed and if necessary, documents such as Roots and Fruits, Anxiety Mapping or Predict and Prevent Planning may be used to trace the source or reason for the detrimental behaviour. Steps will be put in place to address any issues that arise. • A Therapeutic Plan would be considered at this point (see Appendix 3)
Red behaviours eg: • Not improving behaviour after being on a behaviour log for four weeks • Extreme verbal and/or physical aggression • Behaving in a way which endangers others or themselves • Swearing at an adult • Racist or homophobic name calling • Sexual harassment • Bullying (see Anti-Bullying Policy)	• A meeting will be arranged between parents and the Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour Log. Parents will be expected to meet with the Headteacher at the end of each week. • Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding. • Further behaviour support, from the SENDCo / outside agency may be provided at this stage to help the child improve. • A suspension would be considered at this point.
Suspensions and permanent exclusions (See Section 9 below) The decision to exclude a pupil must be lawful, reasonable and fair and will only be followed in extreme circumstances.	• In such circumstances the school and Headteacher will follow the guidance as set out in: https://www.gov.uk/government/publications/school-exclusion <i>If you have any queries with regard to exclusion matters please refer to your local Integration Officer. (Telephone numbers in section 10)</i>

Malicious accusations against school staff	The Governing Body will instruct the Headteacher to follow the advice from Section 4.1 of the Hertfordshire Safeguarding Children Partnership's Inter-agency Child Protection and Safeguarding Children Procedures Manual focuses on "Managing Allegations Against Adult Who Work With Children and Young People". • If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. • If an allegation is determined to be unfounded or malicious, the CPSLO (Child Protection School Liaison Officer) should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.
---	---

The role of School Staff

- We believe that high-quality teaching promotes effective learning and valued behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued.
- Staff will follow the steps of the policy as outlined above.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement this policy throughout the school.
- The Headteacher reports regularly to governors on the effectiveness of the policy, and about major behaviour/bullying incidents.
- The Headteacher keeps records of all reported serious incidents of misbehaviour. A log is kept on CPOMs.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of detrimental behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.
- The Headteacher will ensure that all staff are clear about the expectations in the behaviour policy and procedures which they should use. Where specific training-needs have been identified for particular members of staff, through school self-evaluation and individual performance management reviews, the Headteacher will ensure that those members of staff have access to the advice, training and development-opportunities appropriate to their needs.

The role of parents

- The school works collaboratively with parents/carers, in the hope that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to discipline a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then parents/carers may follow the complaints procedures as set out in the Complaints Policy.

The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but may consult with the governors about particular disciplinary issues.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The role of children

- To be responsible for and reflect on their own behaviour.
- To follow the whole school-rules and their class contract.
- To use the opportunities provided to be a role model and an ambassador for good behaviour. (e.g buddies, Kindness Keepers, play leaders - peer to peer support)

Suspensions and permanent exclusions

In cases of severe and persistent misbehaviour, the Headteacher may suspend or exclude a child permanently from school. In his or her absence, the designated senior teacher has the right to suspend a pupil from school. If such action is taken, the Headteacher will inform the Chair of Governors and seek advice from the Local Authority. In the case of permanent exclusions, a committee of unnamed governors will be put together if and when the need arises in line with statutory requirements.

A decision to permanently exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In such circumstances we will follow the guidance as outlined below:

<https://www.gov.uk/government/publications/school-exclusion>

Children's Services (CS) maintains an Integration Team, which should be the first point of contact for any queries headteachers, governors, parents, pupils or others may have regarding exclusions. The contact details of the Integration Team Officers for the five double district areas of Hertfordshire are as follows:

- Broxbourne & East Herts 01442 – 453084

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher records repeated or significant classroom incidents – on CPOMs
- Behaviour logs/ Time to Reflect sheets are kept in the first place by the class teacher but then by the Headteacher when the incident has been resolved in order to build up a picture of reoccurring poor behaviour.
- The Headteacher records those incidents where a child is sent to her on account of bad behaviour (CPOMs)
- We also keep a record of any significant incidents that occur at break or lunchtimes: All staff across the school have been trained to use CPOMS.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

The Governing Body will evaluate the impact of this policy by receiving data and developing trends from the Headteacher on:

- suspensions and permanent exclusions
- number of and analysis of behaviour instances of bullying and racial incidents, as reported on returns to the LA, and action taken support provided for the victims.

Time to reflect:

1. What I did.	
2. How I was feeling.	
3. Who was affected?	
4. What can I do to make it right?	
5. Next time I will...	

St. Andrew's Behaviour Log

Week beginning: _____ Name: _____

MY GREEN BEHAVIOURS	(example) Listen carefully to instructions.	Use kind words.	Complete my work.
----------------------------	--	------------------------	--------------------------

	Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6
MON								
TUES								
WED								
THURS								
FRI								

Key: G – All 'Green' behaviours shown**Y – 'Yellow' Behaviour(s) shown****O - 'Orange' Behaviour(s) shown**

If 'Yellow' or 'Orange' behaviours are shown – please record which behaviour(s) have been displayed on this page with a tally mark, every time they are shown. (For example, if a child calls out twice in a session, put two tally marks). This will help us to gain a picture over the week of which behaviours a child may need support with.

YELLOW BEHAVIOURS

- Calling out
- Making noises
- Not listening to instructions
- Distracting others
- Poor attention to detail in work
- Name calling
- Disrupting others work/play
- Unkind and unfair play
- Other (please note)

ORANGE BEHAVIOURS

- Negative/lack of response to consequences of yellow behaviours.
- Disrespect to adult
- Deliberately damaging someone's property
- Hurting others
- Putting themselves in danger
- Other distractive behaviour that stops other pupils' learning/playing safely
- Behaviour out of school which may bring the school into disrepute
- Other (please note)

Appendix 3 – Therapeutic Plan

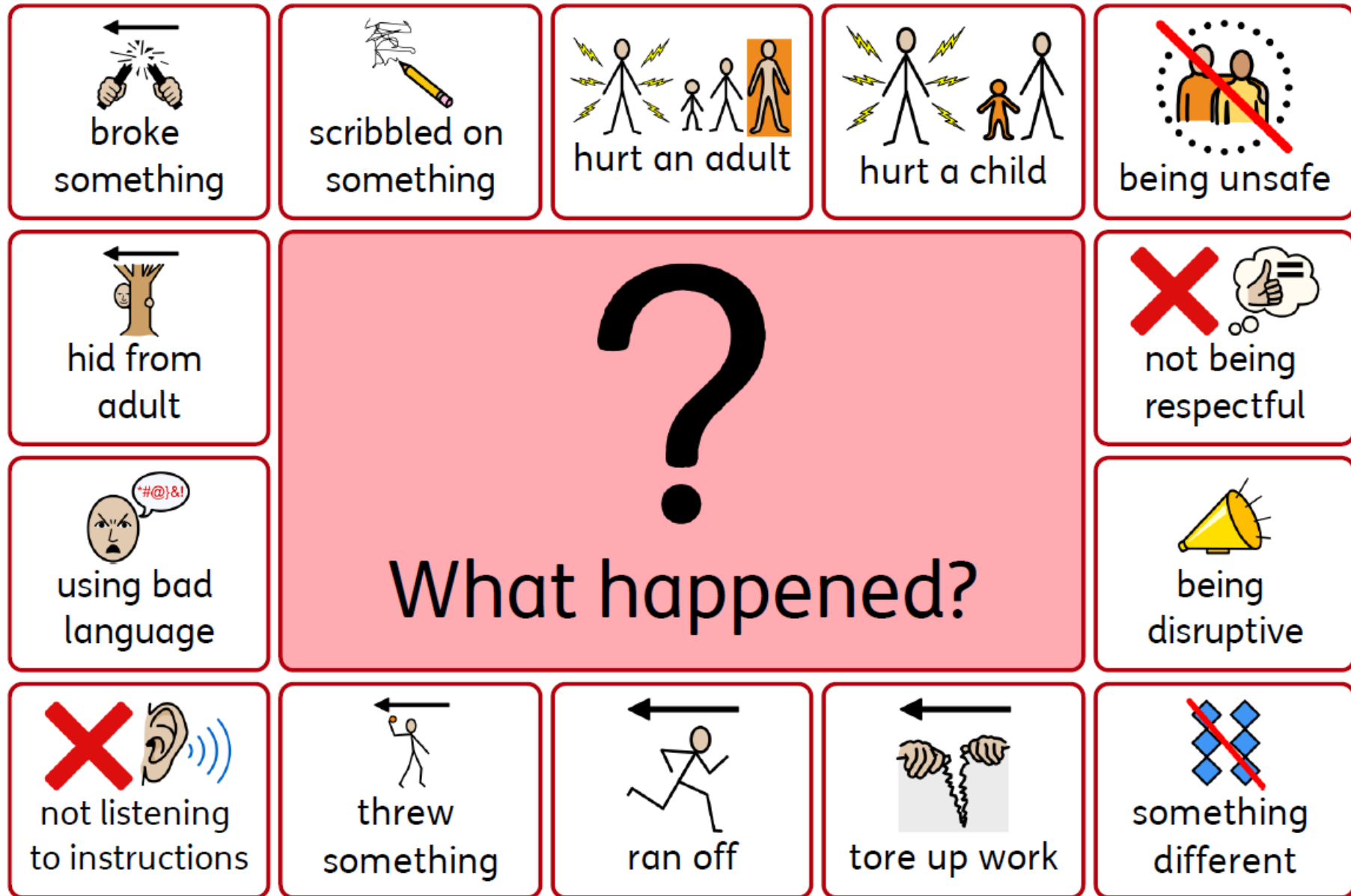
<u>Name</u>	<u>DOB</u>	<u>Date</u>	<u>Review Date</u>
<u>Risk reduction measures and differentiated measures (to respond to triggers)</u>			
<u>Pro social / positive behaviour</u>		<u>Strategies to respond</u>	

<u>Anxiety / DIFFICULT behaviours</u>	<u>Strategies to respond</u>
<u>Crisis / DANGEROUS behaviours</u>	<u>Strategies to respond</u>
<u>Post incident recovery and debrief measures</u>	

Signature of Plan Co-ordinator **Date**

Signature of Parent / Carer **Date**

Signature of Young Person **Date**.....





worried



fidgety



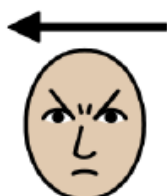
confused



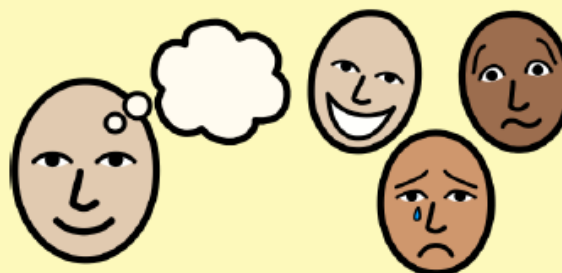
angry



sad



annoyed



What were you
thinking or feeling?



silly



scared



embarrassed



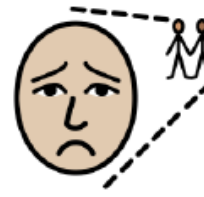
nervous



bored



furious



lonely



something
different



me



a friend



a teacher



my class



my mum



my dad



Who has been
affected?



other children



my family



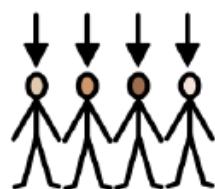
my sibling



people in the
community



animals



everyone



another adult



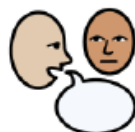
someone
else



make a card



write a letter



talk to
someone



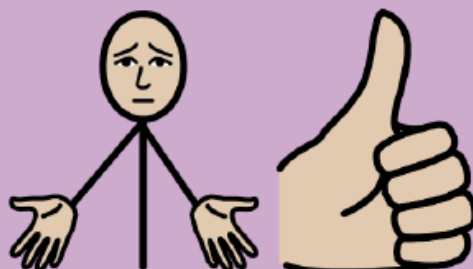
say sorry



fix something



have thinking
time



What needs to happen
to put things right?



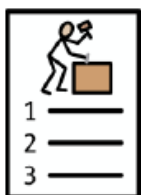
tidy up



make a
change



clean
something



make a plan



practice



finish my
work



hug



something
different



sad



sorry



guilty



annoyed



embarrassed



worried



How do you feel
now?



nervous



hungry



tired



unsure



calm



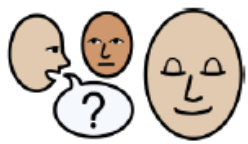
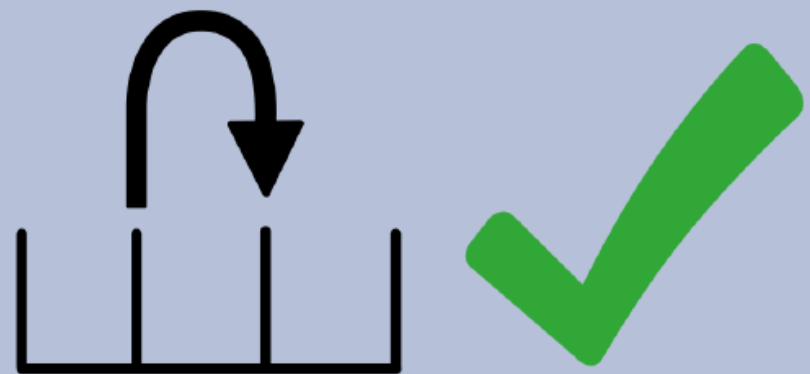
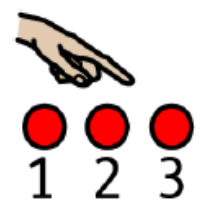
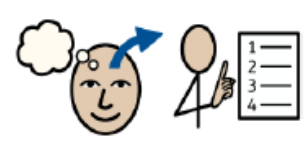
better



okay



something
different

 move away	 ask for a break	 go to my calm space	 get a fiddle toy	 ask for help
 tell someone how I feel	 Next time I will...			 count to 10
 play with someone else				 be respectful
 make a good choice	 take deep breaths	 listen carefully	 remember the rules	 something different