



Greenfields Primary School

Positive Behaviour Policy

Approval

Signed by Head teacher / Chair	Kate Day
Date of approval	September 2022
Date of review	September 2023

This policy will be reviewed in full by the Governing Body on an annual basis.

Respect for all

At Greenfields Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Greenfields in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

At Greenfields Primary, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils and staff.

At Greenfields Primary, all staff working with our children receive training in behaviour support. This training is based on the "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: *The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.* This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in 'Steps' and receive annual training and new staff joining the school will receive this training as soon as it is available to them.

Rationale

At Greenfields it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

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

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.

- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Right and Responsibilities

At Greenfields our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning. Being honest.
- Respecting the dignity of each person; their individuality, their feelings and their role in the school. Showing respect for each person, and empathy for their feelings.
- Building confidence and self-esteem by valuing each person's successes and achievements and celebrating aspiration.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve. Showing respect to each other; the school, our resources and our environment.
- Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here together. Being a strong team.
- Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy) A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

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

This can be done by...

- Praise from adults and peers
- Stickers for themselves

- Certificates for completing Bronze, Silver and Gold cards etc
- Praise through our Green Book Assemblies in front of the school community.
- Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- Good work and achievements being displayed around the school and on our App, Facebook and Twitter.
- Class gold coins for whole class good conduct where pupils work together to earn a reward at the end of the term.

A Therapeutic Approach

At Greenfields Primary School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour. The Hertfordshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. [appendix 1](#)

Consequences and Sanctions

At Greenfields adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences respond to the individual's internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. All inappropriate behaviour is recorded on CPOMs and monitored by SLT and the behaviour lead. When a pattern of behaviour or a series of worrying behaviour occurs, the Headteacher will inform the parent and child that this has been recognised. A plan will be put into place to support the child.

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

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger. Class staff to complete an Anxiety Map if necessary.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
4. Give a positive reminder of the class rules which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences.
6. Write the child's name down and the child will be required to stay in at the next available lunch time to make up lost learning time/to discuss strategies should the feelings/behaviours present again. [Protective Consequence form](#)
7. If behaviour persists, child is moved within the classroom, to different table to complete the task. A time limit will be given for this. If behaviour continues, they will then be sent to their phase partner class for a set time limit.
8. If behaviour persists when child has returned to the class, the child will be sent to the Deputy Head/SLT to complete the given task. The teacher will set a time limit for the child to be out of class. Parents will be informed. Teacher to fill in roots and fruits in collaboration with an accredited Steps tutor and revisit if necessary and when needed.
9. If behaviour continues, child will be sent to see the head teacher. A discussion between the child and the head will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time. Parents will be informed.

10. If behaviour persists over time, parents will be contacted and informed and required to come in for meeting with the Head, class teacher and child.

The above applies to years 1 to 6.

In Early Years, behaviour is recognised in a visual manner, in order for pupils to see the positive consequences of their actions. The same behaviour is expected of all children. The positivity board will celebrate positive learning behaviours such as kind words, good sitting and good listening. Children's names are never removed from the positivity board to reinforce that they are always part of the class. Pupils who cannot follow the golden rules are given reflection time and have a conversation with an adult when the situation has de-escalated. This in turn reinforces the learning behaviours that are expected throughout the school.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g.
 - *"Stand next to me"*
 - *"Put the toy on the table"*
 - *"Walk beside me"*
- Limited choice e.g.
 - *"Put the pen on the table or in the box"*
 - *"When we are inside, lego or drawing"*
 - *Talk to me here or in the courtyard"*
- Disempowering the behaviour e.g.
 - *"You can listen from there"*
 - *"Come and find me when you come back"*
 - *Come down in your own time"*
- Use of a De-Escalation Script e.g.
 - *Use the person's name – "David"*
 - *Acknowledge their right to their feelings – "I can see something is wrong"*
 - *Tell them why you are there – "I am here to help"*
 - *Offer help – "Talk to me and I will listen"*
 - *Offer a "get-out" (positive phrasing) – "Come with me and....."*

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Outdoor Behaviour

If poor behaviour occurs during an outdoor lesson, the protocols should be followed. At break times and lunchtimes, the adult on duty will:

1. Give a verbal reminder of expected behaviour
2. Repeat the reminder

3. Require the child to stand alongside them for 5 minutes
4. Send the child to the member of SLT on duty to complete protective consequences.

If the incident is severe and needs immediate SLT intervention, go straight to step 4 e.g. physical fighting, swearing or racist incident.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

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

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

Reflect, repair and restore (after a crisis)

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

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

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

**Anti-social / difficult / dangerous
Behaviours**

Pro- social behaviours

Anti-social / negative feelings

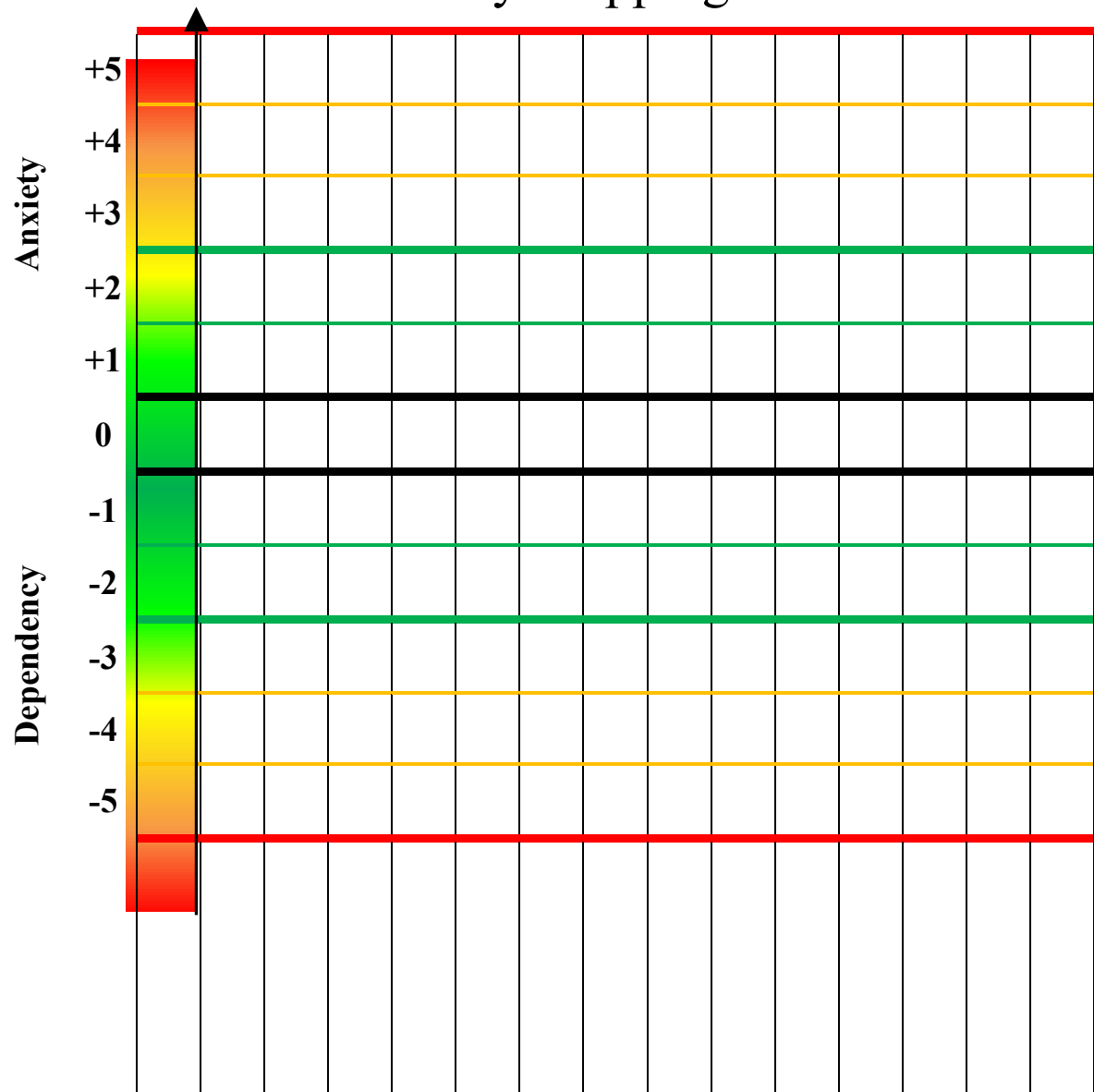
DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc