

**Studlands Rise First School**  
First Steps on the Learning Journey

# **Studlands Rise First School Behaviour Policy 2022-2023**

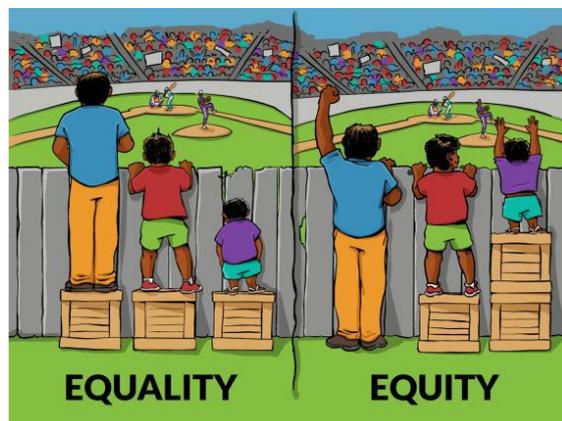
Agreed – September 2022  
For Review – September 2023

## Philosophy

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

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. The steps approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration



## Ethos of Studlands Rise First School

The governing principle of this policy endorsed by all staff at Studlands Rise First School is to enable children to develop a sense of belonging and a sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and then deal with the consequences of the choices they make. The staff work as a team to create a positive climate within the school between members of staff and children. Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

## Aims and Values

- Studlands Rise is a caring community which values the self-esteem of both children and staff
- Children have the right to learn in a safe environment conducive to learning; we recognise the rights of teachers to teach and children to learn.
- Relationships are based upon trust, honesty and mutual respect between all members of the school
- All the children's achievements are valued and celebrated by the school
- Self-discipline is an important part of teaching and learning
- Every child is encouraged to fulfil his/her potential through being given access to every educational opportunity
- Whatever each person whether child, teacher or other adult, brings to the school should be respected regardless of learning ability, social, religious or ethnic background
- Good classroom management is the key to effective learning

## **Promoting Pro-Social Behaviour**

Studlands Rise First School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with, the community, their continuing development and the quality of their lives. All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

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

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

**Relationships** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.

**Role Modelling** – Using words and actions that mirror the responses we are trying to encourage in children.

**Consistency** – Working out the best way to support each individual child and ensure that approaches to that child are consistent.

**Scripts and Routines** – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening.
- thinking time supported with visual support and timers
- social stories
- the loss of a break time or lunch time to make up work or to make up work missed.
- sharing incidents of negative behaviour with significant adults
- removal from the scene of the incident until ready to return to planned activities
- working inside/outside the classroom
- time away
- alternative play spaces or times
- early pick up for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
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**Positive Phrasing** – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.

**Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.

(Roots and Fruits diagram - Appendices)

**Reward and positive reinforcement** – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded. (Catch them being good!)

**Comfort and Forgiveness** – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

The important principle is that we **ANALYSE** children's behaviour and not **MORALISE** about it.

All staff at Studlands Rise First School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos. There are two certified Hertfordshire Steps Tutors within Studlands Rise First School - Mrs Sharon Maguire and Mrs Nicky Pearman

### **Rewards**

We believe that specific positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children to try to show expected behaviours and be co-operative and we will thank them for doing so.

Many behaviour problems can be overcome or their effects reduced by use of positive reinforcement/affirmation for good behaviour. The following are examples:-

- Using positive language and visual representations to recognise and prompt good behaviours (this will be done sensitively taking into account the needs of each pupil)
- Notifying parents of good / improved behaviours
- Noticing and affirming appropriate behaviours
- Praise from staff and their peers
- Being given responsibility
- Showing good work to the Headteacher or other member of staff
- Showing good work and sharing achievements in assembly e.g. Golden Book/Celebration Assembly
- Choosing motivational activities at appropriate times during the day or week
- Spending time with a positive role model as a reward
- Stars, rubber stamps, Headteacher stickers

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation. Non verbal signals will be used across the school e.g. clapping in the dining hall or assembly to get everyone's attention.

Staff at Studlands Rise First School are aware that good classroom management and promoting a positive atmosphere are the key to effective learning. Consistency of expectations and application of behaviour management strategies (effective communication) are essential. Staff have agreed that the following principles which are currently in operation at the school provide a sound foundation on which to build effective classroom management.

All staff undertake:-

- to share the learning objective with the children
- to help them to develop success criteria so that they know how to succeed
- to communicate with children with clarity and sensitivity
- to be punctual and to conduct lessons in ways that are conducive to effective and appropriate child engagement and to set high expectations for behaviour at all times,
- to plan and prepare lessons taking into account environmental factors such as time of day,

disposition of class, physical and other factors which might impinge on the learning situation.

- to prepare lesson content taking into account the requirements of the National Curriculum and the individual learning characteristics of children
- to maintain a pace in lessons that is appropriate to the social, emotional and behavioural characteristics of all students and the requirements of the task
- to review the activity being undertaken – is it meaningful, relevant and matched to the child's ability?
- to ensure that help is readily available for children who need it
- to present tasks clearly, stating task structure and task requirements, ensuring they are clear about the ground rules and organization
- to evaluate their own performance as classroom managers through their own perceptions and in collaboration with colleagues and children
- to create a positive classroom climate that rewards and thus reinforces positive social behaviour and appropriate engagement in the learning process by suggesting desired behaviour rather than commenting on negative behaviour
- where appropriate to involve the child in the process of managing their own behaviour and creating behaviour management strategies
- to ensure closure to all issues and demonstrate and communicate this to make sure that the child understands that this is the case

### Our Rules

In the Autumn Term, each class creates and signs a set of Class Rules which states they understand and agree to follow the Rules. The rules are kept clear and simple and are built of the principles of valuing and taking care of ourselves, others and the school

The class rules are displayed in every classroom. The school also displays the Jigsaw Charter which is followed and agreed in each class in line with the school PSHE Policy.

### The De-Escalation Process

Studlands Rise First School staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'. Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles		De-Escalation Script
Use the child's name	➡	Child's name
Acknowledge their right to their feelings	➡	I can see something has happened
Tell them why you are there	➡	I am here to help
Offer help	➡	Talk and I will listen
Offer a 'get out' (positive phrasing)	➡	Come with me and.....

## **Planning and differentiation**

At Studlands Rise First School, we undertake a range of behaviour analysis to enable us to effectively support learners in crisis.

These include (but are not limited to):

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

## **Risk Management Plan**

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

A plan will:

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

## **Consequences (After a Crisis)**

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

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

- use of a non-verbal cue such as 'a look'.
- a positive reminder of the Our rule that requires reinforcement
- when appropriate, child verbally reminded of pro-social behaviour expectations.

Feedback once a return to pro-social behaviour is consistently seen.

- an opportunity for 'time away' (from the group or indeed the classroom environment)
- educational or protective consequences put in place (bespoke)
- risk management plan

Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation. Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious).

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To

support change in these cases, we need first to understand, not simply suppress, the behaviour. The Hertfordshire Steps 'Roots and Fruits' and 'Anxiety Mapping' tools support staff in considering the underlying influences on behaviour.

### **Protective and Educational Consequences**

Some behaviours exhibited can be identified as difficult and dangerous.

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

**Difficult behaviour** = antisocial behaviour that is not dangerous

All adults are clear on what is difficult and what is dangerous. This leads to consistency when recording and reporting behaviour.

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

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

Some examples of difficult and dangerous behaviours are:

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

Please see linked document 'Procedure for responding to difficult and dangerous behaviours (Classroom)'

### **In the playground**

Play leaders, MSAs and other adults provide positive role models and support children to participate in play activities.

Other strategies that may be useful are:

- play time books – monitoring
- alternative play spaces or times
- early pick up for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
- time out – child is made to sit on seat or go to another area of the playground for a set period of time
- made to play in another area of the playground (i.e. not allowed on apparatus)
- taken inside for a cooling off period.

Consequences need to be put in place as close as possible to the incident and should be regarded as finished at the end of each day. They should not be carried over to another day,

or be of a longer duration without discussion with parents and /or SLT. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child.

### **Exclusions**

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

Permanent exclusion may be a consequence for dangerous behaviours, which are at the highest levels of severity and where all other strategies have been exhausted e.g. severe violence towards a member of the school community resulting in hospitalisation or injury

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

(Refer to Exclusion Policy for further details of exclusion process)

### **Learners with Special Educational Needs**

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

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

### **Recording**

All incidents that fall into the categories of moderate, serious or extremely serious/dangerous must be recorded on CPOMs by the adult who witnessed and dealt with the incident. These recordings must be made as soon as possible after the incident, and always on the same day that the incident occurred.

### **Monitoring**

Behaviour monitoring is undertaken on a termly basis by the SLT. This ensures that there is a consistent approach across the school. Monitoring outcomes are reported.

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

### **Parent/ Carers**

Families have a vital role to play in promoting good behaviour in school and effective home/school liaison is important.

The school has an expectation that families will give their support in dealing with behaviour problems and to keep us informed of any difficulties they may be experiencing at home. Studlands Rise First School also expects that parents and carers will work with the school to implement agreed strategies to support the plan. They will also be expected to keep the school informed of any changes at home that could have an effect on the child in school.

The school will endeavour to achieve positive home school liaison by: -

- promoting a welcoming environment within the school
- giving parents and carers regular and positive feedback on their child's work and behaviour
- keeping parents informed by letters, newsletter etc.
- holding consultation evenings each term
- being ready to respond to parents' worries and problems by letter or telephone, or by home visit if necessary
- encouraging parents to participate in locally run parent training and support groups
- encouraging families to participate in school activities
- involving parents in the creation and implementation of Behaviour Plans.

Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme and persistent poor behaviour may result in temporary exclusion and may eventually lead to permanent exclusion.

### **The Role of Governors**

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

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

### **Related Policies:**

- Physical Intervention
- Safeguarding
- Exclusion
- Teaching and Learning
- Equality
- Home School Agreement
- SEND
- Child Protection
- Internet & E-Safety

## Appendices

### De-escalation Strategies for Promoting Positive Behaviour

#### Redirecting

When a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

#### Accepting

When a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

#### Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this, I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

#### Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Tim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

CHILD: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2? TIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

CHILD: Well, I would be putting my hand up when I got stuck and needed help.

ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used his energy to find and understand those times when the problem was less severe.

**THINK - PLAN - RESPOND**

**Steps: developing a therapeutic approach to behaviour**

Promoting pro-social behaviour, managing difficult or dangerous behaviour and understanding what behaviour might be communicating. Focus on de-escalation and preventative strategies rather than solely on reactive strategies.

★ NEVER UNNECESSARILY RAISE A CHILD'S ANXIETY ★

↑ Making it worse

- Negative phrasing
- No choice
- Open choice
- Empowering the behaviour
- Punishments

Faced with difficult or dangerous behaviour. What can we say...?

↓ Making it better

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Consequences derived through logic

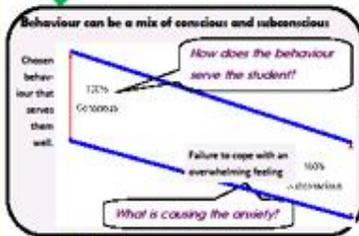


★ If you can predict anti-social behaviour then **PLAN to PREVENT it.**



**PROTECTIVE CONSEQUENCES**— removing a freedom to manage harm.  
**EDUCATIONAL CONSEQUENCES**— learning, rehearsing, teaching so that freedom can be returned

To create change we need to understand, not simply suppress the behaviour



**Escalation**  
Change the feelings generated

**De-escalate**  
Change the experience



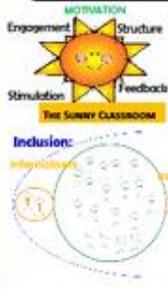
Make time & space for **EMOTIONAL RECOVERY**

What happened?  
Feelings & thoughts? Effects?  
How can we repair relationships?  
What have you learnt?

**REFLECT, REPAIR, RESTORE**

CHANGE FEELINGS AND EXPERIENCES TO CHANGE BEHAVIOUR

Revisit the experience by re-telling and exploring the story with a changed set of feelings



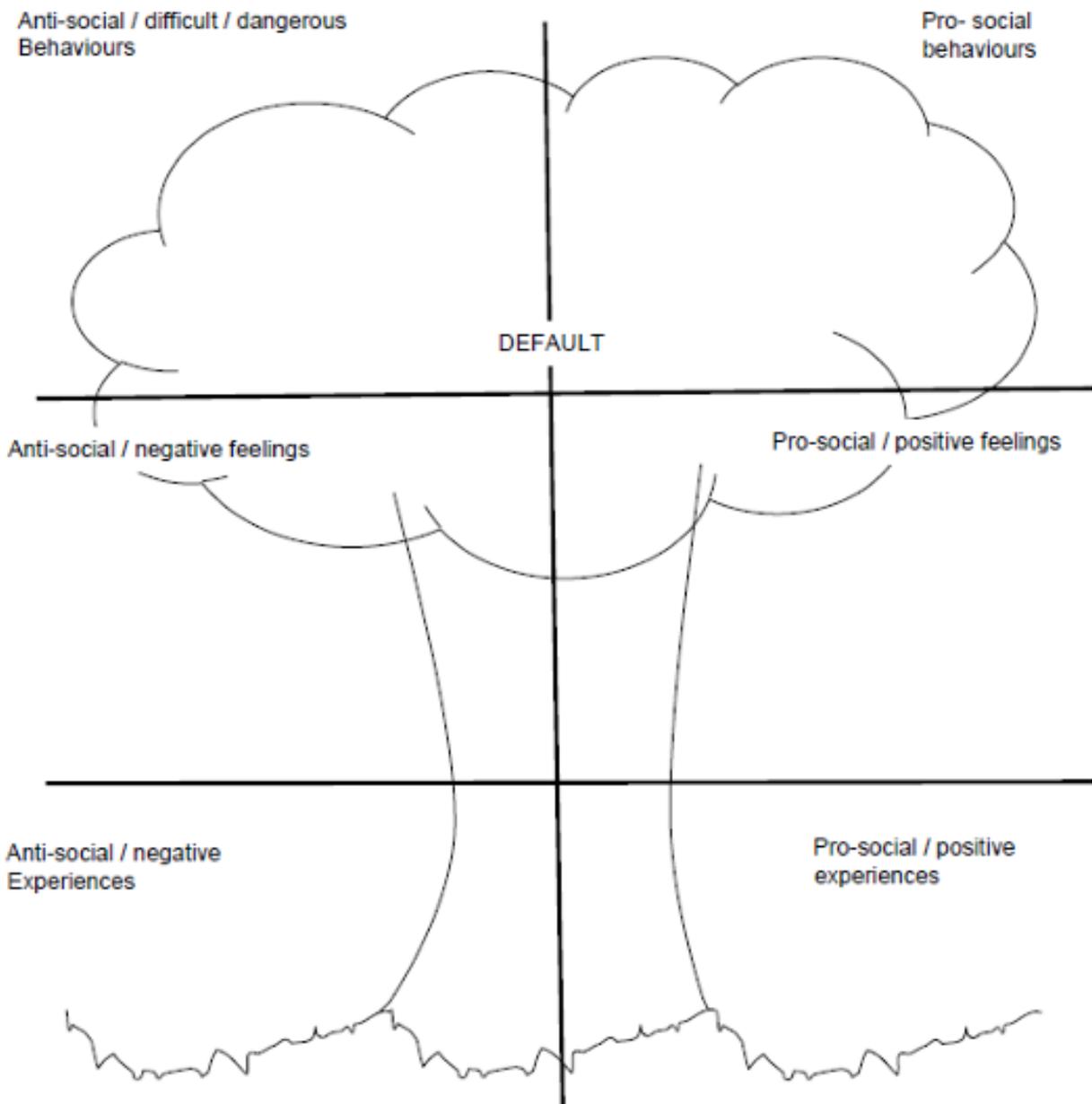
**PRO-SOCIAL BEHAVIOURS**

Negative feelings do not lead to positive behaviours in the long term.

**Experiences**  
**ROOTS AND FRUITS:**  
★ **ANALYSE DON'T MORALISE!** ★

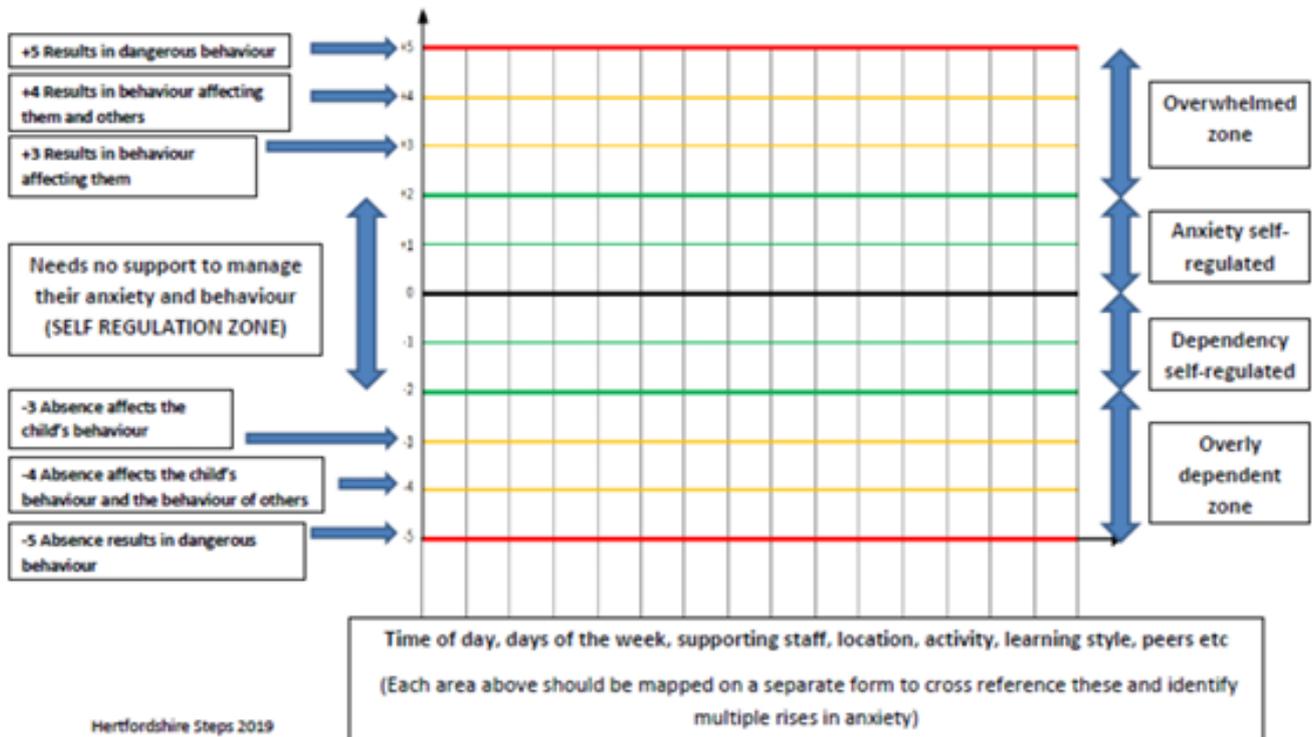
## **Appendix 1: Roots and Fruits Analysis**

Name	
Supporting Staff	
Date	
Review Date	



## Anxiety mapping guidance

### Anxiety Mapping



Hertfordshire Steps 2019

## Risk Reduction plan - Guidance

Name	DOB	Date	Review Date
<div style="display: flex;"> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p><b>Building Relationships</b></p> <p>Let's be open to the possibility that we provide a secure relational experience for all children and young people.</p> </div> <div style="width: 70%; padding: 5px;"> <p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p><b>What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours</b></p> <p>Once it is written into the risk reduction plan, the information becomes the agreed actions which <u>must</u> be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following any other policy or job description. (A risk reduction plan states strategies that either differentiate from or add to the practice stated in policy.)</p> <p><b>Conscious and Subconscious</b> – this analysis needs to be completed before writing a risk reduction plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.</p> <p><b>Roots and fruits</b> – this needs to be completed before trying to write a risk reduction plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.</p> <p>What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.</p> <p><b>Anxiety maps</b> – Staff should aim to complete a number of anxiety maps on key areas for the child. We recommend completing anxiety maps for activity, staff, peers and time. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.</p> <p>If the anxiety map shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? Identified opportunities to lower anxiety should form part of the provision here.</p> <p>All of the above should be written as the job description for managing these experiences consistently by all.</p> </div> </div>			