



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

BEHAVIOUR POLICY

FULL GOVERNING BODY	September 2021
DATE FOR REVIEW	September 2022

# **ALMOND HILL JUNIOR SCHOOL BEHAVIOUR POLICY**

At Almond Hill we aim to use a therapeutic approach to -

- Understand the world in which each child lives
- Teach children to understand that their behaviour has an impact on themselves and others
- Help children achieve self-discipline, tolerance and respect for others
- Provide an environment where pupils feel safe, are happy and that supports learning
- Be consistent

We believe that good behaviour and self-discipline is based on mutual knowledge and respect. It is expected for children to test the boundaries. Positive affirmation should have a place in achieving acceptable behaviour, but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school.

The school follows the Herts STEPs approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. It is expected there will be a minimum of 2 STEPs tutors in the school.

Acceptable standards of behaviour work and respect require us all to model by good example. High standards for politeness are anticipated. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling.

At all times we seek to work in partnership with the child and their parents/carers to achieve our aims.

## **School Expectations**

Our rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

- Always treat others in a way you would wish to be treated yourself
- Enable good learning for yourself and others
- Take responsibility for what you say and what you do.
- Take pride in all you do at school.
- Talk to each other, teachers and other adults in a respectful, polite and friendly way and listen to others.
- Make sure you always show good manners around the school and in the playground.
- Use every opportunity to act as an ambassador for the school within school itself and in our local community.
- Treat school equipment, classrooms, grounds and the school environment with respect and care
- Always ask first before borrowing anything
- If someone provokes you, move away from them, or if you find it hard to regulate yourself, find an adult to help you or a safe space
- Wear your school uniform smartly and take pride in your appearance including your PE kit
- Follow safety rules to ensure everyone is and feels safe by following the classroom rules which are displayed in every classroom and referred to by all adults in the school

Teachers are expected to discuss and agree the classroom rules with their class at the start of the September term. These are published and referred to in all classrooms.

The school has a 'learning behaviour' scheme. The scheme encourages children to demonstrate aspects of their learning behaviour in all areas of school life. In lessons, teachers and other staff will highlight specific characteristics of their learning behaviour that are most relevant to the task and encourage children to demonstrate these. We expect the learning behaviour of pupils to mature and develop over the key stage so will look for different responses and approaches in the lower and upper school.

## Positive Affirmation

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.

We expect that the following positive affirmation may be used according to the situation.

1. Instant verbal praise to individual, groups and/or whole classes from an adult. (This will be given quietly in the case of an individual or may be shared with the whole class) and focus on the skill demonstrated.
2. Sharing with another adult.
3. Parents contacted in the case of improved behaviour for specific individuals.

## Logical consequences

For those pupils who present with difficulties in meeting our expectations in lessons and in social times we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in a consequence. The school works to the ethos that some employment of tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened.

Staff will use positive phrasing – say thank you – not please e.g.

*'Thank you for sitting down with me to explain what has happened.'*

In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 7 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 8 or 9.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.

If a child continues with the behaviour :

3. 2 simple choices which are acceptable will be given e.g.

*"You can complete your work now or your work in the Consequence Club at lunchtime."*

*"You can talk to me here or talk to me in my office."*

*"We can talk here or outside the classroom."*

*"We can complete the work now or when you are ready but it does need to be completed."*

4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready.

5. Where a child has become distressed all staff will follow the following script in addressing the situation

*'I can see something has happened. I am here to help. Talk to me and I will listen.'*

6. A consequence will always be discussed with the pupil.

Consequence club: this is held daily(except Wednesdays) in the computing room from 12.00 -12.30 and supervised by the Deputy Head (DH)or Special Educational Needs co –ordinator (SENCO.) Teachers bring pupils to consequence club to reflect on their actions – there will be opportunity for restorative conversation. Teachers should bring children with a reflective activity. In a few cases it will have been agreed by teacher with DH /SENCO that a pupil needs to go to Consequence Club to complete work. The DH and SENCO keep a log of pupils attending.

### **Educational consequence**

Consideration will be given to what the child needs to learn from the situation to support them to make a better choice next time. It may be appropriate to contact parents to discuss educational consequences. There are regular meetings between the DH and pastoral team to facilitate the teaching of educational consequences and sometimes the SENCo will also be involved to plan longer term responses e.g. children with EHCP.

### **Protective Consequence**

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger. Consideration will be given to what the pupil needs to demonstrate before the privilege is returned. Part of the educational consequence will include a discussion about why the privilege has been removed.

e.g. Bullying/hurtful activity on the playground

**Protective consequence:** *The child is not on the playground.*

**Educational consequence:** *The child spends time in the Consequence Club reading related stories/texts at playtime or may have specific time with the Pastoral Teaching assistant to reflect/research what the impact of this kind of behaviour can have on others or make a page for a power point about playing considerately.*

Any subsequent display of this behaviour would result in the spending time in Consequence Club\* reading any previously created PowerPoint pages and produce the next page, or reflecting in a different way with an adult.

7. If there is a regular (a pattern has formed) occurrence of anti- social behaviour, the carer/parents will be contacted and invited into school to discuss the anti- social behaviour with the class teacher and their child. At this stage it may be necessary to draw up and implement an 'Attitude to Learning' report card and/or 'Steps' resources e.g. Anxiety Mapping/Roots and Fruits will be completed and analysed. Consideration will also be given to a non-cognitive approach such as Draw and Talk.
8. If there is persistent anti -social behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Risk Reduction Plan (RRP) or 'mini plan' will be drawn up with by class teacher and other adults who work with the child. This is shared with pupil/parent/carer and all staff. The class teacher will draft the RRP in conjunction with anxiety mapping, Roots and Fruits and any other analysis of indicators of heightened stress areas. The RRP will consider feedback from staff working with the pupil and other indicators e.g. Strengths and Difficulties Questionnaire (SDQ) and Daily record sheets which help to track progress. Class teachers will be supported by STEPs\* tutors to draft RRP. RRP will include a de-escalation script, educational and protective consequences and pro social activities. Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again. Specific Covid-19 RRP have been written and will be reviewed by the SENCO. Teaching and support staff to feed back to SENCO regarding effectiveness.

\*STEPS is the name given to the behaviour approach school follows.

## Restorative practices:

Explore

- What happened
- What people were feeling and thinking at the time
- Who was affected and how
- How the harm can be put right
- What has been learnt to make different choices next time

Restorative questions might include

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends/learn to work alongside xx again

RRPs are reviewed at least half termly. For some children the RRP will be managed in class with additional adult support, within the class while for others it might be managed in a 'small garden' outside of the classroom with 1:1 support.

If RRP does not result in improved behaviour then a referral may be made for advice or support for pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil.

9. Fixed term internal exclusion – carer/parent involved.

10. Carer/Parent telephoned – child to be taken home (temporary exclusion 1 – 5 days)

11. Permanent exclusion.

In all cases of temporary or permanent exclusion Herts guidelines will be adhered to. (see Exclusion Policy)

## **Responding to Anti - Social Behaviour at Almond Hill**

<b>Anti- social behaviour</b>	<b>Education response/ Protective consequence</b>	<b>Record Keeping</b>
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parent.	None
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parent.	None
Class environment – pupil not sitting properly/talking during input/not engaging with teacher/activity	Teacher indication to pupil Verbal indication using positive phrasing Completion of task Consequence club	If child attends Consequence club more than 3 times in a week CPOMs log
Calling out in class – disturbing class learning	2 verbal reminders Reflection with class teacher Consequence club	If teacher is noting regular disruption e.g. in most lessons over time (2-3 weeks) Weekly summary, bullet point note on CPOMs
Unintentionally hurting someone's feelings/or hurting someone physically	Reflection with class teacher- Apology.  Reflection with class teacher - verbal apology	If teacher is noting recurrence of this kind of event (e.g. ¼ times in a half term).

Accidentally – damaging equipment, pushing somebody, tripping up hitting etc		Class teacher meeting with pupil and parent log note that meeting has taken place on CPOMs.
Physical response in a game – e.g. pushing, hacking, tripping	Consequence club – reflection - verbal apology	3+ consequence – pattern forming – bullet point note log on CPOMs
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest	3+ - pattern forming – bullet point note log on CPOMs
Taking property/food that does not belong to them	Reflection with class teacher – writing an apology. Parents informed	Log on CPOMs
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer. Use of swearing or rude or aggressive language. Spoiling the work of a peer. Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission <b>*Inform SLT</b>	Reflection in Consequence Club Class teacher informed. Class teacher informs parent. Raise issues at Review of Attendance and punctuality (RAP) mtng with Senior leadership Team (SLT) Pastoral intervention considered. Pupil is sent to member of SLT Pupil is sent to Friendship Playground/Room *  Reflection: kind hand/playtime rules poster Social story	Log on CPOMs.  *In the case of perceived racist comment then policy is followed to inform parents and icon on CPOMs identified.  *In the case of perceived bullying then Bullying Appendix is completed. The bullying icon on CPOMs is ticked only when this has been identified using bullying appendix.
<b>Repeated</b>  <b>All of the above</b>	Agree with Head/Deputy Head involvement of Pastoral Team – parents informed and invited to meet with class teacher/behaviour support. Class teacher completing Anxiety Mapping Class teacher completing Roots and Fruits with parents/carers, Strengths and Difficulties questionnaire. Attitude to learning card – weekly review with Deputy Head. Attitude to Learning report cards are used by the pupil in each lesson. The class teacher will provide a numerical grade 1-4. These are averaged over the week. The child meets with the Deputy Head to discuss the grades they have achieved. Report cards are expected to be a short term intervention.  Possible removal of child from area using Open Mitten paired escort  Limited access to social areas with planned, staged return over a period of time.  'Time Out' strategy implemented for specific lessons/adults	Log on CPOMs Anxiety Map R&S S&DQ Attitude to Learning Card

## **See appendix re Child Protection Online Monitoring Safeguarding logs (CPOMs)**

### **Safeguarding**

If any behaviour incident links to a 'Cause for Concern', then the Designated Senior Person (DSP) or Deputy is informed and the relevant form completed and identified on CPOMs in consultation with DSP.

### **Lunchtime Behaviour**

Teaching assistants will use positive affirmation in recognition of good manners at lunchtime. Any relevant information about lunchtimes should be posted by teachers/office staff on the Lunchtime notice board in the staff room daily and this should be checked by relevant staff.

Lunchtime will be managed by assistant head (VS). Lunch will be eaten in classroom supervised by support staff.

### **Friendship room**

The friendship room will be housed in Holly room and the pastoral team will alternate supervising. Games and activities are available but attendance of children is carefully monitored. It is a place for supervised and supported play as agreed by pastoral team and DH/SENCo.

### **Play Leaders**

Selected support staff and children for each year year lead on one planned physical outside activity to promote inclusion and engagement. This is led by Assistant Head (CS). See separate play leaders' document.

### **Special Needs**

Children should be recognised as individuals and we accept that personal circumstances may affect their behaviour. In these circumstances we aim to be understanding, but consistent in our expectations.

### **Supporting the Behaviour Policy**

Friendship Room/Playground- this space gives children the opportunity to play in a closely supervised environment during lunchtimes

Friendship Buddies – pupil you may like to talk things through with

Consequence Club runs daily and is a place to discuss behaviour with the SENCO or Deputy Head

### **Radios/Telephones.**

In Acorn House all classes have a telephone where teachers can phone through to office/DH or Head for support. In Oak house they should have walkie talkie.

The Pastoral Team and SLT have access to a radio at most times. Class teachers are responsible for ensuring a radio is available if they have no additional adult for support.

### **CPOMs**

The school uses CPOMs to record all safeguarding and behaviour information. Incidents are logged in a factual way. Records should be concise (bullet point where possible) and record key information. Paperwork and emails should be uploaded to CPOMs. If the bullying icon on CPOMs should be used if the attached bullying appendix (see Anti Bullying policy) has been identified. If the Cause for Concern icon should be used the Cause for Concern form and body map (if appropriate) must be attached.

### **Support**

The school provides carers/parents with information on parenting courses and support agencies. It offer a bi-annual workshop on the STEPs approach.

### **Management of Serious Incidents**

There may be a situation where senior leaders consider a period of internal exclusion rather than a formal exclusion (see exclusion policy).

## **Monitoring**

- Incidents of inappropriate behaviour will be logged on CPOMs according to guidelines (the school's electronic record keeping system). Any follow up actions will also be logged here.
- Staff will receive any further necessary information regarding behaviour within the safeguarding agenda item of weekly staff meetings.
- Behaviour is discussed at year group 'Review of Attendance and Punctuality' (RAP) meetings half termly but more regularly in pastoral meetings led by Deputy Head.
- Formal and informal 'drop in observations' to monitor standards of behaviour over time.
- The Head Teacher Report to Governors each term reports on behaviour trends and any racial and bullying incidents.
- The Chair of Governors will be informed of any child being excluded.
- The Governing Body will review this policy annually.
- This policy is linked to the school policy for Restrictive Physical Intervention in School, Anti Bullying and Exclusion

## **Appendix A – other school procedures**

Where a child does not complete work in a lesson to expectation, the following procedure will be worked through.

The child will complete work with class teacher at playtime.

The child could work during indoor lunchtime – once they have eaten and still at their desk. They may be asked to continue work when class is doing something else.

The child will complete work at Consequence Club at lunchtime

If the work is still not meeting expectation, it will be sent home to be completed.

If the work is still not meeting expectation, the child will complete the work outside of their class the following morning before returning to class.

Attitude to learning (ATL) card: teachers may choose to use these as a tool for accountability and measurement of progress with individual children in their class. This may be shared with SLT if deemed beneficial.



## **Appendix A**

### **Behaviour Principles Statement**

#### **Rationale and purpose:**

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012)

The purpose of the statement is to provide guidance for the Head teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles not practice. It is the responsibility of the Head teacher to oversee the development of the school's Behaviour Policy, taking in to account these principles when formulating this. The head teacher is also asked to take account of the latest guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff. The school Behaviour Policy must be published to all staff and be published on the school website.

#### **Principles:**

- It is the right of all pupils of Almond Hill Junior School to feel safe at all times and behaviour should not in any way impact on the safety of pupils, staff or any member of the school community.
- Almond Hill Junior School is an inclusive school where governors expect children to have equal access to all aspects of learning and where all children learn free from any form of discrimination.
- It is the expectation of the governors that all pupils, staff and members of the school community will be treated with mutual respect at all times.
- Governors are clear that high standards of behaviour strongly support the best possible progress for pupils as they can learn in an uninterrupted, purposeful learning environment.
- Governors promote the use of praise, applied fairly and consistently to encourage and reward expected, good behaviour in and around all areas of the school.
- Governors expect that sanctions for unacceptable/anti-social behaviour should be known and understood by all staff and pupils and consistently applied.
- Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- There is recognition that the Head teacher is expected to consider the use of rewards and sanctions with regards to individual situations and the individual student. However, sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Governors promote partnership with parents
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Governors support the Herts STEPs approach and have adopted a Restrictive Physical Intervention Policy based on Hfl STEPs.
- Governors expect that the school behaviour policy will be applied where children are being educated off site and for reports of inappropriate behaviour outside of school to be followed up by the Head teacher.

#### **Review:**

- This Statement of Principles will be reviewed every two years, or as necessary. The school Behaviour Policy is reviewed annually.

## Appendix B

### CPOMs Records

- Reports should be concise and bullet style
- Should identify pupil involved in incident.
- Should identify staff and their role.
- Should use facts and if opinion it should be identified if information is descriptive.
  - Use of language: see examples below in italics) – comments in bold have been exaggerated to illustrate the point in how **not** to record.

**A gang of year 3 boys BB, CC, and DD, were bullying other by hanging around the goal and blocking EE, FF and GG making them too scared to use it.**

*AA, BB and CC were grouped together in the goal. In my opinion (Head teacher) this looked intimidating to some of the other children who were trying to play.*

**(Headteacher) saw AA launch himself at BB, violently attacking him for no reason, punching him hard in the chest then losing control, kicking him and flooring him. AA had lost control and was screaming at me when I tried to speak to him.**

*(Headteacher) saw AA react physically to BB: a punch to the chest and a kick. This resulted in BB being on the floor. From my observation, the actions against BB were unprovoked. I observed that AA presented as visibly upset and red in the face while responding physically – even though I followed STEPs script ..... he would not engage.*

Please remember if there is a need to call SLT regarding an incident with a child present to use a quiet, calm voice using STEPs style language.

**Mrs XXX, AA's behaviour has been really dreadful out there!! AA has been very rude!!**

*AA has come indoors with me to have some space as I can see AA is upset. AA will either xxxx or xxxx*

Appendix C



Almond Hill Daily record sheet



Initials .....

Date ...../...../.....

Recorded by .....

Tick where evidenced

Add T/A support or Ind

Anti- social behaviours Evidenced	Work refusal	verbal	physical	Friends hip issues	Not where they are meant to be		
8:45 – 9:15							
9:15 – 9:45							
9:45 – 10:15							
10:15 – 10:30							
10:30- 10:45							
10:45 – 11:00							
11:00 – 11:45							
11.45 – 12:00							
12:00 – 1:00							
1:00 – 1:45							
1:45 – 2:15							
2:15 – 2:45							
2:45 – 3:15							
Prosocial behaviours evidenced	Doing task	Engag ement with adult	Sharing	Turn taking	Trying hard	Engagem ent with peer	
8:45 – 9:15							
9:15 – 9:45							
9:45 – 10:15							
10:15 – 10:30							
10:30- 10:45							
10:45 – 11:00							
11:00 – 11:45							
11.45 – 12:00							
12:00 – 1:00							
1:00 – 1:45							
1:45 – 2:15							
2:15 – 2:45							
2:45 – 3:15							



Any additional comments that would not be normally entered on a daily CPOMS	Your initials



My Choice

