



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

BEHAVIOUR POLICY

FULL GOVERNING BODY	September 2022
DATE FOR REVIEW	September 2023

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-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might 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 two 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 expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong.

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 (see appendix E).
- 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 5 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. These are detailed in the Teaching and Learning handbook.

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 few 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 an educational consequence. The school works to the ethos that some employment of initial 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 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 so the logic is clear.

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 (appendix C), these can be tailored to meet the child's needs 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 Drawing and Talking.
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. All STEPS paperwork (Roots and Fruits, RRP's etc) are contained within the Reducing Need for Physical Intervention policy.

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.

RRPs are reviewed at least half termly by the class teacher, supporting staff and other key adults. 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 a child has a small garden, the class teacher will have weekly sessions with the child with the aim to reintegrate. In line with the child's individual needs, there will be planned time in the classroom with the class.

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

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)

Restorative Conversations:

Develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

STEPS Club

This is held daily in the computing room from 12.00 -12.45 and supervised by the Deputy Head (DH) or Special Educational Needs Co-Ordinator (SENCo) and may be supported by a class teacher. Teachers bring pupils to consequence club to reflect on their actions. 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 STEPS Club to complete missed learning. 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.

Educational Consequence Example: *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.*

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. hurting another child on the playground

Protective Consequence Example: *The child is not on the playground.*

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). Packed lunches will be eaten in classroom supervised by support staff and school dinners will be eaten in the dining room supervised by MSA and a year group teaching assistant.

Friendship room

The Friendship Room will be housed in Holly room and supervised by a Teaching Assistant. 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 (VS). See separate play leaders' document.

Peer mediators

Peer mediators have been trained and are available to mediate in low level friendship issues.

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.

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. Support staff 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 required, see Preventing a Dealing with Racist Behaviour policy. (See Appendix B)

Support

The school provides carers/parents with information on parenting courses and support agencies on the newsletter and website.

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 Reducing Need for Physical Intervention in School, Anti Bullying and Exclusion

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



Almond Hill Daily record sheet

Initials

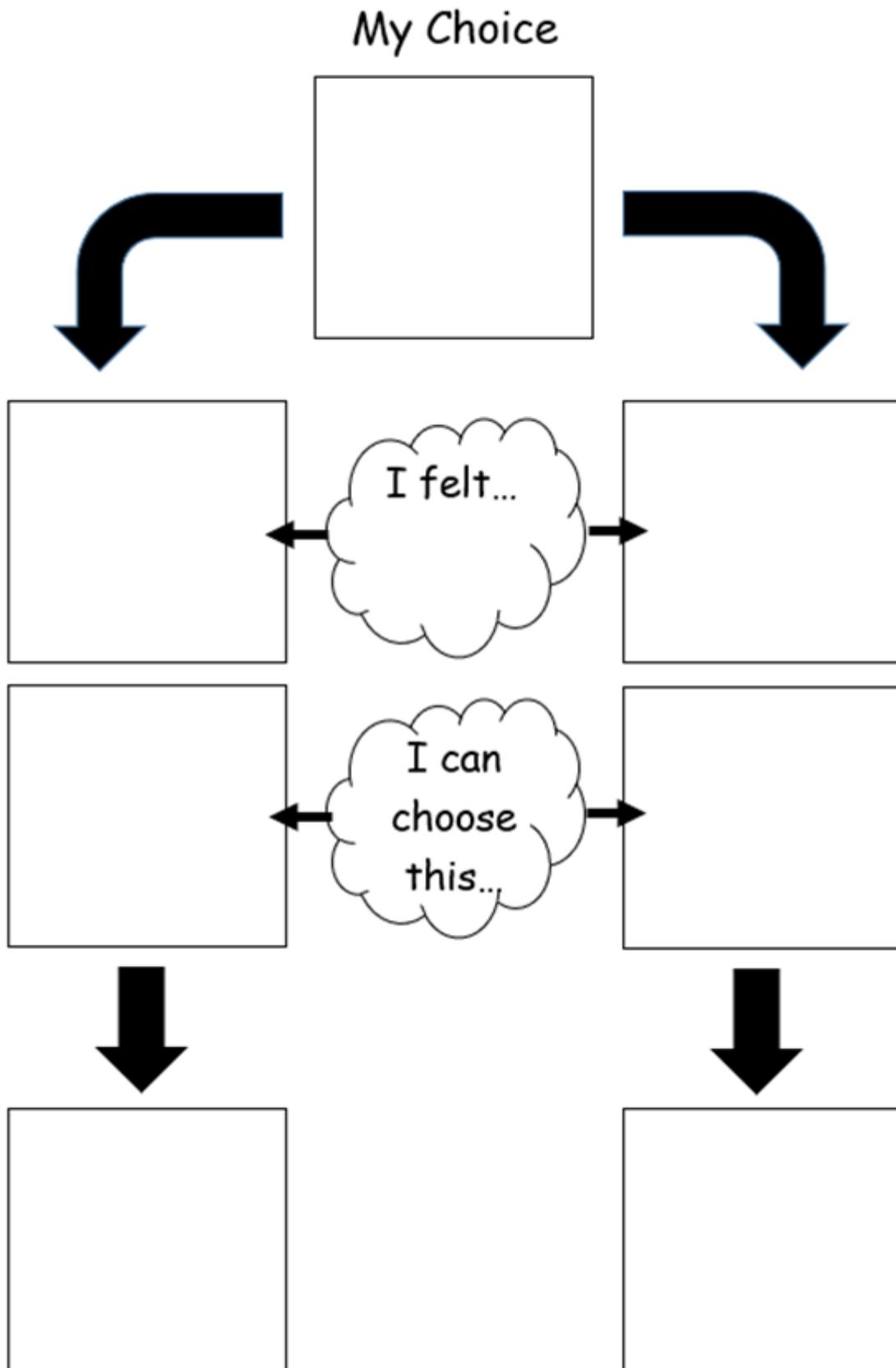
Date/...../.....

Recorded by

Tick where evidenced

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





Teacher reason for reflection

Name:	Date:
This week I needed to reflect my choices more than once. I think this is because.	
Comic strip conversation if appropriate	
Next week I am going to make sure I make better choices by <ul style="list-style-type: none"> ● ● 	
I may need these things to help me... <ul style="list-style-type: none"> ● ● 	
Revisit How did it go?	Date:

Appendix F

School Uniform Expectations

For our **standard uniform** we would like all children to wear the following:

- *Standard red cardigan or jumper**
- *White polo shirt* (children in year 6 may wear a shirt and tie)*
- *Black trousers or skirt*
- *In summer, children may wear red and white gingham dresses.*
- *Black shorts/skirts*
- *Plain black shoes/trainers*

PE kit

- *Red crew neck t-shirt (no collar)**
- *Black shorts for summer and black jogging bottoms for winter.*
- *Children can wear their usual red school jumper or black sweatshirt/hoody.*

**items can have the Almond Hill logo on but without is absolutely fine.*

Attitude to Learning Report Card

Name:

Class:

Start Date:		Score at start:	
End Date:		Score at end:	

<u>Week 1</u>	Morning						Afternoon				Average
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	Score	Target	Score	Target	Score	Target	Score	Target	Score	Target	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

<u>Week 2</u>	Morning						Afternoon				Average
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	Score	Target	Score	Target	Score	Target	Score	Target	Score	Target	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Attitudes to Learning Scores

1	2	3	4
Not in the classroom	In classroom with support	In classroom with no support	In classroom, no support, completing a given task.
Does not return to class.	Very little interest shown.	Shows interest most of the time.	Is highly motivated and looks for some more challenging work.
Does not complete any learning	Completes some learning but not to standard.	Completes all learning, with support	Completes all learning, independently.
The presentation in my book is untidy	I have <ul style="list-style-type: none"> • Stuck my sheet in 	I have <ul style="list-style-type: none"> • Stuck my sheet in • Underlined my date and title 	I have taken pride in my learning as I have <ul style="list-style-type: none"> • Stuck my sheet in • Underlined my date and title • Used my best handwriting

Code	Target
A	You need to come into the classroom in the morning, positively.
B	You need to come back into your class after break, lunch and PE.
C	You need to complete your learning, with help if you need it, but more independently.
D	Be proud of your learning and use your best presentation,
E	No changes needed – keep going!