

Broom Barns Community Primary School

Homestead Moat, Stevenage, Herts. SG1 1UE



Email: admin@broombarns.herts.sch.uk

Behaviour Policy

Date: November 2023

Review Date: November 2024

This Policy should be read in conjunction with:

- DfE guidance for "Behaviour in schools – Advice for headteachers and schools staff"
- Anti-Bullying Policy
- Physical Intervention Policy
- Behaviour Principles statement
- DfE Suspension and permanent exclusion from maintained schools
- Hertfordshire Exclusions Guidance
- Hertfordshire's emotional wellbeing and behaviour strategy
- Exclusions Policy



Contents

Introduction	3
Rational and Ethos	3
School Vision and Values	3
Inclusion	4
Rights and Responsibilities	5
School Rules	5
Playtime and Lunchtime Rules	5
Hertfordshire Therapeutic Thinking	5
Our School Behaviour Curriculum	6
Planned Responses and Consequences	7
Recording and Reporting Arrangements	11
Exclusion	11
Appendix A – Therapeutic Plan	12
Appendix B – Positive Behaviour Approaches	14
Appendix C – Anxiety Mapping	16
Appendix D – ABCC record	17
Appendix E – Therapeutic Tree	18



Introduction

At Broom Barns Primary School, great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are written at the end of children's learning to recognise effort, improvement and achievement of targets set. Stickers, stamps and certificates are awarded as rewards for helpfulness, kindness to others, positive attitudes, politeness and effort in achievement and learning.

Rationale and Ethos

This behaviour policy supports the school's mission and aims by promoting the ethos of Hertfordshire's Therapeutic Thinking (formally STEPS). All of our school community have a right to feel welcome, safe and supported. It is the responsibility of all to respect and ensure the rights of others.

Our aim is to develop a positive focus on improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties. We strive to teach positive, pro social behaviours rather than manage and control poor and antisocial behaviours. Our approach enables us to understand and work with children and not rely on overpowering them to create pro-social feelings of everyone within the dynamic.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff focus on de-escalation and preventative strategies rather than focusing solely on reactive responses. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

School Vision and Values

Broom Barns Community Primary School is an inclusive school where we aim to inspire and empower our children to learn by providing a stimulating and exciting learning environment. We will provide a modern and relevant curriculum to enable all children to achieve their full potential. We recognise each child as an individual and encourage them to become resilient, independent, confident and happy children who can think for themselves. This is underpinned by a core set of values, which will prepare them for today's society.

R – resilient

I – independent

C – confident

H - happy

Inclusion

At Broom Barns Primary School, we are focussed on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place. Where this support does not meet the child's needs, individualised provision will be put into place and a referral for external



advice and/or support from another agency may be made. These decisions will be made in conjunction with the parents, class teacher, Senco and/or HT.

Our behaviour policy is the plan for the majority of children. In addition, some children may require an Therapeutic Plan to formalise strategies that differentiate from our policy. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child. Any individual adjustments made are documented in a pupil's individual provision plans and profiles (see SEN policy).

Rights and Responsibilities

We believe that all children, staff and parents must work together to achieve the objectives of this policy.

Pupils

Children will accept responsibility for their own choices and actions.

Children's rights	Children's responsibilities
I have the right to feel safe in and around the school.	We have the responsibility to ensure the safety of children and adults by behaving in an appropriate way in and around the school.
We have the right to learn according to our ability.	We do not disturb the learning of others.
We have the right to be treated with respect by all people irrespective of their age, gender, ethnicity, ability or religion.	We have the responsibility to respect all others within our community.
We have the right to expect that our belongings will be safe in school.	We have the responsibility to look after our own and others' belongings.
We have the right to express our own opinions and to be heard.	We have the responsibility to allow others to express their opinions and be heard
We have the right to choose our friends.	We have the responsibility to allow others free choice.
We have the right to play in safety.	We have the responsibility not to disrupt or endanger the play of others.

Staff

Staff will:

- treat all children equally, irrespective of gender, race, religion, ethnicity, age or ability;
- play an active part in building up a sense of community and apply the agreed standards of behaviour consistently;
- be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies, including recording incidents and informing the Headteacher;
- listen and show empathy and understanding of children;
- show respect and understanding to everyone in the school community;
- provide feedback in an informative, sensitive way to children;
- enable children to achieve the objectives through assemblies and PSHCE/circle time and modelling the type of behaviour that is expected.

Governors



The Governors will monitor that the school’s behaviour policy is implemented fairly and consistently and is regularly reviewed.

Parents

Parents will:

- ensure children are aware of appropriate behaviour;
- encourage independence and self discipline;
- show an interest in all aspects of their child’s school life;
- support the school in implementing this policy;
- be aware of the school rules, rewards and consequences.

School Rules

The school rules support children’s Rights and Responsibilities

The 6 rules are:

1. Show respect
2. Do your best and be an active learner
3. Listen carefully
4. Show consideration for others
5. Look after the school inside and outside
6. Be safe and sensible

Playtime Rules and Lunchtime Rules

Midday supervisory staff must follow the same procedures and policy. All incidents are recorded on CPOMs and the class teacher is informed.

Class Rules

Each class will discuss and establish their own class rules based on rights and responsibilities as set out in the charter. Each class teacher can use their own system, alongside the whole school rewards, to record positive behaviour, i.e. marble jar.

Hertfordshire Therapeutic Thinking

This policy is underpinned by Hertfordshire’s Therapeutic Thinking, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire’s Therapeutic Thinking, is a therapeutic behaviour management approach. All staff have received Hertfordshire Therapeutic Thinking (formally STEPS) training and we will continue to update this on an annual basis.

Underpinning our approach through Hertfordshire Therapeutic Thinking

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

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

We need to plan for 5 phases of behaviour:

- Pro-Social (Stable)
- Escalation
- Harm
- Emotional Recover
- Reflect, Repair & Restore

Planned responses





When pupils are well engaged and learning, we need to '**catch them getting it right**'. This can be by recognising and rewarding their efforts through praise, stickers, charts, certificates, housepoints, or anything, which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

Our School Behaviour Curriculum

Our school behaviour curriculum defines the expected behaviours in school, rather than only having a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for everyone in our school community. We believe that all behaviours have a function.

Teachers teach following the principles of instruction.

- They explain and model in small steps, provide guided practice and check everyone gets it before moving on.
- Staff make sure behaviour rules, routines and expectations are unambiguous, rationalised, overly taught, rehearsed and scaffolded.
- Staff intervene immediately with curiosity and calm when they notice behaviours that are not aiding learning or indicate dysregulation or distress.
- Staff use analysis to discover what the child finds difficult and builds on their strengths.
- Staff model self-discipline and self-regulation, they share and model their calm in the environment.
- Relationships with children focus on the shared purpose of achieving learning.
- Approaches are not permissive, they provide differentiation and scaffolds so children can meet expectation rather than lowering expectations.

Children and Young People learn behaviour through

- Relationships with adults and peers
- Patterning and copying
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to repair and restore relationships

Prosocial behaviours are

- Behaviours which are positive, helpful, and intended to promote social acceptance
- Behaviours characterised by a concern for the rights, feelings and welfare of others
- Behaviours which benefit other people or society.

Pro-social behaviour and internal discipline will be developed 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.
- 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.



(Therapeutic Tree diagrams; anxiety mapping; inclusion circles and behaviour plans support this see Appendices)

- Reward and positive reinforcement
- Comfort, Kindness and forgiveness
- Feedback and recognition We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs and learning styles which is in line with the vision of the school.

Antisocial behaviours are

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Unsocial behaviours are

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment or self or others.

Difficult behaviour

Behaviour that is antisocial, but not dangerous.

Dangerous behaviour

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

Planned Responses and Consequences

At Broom Barns School, staff use appropriate and planned responses to all types of behaviours.

Use of Therapeutic Language

We aim to use consistent language across Broom Barns Primary School, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour. Language used by staff is based on four strategies:

- Positive phrasing (see below)
- Limited choice
- Disempowering the behaviour
- De-escalation

Positive phrasing

Interactions need to be assertive, directive and non-confrontational – stick to what/where and when and use this to focus and refocus on appropriate behaviour choices.

Negative Phrasing	Positive Phrasing
Why are you talking?	X – you are talking. This is listening time. Show me good listening.
Why are you fiddling with that?	X – you are fiddling with... That is distracting. You need to...
Don't run.	X – walk.
Don't play with that pencil.	Put the pencil down.

Limited Choice



- Where shall we talk, here or in the library?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering the behaviour

- You can listen from there.
- Come back into the room when you are ready.
- We will carry on when you are ready.

The De-Escalation Process (Child in Crisis)

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.....

Physical Interventions (for further details see Restrictive Physical Intervention Policy)

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion.
- Only the minimum force necessary will be used.
- Staff will be able to show that the intervention used was a reasonable response to the incident.

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort;
- there are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency;
- to comfort a student in distress (so long as this is appropriate to their age and understanding);
- to gently direct a person;
- for activity reasons (for example in drama, physical games);
- to avert danger to the student, other persons or significant damage to property;
- to prevent a person from committing a criminal offence;
- to prevent a person from injuring self or others;
- to prevent or stop a person from causing serious damage to property;
- to stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline.

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention. All physical interventions are recorded on CPOMs, including details of the de-brief.

Consequences

There will be occasions where children’s behaviour choices require a consequence. We believe in two forms of consequence: protective consequence (the removal of a freedom to manage the risk of harm) and educational consequence (the learning and teaching of



behaviours). All consequences must include an educational element but may only include a protective element where risks are identified.

Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / no availability of certain areas
- Differentiated teaching space / resources
- Exclusion

Educational Consequence

- Learning the relevance of and completing tasks
- Rehearsing and practicing behaviour expectations
- Assisting with or planning for repairs
- Educational opportunities to increase understanding
- Researching the implications of behaviour
- Restorative meetings, conversations and exploration

Inappropriate Behaviour Choices and Related Consequences

'Children have the right to learn and teachers have the right to teach'

Children who break the rules stop teachers from teaching and stop themselves and others from learning. There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

Step 1 Warning

- As soon as the child stops the teacher from teaching and other children from learning they are given a warning to correct their behaviour.
- State what the child is doing e.g. "Lee, you're talking"
- Remind the child of the school's rule in question "We have a rule about working hard. I'd like you to keep it. Thank you."
- Emphasise that the child needs to make the right 'choice'.
- Redirect the child to their learning.

NEVER give blanket whole class reprimands. 'public praise and private criticism'.

Step 2 Amber

- Tell the child what they had their warning for.
- State what the child is now doing.
- Remind them of the school/class rule and ask them to move their name to amber.
- State clearly what you expect the child to be doing. Move child away from others, if necessary, to continue learning. Child to remain in class and complete learning.
- Record Amber and reason in CPOMs.
- Teacher and child to meet at a convenient time but no later than the end of the session to discuss and give them an opportunity to reflect on their behaviour and offer guidance. KS1 staff may want to discuss more immediately.
- When child corrects behaviour their name is moved back to green.

Step 1 and Step 2 must not impede learning of others nor impact on delivery of lesson. The teaching should continue as normal.

Step 3 Red



- If inappropriate behaviour continues or falls within the red category, the child moves to red.
- Tell the child that they did not correct their behaviour when on amber and so will have to move their name to red and leave the class so as not to disturb others. It may be appropriate for child to be taken by an adult.
- The child goes to paired class and completes learning. No attention is to be given by children, class teacher or TA, nor anyone in the paired class. (Y1 & Y4, Y2 & Y6, Y3 & Y5)
- If a child still continues with inappropriate behaviour whilst in the paired class, move to referral stage.
- Same procedure of recording as before.
- At the end of the session, the child is to complete an ABCC with teacher or member of staff taking class.
- At lunch time the child will complete the educational consequence.
- Teachers will inform parents at the end of the day, in person or by phone. A standardised letter will also be sent.

Referral stage

If a pupil displays behaviours listed in referral stage of the table above, they will move immediately to referral regardless of what step they are on.

- Call for assistance from a member of the SLT or senior teacher in their absence by sending a TA or child to the office. The office staff will locate an appropriate member of staff immediately.
- A standardised letter will be sent and the parents will be called and asked to attend a meeting.
- School Senco to be involved if not already. Consider whether a Therapeutic Plan needs to be in place before the pupil is able to return to communal areas within the school.
- The child, teacher and SLT member will have a meeting to discuss ABC and a report card put in place.
- Child will have appropriate protective consequences in place.
- Child will not attend off-site visits whilst on this stage, subject to individual review.

Behaviour consequence must always take age and developmental stage in to consideration.

	Examples of Behaviour	Examples of Consequences
Amber	Telling tales Noisy eg talking/shouting Failing to keep on task Unkind remarks Bad language (one off) Time wasting Telling lies Pushing in line Non uniform/jewellery	Verbal and non-verbal warnings issued by an adult Use of planned scripts Visual warnings (age appropriate class system) Move the child to a different seating place Offer limited choice either...or... Offer an appropriate consequence ..if you continue to...then... Use of a separate work area in class Relevant intervention / support offered
Red	Disobedience to a reasonable instruction /disregarding staff Consistently shouting/ calling out Answering back/rudeness to staff Distracting others from learning Deliberately damaging resources/spoiling others' work Spitting	Write out class rules with explanation Create poster explaining a particular rule Complete social story (must be completed with an adult several times over a period of at least 5 days) Repair resources Clean areas/clear up any mess Think of appropriate games/words and create poster



	Bad language	Appropriate intervention – designing and playing a lunchtime game with an adult, playing and learning turn taking games with an adult. Early years – play in a closely supervised area until appropriate play skills seen Complete “My Reflection” activity
Referral	Fighting/biting/kicking/hitting Stealing Physical/verbal outbursts Vandalism eg extreme damage to school property Leaving school without permission Threatening / aggressive behaviour Racist/sexist comments Forming gangs/bullying	Individual Therapeutic Plan Protective Consequences may include separate playtime/lunchtime to other pupils, internal exclusion, external exclusion, sit away from others in the classroom, separate start/end times to others Report card

Recording and Reporting Arrangements

All staff are responsible for recording all red and amber incidents on CPOMs. The Headteacher is responsible for keeping a record of any pupil who receives a suspension or permanent exclusion. Parents are informed following all red incidents. Amber incidents will be reported to parents at the discretion of the teacher and dependent on the individual child's circumstances. All incidents are recorded using the ABCC format (see Appendix D). Where possible, incidents should be recorded on the day that the incident occurred.

Exclusion

When a child has not responded to other behaviour management strategies including Steps, internal exclusion will be used followed by external exclusion. Internal / external exclusion is used as a last resort where behaviour has become so difficult and/or that the health and safety of the child and others in the school is in jeopardy.



Therapeutic Plan (risk reduction plan)

Name:	DOB:	Date:	Review Date:
--------------	-------------	--------------	---------------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)	
	Prosocial / positive behaviours	Strategies to respond
	Anxiety / DIFFICULT behaviours	Strategies to respond



Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: **Date:**

Signature of Parent / Carer: **Date:**

Signature of Young Person: **Date:**



Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

Three positives before a negative

Before criticising a child's learning or behaviour, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers/staff who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.



Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven underground.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their learning, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following: your position in the class, your proximity to disruptive children, your facial expression, your tone of voice, your posture, your choice of words, and the use of eye contact. Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

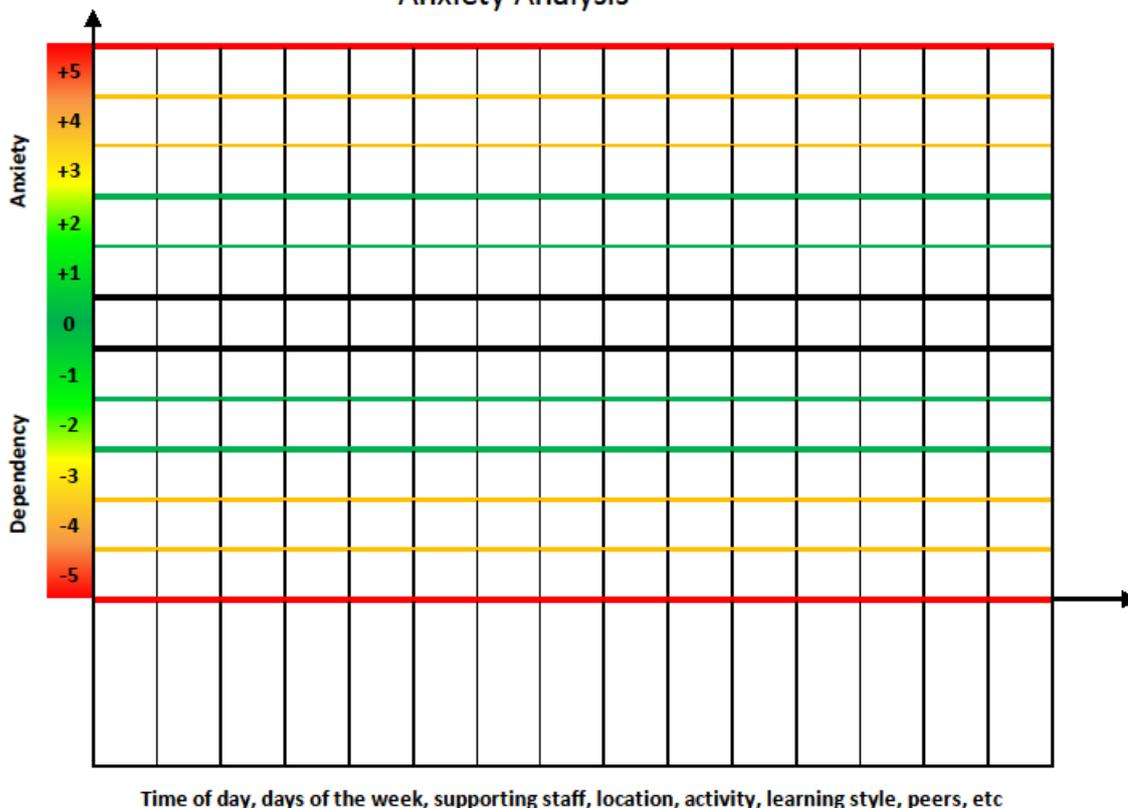
Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Circle Time

Each class in Fs and KS1 has a Circle Time meeting once a week and KS2 as appropriate. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to.

Anxiety Analysis

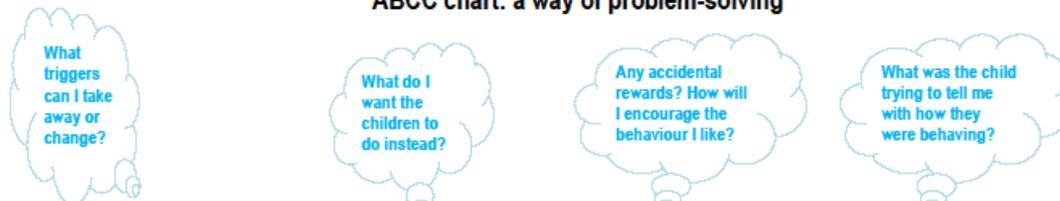


Score	Predict Staff/Location/Activity/Peer/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety +3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
0			
Increased dependency -3 - -5	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.

Appendix D

ABCC chart: a way of problem-solving



A Where? Who with? When? Why? What led up to the behaviour or incident? What was happening just before?	B Write down what actually happened. Write what you saw or heard.	C What happened next? What did you do? What did s/he do? What did other children do?	C What was the child trying to communicate with their behaviour? What was the child having difficulty with? What do I think was causing the behaviour?	Risk assessment Prioritise behaviour Red Amber Green Consider risk to children, staff, property
On the carpet. Whole class phonics.	Pinched Tom Smith in the back.	Sent to partner class with work. Make carpet listening rules at lunchtimes.	Jack had an altercation with Tom at lunchtime and wanted to get him back.	red

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	

