

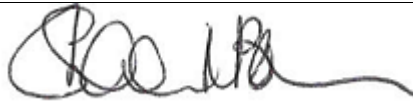


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Behaviour & STEPS Behaviour Policy

Document Information			
Policy Number	POL-STB-001	Date Approved & Adopted	September 2022
Date Last Edited	September 2021		
Review Date	September 2023		
Signature (Federation Headteacher) Sharon Brown			

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Sharon Brown - Federation Head Teacher

Designated Safeguarding Lead (s): Mrs Sharon Brown and Mrs Naomi Gould

Named Governor with lead responsibility: Kim Kingston, SEND and Safeguarding Governor

Responsibilities

The Head Teacher and SENDCo will:

- Ensure that the school's behaviour policy is implemented fairly and consistently by all staff across the school.
- Model respectful behaviours in front of the children
- Regularly evaluate the systems for promoting positive behaviour and for minimising/responding to unacceptable behaviour
- Guide and support staff in behaviour management
- Act as a point of escalation where it is deemed necessary
- Provide additional targeted support for children with social, emotional and behavioural difficulties • Work alongside parents to secure and promote positive behaviour

All staff will:

- Work in partnership with parents and carers to promote positive behaviour
- Model respectful behaviour in front of children
- Ensure advised provision is implemented consistently
- Ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- Reward and celebrate positive behaviour
- Share responsibility for behaviour management across the school
- Communicate effectively with parents concerning their children's behaviour
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences

All Children will:

- Respect one another, themselves and all adults
- Make pro-social behaviour choices
- Respond to situations in the correct way preventing them from acting in retaliation
- Keep themselves and others safe in order to learn as best as they can

All parents/carers will:

- Support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- Model respectful behaviour in front of children at all times
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences

This policy should be read in conjunction with:

- Dfe guidance for 'Behaviour and discipline in schools' (January 2016)
- DfE & Hertfordshire Exclusions Documents
- SEND policy
- Child Protection policy
- It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges'.
- Supporting children at school with medical conditions (2015)

Introduction and policy objectives

Barley and Barkway Federation is a caring, inclusive and supportive Federation. Our behaviour policy reflects the aims of the school and is a whole school policy, which is supported and observed by all members of the school community. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and that enable staff to act safely and with confidence.

Rationale and Ethos

At Barley and Barkway Federation, we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Herts County Council (Integrated Services for Learning). This approach aims to create an environment where all members of our school community have the right to feel welcome, safe, supported and valued. All members of the school community are responsible for promoting pro-social behaviours, self-discipline, and respect and to recognise the rights of the child. High expectations of behaviour extend throughout

the school and are supported by all staff. Our approach enables us to understand and work with children to create pro-social feelings for everyone within the dynamic.

School Vision and Values

“We will foster academic, emotional, spiritual and cultural wellbeing for all leading to ‘Life in its fullness’. John 10 V10

Faith

Curiosity

Wellbeing

Confidence

Our two schools work as equal partners. As Church Schools, we are deeply influenced by the Christian faith and its values, treating every member of our school communities with respect and offering Christian pastoral care. Our schools are places where we all feel happy, safe and secure and where we offer the very best educational opportunities to all whatever gender or ethnicity. Children learn that the Christian faith is a worldwide community made up of different cultures and ethnicities.

Hertfordshire STEPS

This policy is underpinned by Hertfordshire STEPS, a key part of Hertfordshire Behaviour and Attendance Strategy. Hertfordshire STEPS is a therapeutic behaviour management approach, which adopts the following principles:

- Shared focus on inclusion of all children within school.
- Shared values and beliefs across communities.
- Shared communication, diversion and de-escalation.
- Shared risk management.
- Shared reparation, reflection and restoration.

Most staff have received Hertfordshire STEPS training and we will continue to update this regularly.

Underpinning our approach through Hertfordshire STEPS:

- Negative experiences create negative feelings.
- Negative feelings create negative behaviour.
- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

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 verbal or nonverbal praise, Dojo points, certificates, or an appropriate method of praise for the individual child. Pupils will be made aware that their pro-social behaviour is rewarding to their own self and also brings about positive experiences and feelings in others.

Children and Young People ‘learn behaviour’ through:

- Relationships with adults and peers
- Role modelling
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Being listened to during opportunities for repair and restoration

Pro-social behaviour 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.
- **Reward and positive reinforcement**
- **Comfort and forgiveness**
- **Planning** – we will work as a team with professionals to plan responses to negative behaviour to ensure the team know what to do.

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs.

Emotional regulation

We teach our children about emotional regulation to develop their understanding of how they are feeling. Each classroom has a dedicated area with visual representations to support an understanding of individual feelings. Children are encouraged to place their lolly stick into the appropriate feelings cup, understanding that our feelings can change throughout the day. Teachers will discretely “check in” with children and put support in place if required.

Planned responses to maintain pro-social behaviour may include :

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Consequences related to the behaviour

Consequences of behaviour

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 harm

Examples:

- Limited access to outside space
- Differentiated teaching space
- Exclusion

Educational consequence – the reflecting, learning, rehearsing and teaching so the freedom can be returned.

Examples:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

Recording and Reporting arrangements

The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents and incidences of behaviour that occur at break or lunchtimes are reported to the class teacher and Senior Leadership Team.

The Head Teacher keeps a record of any pupil who receives a fixed-term or permanent exclusion. Cyber-bullying, racial and homophobic incidents will also be reported to the Governing body.

If there are any cases of bullying - **Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online** – these are noted in a logbook.

Levels of Behaviour	Examples of anti-social behaviours	Protected/Educational Consequences	
		In classroom	Outside of the classroom
Level 1 (Low level anti-social behaviours)	<ul style="list-style-type: none"> • Calling out/talking over others • Disruption to others • Time delaying • Unwillingness to remain on task • Reluctance to follow instructions (refusal/defiance) • Non-compliance with general class expectations • Not speaking respectfully to peers/adults by answering back or using rude tone 	<p>Step 1: Non-verbal warning – look or gesture followed by “Thank you”.</p> <p>Step 2: Polite reminder (Verbal warning): “[Name] Listen, thank you”.</p> <p>Step 3: Child offered a choice to work in an alternative place within the classroom. Self-regulation time needed.</p> <p>Relevant intervention and support offered including a restorative debrief with class Teacher or TA.</p>	<p>Step 1: Non-verbal warning – look or gesture followed by “Thank you”.</p> <p>Step 2: Polite reminder (verbal warning): “[Name] Listen, thank you”.</p> <p>Step 3: Child offered a choice to play somewhere else on the playground. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with member of staff on duty</p>

Level 2	<ul style="list-style-type: none">• Continuation of level 1 anti-social behaviours after level 1 consequences Or a single incident of:• Physically or emotionally hurting another deliberately (a single occurrence)• Verbal or physical retaliation• Name calling• Deliberate damage to school or personal property• Throwing objects around a classroom• Verbally threatening	Step 4: Child moves to a space outside of the classroom with a member of staff or into the classroom of a neighbouring year group for the remainder of the session.	Step 4: Continued level 1 or 2 behaviour. Child to miss the rest of that break or lunch and instead a 5 minute walk with an adult then 5 minutes under observation to check the behaviour is improved
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Level 3	<ul style="list-style-type: none">• Inappropriate language - swearing and persistent rudeness• Use of racist/sexist/homophobic/transphobic/discriminatory language• Serious physical/emotional harm:<ul style="list-style-type: none">- Spitting and biting- Sexual misconduct• Continuous breach of level 1 or level 2 anti-social behaviours despite staff/ intervention and support• Deliberate serious damage to school or personal property• Bringing in, physically threatening or using a weapon	<ul style="list-style-type: none">• Where any consequences from level 2 have not had an impact over time or for an isolated serious incident, the following procedures should be followed:<ul style="list-style-type: none">• SENCO to produce risk assessment and a plan to redress behaviour in conjunction with parents and SLT
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*All level 2 & 3 incidents to be reported on the same day.

* Parents to be informed following all Level 2 & 3 incidents. Level 1 incidents will be reported to parents at the discretion of the teacher

*Staff will exercise professional judgment at all times to ensure responses are appropriate and proportionate to the behaviour.

* Staff will ensure that a child is not repeating their story unnecessarily. Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences. **NB: fixed term exclusions may be implemented in isolated** incidents that result in harming children, staff or property where an investigation has lead to serious breach of school rules. This is decided on a case by case basis and will involve the HT and at least one Governor.

De-escalation Script when a child is in crisis

Most children respond well to the modelling, positive language and strategies that teach children about pro-social behaviour and expectations within our school. Barley Barkway staff recognise that there may be a time where 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 'having a meltdown' 'being naughty' or 'playing up'. When a child is in need of support before, during or after a 'crisis', the aim is to disempower and distract from the anti-social behaviour. Using a consistently calm approach, staff will use the following scripts to respond to children:

- [Child's name]
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Staff will use these phrases repeatedly until the child has deescalated their behaviour and are ready for a discussion.

In all instances, there will be an opportunity to repair, reflect and restore relationships through a discussion with the child. The timing of this conversation will depend on the emotional recovery of the child. However, it is a certainty that this will take place.

Travelling around our school

We expect children to travel around our school calmly and safely. It is the responsibility to support children with their behaviour and talk to a child who they see running or being disrespectful to property or their peers.

Positive phrasing and limited choice

When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are:

- Look and listen
- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- Thank you

In order to support pupils effectively, teachers will help children by giving limited choices in order to achieve the desired outcome. Examples are:

- Where shall we talk, here or in the library?

- Put the pen on the table or in the box.
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

A positive ethos

All adults in our school are consistent role models to support children to become the best they can and inspire them. Our staff want to empower our children and foster to become rounded individuals in our Church of England schools.

This will include:

- Welcoming children with a big smile at the beginning of the day
- Ensuring we provide children with positive feedback
- Modelling positive behaviour (e.g. in the way we treat others)
- Expecting good manners, but also acknowledging it and thanking children for it when they are polite
- Supporting children's emotions when they are having difficulties in regulating them, showing them that they have positive options in difficult situations.

Systems to support the promotion of pro-social behaviour

- Teachers must actively look for and acknowledge pro-social behaviours.
- Teachers recognise and celebrate all pupils' individual successes, no matter how small they may seem.
- The use of private praise e.g. conversation between staff and pupils, a phone call, email or DoJo message to parents.
- Dojo points presented to pupils in class to recognise and celebrate good learning behaviours.
- Pro-social behaviour, positive mental health, online safety and anti-bullying themes are an integral part of our assemblies and contribute to the ethos of the school. Assemblies will contribute to the development of self-esteem and caring for others.
- Assemblies and visits from Reverend Ruth and Reverend Sarah help to embed that we treat every member of our school community with respect and Christian pastoral care.
- The school has an E-Safety policy, which contains specific detail relating to the expected behaviours associated with the use of technology, by pupils and staff.

Physical Interventions

- 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 have 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 by giving a child a side on “school hug”.
- 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

In the event that physical intervention is used the Head Teacher, SENDCo and parents will have a meeting to discuss the incident and put a plan in place for the child. This may involve support from external services and the ISL Team at Hertfordshire.

Enrichment Activities

Theatre groups, class visits etc... are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the HT reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This will be discussed with parents.

Inclusion

Our behaviour policy is the plan for the majority of children. In addition, some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy. 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.

Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied and that any issues identified will be incorporated into the school's action planning. The Head Teacher will inform the Governing Body of any behaviour incidents at the half termly meetings.