

The Heights Primary School Policy for **BEHAVIOUR FOR LEARNING**

Version 1.5

June 2022

Responsible officer: Headteacher

Responsible Committee: Pupil and Staff Welfare Committee

Date of last review: June 2022

Date of next review: June 2024



VISION STATEMENT

At The Heights Primary School, we are passionate about having a therapeutic approach to behaviour. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our pupils, both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours. Our strong school ethos and value system underpins everything we do at The Heights where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this is achievable in a safe, enabling environment where pupils feel valued, supported and listened to.

AIMS

- To ensure that every young person at The Heights is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.
- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To encourage consideration for others within and outside of the school community by promoting our school values of respect, courtesy, tolerance, teamwork, trust and honesty
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement
- To ensure that pro-social behaviours are taught, encouraged and recognised
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- To ensure there is a culture within The Heights that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren)

OBJECTIVES

- Staff to provide equal access to learning, through the adaption of the curriculum to meet the needs of each child

- Pupils are given the opportunity to recognise and develop pro-social behaviours through teaching, peer-interactions and teacher/child relationships and understand the impact of their behaviour upon themselves & others
- Our holistic approach to teaching and learning is underpinned through our school values allowing pupils the opportunity to internalise pro-social behaviour choices
- Working with the pupils own experiences and feelings in order to promote a positive self-worth, internalised discipline resulting in long term change
- All stakeholders to agree and follow a positive Home/School Learning Agreement - Pro-social interactions between pupils, staff and parents ensure a positive working relationship between all those working around the child
- A therapeutic approach to behaviour management encompassing protective and educational consequences using the 3R's (Revisit, Reflect and Repair) is embedded.
- Where necessary, protective & educational consequences to be delivered and evaluated so that further support can be given to the child where identified
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement & attainment
- If required, de-escalation strategies are used by all staff following the STEPS script and supportive physical intervention is utilised in accordance with STEPS guidelines

WHAT IS PRO-SOCIAL BEHAVIOUR?

Pro-social behaviours are any actions that benefit the individual and others around them. Prosocial behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours
- role modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- celebration and sharing of learning in whole school assembly
- incidental rewards and praise
- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task

- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

PROTECTIVE CONSEQUENCES:

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes (See Lunchtime Reflection)
- differentiated teaching space or learning
- work requiring completion to be sent home, and supported by parents/carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room/space
- whilst all measures will be taken to support the child to avoid suspension or permanent exclusion, there may be a time when removal from an area or school is necessary

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices through the use of various behaviour analysis tools (Roots and Fruits; Anxiety Mapping – see appendices)

EDUCATIONAL CONSEQUENCES:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- third person role play to understand peer/adult feelings
 - social stories
 - behaviour related research to understand how and why actions have impacted others
 - restorative meetings with child and parent/carer
 - completing or redoing tasks to the expected standard for the child
 - modelling pro-social behaviours to younger peers
- (For more information, please see 'Consequences Document' in appendices)
- Communication with parents

Alongside these consequences, parents may be contacted and invited to attend a meeting to discuss.

LUNCHTIME REFLECTION

Where pupils choose not to make pro-social choices despite adult guidance, pupils may need to attend 'Lunchtime Reflection.' This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to

learn from their mistakes. This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future (See Appendix 1 for steps).

Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

DEFINITION OF 'BULLYING'

We define bullying as "deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group.

PREVENTING BULLYING

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling prosocial behaviour
- Supporting and promoting our school values of compassion, acceptance of others and forgiveness
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (this is not an exhaustive list)
- Participation in 'Feel Good Week' as part of the National 'Anti-bullying Week'
- Protective behaviours where deemed necessary
- The broader taught curriculum

Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers. Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates. Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. It may be deemed necessary for the school to liaise closely with parents/carers to help support the pupil.

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:

- the Reading Borough Council Behaviour Support Team
- an Educational Psychologist
- a Primary Mental Health Worker
- a member of the Child and Adult Mental Health Team (CAMHS)
- a Play Therapist/Counsellor

Where a child is at risk of suspension or permanent exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. Conscious and subconscious behaviours checklist, roots & fruits, anxiety mapping – see appendices)

SUSPENSION/PERMANENT EXCLUSION

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education Guidance. This means that under the Behaviour For Learning Policy teachers may discipline pupils for: **anti-social when the child is:**

- being educated off site
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a child at the school.

or persistent anti-social behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to themselves, another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

The Headteacher may decide whether to suspend a child for a fixed term or permanently exclude in line with the school’s Behaviour For Learning Policy taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

POSITIVE PHYSICAL INTERVENTION

In accordance with Hertfordshire STEPS, staff will use positive physical intervention to support pupils in the following ways:

- Open mits (open hands) to guide a pupil to a safe area
 - To give recognition, praise and re-focus to pupil’s such as: a high five, a tap on the shoulder
 - To reassure/comfort a child if they are upset e.g. sitting close or next to the child.
- Staff will not allow pupils to sit on their laps

- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment
- Moving, handling and self-care e.g. nappy changing. Some pupils will have individual care plans where procedures are clearly highlighted.

This list is not exhaustive and will depend on what is appropriate for the child

RESTRICTIVE PHYSICAL INTERVENTION

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.
- to prevent a child from committing a criminal offence

REVIEW

The Governing Body will review this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

CONSEQUENCES DOCUMENT

LOW LEVEL BEHAVIOUR

Including*:

Interrupting learning e.g.

- Calling out
- not listening
- not following instructions
- being disrespectful towards peers or staff
- refusal to complete work
- not getting on with/completing learning to the expected standard
- lying to a member of staff
- provoking peers to get a reaction
- misuse of technology
- vandalising property)

***this not an exhaustive list**

DISRUPTIVE, DIFFICULT OR DANGEROUS BEHAVIOUR

Including*:

- Using violence
- Repeatedly making antisocial choices (ignoring adult instruction
- Swearing
- prejudicial language
- deliberately provoking other children to create a response)

* Note: other behaviour may result in a level letter, particularly where the pattern of behaviour continues. For example, where provocation or swearing is persistent.

EXAMPLES OF ACTIONS THAT MAY BE TAKEN

- Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
- Further reminder is given as above. This may include the limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in small group room?)
- Where this process has been followed and a child continues with low-level anti-social choices, the child may attend Lunchtime Reflection to reflect on their choices ensuring completion of any incomplete task

If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).

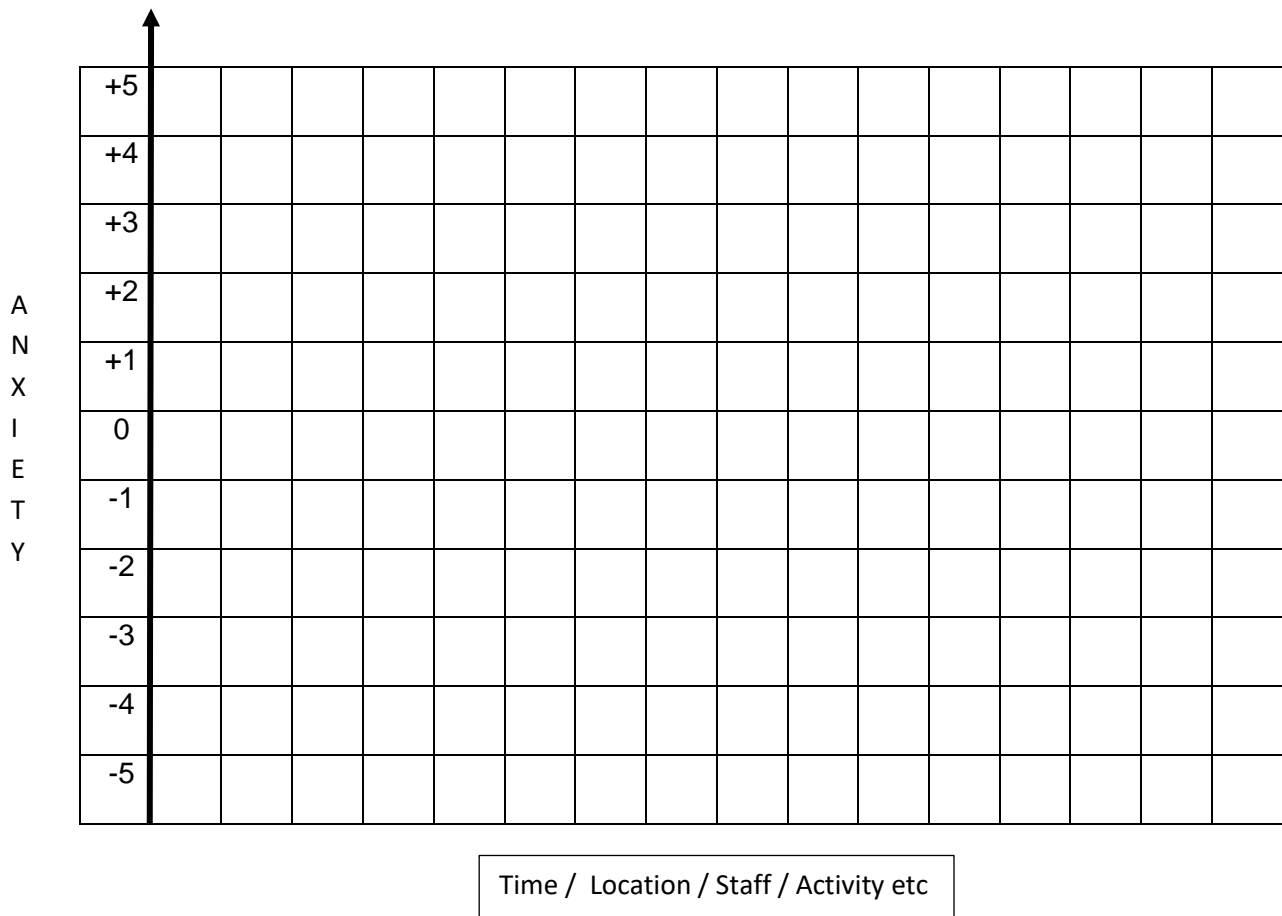
ACTIONS TAKEN

- De-escalation script followed by any adults involved: i.e.
 - Child's name I can see something has happened
 - I am here to help
 - Talk and I will listen
 - Come with me and....
- Child to be encouraged to a safe and calm space when ready to.
- Incident to be investigated and all involved to be listened to by identified member of staff
- Discussion about the anti-social behaviour and the subsequent protective and/or educational consequences
- Letter to parents/carers called, and parents/carers called if deemed appropriate and a follow-up meeting may be arranged.
- Follow up work: 3R's (Revisit, Reflect, Repair) and protective/educational consequences to be explored with identified.
- Behaviour to be logged in school's CPOMS (Child Protection Online Monitoring System).

DE-ESCALATION SCRIPT

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

ANXIETY MAPPING

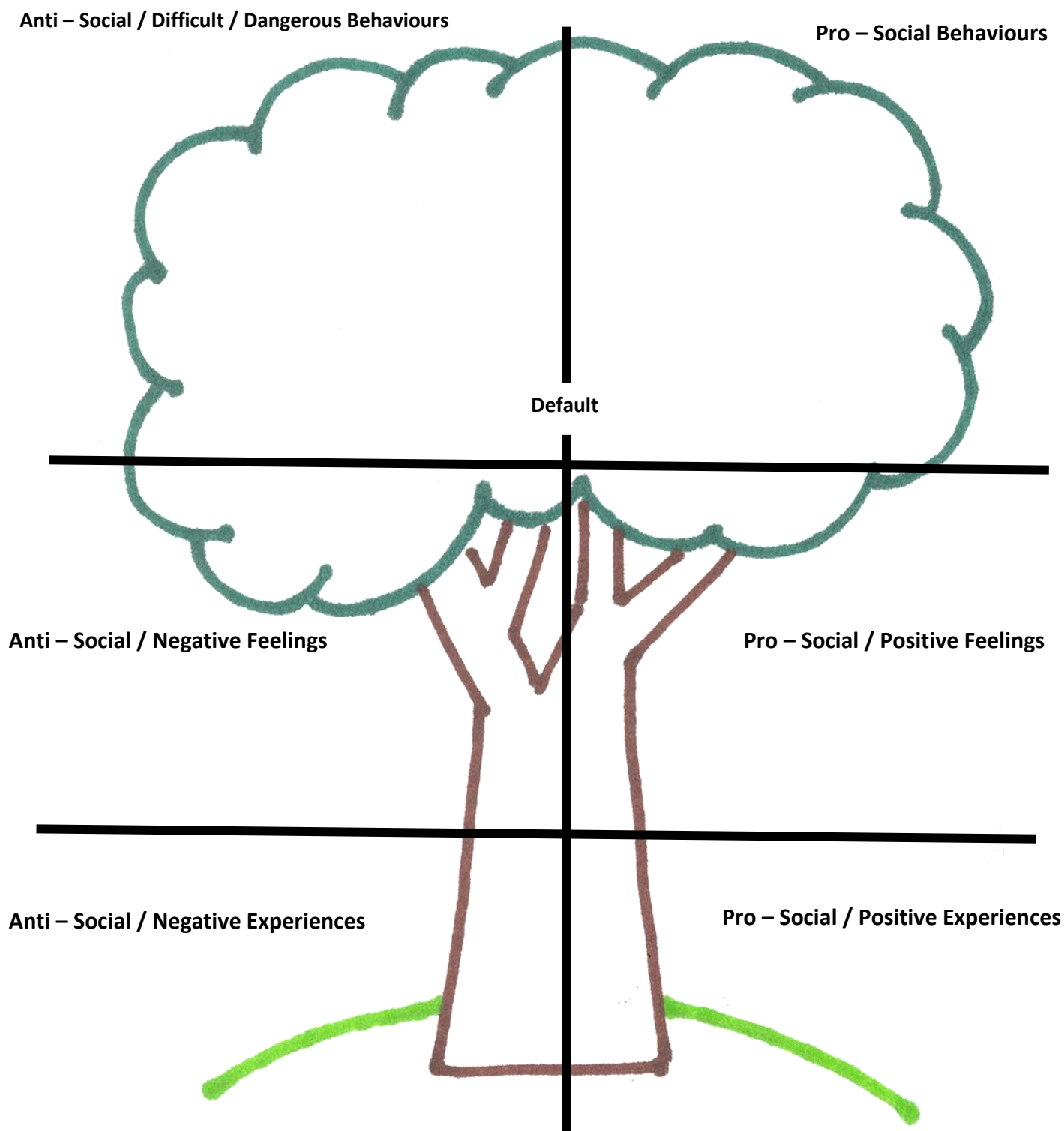


ANXIETY MAPPING ANALYSIS AND EVIDENCE OF DIFFERENTIATION

	Score	Staff/Location/Activity/Peer/Time Predict It	Evidence of Action Prevent It
	+2 to +5	These things overwhelm the pupil:	Planned differentiation required to reduce anxiety:
	+2	These things run the risk of overwhelming the pupil:	Monitoring needed:
	0		
	-2	These things run the risk of developing an over reliant:	Monitoring needed:
	-2 to -5	These areas have developed an over reliance:	Differentiation needed to reduce this over reliance:

ROOTS AND FRUITS

Name	
Supporting Staff	
Date	
Review Date	



CONSCIOUS BEHAVIOUR CHECKLIST

Question	Response	Solution or Differentiation
What is their expected outcome of this behaviour?		Is there any other way they could achieve their desired outcome using pro-social behaviours?
What is the motivation to behave anti-socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro-socially?		Is there enough incentive and benefit to behaving pro-socially?
What are the expected consequences?		Are they aware of the certainty of any protective consequences? Are these without time limitation? Do they prefer the consequence to the experience of complying?
How can I impact the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their beliefs and values resulting in pro-social conscious behaviour?

SUBCONSCIOUS BEHAVIOUR ANALYSIS CHECKLIST

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less angry/manage their anger? (roots and fruits).
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we support them to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we manage this stimulus? (topic, adult, time, activity, peers, transition, noise etc Anxiety Mapping)

RISK ASSESSMENT CALCULATOR

Name	
Date of Birth	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub- Conscious C/S	Seriousness of Harm A 1/2/3/4	Probability of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption.
2	Foreseeable outcome is harm requiring first aid, distress or other minor damage.
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage.
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage.
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain.
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely.
3	The risk of harm is more likely than not to occur again.
4	The risk of harm is persistent and constant.

RISKS WHICH SCORE 6 OR MORE (PROBABILITY x SERIOUSNESS) SHOULD HAVE STRATEGIES LISTED ON NEXT PAGE

RISK REDUCTION PLAN

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro-social / positive behaviour	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