Behaviour Policy

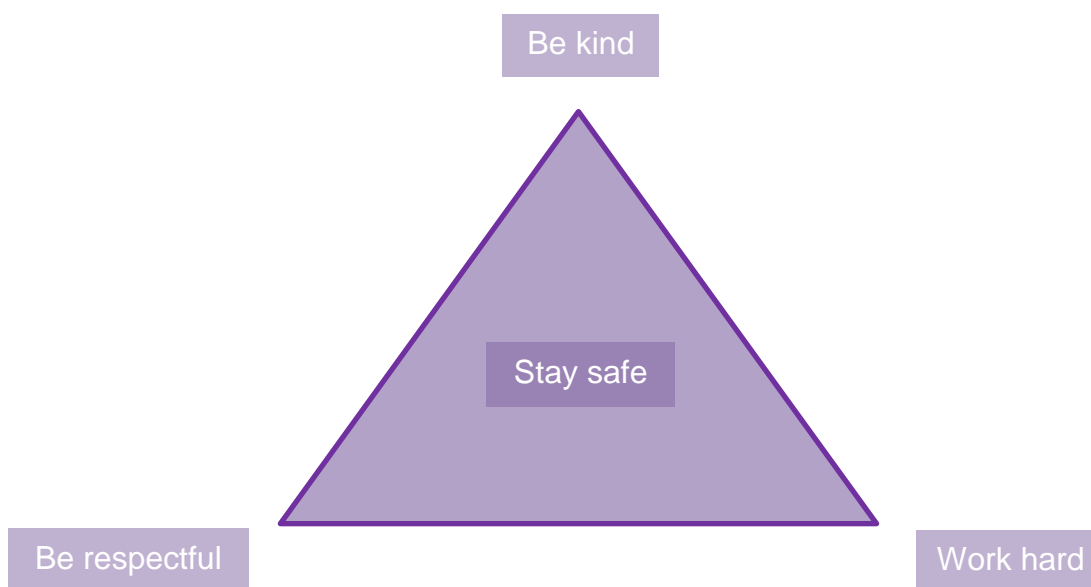**Date Created: October 2022**   **Review Date: October 2024**

Aims

It is the policy of the school to enhance a child's self-esteem and respect for others and their environment both within the school and the wider community. Through this shared belief the school aims to promote meaningful and effective learning in a positive and friendly atmosphere. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief, ethnicity or any other protected characteristic. Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

We believe:
- All behaviour is communication
- Everyone in school has the right to feel seen, heard and that they belong
- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- That we can teach behaviour, not control it
- Positive experiences create positive feelings. Positive feelings create positive behaviour

Behaviour for Learning Expectations

```
                    Be kind


                      /\
                     /  \
                    /    \
                   /      \
                  /Stay safe\
                 /          \
                /            \
               /_____\
      Be respectful        Work hard
```

The behaviour triangle is displayed in all classrooms and used as prompt or reminder to encourage positive behaviour for learning inside and outside of the classroom. A non-verbal cue is also used where staff and children will form a triangle with their hands to encourage positive behaviour for learning and the school rules.

An anti-discrimination culture

The Laurance Haines community has a zero-tolerance approach to discrimination of any kind. We are committed to supporting all children to connect with the statement, "You see me. You hear me. I belong." We recognise that being anti-discriminatory means that all children, parents and staff will challenge inequality, respond to the differences in people's lives caused by racism, poverty and discrimination and work collaboratively to build knowledge of the protected characteristics, be inclusive and achieve a sense of belonging for all.

The protected characteristics include:
- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity

- Race
- Religion and belief
- Sex
- Sexual orientation
- Intersectionality

Child-on-child abuse

All claims of child-on-child abuse will be listened to, investigated and actioned. Child-on-child abuse is a broad term that refers to inappropriate, sexualised, dangerous or violent behaviour between children. The Laurance Haines behaviour ladder refers to examples of child-on-child abuse although this is not an exclusive list. Keeping Children Safe in Education (2022) refers to examples of child-on-child abuse:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

The school recognises that any incident of behaviour against a protected characteristic will be deemed as child-on-child abuse and dealt with appropriately.

Identifying Racism

At Laurance Haines School an incident is considered racist if it is "perceived to be racist by the victim or any other person." This includes young people experiencing bullying, parents, teachers and any bystanders who witness the behaviour. Consideration is given to the following questions when assessing if an incident was racist or discriminatory:

- Does anyone feel that the incident was racist/discriminatory?
- Does the behaviour reflect stereotypes based on colour, nationality or ethnic or national origin, or reflective of stereotypes against the protected characteristics?
- Does the behaviour include use of racial or discriminatory slurs or racist or discriminatory language?

Examples of the behaviours being displayed might include:

- Name calling, particularly (but not exclusively) using racist language / language reflecting stereotypes about ethnicity
- Spreading rumours and gossip about a young person, which may either draw on stereotypes about ethnicity or on their lack of conformity to these stereotypes
- Physical behaviour motivated by prejudice against someone's ethnicity or perceived ethnicity, such as hitting, tripping, pushing or kicking
- Intimidating someone because of their ethnicity or perceived ethnicity
- Using threatening racist language or behaviour (including non-verbal communication such as gestures, looks, written communication or displaying images)
- Not letting someone join in with group work, conversations, activities or games because of their ethnicity or perceived ethnicity
- Damaging property (including personal or school property) with racist graffiti
- Stealing from someone, motivated by prejudice against their ethnicity or perceived ethnicity

Many of these behaviours can also take place online, through social media or through messaging platforms.

Responding to racist or discriminatory incident or bullying

Children who experience bullying need to be supported effectively and to feel that their concerns are taken seriously. It is also vital to ensure that those displaying bullying behaviour are challenged and supported appropriately where required.

Incidents should be dealt with proportionately. However, the need to protect children from racism or discrimination should always be paramount. When dealing with a specific incident of racism or discrimination, there are some simple questions to consider:

- How can the child be supported?
- What was the behaviour?
- What impact did it have?
- What does the child want to happen next?
- What attitudes, prejudices or other factors have influenced the behaviour?

Staff aim to provide support by:

- Providing a balance of education and consequence
- Deepening the child's understanding about racial literacy
- Exploring the options open to the child, with the child
- Considering what they want to happen next (taking the child's views seriously, but with awareness that racism or discrimination cannot go unchallenged, even where the person targeted is reluctant to seek a solution)
- Taking notes of discussions throughout the process, storing in a confidential place
- Recording the incident appropriately on Arbor
- Informing the parents before the child returns home
- Arranging a follow-up meeting, with parents or carers present if necessary
- Agreeing a restorative approach, where there's an opportunity for relationships to be mended
- Linking them into any sources of support which are available (including, for example, mentoring or buddying systems within the school to support children experiencing bullying)
- Keeping them informed about any action taken
- Scripts are included in Appendix 2

If a child experiences discrimination of any kind, staff must acknowledge the trauma caused. Communication between staff is imperative to support the emotional wellbeing of the child who has experience discrimination of any kind.

Promoting pro social behaviour

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 should focus on de-escalation and preventative strategies rather and focusing solely on reactive strategies.

Actions by staff are based on important principles:
1. It is the inappropriate behaviour that is rejected, not the child
2. Adults should keep the situation calm
3. A child's success at reducing inappropriate behaviour should be acknowledged
4. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended

It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

Practice

Children learn best in an atmosphere that is calm and positive. Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable not themselves as individuals. Good behaviour is expected from all pupils at all times and will be acknowledged through:

- Verbal, personal and constructive recognition by adults and peers
- Personalised whole class reward system
- Small rewards such as House Points awarded for effort, helpfulness and achievement
- Positive messages, badges and activities shared through our parent app, Marvellous Me
- Recording their names on the Excellent Board
- Showing Assemblies
- Certificates presented in Celebration Assemblies
- Presentation Award
- A Badge of Honour
- Laurance Haines Larry to take home for the weekend
- The Lassman, Slade, Ashton Termly Award for an outstanding student in each Key Stage
- Platt and RWI termly reading award
- Branigan Wellbeing Award

Non-verbal signals will be used around the school and within the classrooms wherever possible:
- Hand signal – stop
- Two hands together – partner talk
- Magnet eyes/pointing to eyes – look at the front/listening
- 1, 2, 3 – (1) Stand up (2) Go to tables/come back to carpet (3) Sit down

Behaviour for learning is also encouraged through the use of our Badges of Honour, which are based on the 5 ways to wellbeing. Children are rewarded as above for displaying behaviours outlined on the 5 ways to wellbeing (Appendix 5). We recognise that most children behave in this way, however, the award is used to encourage pupils that find their behaviour impedes their learning. The 5 ways to wellbeing are detailed below:
- Green badge – for taking notice
- Yellow badge – for positive attitudes and effort in learning
- Blue badge – for being active
- Red badge – for making connections with others
- Purple badge – for giving

Managing behaviour and recording incidents

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying, cyberbullying or incidents of behaviour against any of the protected characteristics, in particular: disability, gender reassignment, race, religion/faith, sex or sexual orientation. Behaviour that is unacceptable, anti-social or dangerous will result in consequence.

When a child is identified as having difficulty in maintaining acceptable behaviour in school there are agreed strategies to be followed:
- The class teacher will support the child in improving their behaviour through positive reward systems
- The child will be enrolled on a behaviour intervention such as Inside Out
- School staff will liaise with each other to support the child through target setting and positive reward systems in which parents/guardians will be consulted and invited to share the process
- Tools such as 'Roots and Fruits' and 'Anxiety Maps' are used to track and monitor anti-social behaviour and to analyse patterns (Appendix 5)
- Teachers can refer back to Boxall Profile assessments to provide insight in to anti-social behaviour
- Behaviour Risk Assessment Calculator to be completed to identify if an Individual Risk Management Plan is required for the child
- If required, Individual Risk Management Plan to be completed by class teacher and member of SLT
- All staff supporting individual children in receipt of therapeutic interventions will be made aware of the individual plans for that child
- All therapeutic interventions must be monitored and reviewed regularly
- When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers
- Behaviour in class will be monitored and recorded by class teachers and other adults working with the child on Arbor (the school's management information system)
- Parents will be informed of any ongoing concerns at the earliest opportunity by the class teacher, in person, over the phone, via email or through Arbor
- Any teachers in need of assistance to manage behaviour in their classroom will use the school's red and yellow card system
- Where a pattern of unacceptable behaviour has been identified, there are interventions provided by the Pastoral Support Team to address the issues

The 6 Principles of Nurture underpin our ethos:
- Children's learning is understood developmentally
- The importance of nurture for the development of wellbeing
- All behaviour is communication
- The classroom offers a safe base
- Language is a vital means of communication
- The importance of transition in children's lives

Hertfordshire Steps Approach

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding that all behaviour is communication. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

The de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

- Child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen
- Come with me and …..

It is important that all staff use the **same** script, although it can be in a different order. The de- escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

Suspension and permanent exclusion from School

A decision to exclude a child should only be made:
- In response to serious breaches of a school's behaviour policy; AND
- Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' disciplinary offence, and these can include:
- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon

Acts of discrimination, bullying and cyberbullying are not tolerated at any level and may result in suspension or permanent exclusion if it persists, depending upon the seriousness of the bullying or cyberbullying.

Monitoring and evaluation

The effectiveness of this policy will be monitored by the Headteacher and members of SLT through incident reports. This will be reported to the Governors through the Headteacher's termly report.

The policy will be reviewed by SLT and Governors.

Appendix 1:
Behaviour Ladder

Lev	Level	Examples of poor behaviour for learning	Possible consequences
Possibly seek advice from other staff/Phase leader/PST	0	• Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Answering back e.g. questioning a situation • Wandering around the room during work time • Dropping litter	• Reminder of rules and reward other children • Verbal warning • Restorative justice e.g. clean area, repair damage, education on discrimination and support with empathy towards the person affected • Conversation with adult /on playground with focus on impact of behaviour on others • Parents informed
	1	**Persistent and/or sustained level 0 behaviour** • Anti-social behaviour • Dangerous play • Hurting/physically or emotionally • Refusal • Leaving class and school	• Restorative justice e.g. clean area, repair damage, education on discrimination and support with empathy towards the person affected • Lunchtime reflection • Parents informed • Removal from the bubble on a temporary or permanent basis during a school closure
Action from phase leader/PST/Headship team	2	**Persistent and/or sustained level 1 behaviour** • Injury without intent • Emotional harm without intent • Discrimination without intent • Leaving class or school • Incident of a sexual nature • Inciting others to misbehave • Intentional use of bad language • Stealing • Threatening and intimidating • Throwing/kicking objects that could cause harm • Vandalism	• Restorative justice e.g. clean area, repair damage, education on discrimination and support with empathy towards the person affected • Lunchtime or afterschool reflection • Parents informed • Suspension – internal or external • Reduced timetable • Restorative justice e.g. clean area, repair damage • Intervention from other agencies, e.g. police, social workers etc. • Intervention from Governors
	3	**Persistent and/or sustained in relation to behaviours listed under level 2** • Injury with intent • Emotional harm with intent • Leaving school • Sexualised behaviour • Cyberbullying incident • Disability incident • Gender reassignment incident • Race incident • Religion/faith incident • Sex incident • Sexual orientation incident	• Restorative justice e.g. clean area, repair damage, education on discrimination and support with empathy towards the person affected • Lunchtime or afterschool reflection • Parents informed (Detailed letter and phone call) • Suspension – internal or external • Reduced timetable • Restorative justice e.g. clean area, repair damage • Intervention from other agencies, e.g. police, social workers etc. • Intervention from Governors
Action from Headship Team	4	**Persistent and/or sustained in relation to behaviours listed under level 3** • Serious injury with intent • Bullying • Cyberbullying • Disability bullying • Gender reassignment bullying • Race Bullying • Religion/faith bullying • Sex bullying • Sexual orientation bullying	• Parents informed *(Detailed letter and phone call)* • Suspension – internal or external • Reduced timetable • Restorative justice e.g. clean area, repair damage, education on discrimination and support with empathy towards the person affected • Intervention from other agencies, e.g. police, social workers etc. • Intervention from Governors
	5	**Persistent and/or sustained in relation to behaviours listed under level 4** • Possession of harmful substances or weapon • Serious injury with intent	• Permanent exclusion

Children, staff and parents are encouraged to use the following scripts when challenging racism and discrimination.

'I' statements	'It' statements	'You' statements
'I' statements ask another to consider it from your perspective.	**'It' statements establish the boundaries.**	**'You' statements talk about them not you**
'I' statements can be used to challenge bias: "I don't think you meant to imply what I heard" "I'd like to tell you how that sounded to me"	**'It' statements can be used to challenge prejudice and to set boundaries. Not to have their beliefs imposed on you:** "It is disrespectful/cruel/unkind to…" "It is against our policy to …" "It is illegal to…" "It is not reasonable to expect that…"	**'You' statements respond to bullying and create consequences. 'You' statements change the dynamic and is a decisive action:** "What's going on for you here?" "You need to stop talking to me that way." "Why would you ask somebody something so inappropriate?" "Do you make it a habit to…?" "Are you trying to …?" **'You' statements can be followed by a consequence to give action:** "If you think that is going to intimidate me you are wrong." "If you do not stop doing that, I am going to report you." "If you keep on saying that, I will need to walk away."

Further scripts for challenging discrimination

All protected characteristic groups may be exposed to discrimination. Some have been provided as examples in these scripts.

Establish understanding
– 'What did you mean by saying….?'
– 'What does that word mean to you?'
– 'Do you understand why it is wrong/hurtful/offensive to use that word?'

Explain meaning
– 'Gay/Girl/Black is a word we use to describe […], not a nasty word to use against people and it's not OK to call someone Gay/Girl/Black to try and make them feel bad.'
– 'We don't use Gay/Girl/Black as an insult because it makes people think that being Gay/Girl/Black is something bad.'

Use empathy
– 'How do you think you would feel if someone called you names?'
– 'How would you feel if someone was making fun of something that you can't change about yourself?'
– 'That language is really hurtful/unkind/offensive to me and others'
– 'It's really disappointing to hear you using language that makes other people feel bad.'

Challenge directly
– 'You know that that discriminatory language is absolutely unacceptable'
– 'How can a pair of trainers be gay?'
– 'If you mean rubbish, you should use the word rubbish.'
– 'What you said was racist as well as homophobic. Neither racism nor homophobia are acceptable. Both are also hate crimes.'

Link to school ethos and policy
– 'Discriminatory language is not acceptable in our school.'
– 'At our school we treat everybody with respect. Were you behaving in a respectful manner?'
– 'At our school we try to repair situations where we've caused harm. What can you do to repair this situation?'

Automatic email message sent via Arbor (MIS)

Dear [Parent Name],

[Child's name] has been involved in a behaviour incident today. Please speak to your child about the incident and consequence.

If you wish to, please contact the school for more information.

Automatic text message sent via Arbor (MIS)

Dear [Parent Name], [Child's name] has been involved in a behaviour incident today. Please contact the school for more information.

*Messages are sent to parents for incidents at Level 1, 2 and 3.

For any incidents at Level 4 and Level 5, the Headteacher will communicate with parents in person or over the phone. A letter giving details of the incident is provided for the parents when necessary.

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age and understanding)
- To gently direct a child
- For activity reasons (for example in drama, physical games etc.)

Staff agree to follow the principles of Hertfordshire Steps regarding handling children in school. All physical contact with children should use either an 'open mitten' or a 'closed mitten'.

Open Mitten

- Fingers together
  - Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Closed Mitten

- Flat hand
- Fingers and thumbs together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed Step On Training have been trained how to do this in a safe way without putting anyone at risk

Touch Guidance

Staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this guidance to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch?

We may choose to hold children for a variety of reasons but in general terms we would normally do so for

either comfort or reward. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

How do we use touch?

Hugging

At Laurance Haines, we use a 'Side Hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand holding – Offering an arm

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of 'Offering an arm'. This is done by the adult holding their arm out and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security, if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.

Offering an arm

- Hip in
- Head away
- Sideways stance
- Arm is offered
- Child accepts the invite
- Draw elbow in for extra security

Lap sitting

At Laurance Haines School we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the 'Side Hug' or 'Offering an arm'. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.
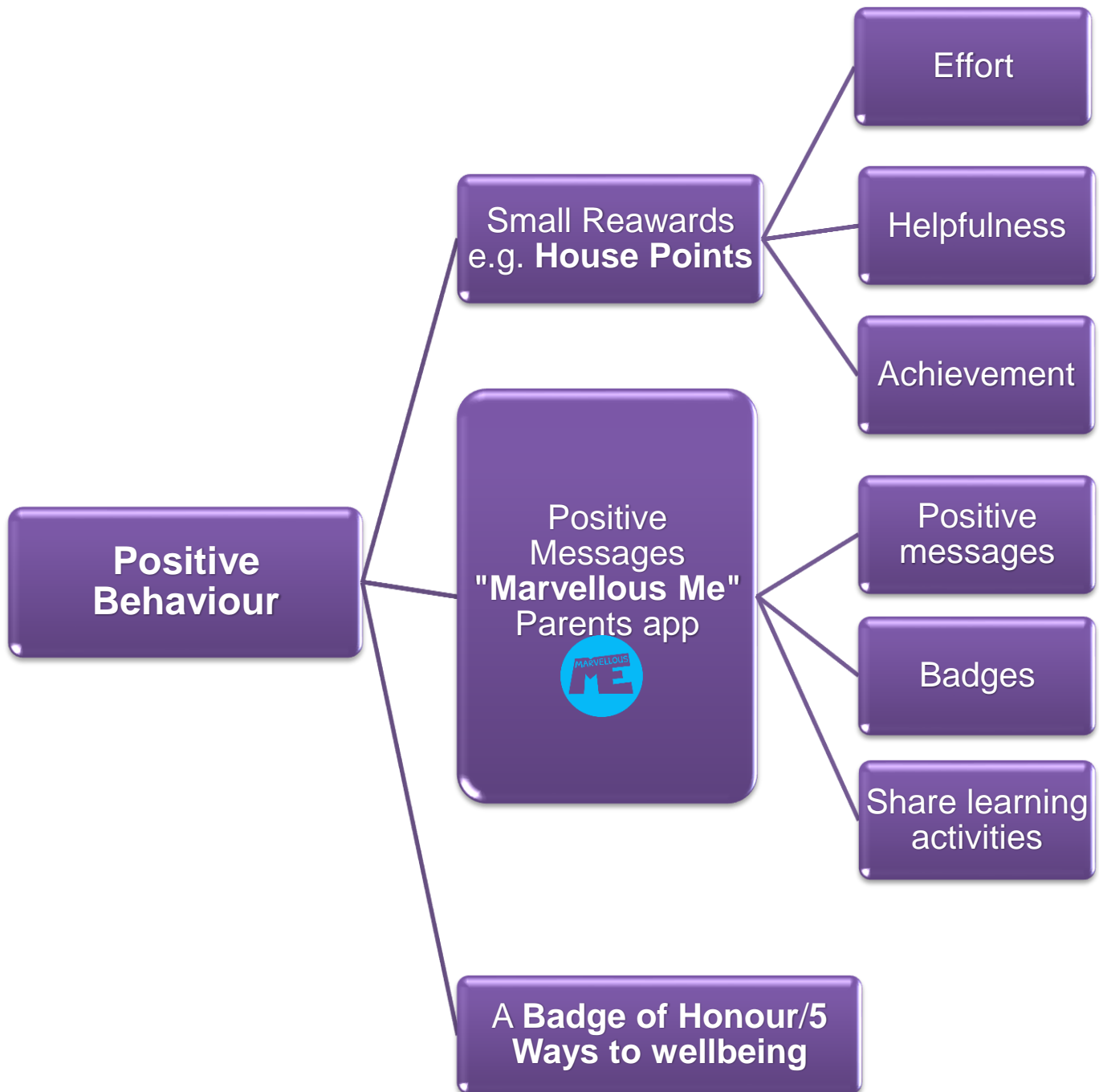
Safe Working Practice

At times, children may be in such crisis or distress that they hold you in a way that is not described as above (e.g. front on hug / lap sitting). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this. This will be in order to record and monitor the amount of times the child is doing this to staff to identify whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have touch guidance and believe that contingent touch can be a positive experience for the children, this does not mean you have to touch children. It should also be realised that some children will not want to be touched. Please respect this.

Parents / carers will be made aware of this policy when their child is admitted to the school.

If staff have any questions or would like further discussion regarding this policy, please speak to a member of the SLT.

**Positive
Behaviour**

Small Reawards
e.g. **House Points**

Effort

Helpfulness

Achievement

Positive
Messages
"Marvellous Me"
Parents app

Positive
messages

Badges

Share learning
activities

A **Badge of Honour/5
Ways to wellbeing**

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

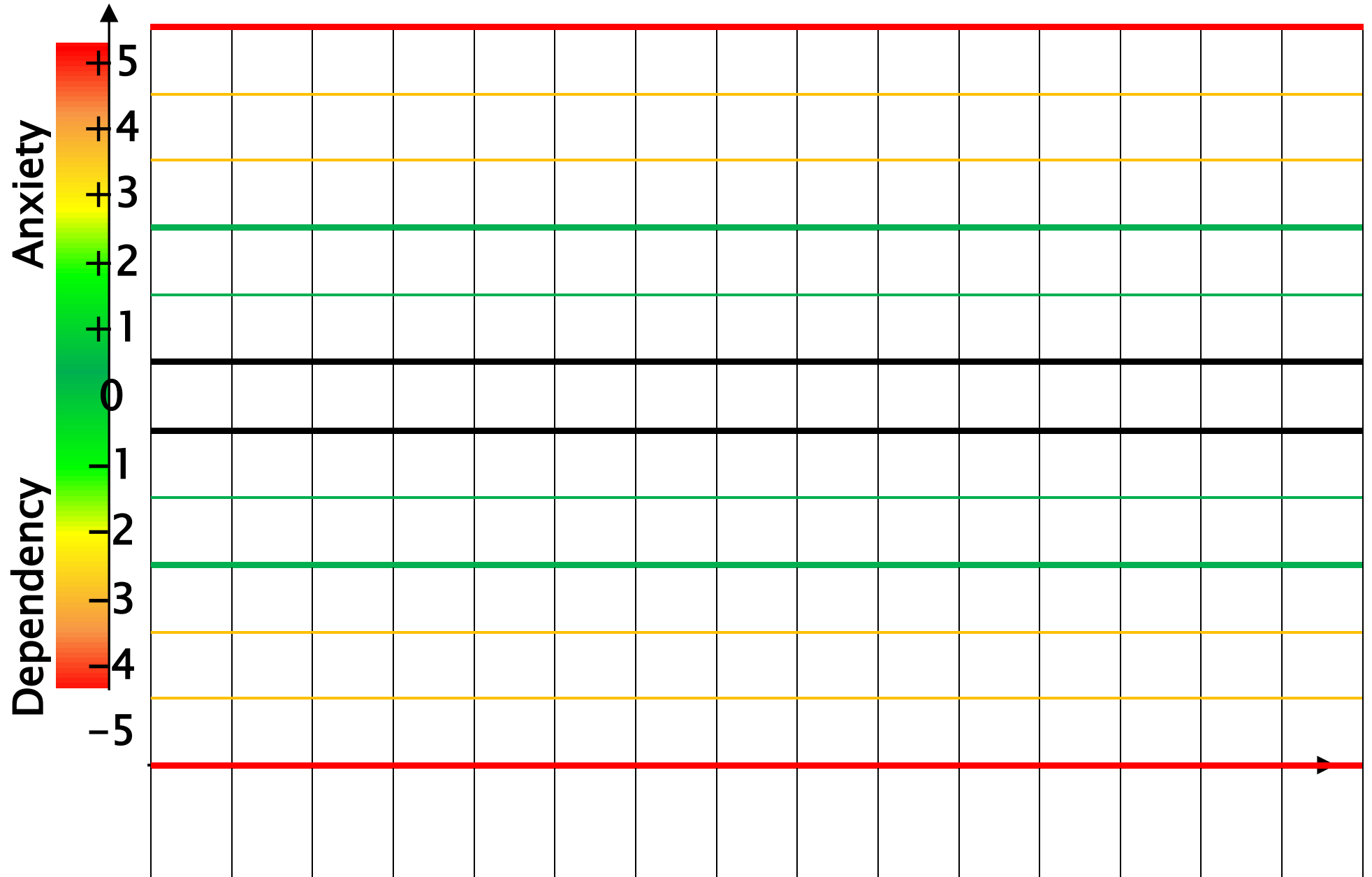| **Anti-social / difficult / dangerous Behaviours**	**Pro- social behaviours**
Anti-social / negative feelings	DEFAULT **Pro-social / positive feelings**
Anti-social / negative experiences	**Pro-social / positive experiences**

Anxiety Mapping

Anxiety

Dependency

+5
+4
+3
+2
+1
0
−1
−2
−3
−4
−5

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of action **Prevent it**
Raised Anxiety	**+2** **-** **+5**	**These items overwhelm the pupil** 1. 2. 3. 4. 5.	**Planned Differentiation required to reduce anxiety** 1. 2. 3. 4. 5.
	+2	**These items run the risk of overwhelming the pupil** 6. 7. 8.	**Monitoring needed** 6. 7. 8.
	0		
Increased dependency	**-2**	**These areas run the risk of developing an over reliant** 9. 10. 11.	**Monitoring needed** 9. 10. 11.
	-2 **-** **-5**	**These areas have developed an over reliance** 12. 13. 14.	**Differentiation needed to reduce this over reliance** 12. 13. 14.

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………………