



# Laurance Haines School

## BEHAVIOUR POLICY

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Signed:	
Bill Grimwood	Chair of Local Laurance Haines School Governing Board

## **AIMS**

It is the policy of this 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 or ethnicity.

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

- 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.

## **STAFF COMMITMENT**

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 than 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:

1. Verbal personal and constructive recognition by adults and peers.
2. Personalised whole class reward system.
3. Small rewards such as stickers or House Points awarded for effort, helpfulness and achievement.
4. Informing parents/carers of their child's achievements through a Praise Postcard from any member of staff?
5. Recording their names on the Excellent Board.
6. Showing Assemblies.
7. Certificates presented in Celebration Assemblies.
8. Presentation Award
9. A Badge of Honour

10. Laurance Haines Larry to take home for the weekend
11. The Lassman, Slade, Ashton Termly Award for an outstanding student in each KS.
12. Platt and RWI termly reading 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 Buoyancy Balloons which promote resilience, collaboration, effort and teamwork. Children are rewarded as above for displaying behaviours outlined on the balloon (see Appendix 5). We recognise that most children behave in this way, however, the balloon is used to encourage pupils that find their behaviour impedes their learning. As an extension of this and to promote children's well-being Badges of Honour can be awarded as follows:

- 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 or racism. Behaviour that is unacceptable will result in sanctions. These are designed principally to aid children to recognise why their behaviour is unacceptable and to give them the opportunity to change it. Children will be made aware that they have choices to make. The Behaviour Ladder (Appendix 1) is designed to ensure that all children have the opportunity to achieve high standards in school and supports the principles of the Home/School Agreement. Sanctions are clearly laid out in the behaviour ladder and it is up to the class teacher to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff.

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 (PSP) and positive reward systems in which parents/guardians will be consulted and invited to share the process.
- 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/Behaviour Lead.
- 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 the School Information Management System (SIMS). It is imperative that the details of one off and ongoing incidents are filled in accurately and immediately as this will form the evidence to trigger further support. Any emerging patterns of unacceptable behaviour will be discussed with the Special Educational Needs Co-ordinator and an Individual Risk Management Plan written if appropriate. Playground behaviour will be monitored by class teachers when on duty. Serious issues will be reported to the Head Teacher/Behaviour Co-ordinator. Serious incidents and a repeating pattern of minor incidents such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers but the SLT will be kept informed. The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. The Head Teacher/Deputy Head/Behaviour Co-ordinator will record serious violations of the school behaviour code on the appropriate form and parents will be informed of all serious incidents involving their children. (Appendix 2).

Any teachers in need of assistance to manage behaviour in their classroom will use the school's red and yellow card system. An appropriate child will be asked to take one of the cards to the administration corridor where there is always one or more members of staff. A yellow card signifies that the teacher in the class needs assistance and a red card signifies urgent assistance. Each card bears the name of the classroom or shared area where the assistance is needed.

Where a pattern of unacceptable behaviour has been identified there are interventions provided by the Pastoral Support Team to address the issues. Inside/Out was specifically designed to support children who persistently interrupt the play or learning of others. The Transformers programme was designed to support KS1 children to adopt behaviours for learning whilst developing the character strengths of KS2 children as mentors. Peer Mediators also support children to resolve differences between themselves and teach them how to reflect on their actions and words. As an extension of the Nurture Group, Nurture lunch is provided for children who may find a busy playground overwhelming or challenging. To underpin our expectations of behaviour we adhere to 'The six principles of Nurture' as outlined below:

- 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 of what behaviour might be communicating. All staff

should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. Staff at Laurance Haines School are 'Hertfordshire Steps' trained. Hertfordshire Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, staff agree on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.
- An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe way (see Appendix 4)
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

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.

Children who do not respond to the school's planned strategies to help them to overcome their difficulties will be excluded for a short fixed term period with work set by school to be completed at home. Subsequent exclusions could be for longer fixed terms with a reintegration programme or Pastoral Support Programme (PSP) agreed by school, parents/ carers and outside agencies. Work will be provided to be completed at home. Permanent exclusion will follow if none of these strategies are successful.

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

Bullying is not tolerated at any level and may result in exclusion if it persists. The exclusion could be fixed term or permanent depending upon the seriousness of the bullying.

### **Monitoring and evaluation**

The effectiveness of this policy will be monitored by the Head and Deputy through incident reports. This will be reported to the Governors through the Head Teacher's termly report. The policy will be reviewed three years after implementation.

## Appendix 1: Behaviour Ladder

Level	Behaviour Examples	Actions/Sanctions
1 Low Level	<ul style="list-style-type: none"> <li>• Poor effort</li> <li>• Disruptive fidgeting</li> <li>• Inappropriate interruptions</li> <li>• Distracting others</li> <li>• Disruptive noises</li> <li>• Unkind remarks</li> <li>• Telling lies</li> <li>• Deliberately annoying others</li> <li>• Bad language (one off)</li> <li>• Answering back e.g. questioning a situation</li> <li>• Improper use of school equipment e.g. writing on whiteboards when they shouldn't be</li> <li>• Wandering around the room during work time</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of rules and reward other children</li> <li>• Verbal warning</li> <li>• Age appropriate time out in class (e.g. 2 minutes Year One)</li> <li>• Related sanction e.g. re-do work, clean area</li> <li>• If during lunchtime, be sent to Reflection</li> </ul>
2 Moderate Level	<p><b>Persistent level 1 behaviour</b></p> <ul style="list-style-type: none"> <li>• Refusing to work</li> <li>• Hurting another pupil either physically or emotionally</li> <li>• Serious misuse of school equipment e.g. scissors</li> <li>• Dangerous play</li> <li>• Improper use of toilets or wash basins</li> </ul>	<ul style="list-style-type: none"> <li>• Send to parallel teacher for five minutes</li> <li>• Lose age appropriate minutes from break time in classroom.</li> <li>• If during lunchtime, be sent to Reflection</li> </ul>
3 Serious	<ul style="list-style-type: none"> <li>• <b>Persistence in relation to behaviours listed under level 2</b></li> <li>• Persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching</li> <li>• Throwing/kicking objects that could cause harm</li> <li>• Vandalism</li> <li>• Inciting other children to misbehave</li> <li>• Swearing (intentionally)</li> <li>• Possession of inappropriate materials/objects</li> </ul>	<ul style="list-style-type: none"> <li>• Send to key stage leader for rest of lesson</li> <li>• Lose all of lunchtime – Reflection room</li> <li>• Enter incident onto Sims, including victim data.</li> <li>• Teacher complete parent slip and pass to Head / Deputy teacher for signing and recording on SIMs.</li> </ul>
4 Very Serious	<ul style="list-style-type: none"> <li>• <b>Persistence in relation to behaviours listed under level 3</b></li> <li>• Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching</li> <li>• Children excluding each other because of looks, colour, race, belief, gender or disability</li> <li>• Any form of repeated bullying (see policy)</li> <li>• Swearing at an adult</li> <li>• Stealing</li> <li>• Serious injury to someone else with intent</li> <li>• Verbal abuse to an adult (of any sort)</li> <li>• Incidents of a sexual nature</li> </ul>	<ul style="list-style-type: none"> <li>• Send to Head/Deputy teacher</li> <li>• Parents informed (<i>Detailed letter and phone call</i>)</li> <li>• Possible exclusion</li> <li>• Possible reduced timetable</li> <li>• Enter incident onto Sims (HT/DHT)</li> <li>• Possible intervention from other agencies, eg. police, social workers etc.</li> <li>• Possible intervention from Governors</li> </ul>
5 Extremely Serious	<p><b>Persistence in relation to behaviours listed under level 4</b></p> <ul style="list-style-type: none"> <li>• Possession of harmful substances or weapon</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>

NB – children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level.

## Appendix 2

### Level 3 Slip

<b><u>Behaviour slip</u></b>				
At Laurance Haines we care about maintaining high expectations of good behaviour. Unfortunately your child has been involved in a level 3 incident. We hope you will find time to discuss this incident with your child. Please do not hesitate to contact your class teacher if you wish to discuss this further.				
Staff name:				Date:
Pupil name:				Class:
Level	1	2	3	4
<b>Comment</b>				
Headteacher:				

**Appendix 3**  
**Level 4 Letter**

Date \_\_\_\_\_ Class \_\_\_\_\_

**LEVEL 4 BEHAVIOUR**

Dear Parent/Carer of \_\_\_\_\_

It is our school policy to inform parents in writing in the event of very serious misbehaviour. This letter is to inform you that your child broke the school rules today at level 4 by

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Your child has spent a period of time with a senior teacher, discussing an account of how today's incident occurred. This has been recorded on the school database for future reference. It is clear that your child understands that behaviour of this kind is unacceptable and that it must not happen again. I consider this incident to now be resolved. However, you will be contacted again if necessary.

We believe in establishing positive partnerships with parents as this is a key part of promoting and maintaining high standards of behaviour. If you have particular concerns regarding your child's behaviour, either in relation to today's incident or in general please contact the school to make an appointment with a senior member of staff.

Yours sincerely

Head teacher/Deputy Head teacher

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**Level 4 Behaviour**

I confirm that I have read the letter regarding my child's recent inappropriate behaviour.  
Comments (Optional):

Child's name: \_\_\_\_\_  
Signed: \_\_\_\_\_

Class \_\_\_\_\_  
Date \_\_\_\_\_

## Appendix 4

### POSITIVE HANDLING

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 this school.

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

## Appendix 5: Buoyancy Balloon Chart

