



## **This policy should be read in conjunction with:**

- DfE guidance for 'Behaviour and discipline in schools' (September 2020)
- Anti-bullying policy
- DfE & Hertfordshire Exclusions Documents

## **Introduction**

Oakmere Primary School is a caring, inclusive and supportive school. 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 which enables staff to act safely and with confidence.

## **Rationale and Ethos**

At Oakmere Primary School, 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 school and are supported by all staff. Our approach enables us to understand and work with children and not rely on overpowering them to create pro-social feelings for everyone within the dynamic.

It is essential that staff know how to promote prosocial behaviour, understand and manage difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. All staff will focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We use a therapeutic approach to teach children prosocial behaviours so that these become intrinsic and to recognise the outcomes of their choices. All staff aim to enable children to develop a sense of belonging and sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and deal with the consequences of the choices they make.

This behaviour policy is designed to support the majority of children in our school. It is underpinned by the model of inclusion circles, with an understanding that some children may require strategies that differentiate from the policy, such as a Risk Reduction Plan. These plans are created, implemented and reviewed with the support of parents and all staff.

## School Vision and Values

*Oakmere Primary school is an inclusive school in which the achievement, attitudes and well-being of every pupil matters. Through our teaching, we strive to develop resilient, resourceful and responsible citizens, who want to achieve their best.*

### School's Aims and Values:

A core value is a central belief clearly understood and shared by every member of the school community. We believe in friendship, respect, opportunity and self-discipline.

By **friendship** we mean that everyone

- shows loyalty to friends, colleagues and the school
- is willing to support and show care for those who need help
- is truthful and trustworthy
- chooses kind words and gestures

By **respect** we mean that everyone

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of view and beliefs
- shows care for the school buildings, facilities and surrounding environment

By **opportunity** we mean that everyone

- develops confidence through participation
- considers their own strengths and sets personal goals for improvement
- pursues individual interests in a manner which broadens horizons
- shall be challenged to become global citizens

By **self-discipline** we mean that everyone

- is resilient and perseveres through challenges
- is able to make healthy choices
- makes best use of talents, time and resources
- is able to consider outcomes before they act or speak
- learns the value of saving and adopts wise money practices

At Oakmere Primary School we seek to provide stimulating, varied and challenging experiences which inspire in all our children a lifelong zest for learning, so that they can become the best they can be, academically, socially, creatively and physically. Our children are encouraged to become confident, self-motivated and independent learners who take responsibility for their own development. We value all our children as individuals, and nurture in them respect, kindness and compassion, in order that they can take their place as responsible local, national and global citizens.

The school is at the heart of the local community, and staff, parents, pupils. Governors and community members' work in close partnership to create a welcoming, happy and productive environment.

Our school rules are covered by the below.

### At Oakmere we work together to :

- act safely
- be kind with our words and actions
- do our best

# 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 the school
- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All 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.

## **We need to plan for 4 phases of behaviour:**

- Prosocial (Stable)
- Escalation Harm
- Emotional Recover (Cool Down)
- Reflect, Repair & Restore

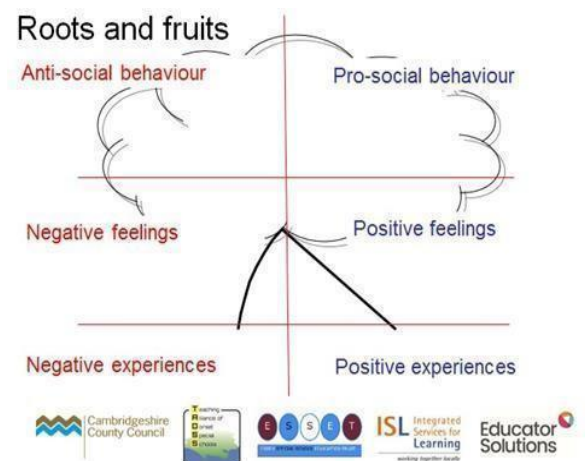
When pupils are well engaged and learning, we need to **'catch them getting it right'**. This can be by recognising and rewarding their efforts through praise, stickers, team points, charts, certificates, or anything, which has meaning for the individual pupil. Pupils should also be made aware that their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

## **Children and Young People 'learn behaviour' through:**

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

- **Prosocial 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 appropriate and effective in achieving the desired outcome for an individual.
- **Positive Phrasing** – Disempowering challenging behaviour by offering positive phrasing, limited choices, and consequences but with limited language.
- **Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; inclusion circles and behaviour plans support this.)
- **Reward and positive reinforcement**
- **Comfort and forgiveness**
- **Kindness**

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that are well matched to their needs and learning styles which is in line with the vision of the School.



## Zones of Regulation

We also teach the Zone of Regulation. The Zones is a behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides a toolkit for students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

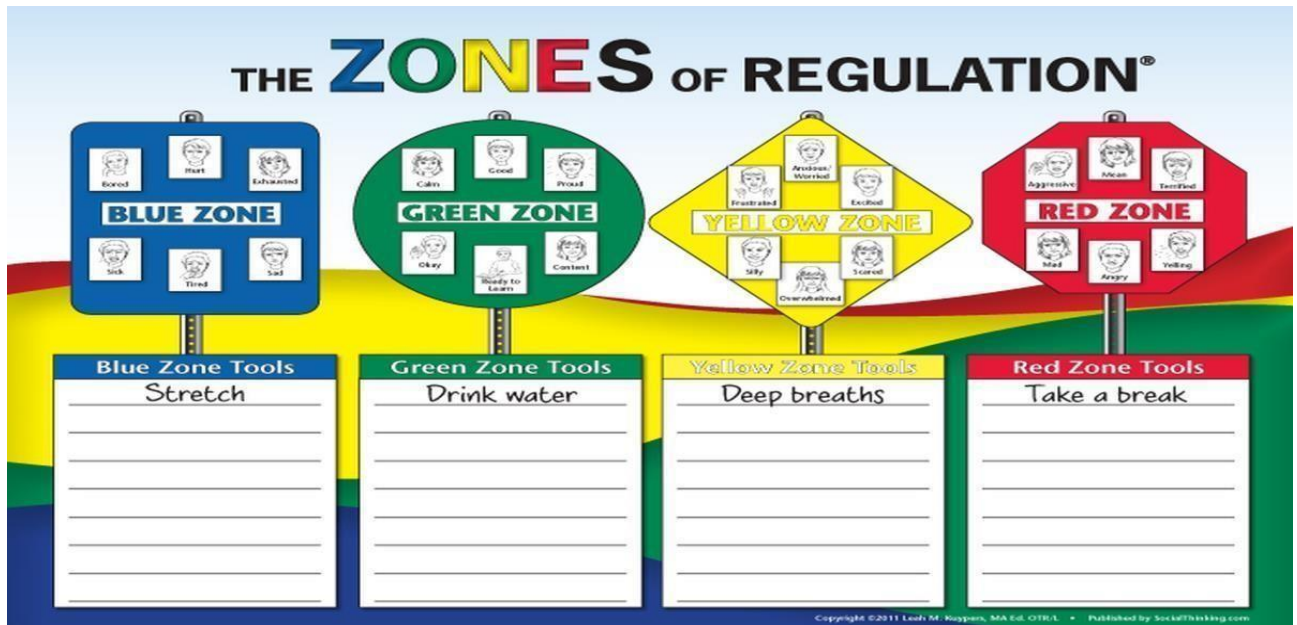
### THE FOUR ZONES: Our feelings and states determine our zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



### Planned responses to escalating behaviour can include:

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

### Responsibilities

#### The Governors will:

- Monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed.

#### The Leadership Team 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 prosocial 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 school's 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 prosocial behaviours through positive feelings as a result of positive experiences

**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:

- Increased staff ratio
- Limited or withdraw access to outside space
- Escorted in social situations / No availability of certain areas
- 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. Staff record incidents with reference to the warning system in Arbor; we also keep a record of serious incidents that occur at break or lunchtimes.

**Staff are to ensure that all level 3 and 4 incidents are logged and details recorded via Arbor on the same school day.**

The Headteacher keeps a record in Arbor of any pupil who receives a fixed-term suspension or permanent exclusion. Discriminatory incidents are recorded in Arbor and reported to the Governing body termly.

Parents are to be informed following all Level 4 or above incidents. Level 3 incidents will be reported to parents at the discretion of the teacher and dependent on the individual child's circumstances.

See the next page for level 1- 5 anti-social behaviours and how to manage them.



# Oakmere Primary School - Level 1-5 Behaviours

Levels of behaviour	Examples of anti-social behaviours	Protected/Educational Consequences	
		In Classroom	Outside of the classroom
<b>Level 1</b>  (Low level antisocial behaviours)	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 a rude tone.	<b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."  <b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."  <b>Step 3:</b> Child reflects within the classroom Self- regulation time is part of this process  Relevant intervention and support offered including a restorative debrief with Class Teacher or TA.	<b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."  <b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."  <b>Step 3:</b> Child has reflection time on the benches for 2 minutes. Self Regulation is part of this process. Relevant intervention and support offered including a restorative debrief with members of staff on duty.
<b>Level 2</b>	Continuation of level 1 anti-social behaviours after level 1 consequences	<b>Step 4:</b> Child moves to a space inside a neighbouring classroom for 10 minutes with their learning (timer used).	<b>Step 4:</b> Child has reflection time on the benches for 10 minutes. Continued level 2 behaviour child misses the rest of lunchtime. KS1 staff to escort each child to the reflection room in the KS2 building.
<b>Level 3</b>	Continuation of level 1 anti-social behaviours after level 2 consequences Physically or emotionally hurting another deliberately Verbal or physical retaliation Name calling or derogatory comments about someone's appearance Throwing objects around the classroom or equipment outside	<b>Step 5:</b> Lunchtime reflection Class teacher to inform parents of lunchtime reflection if appropriate.  Ongoing incidents SLT (Senior Leadership Team) to call parent for a meeting	<b>Step 5:</b> Incident recorded in Arbor. Lunchtime reflection the next day. Class teacher to inform parents of lunchtime reflection if appropriate  Ongoing incidents SLT (Senior Leadership Team) to call parent for a meeting

<p><b>Level 4</b></p>	<p>Continuous breach of level 1-3 anti-social behaviours despite staff intervention and support  Inappropriate language - swearing and persistent rudeness  Use of racist/sexist/homophobic/transphobic/discriminatory language  Serious physical/emotional harm  Deliberate serious damage to school or personal property  Verbally threatening  Absconding from the school building, refusing to go into class, walking out of the classroom, refusing to come off the field after break or lunchtime.  Child on Child abuse via social media  Displaying dangerous behaviours such as 'throwing a chair' with the intent to hurt someone</p>	<p>Where any consequences from level 3 have not had an impact over time or for an isolated serious incident, the following procedures will be followed:</p> <ul style="list-style-type: none"> <li>● Internal Exclusion- Persistent level 1-3 behaviours demonstrated will result in internal exclusion following a discussion with the Headteacher; number of days will also be decided by the Headteacher.</li> <li>● Fixed Term Suspension- Between 1-5 days at the discretion of the Headteacher for Level 4 behaviours.</li> <li>● Suspensions beyond 3 days will be based on continuing threat to the safety of a child or others</li> </ul>
<p><b>Level 5</b></p>	<p>Bringing in, physically threatening or using any item deemed to be a weapon  Serious threat to another child</p> <p><i>This list is not exhaustive and may include other incidents of a serious nature</i></p>	<p>The following procedures will be followed at the discretion of the Headteacher:</p> <ul style="list-style-type: none"> <li>● Fixed Term Suspension- Days TBC dependant on circumstances</li> <li>● Permanent Exclusion</li> </ul>

- **All level 3-5 incidents to be reported via Arbor on the same school day.**
- Level 1-3 incidents will be reported to parents at the discretion of the class teacher; parents to be informed by SLT (Senior Leadership Team) of all Level 4-5 incidents.
- Staff will exercise professional judgement at all times to ensure responses are appropriate and proportionate to the behaviour following an investigation into the incident.
- **NB: fixed term suspensions may be implemented in isolated** incidents that result in harming children, staff or property where an investigation has led to serious breach of school rules. This is decided on a case by case basis and will involve the Headteacher and SLT (Senior Leadership Team). All permanent exclusions will be decided by the Heateacher and reported to the Chair of Governors.

## **De-escalation Script when a child is in crisis**

Oakmere staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'. 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 must be a certainty that this will take place.

## **Movement around school**

We expect movement around the school to be calm and safe. Children and staff are expected to walk on the left hand-side of the corridors and staircases. Adults should encourage this and it is every adults' responsibility to address the issue if they see any child running.

## **Reminder: some children will have a separate plan that may involve alternative arrangements**

If behaviour persists then the class teacher should arrange a meeting with the parents to discuss targets and ways forward to support the child.

If a child refuses to follow the steps...

## **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 will have a relentlessly positive attitude and help all children to expand their horizons, understand the possibilities open to them and enjoy learning and life. As adults, our aim is to inspire the young people we work with.

Positive human beings are those who set out not to belittle or control others, but to empower them and to help them to see their mistakes as opportunities for learning. We should seek to apply this idea in the way we interact with the children in our school.

### **This may 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 prosocial behaviour**

- Teachers must actively look for and acknowledge prosocial 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 to parents or a postcard sent home.
- Star of the Week certificates presented to a pupil in each class at Celebration Assembly to recognise and celebrate good learning behaviours.
- The House point system will promote positive behaviours and results shared at Celebration Assembly.
- Role model badges will be awarded at Celebration Assembly to all children who are consistent role models and staff will use this language to promote role model behaviour.

- Prosocial behaviour 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.
- Themes set out by Unicef's Rights of the Child are taught through Whole School Assemblies
- The school has an E-Safety policy, which contains specific detail relating to the expected behaviours associated with the use of technology, by children and staff.
- Arbor is used to keep a log of all behaviour incidents and analyse trends and patterns.

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

Procedures are in place for supporting and debriefing children and staff members after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times. The police will be called if deemed appropriate.

### **Enrichment Activities**

Theatre groups, class visits etc are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the Headteacher 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 decision must not exclude

children from such activities due to specific needs and disability (refer to the Inclusion Policy).

## **Inclusion**

At Oakmere Primary School, we are focused on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support –Wave 2). Where this support does not meet the child’s needs, Wave 3 (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Inclusion Leader and/or HT.

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.

## **Systems for the start of the academic year**

Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children’s history. As part of the transition, staff use the inclusion circles model. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

## **Pupils’ Conduct outside the school gates**

***\*Please note this is taken from the DfE Guidance “Behaviour and discipline in schools” (September 2020) and terminology used is not strictly in-line with what we promote in school.***

As stated by the DfE:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the child running of the school
- or pose a threat to another pupil or member of the public or

- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.