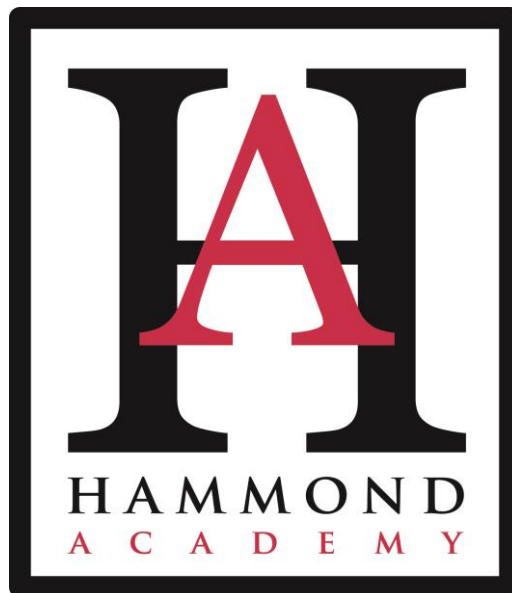


# Hammond Academy Behaviour Policy 2023



## Rationale

***“All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which learners are safe and feel safe and everyone is treated respectfully; any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.” Behaviour in schools guidance 2022, DFE***

As a school, we follow the guidance of Hertfordshire Steps and follow their therapeutic approach to behaviour. Our Pastoral Team, including our Thrive Practitioner, further underpin this. This ethos will continue to become further embedded throughout school and everyday practice this academic year.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is key.

Our school environment, resources, approach to learning, timetables and planning are all informed by our understanding of how each impacts on social, emotional and academic development and learning. We recognise and understand that some learners may need adaptations of these resources and policies, and as such, we respond to the needs of individuals.

We recognise that behaviours can be learned, within our cognitive awareness. However, we also understand that they can be unconscious, patterned, defensive or discharge responses. Attentive, observant adults working in collaboration with children recognise behaviours and identify the underlying needs in order to plan and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, valued and to have their needs met. Therefore, our Behaviour Policy embodies this through a fair and consistent therapeutic approach to supporting behaviour. By adapting provision and planning for individuals, we aim to ensure that the needs of one individual does not adversely affect another's learning.

This Behaviour Policy has been written for adoption by all teaching staff, support staff, parents/carers, Trustees and Governors. The Senior Leadership Team (SLT) and Governors will review it annually.

## Aims and Values

We believe that all stakeholders should:

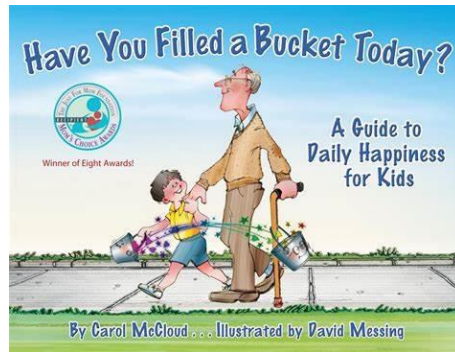
- Form and maintain positive relationships
- Have a sense of belonging to the school community
- Feel safe, secure and valued
- To understand their emotions, experiences and responses
- Become more confident
- Have a healthy self-esteem
- Be resilient and have a range of ways to cope with setbacks
- Have a safe and friendly environment, where they will reach their full potential
- Be able to manage their behaviours by building effective relationships with all learners
- Be intrinsically motivated to demonstrate positive behaviour
- Be encouraged to regulate their behaviour in a positive way
- Show consideration for others, in the community, through our core values and learning attributes
- Have a strong home school partnership

Our core values: **Grow, Believe and Achieve** underpins the clear intention of having a positive growth mindset, which our learners have and know and is at the forefront of their learning and behaviour.

The whole school community has adopted the following learning attributes as our new vision and values of our school:

**CHALLENGED**  
**FEARLESS**  
**MOTIVATED**  
**AMBITIOUS**  
**CURIOUS**  
**CONFIDENT**  
**PROUD**

We also have an expectation of each member of our learning community show kindness (being a 'bucket filler') to one another and we have used the text 'Have you filled a bucket today?' by Carol McCloud as a stimulus for this.



## Staff Code of Conduct

Adults should maintain a professional approach in managing their own behaviour and in modelling expected behaviours, when intervening and interacting with learners at all times. Following the Steps approach to behaviour attitudes, all staff are expected to interact with learners in a way that allows them to address their behaviour and understand how to deal with barriers and difficulties differently in the future. To enable this, staff understand the need for calm and restorative conversations with learners. These are clear and consistent expectations across the school. All staff are expected to demonstrate compassion and empathy towards all children.

These expectations reach beyond the classroom and throughout other areas of the school, including:

- **Playground** – Staff escort children to and from the playground in an orderly manner. Whilst on duty, staff are expected to address any behaviour (positive/inappropriate) at a suitable time and liaise with class teachers, if necessary.
- **Corridors** – Staff will walk children through corridors, on the left hand side, in a quiet and organised manner.
- **Dining room** – Staff address any inappropriate behaviour that they see, responding as per the policy.
- **Hall** – During assemblies, staff should address any arising behaviours and ensure any necessary provision is provided for individuals in their class.

## Reflect, Repair and Restore

Once the child is calm, relaxed and reflective, the experience will be re-visited with a trusted adult by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to.

- Explore what happened? (Tell the story)
- Explore what were the people involved thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships? How can we put this situation right?
- Summarise what we have learnt so we are able to respond differently next time and avoid future incidents happening in the future?

Restorative Questions

- What would you like to happen next?
- How can we make things better you and (other child's name)?
- If everything was going to be alright what would need to happen?
- How can you help to put this right?
- How can we make it ok for you to go back to school/class/play?
- What do you think (other child's name here) might need?

Some pupils may find it useful to use the "Hand of options" toolkit to understand what happened. (see appendix 3)

### **Managing Risk and Developing Pro-Social Behaviour**

We use the Hertfordshire Steps response to dangerous behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing:

- o "Stand next to me."
- o "Put the toy on the table."
- o "Walk beside me."

Limited choice:

- o "Put the pen on the table or in the box."
- o "When we are inside, Lego or drawing." –
- o "Talk to me here or in the playground."

Disempowering the behaviour

- o "You can listen from there."
- o "Come and find me when you come back."
- o "Come down in your own time."
- o "Come back into the room when you are ready."
- o "We will carry on when you are ready."

Use of a De-Escalation Script

- o Use the child's name

- o Acknowledge their right to their feelings – “I can see something is wrong”
- o Tell them why you are there – “I am here to help”
- o Offer help – “Talk to me and I will listen”
- o Offer a “get-out” (positive phrasing) – “Come with me and.....”

### **Approaches to Encourage Positive Behaviours**

We aim to develop intrinsic motivation in all of our children, however recognise that at times learners need extrinsic motivational tools to ensure positive behaviours are recognised. We reward those behaviours that are closely linked to our school values and learning attributes.

Research shows that behaviour is better in schools where praise is given a higher priority than consequences. Rewards cover the broadest possible range of academic and non-academic achievement and take into account the need for all members of the school to feel valued. Rewards range from public or private praise, from both staff and peers, to tangible rewards such as stickers and certificates.

These are some of the strategies that are used within school to promote positive behaviours but this is not an exhaustive list.

### **Rewards**

Learners are rewarded by demonstrating the schools values, learning attributes or showing kindness to others.

Learners are rewarded by:

- Showing their work to a member of SLT
- Being selected by a member of staff to attend celebration tea party (by exhibiting learning attributes or being a ‘bucket filler’)
- Being presented with a certificate in celebration assembly
- Gaining house points
- Receiving postcards

### **Inclusion and Adaptation**

A high quality adaptation to education, which involves learners and builds on success, ensures progression. We believe that curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well-planned, interesting and challenging activities promotes independence and good behaviour.

### **Behaviour Ladder Procedures**

We are aware that, sometimes, children demonstrate defensive, difficult or, at times, dangerous behaviours. We follow the processes of Steps and Thrive to support us in managing behaviour. We understand that when children are in a distressed state, it is not an appropriate time to issue a consequence. Instead, staff will use strategies to calm and reassure the child. Only when they are ready (and no longer distressed), will staff follow the behaviour ladder to issue the appropriate consequence.

There is a 3-stage behaviour ladder and procedures for supporting behaviour. Appropriate and restorative consequences are issued, based on the different levels of behaviours – see the Behaviour Ladder in appendix 1.

### **CPOMS – Relating to the recording of behaviour**

CPOMs should be used to record persistent Stage 1 and Stage 2 behaviour or Stage 3 behaviours, as outlined on the school Behaviour Ladder (appendix 1). It is imperative that these behaviours are communicated with parents/carers, on the day of the incidents, and that the account of the incident and record of conversations are recorded on CPOMs on the day of the occurrence. These entries are written from a fact, not opinion based perspective.

### **Risk Reduction Plans**

In line with our Behaviour Ladder (appendix 1) when we identify children who are persistently demonstrating stage 3 behaviours, we refer to the Hertfordshire Steps Flow Chart (appendix 3). The collection of this information will be for the class teachers to collate. However, this will be with the support of the Inclusion Team and SLT.

Children should only be issued with such action plans with the approval of the Principal/Deputy/Assistant Principals/Sendco and in consultation with parents/carers.

### **Bullying and Harassment**

*'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online' – The Anti-Bullying Alliance*

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know what the school means by bullying and how to address such behaviour.

### **Children with Special Educational Needs**

Children who have an Education Health Care Plan (EHCP), ILP (Individual Learning Plan) or Learning Passport- may need adaptations to this policy in order for their needs to be fully met and their behaviour be supported. Some learners may not comprehend the rules and structure of the school environment and as such will be unable to meet expectations without adaptations and support.

Practical ideas include: adapted timetables, adjustment in provision in class and the use of visual prompts to support learners with daily routine or change. In these cases, specific strategies and provision will be outlined for individuals in their EHCP, ILP or Learning Passport. Where necessary or appropriate, children may also have an Individual Risk Reduction Plan, in line with the Steps approach. This must be completed in consultation with the Pastoral Team, SLT and parents/carers.

### **Individual Risk Reduction Plan**

If a child consistently displays Stage 3 behaviour, or in the case of a significant incident, it may be appropriate for an individual risk assessment to be completed; These will be written collaboratively; following the steps analysis toolkit by the adults around the child: teacher, LSA, SENDCo, SLT etc. They will be reviewed termly or in the event of an increase in incidents or when there is a change in behaviour.

### **Consequences**

By adopting a therapeutic approach to behaviour, we are helping our children to learn how to develop their own internal control system, by giving them choices rather than 'imposing external discipline, by focusing on care and control not punishment'. Supporting our children to make the pro-social choices, not only helps them to thrive, but promotes and encourages a positive focus on improving our children's resilience, self-esteem and wellbeing.

Our policy focuses on care and control, not punishment. It uses a variety of techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Where a crisis has occurred, restorative justice is used to repair and rebuild relationships, thus supporting our community to rebuild and restore relationships, so we are able to work together and feel safe.

### **Educational**

Educational consequences need to be a logical, explainable response to a behaviour. A consequence is a logical or natural outcome of a behaviour occurring earlier. Educational consequences are designed to help children learn and develop pro-social behaviours that are transferable to all contexts. Therefore, it is essential that consequences are proportionate and linked to the behaviour. To facilitate change, behaviour needs to be understood rather than suppressed (Hertfordshire



Steps). The Hertfordshire Steps Anxiety Mapping and Roots and Fruits must be used to help adults consider the underlying causes of behaviour choices.

**Educational consequences include but are not limited to:**

- Assisting with repairs
- Role play/practice
- Research
- Conversation and exploration of the incident
- Completing learning tasks during break or lunch time or home

**Protective**

There will be occasions when it is necessary to use and apply measures to manage the risk of harm that results from dangerous behaviours. Protective consequences as a result limit freedoms. When we use protective consequences, we need evidence of the educational consequences that are in place to progress the child to a point where we can return any freedoms using protective consequences. This is because educational consequences, through learning, rehearsing and teaching, allow freedoms to be returned.

**Protective consequences include, but are not limited to:**

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Suspension
- Exclusion
- Personalised timetable

**Additional Differentiated Approaches**

- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signaling/agreed gestures
- Use of signs, pictures and symbols to communicate emotions
- Individual support from a member of the pastoral team

**Responsibilities of Parents/Carers**

To ensure children arrive on time for school and are ready to learn  
To encourage children to sort out difficulties without physicality, at home or in school  
To encourage independence and self-discipline  
To encourage respect for other people  
To help children realise the importance of education and to praise them for their efforts and achievements  
To encourage children to talk about school and listen to what they have to say each day  
To foster good relationships with the school and be respectful to all members of staff  
To support the school in the implementation of the behaviour policy  
To be aware and demonstrate the school rules, values and expectations  
Parents will be asked for a contribution when damage has been deliberate.

## Appendix 1

# Behaviour Ladder

Staff working with children should manage the majority of behaviours. This is to ensure that all members of staff are empowered to manage the behaviour of all children. A calm and compassionate approach should be taken by all adults. If there is an incident whereby a child is causing harm to themselves, an adult or another child, a member of SLT should be notified and will support.

*At every stage, be **curious** about the behaviour that the child is displaying. Link it back to and reflect on the provision that is in place. Consider how practice and pedagogy can be adapted to support this child moving forward.*

### Stage 1 Disruptive Behaviours

*Behaviour that has a negative impact on the school community*

**These are examples of anti-social behaviours. Low-level stage 1 behaviour examples include, but are not limited to:**

- Negative peer pressure
- Behaviour that does not benefit the individual (e.g., refuses to complete work; rips up their work)
- Behaviour that does not benefit another person (e.g., Prevents others from working in class; excludes an individual from playing)
- Behaviour that does not benefit the dynamic (group/class) (e.g., shouting out in class/talking over others (including staff))
- Behaviours that do not benefit the school (e.g., littering in the school grounds; vandalising school equipment)
- Behaviour that does not benefit the wider community (e.g., graffiti; theft)
- Improper use of school equipment
- Continued refusal to complete work
- Bickering and falling out on the playground

Reactions to these behaviours need to be logical and restorative and a conversation must be had with the child to explain why the behaviour was not appropriate. Consider how behaviour can be privately addressed and gentle reminders offered.

The following consequences may include: a restorative conversation, missed work to be completed in break, lunch or home.

It is expected that all antisocial behaviour is initially attempted to be **resolved by the adult responsible at that time or the class teacher**. Educational and/or protective consequences are used by the class teacher to help the child learn and understand why their behaviour is not acceptable.

## Stage 2 Difficult Behaviours

Difficult behaviour is classed as *anti-social, but not dangerous*.

**These are examples of difficult behaviour. Stage 2 behaviour examples include, but are not limited to:**

- Damaging property
- Child on child verbal abuse
- Swearing at others
- Leaving the classroom without permission
- Challenging authority

De-escalation strategies should be used to support the wellbeing of the child. The class teacher will decide on short-term restorative consequences during break or lunchtime. Ensure this is only for a short period of time. With the child, decide upon the appropriate consequence e.g. writing an apology letter or tidying up the mess made. Parents/carers to be informed by class teacher, on the day, either face to face or via a phone call.

The following consequences may include: time out of the classroom for a movement break with a member of staff, a discussion with a member of SLT regarding whether a report card should be issued, provide an opportunity to put things right, and an internal suspension.

This behaviour should be recorded on CPOMS, on the day of the incident and must include the conversation had with parents/carers.

## Stage 3 Dangerous behaviours

Dangerous behaviour is defined as *behaviour which could result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse*.

**These are examples of dangerous behaviour. Stage 3 behaviour examples include, but are not limited to:**

- Persistence in relation to behaviours described in Stage 2
- Child on child sexual harassment or violence
- Racist language or behaviour
- Homophobic language or behaviours
- Bullying (continual child on child abuse, over a period of time)
- Misuse of technology on school property, including the use of social media
- Physical abuse of any peer or member of staff
- Absconding from school premises

Follow the same procedure as Stage 2 – Parents/carers must be informed and all notes of the incident and conversation will be recorded on CPOMS on the day of the incident.

*If Stage 3 behaviours become persistent and there is no improvement, then the Hertfordshire Steps Flow Chart (appendix 3 of the Positive Behaviour Policy) needs to be consulted with a member of SLT or the ~~Inclusion~~ Pastoral Team. Appropriate actions should be followed, possibly leading to a Risk Reduction Plan being written, suspension or permanent exclusions can be administered.*

Anti-social behaviours need to be minimised and/or eradicated from the dynamic because they violate the rights of another person but also because such behaviours are contrary to the laws and customs of society, and we want to ensure that our children can operate successfully within the parameters of society.

Extremely dangerous or physical behaviour towards children, adults and themselves will be reviewed by the Principal, who will consider appropriate consequences. In the event that the Principal is not available, another member of SLT will be responsible for this decision, after consultation with the Principal or Executive Principal. An example of this could be: violent assault on a peer or the assault of a member of staff.

If an external exclusion is the given consequence, this will be reported to Hertfordshire County Council.

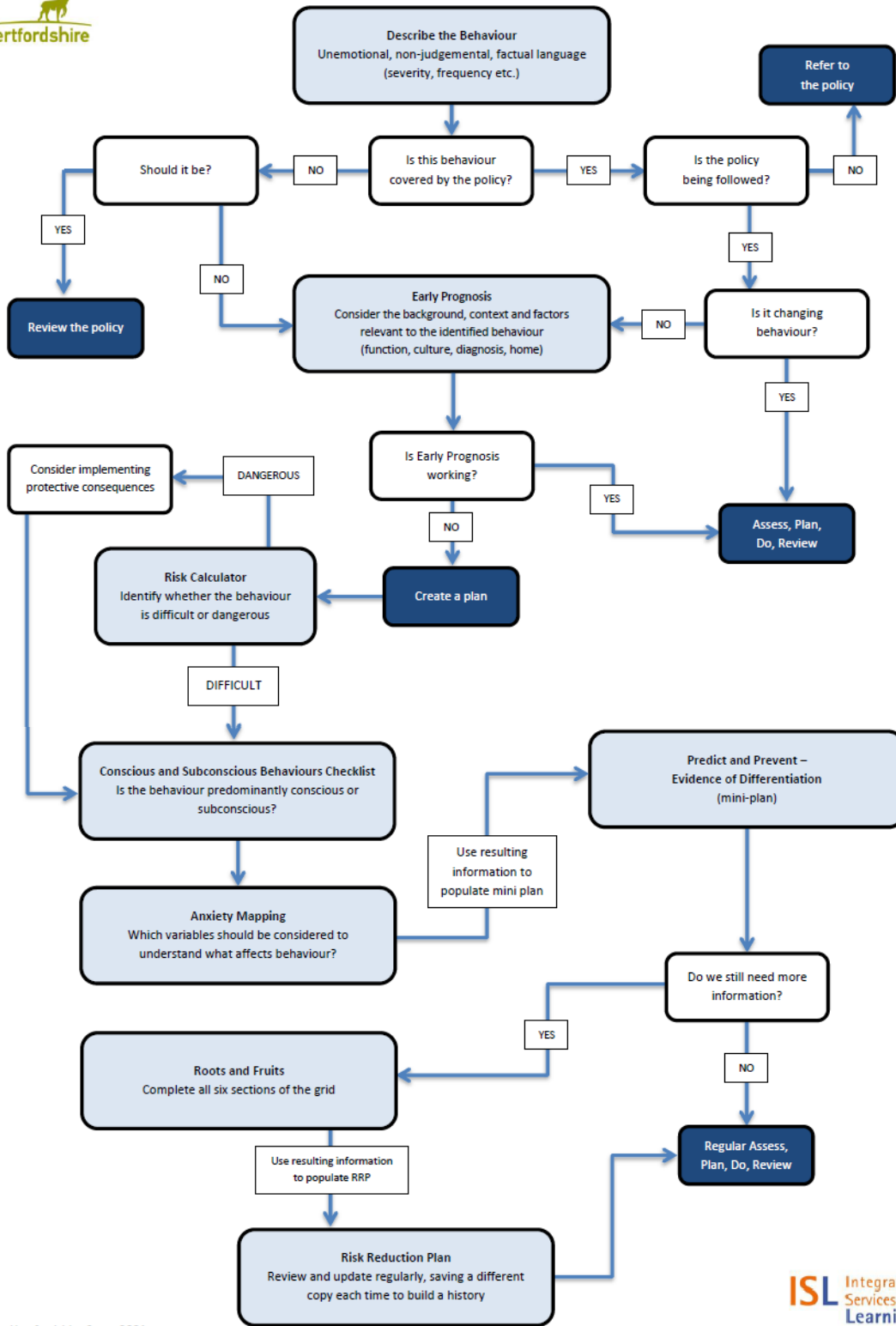
A decision to exclude a learner will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the learner to remain in school would seriously harm the education or welfare of others or the said learner

Before deciding whether to exclude a learner, either suspension or permanent exclusion, the principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the learner to give their version of events
- Consider if the learner has special educational needs and/or a disability (SEND)-this does not mean a suspension or permanent exclusion will not be applied.

# Appendix 2



Hertfordshire Steps 2021



# Appendix 3

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Adult: \_\_\_\_\_

**Hand of Options**  
Use this to talk and think about when you have struggled to make the right choices.  
What happened?, why it may have happened? and how you can react next time?.



What happened?

Why did this happen? Suggested reason 1:

Why did this happen? Suggested reason 2:

Why did this happen? Suggested reason 3:

Why did this happen? Suggested reason 4:

My target for how I can react next time:  
\_\_\_\_\_

