

ASHTREE PRIMARY SCHOOL AND NURSERY



BEHAVIOUR POLICY

Date of Policy	March 2022
Next Review Date	March 2023
Person/s Responsible	Staff, Governors, Parents/Carers and Pupils.

This policy is reviewed and published annually on the school's website.

Introduction

The school follows the Hertfordshire STEPS model of therapeutic behaviour strategies:

'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.' STEPS

The school accesses the HFL tutor training annually and provides annual refresher training for staff within the school.

Behaviour Principles

To create an understanding school community which is safe and where pupils know how to keep themselves safe, healthy and happy.

To promote school values and British values through curriculum content and excellent modelling.

To teach young people to learn the value of themselves, others, society and the environment.

To ensure a consistent approach to behaviour that, *'prioritises the prosocial feelings of everyone within the dynamic.'* STEPS

To demonstrate excellent behaviours in and out of the classroom.

To develop a positive and respectful school culture in which staff know and care about pupils. OFSTED EIF

The role of adults in School

- set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom following the school's policy and STEPS ethos
- model the type of behaviour expected from the children

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- treat all children and adults equally, irrespective of gender reassignment, race, religion, age, disability, sex or sexual orientation
- deal promptly with low-level disruption both within their own classroom and around the school
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- have strategies to de-escalate difficult and dangerous behaviour (Hertfordshire STEPS training) following Risk Reduction Plans where they exist
- will be alert to signs of bullying and racial harassment and will follow school policy when dealing with incidents
- will be alert to signs of extremist attitudes and will follow WRAP/Prevent training
- will log anti-social behaviours on CPOMS and monitor across the school

Special Needs, Children Looked After & Inclusion

Whilst expectations are consistent and high for all pupils the strategies used and support given will take into account the individual need and circumstances of all pupils particularly SEND, CLA and other vulnerable groups.

Recognising and promoting prosocial behaviours

Prosocial behaviours defined as:

'Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people

Behaviour which benefits other people or society' STEPS

At Ashtree we believe that all members of our school play an important part in recognising effort, achievement and positive behaviour and attitude through:

- * Class - recognising individuals and groups through the sharing of work, class rewards, praise, merits and house points
- * Whole school - recognising individuals and groups through assemblies, behaviour and school and governor attendance cups
- * Wider Community - recognising individuals and groups through newsletters, the school's social media, newspapers and participation in external celebrations

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Consequences for Pupils

Difficult behaviours

Antisocial behaviour is defined as:

'Behaviour that causes harm to an individual, the community or to the environment

Behaviour that is likely to cause injury, harassment, alarm or distress

Behaviour that violates the rights of another person' STEPS

Difficult behaviour is defined as: *'Behaviour that is antisocial, but not dangerous'* STEPS

Difficult behaviours and low level disruption will be dealt with promptly using a range of preplanned and agreed strategies including:

- Limited Choice
e.g. Where shall we talk, here or in the library?
- The use of de-escalation scripts
e.g. We will carry on when you are ready.
- Protective Consequences
e.g. Differentiated teaching space.
- Educational consequences
e.g. completing tasks and reflection time
- Social stories
- Circle time activities

Dangerous Behaviour

Dangerous behaviour is defined as: *Behaviour which will imminently 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.* STEPS

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. The school follows the "STEP ON" guidance for physical intervention which may be used at this time.

Pupils regularly displaying dangerous or difficult behaviours may have a Risk Reduction Plan, drawn up in conjunction with parents/ carers outlining individual strategies to support the child.

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Exclusion

Exclusion is an exceptionally rare sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict adherence to procedures in the Hertfordshire Exclusions Guidance (CSF 3941)

Guidance is available from the following link:
<http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

Role of parents/carers

We value highly the role that parents/carers play in supporting their children's learning and development. We recognise that positive home – school links can enhance a child's outcomes across all areas of school life. The school ethos and values describe our commitment to working in partnership with parents and carers. The Home School Agreement makes our joint expectations clear and this supports our collaborative approach.

Other Agencies

Full use will be made of such agencies as: The School Family Worker, Children's Services, Health Services and the Educational Psychologist when appropriate and the Police.

Who to speak to:

If parents have a concern relating to school behaviour they are encouraged to contact their child's class teacher through making an appointment with the office. Parents and the class teacher may then wish to consult the Phase Leaders, INCo, Assistant Head, Deputy Head or Headteacher. If parents do not feel an incident has been resolved in an appropriate manner they should contact the Headteacher. Should they still feel unsatisfied then they should contact the Chair of Governors who will investigate the case on their behalf.

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Appendix 1

ANTI-SOCIAL BEHAVIOUR

At Ashtree Primary School, we consider the following behaviour to be unacceptable:

- **Physical assault** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** - includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Bullying** – includes 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally'.
- **Racist abuse** – includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual Misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and alcohol related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.
- **Persistent Disruptive Behaviour** – includes challenging behaviour, disobedience, persistent violation of the school rules.