

AYCLIFFE DRIVE PRIMARY SCHOOL



Pro-social Behaviour Policy

Strategy Committee

**Updated June 2020
To be reviewed 2021**

Staff Responsible

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Strategy Governors

Headteacher

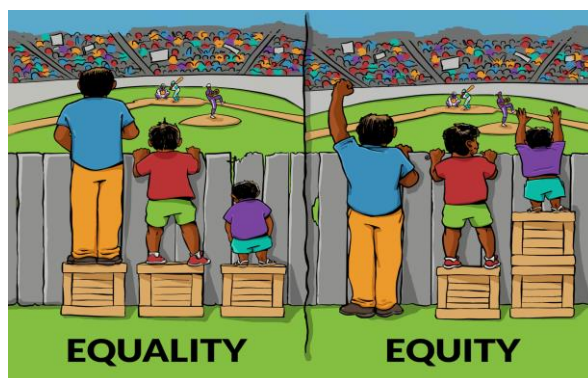
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1 **Introduction**

Staff, pupils and governors have worked together to define this policy. It is specifically for our school and must be read in conjunction with other school policies such as Safeguarding and SEND.

2 **Philosophy**

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of pro-social (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.



3 **Aims**

Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

We aim to give all our children a shared sense of pride in attending Aycliffe Drive Primary School and to feel that it is a place where they are safe to learn without disruption.

4 **Promoting Pro-Social Behaviour**

We are a Values School Team and staff are expected to model the kinds of values that we expect and have agreed with our pupils. There are 22 values that include respect, concern, fairness, how to apologise, how to resolve difficulties and then move on with children practicing on a regular basis.

Aycliffe Drive School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

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

Everyone who comes into the school: learners, parents, staff and visitors are responsible for promoting and modelling pro-social behaviours and experiences by demonstrating clear values and principles through:

- honesty
- being inclusive

- the concept of ‘different for different’
- respect for themselves and one another
- establishing positive (pro-social) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (pro-social) behaviour
- rewarding pro-social behaviour with words. Agreed responses in place for children who require a specific, **Risk Reduction Plan. Where a plan is in place it must be followed by every member of staff to ensure consistency**

Learner behaviour should be managed with sensitivity and professionalism consistent with Hertfordshire STEPS which encourages a culture of “improving young people’s engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties” (Hertfordshire’s Behaviour and Attendance Strategy, 2014). Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire STEPS.

- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.
- Negative experiences create negative feelings.
- Negative feelings create negative behaviour.

(Hertfordshire’s Behaviour and Attendance Strategy, 2014)

External discipline will often suppress anti-social behaviour. Long term behavioural change comes from developing internal discipline. We believe that children ‘learn behaviour’ and make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding of expectations
- Routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness (potential supportive hug (as per Hertfordshire Steps training))

Teachers at Aycliffe Primary School are trained in Hertfordshire STEPS approach to behaviour management, staff who were trained in De-Escalation techniques which included practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos. There are two certified Hertfordshire Steps Tutors within the school

Pre-empting negative behaviour

- have high expectations of pupil behaviour
- support each other in maintaining consistent behaviour throughout the school
- expect politeness (‘please’, ‘thank you’, ‘excuse me’ etc.)
- praise and reward good behaviour
- be alert to signs of bullying and racial harassment and encourage pupils to be the same
- deal sensitively with pupils in distress
- listen to accounts of incidents given by the pupils
- deal with discipline problems immediately wherever possible, especially minor misdemeanours

- arrive on the playground punctually when on duty
- KS1 staff not on duty to be in the teaching areas to see the pupils leave and re-enter the building in an orderly manner.
- A member of staff representing each class to meet their class on the playground each morning break and lunch time
- When leaving a teaching area inform the neighbouring teacher or their own TA to enable supervision during the teacher's temporary absence.
- Send pupils involved in playground accidents into medical welfare in the dining room, not leave the playground themselves (or call for help).

5 Awareness of extrinsic and intrinsic motivation when considering pupil behaviour

It is important that all learners come to school 'Ready to Learn'. For this to be achieved learners need to be punctual and attend on a daily basis. It is essential for all learners to have the correct equipment: PE kits, home learning, reading books and reading records, indoor shoes.

Extrinsic behaviours are those that we as adults impose on children e.g. where we seat them in class, how we motivate pupils to learn and behave well through establishing strong appropriate relationships within our classes, how we engage, excite and challenge our pupils' learning.

Teachers need to pre-empt by constantly scanning the classroom or hall during PE or assembly. Children need to believe that we have "eyes in the back of our heads". This way we can use non-verbal behaviour strategies or redirect before there is an issue.

Consider where we position ourselves and where we position potentially disruptive pupils when in large spaces such as the hall or on offsite events.

When on the playground staff need to be aware of the blind areas on the site and position themselves so that they can see or can patrol those areas regularly. (see Playground Risk Assessments with photographs identifying these tricky areas)

All pupils need to know that we look upon them as great role models for the younger pupils in the school. This applies to our Reception FS children who know that they have to show the nursery children how we behave towards each other at Aycliffe Drive School.

Try as much as possible to praise publicly and criticise as privately as possible. Know your individual children well though as not all children like public praise. In this case a non-verbal praise e.g. Thumbs up, smile or sticker may be more appropriate.

Be aware of children's feelings particularly those who have special educational needs. Often their lapses in good behaviour are for attention because they are upset so it is even more important to pre-empt such outbursts. (STEPS Training)

Where possible try to provide children with small choices. This encourages independence and improves self-esteem.

Try to catch children being good and acknowledge this.

Address the behaviour not the child e.g. "I do not like Behaviour". This is what I would like to see.

6 Praise, Reward and Celebration

When pupils are fully engaged and learning we need to catch them getting it right through specific praise, celebration and reward. Children should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

- During Celebration Assemblies an outstanding badge is awarded to a pupil from each class for a value that they have achieved or improved upon. On many occasions this will be directly linked to the value that the whole school is currently working on.
- There will be more instant rewards for values spotted over the course of the day
- Really outstanding efforts are rewarded by a postcard sent by the Headteacher to the parents.
- Photographs of these children are displayed in the dining room and in the entrance hall where parents/ carers can share in the praise.
- Pupils can receive house points for good work and positive behaviour awarded by all school staff
- When pupils achieve ten house points they are awarded a certificate in the weekly Celebration Assembly or in the classroom.
- When children move to gold certificates they are awarded a gold wrist band or star badge that they are allowed to wear in school.
- Headteacher awards for all children who have received a Headteacher or Assistant Headteacher award during the week are acknowledged during Celebration Assembly and reasons discussed.
- Headteacher awards are also posted in the entrance hall to enable families to read about them.
- Any particular special piece of work can be shared with the rest of the school in assembly
- The Headteacher is visible during the week making frequent unannounced visits to classes to share in achievements and support the teacher if necessary.
- The Senior Leadership are visible during lunch and morning breaks in order to pre-empt behaviour issues.
- Year 5 and Year 6 Leaders assist every morning break and lunchtime to help to manage the routines and help younger children
- Year 4 pupils act as Assistant Leaders to assist and to enable Year 5 and 6 children to have a break and eat their lunch. This is good training in responsibility for future.

Planning and differentiation

At Aycliffe Drive, we undertake a range of behaviour analysis tools (STEPS) to enable us to effectively plan support for learners displaying difficult or dangerous behaviours. These include (but are not limited to):

- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Roots and Fruits
- Risk Reduction Plan

Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour" (Hertfordshire's Behaviour and Attendance Strategy, 2014).

7 At Aycliffe Drive Unacceptable behaviour includes, but is not limited to:

- racist comments
- physical aggression of any kind
- verbal aggression of any kind including unkind remarks, swearing and foul language
- disobedience
- biting, spitting, hitting and kicking
- damaging property
- answering back, rudeness or aggression
- stealing
- truancy
- gangs and bullying
- preventing others from completing and carry out their work in class
- not completing class work or homework (where there are no extenuating circumstances).
The school provides a homework club for those pupils experiencing difficulties.

Covid-19

In view of the Covid-19 pandemic social distancing is now a must be adhered to by all pupils and staff members of the school community. Deliberate failure to do so by pupils may well result in exclusion from school.

All children will be expected to

- Follow the routines for arrival and departure on to the school site. This will include social distancing from other pupils and entering the school building via the designated entrance for the child's allocated 'bubble'
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow instructions regarding who children can socialise with at school. ALWAYS follow instructions and reminders about the 2m social distancing rules.
- Move around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).
- Follow expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes.
- Children telling an adult if they are experiencing symptoms of coronavirus.
- Follow rules about NOT sharing any equipment or other items including drinking bottles.
- Follow rules about expectations about breaks or play times, including where children may or may not play.
- Only use the allocated toilets.
- Follow clear rules about coughing or spitting at or towards any other person.

All expectations will be made clear to the children on their arrival on the first morning and there will be regular reminders. Children deliberately choosing to not follow the instructions and guidance will receive a warning and if the behaviour continues parents will be called to collect the child immediately from the school. The school has a duty of care to both children and staff and willful ignoring of the instructions would be deemed to be dangerous behaviour putting the welfare of others at risk in these circumstances.

8 Levels of Behaviour

This is underpinned by a behaviour procedure which defines 4 levels of behaviour.

Stage	Type of Behaviour	Examples of Behaviour
1	Low level classroom disruption and rule breaking/ minor incidents	Unfinished work, late homework, inadequate work, talking at wrong time, uniform,
2	Persistent low level behaviour	Repetitive rule breaking, being warned but continuing, e.g. 3 strikes
3	Significant one off incident *	Fighting, verbal and / or physical abuse, racism, damage, hurting, theft
4	Major incident *	Fighting, verbal and / or physical abuse, racism, damage, hurting, theft, bullying including cyber bullying

Consequences (After a Crisis)

Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing children to reflect on their choices and take steps to make positive behaviour choices.

For the vast majority of our learners, the following strategies support a quick transition back to prosocial behaviours:

- use of a non-verbal cue such as ‘a look’.
- a positive reminder of the rule that requires reinforcement
- when appropriate, name to be recorded and child verbally reminded of pro-social behaviour expectations.
- an opportunity for ‘time away’ (from the group or indeed the classroom environment)
- educational or protective consequences put in place (bespoke)
- risk management plan

Some pupils may need to

- work on a table by themselves
- work in a ‘quiet’ area
- work in another class by prior arrangement
- work with the Headteacher or a member of SLT
- Pupils may have a behaviour record kept by the class teacher.
- A pupil’s behaviour may be recorded in the pupil’s record on CPOMS by a member of staff.
- Any items, for eg, deemed by the teacher to be unsuitable in the classroom may be confiscated, eg unsuitable watch, phone etc

Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation. Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is predominantly subconscious) or gives the child the incentive not to do it again (if the behaviour is predominantly conscious).

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour. The Hertfordshire STEPS ‘Roots and Fruits’ and ‘Anxiety Mapping’ tools support staff in considering the underlying influences on behaviour.

9 Recording and outcomes of misbehaviours

We expect all children to behave well both in and out of the school building and we are proud that most of our children behave very well most of the time.

Small misbehaviours are not ignored and we will correct through verbal or non-verbal strategies by members of staff in line with STEPS.

Children may be expected to remain in class at playtime to complete work or write a letter of apology. At these times the staff will supervise their pupils or sometimes the Headteacher or other members of staff will supervise.

Sometimes a child may be sent to a neighbouring class.

Small misbehaviours on the playground/field will be dealt with by the member of staff on duty. Children may have to walk with the member of staff, stand by the wall or be prevented from playing with a particular piece of equipment, e.g. a football

If these behaviours are deemed serious enough or repetitive they will be recorded on CPOMS in order that Senior Leaders can monitor.

Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

10 Exclusions

At Aycliffe Drive, exclusions are only ever used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents to collaboratively plan, write and resource a Risk Management plan as these plans are used as a tool to prevent exclusion.

Permanent exclusion may be a consequence for dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted. Examples of dangerous behaviours which could lead to permanent exclusion are:

- possession of an offensive weapon
- use of or dealing in, illegal substances
- severe violence towards a member of the school community resulting in hospitalisation or injury

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion when “in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf, if the circumstances warrant this. In the absence of the Head Teacher, the Assistant Head Teachers may exclude pupils.

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee, which is made up of between three and five.

11 Outside School

School trips/visits – every effort is made to ensure provision for all children to take part in educational trips. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

Travelling to and from school and conduct on school trips – sometimes incidents of poor behaviour occur at these times. We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may apply, parents informed and/or police or other outside agencies contacted.

12 Parental Involvement

As ever we seek to encourage a parent, child and school working together partnership. All parents receive information regarding the school rules when their children start school and are asked to sign the Home School Agreement. Efforts are made to keep the parents informed of changes to the rules and of their Childs progress in school through continual feedback.

The schools ‘open door’ policy operates and parents are encouraged to discuss concerns or problems with class teachers and management. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions. We work extremely hard to build positive relationships particularly with parents whose children are challenging to manage.

13 Working with Outside Agencies

The school reserves the right to contact the police if appropriate.

The school refers all serious incidents of sexually inappropriate behaviour to the local children’s social care services in accordance with safeguarding procedures.

The school works closely with outside agencies with children who have emotional and behavioural difficulties.

14 Children with special educational needs disabilities

Learners with Special Educational Needs

We recognise that within a climate of inclusion, there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences are not the most appropriate means of effectively dealing with their behaviour. The school will use other programmes of intervention and support may be used in conjunction with external agency advice and recommendation.

Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See Inclusion Policy for further details.

15 The Role of Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Responsibilities

Our parents, pupils and staff have created the following responsibilities.

Responsibilities of the Children

- To follow the Behaviour Policy to the best of their ability.
- To be kind to each other like a family
- To follow class values
- To always try our best
- To set a good example to others
- To respect the school and look after the classroom and building

Responsibilities of the Staff

- To treat all pupils fairly and ensure equal opportunities
- To provide a safe, stimulating learning environment
- To teach high quality lessons that motivates, supports and challenges
- To support each other, ie, staff through subject leader role
- To promote/create learners who are motivated and who grow in independence as they progress through the school
- To teach with clear objectives and high expectations
- To provide support and challenge all pupils taking account of individual needs
- To teach with clear objectives and high expectations of values and achievement
- Role models

Responsibilities of Parents/Carers

- To encourage and foster independence in self-help skills, eg dressing, having what they need for school
- To ensure that children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting, or swearing at home or in school.
- 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 complete their homework and become involved as parents/carers in reading with your child
- To be aware of and ensure that children use technology (including all devices that allow online /phone communications) safely and appropriately (see e-Safety Policy).