
AYCLIFFE DRIVE PRIMARY SCHOOL



Pro-social Behaviour Policy

Strategy Committee

Updated July 2022

To be reviewed 2023

Staff Responsible

Mrs M Green Headteacher
Strategy Governors

No	Contents	Page
	Introduction	
1	Values and Vision	
2	Pro Social Behaviour	
3	Supporting all learners	
4	Unsocial behaviour	
5	Antisocial behaviour	
6	Unforeseeable behaviour	
7	Communication and recording within school	
8	Communication with parents and carers	
9	Exclusions	
10	Responsibilities	
	Appendix	
1	Reflect, Repair and Restore sheet	

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 policies such as safeguarding and SEND. It 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. It is expected that pupils and staff follow this behaviour policy whilst in school and whilst representing the school outside of the school premises e.g. offsite visits.

1. Values and Vision

At Aycliffe Drive Primary School, every child matters. We strongly believe that every child is unique and brings different experiences, skills, and ideas into the classroom. We take into account pupils' individual needs in order to implement a therapeutic approach to behaviour management. This approach is underpinned by the Step On training we received from Hertfordshire Steps in the academic year 2019/2020. We aim to improve educational outcomes for all learners by promoting and supporting their engagement with education. We wish 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.

2. Pro Social Behaviour

Pro social behaviour is behaviour, which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society.

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.

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.

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 are aware of how to promote pro social behaviours.

Everyone who comes into the school: pupils, 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' e.g. pupils with different needs require different strategies, teaching, provisions or approaches
- 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 in line with the schools graduated response

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 brings about positive experiences and feelings in others.

Pupil's 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.

We recognise that not all children like public praise and alternative, non-verbal or less public strategies will be used.

Graduated Response to Pro Social Behaviour

Pro Social Behaviour	Staff Response
Giving good responses in class. Being kind to each other. Following the class rules. Good work. Good listening. Being polite. Helping others. Being a good talk partner. Putting in effort. Positive participation in class	Verbal Praise In class praise and rewards e.g. stickers, smiley faces, reward charts, pink marking. House points, sharing of good work Children can share achievements if the head teacher visits the class.
Multiples of house-points achieved.	Bronze (10,20,30), Silver (40,50,60), Gold (70,80,90), Diamond (100,120,130), Platinum (any above) certificates. First bronze, silver and gold to be given in assembly. All diamond and platinum given in assembly
Producing a particularly good piece of work or for showing good progress in their work e.g. a child who usually forgets all punctuation produces a piece of work correctly punctuated.	Stickers/ visit to year leader/subject leader/headteacher Showing work in assembly
Work or behaviour judged to be exceptional by the head teacher.	Head Teacher Award and postcard home (To be decided by head teacher) Photographs of these children are displayed in the dining room and in the entrance hall.
Meeting the criteria for the fortnightly outstanding award.	Outstanding Award – Badge given in assembly. Photographs of these children are displayed in the dining room and in the entrance hall.
First gold certificate earned	Gold star badge/wristband
Outstanding effort/ progress/ achievement/ behaviour across an academic year Most house points collected in a year Outstanding effort/achievement in P.E. Good attendance.	End of year awards.

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 (as per Hertfordshire Steps training)

3. Supporting All Learners

Teachers and Teaching Assistants at Aycliffe Primary School are trained in Hertfordshire STEPS approach to behaviour management. This focuses on the use of de-escalation techniques including limited 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 supports a positive school ethos. There are two certified Hertfordshire Steps Tutors within the school; Miss Fitzsimmons and Mrs Cain. Training for tutors and staff is updated annually.

Where possible, we aim to Pre-empt and prevent negative behaviour in the following ways:

- By establishing strong, appropriate relationships with pupils and by engaging and challenging pupil's in class
- By having high expectations of pupil behaviour
- Supporting each other in maintaining consistent behaviour throughout the school; this means **all staff** are responsible for the behaviour of all pupils in the school not just their own class.
- Constant scanning of the classroom or hall for signs of poor behaviour
- All staff will be aware of individual behaviour management plans and provisions for pupils and will seek support from relevant staff.
- By expecting politeness ('please', 'thank you', 'excuse me' etc.)
- Praising and rewarding good behaviour
- Being alert to signs of bullying and racial harassment and encourage pupils to do the same
- Dealing sensitively with pupils in distress in line with Steps de-escalation strategies
- Listening to accounts of incidents given by all pupils involved and ensure that every child feels that their side of the story has been heard
- Dealing with discipline problems immediately wherever possible, especially minor misdemeanours; lunchtime staff will deal with such incidents when pupils are in their care.
- Staff will arrive on the playground punctually when on duty
- Never sending children on to the playground until the staff member of duty has been seen to be present. Staff will never assume that children are supervised without checking.
- KS1 staff not on duty at break and lunch times will be in the teaching areas to see that pupils leave and re-enter the building in an orderly manner
- Ensuring a member of staff representing each class in KS2 meets their class on the playground or field each morning break and lunch time
- When on the playground, staff will be aware of any less visible areas on the site and will position themselves so that they can see or patrol these areas regularly
- When leaving a teaching area, informing the neighbouring teacher or their own TA to enable supervision during the teacher's temporary absence. Classes will never be left unsupervised unless in the exceptional case of an emergency e.g. a severe medical emergency or you need to call an ambulance and no other adult is nearby.
- Ensuring numbers of pupils visiting toilets at any one time are limited by issuing lanyards/ tickets where necessary e.g. corridor toilets which are out of view of staff.
- Agreeing a set of class rules, created collaboratively with pupils at the beginning of each academic year.

- Encouraging pupils to act as role models for younger pupils. 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.
- A member of the senior leadership team are visible/available during lunch and morning breaks.

Low Level behaviour is a category of behaviour in the classroom which could hinder the learning of the pupil and other children in the classroom e.g.

- inappropriate chatting
- not working;
- not focusing on the task set
- sitting doing nothing
- rolling eyes at teachers or other impolite gestures or behaviours
- lack of homework
- calling out
- demanding attention without regard for other students' needs
- refusing or delaying activity via an argument etc

Low level behaviour should be dealt with immediately by **any** member of staff in the vicinity of the incident. If a class teacher or member of staff in charge of a group has not noticed something, it is the responsibility of any member of staff to intervene.

Most low-level behaviour can be dealt with either verbally or in a discrete non-verbal way e.g. a stern look. Children will be verbally reminded that their behaviour is not acceptable and will be given a positive reminder of the rule that requires reinforcement and pro social behaviour expectations.

Staff will address the behaviour not the child e.g. "I do not like behaviour". This is what I would like to see.

Staff will endeavour to encourage a change to any low-level disruptive behaviour by trying to catch children being good and acknowledging this.

Persistent and repeated low-level behaviour is considered anti-social behaviour and will be dealt with as a stage 2 behaviour.

We do not condone the use of strategies which aim to humiliate, belittle, or embarrass pupils in order to suppress behaviour. We acknowledge that children respond in different ways and verbal reminders of inappropriate behaviour often need to be discrete for more sensitive pupils.

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.

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

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Reduction Plan or Predict and Prevent 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 clearly understand 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
- **Where a plan is in place it must be followed by every member of staff to ensure consistency**

4. Unsocial Behaviour

Unsocial behaviour is behaviour which is considered quiet non-compliance that does not have a negative impact on other pupils and their learning. We recognise that unsocial behaviour is often a communication of negative feelings and will differentiate for and support pupils as needed.

Examples of unsocial behaviour include; refusing to work, scribbling on or destroying own work, hiding under the table, sulking in a different part of the room, refusing to engage, not sitting down at desk, not moving to a different part of the classroom etc.

Staff will initially make expectations clear and be firm. They will acknowledge the child's feelings e.g 'I understand that you are upset' and give them time. Attempts will be made to avoid escalating the situation in line with Steps training. Staff will keep at arm's length and speak to the child on their level when possible. Staff will avoid escalating language. Any consequences must be related to the incident e.g. staying in at playtime to complete work. Staff will recognise the behaviour as communication and will analyse any possible triggers and causes and identify any strategies and support that can be put in place to avoid future incidents.

5. Anti-Social Behaviour

Antisocial behaviour is behaviour which is dangerous or difficult and that causes harm to an individual, a group, the community or the environment. Difficult behaviour is defined as behaviour that is anti-social, but not dangerous. Dangerous behaviour is 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. Anti-social behaviour is unacceptable and 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

At Aycliffe Drive we categorize and respond to behaviour in the following way:

Stage	Type of Behaviour	Examples of Behaviour	Response to Behaviour
1	Low level classroom disruption and rule breaking/ minor incidents	Unfinished work, late homework, inadequate work, talking at wrong time, uniform, distracting learning, ignoring instructions, answering back, being verbally unkind to others (isolated incident), inappropriate facial expressions made at others, not telling the truth, encouraging others to do any of the above.	These will be dealt with at the discretion of the member of staff involved, following Steps guidance. Infrequent or one-off stage 1 behaviours do not need to be recorded on CPOMS. Parents informed at teachers' discretion if necessary.
2	Persistent stage 1 behaviour	Repetitive rule breaking, being warned but continuing to carry out level 1 behaviour within the same day.	This will be recorded on CPOMS. SLT will monitor for patterns of behaviour. Educational consequences to be put in place relevant to behaviour and in line with policy. Reflect, Repair, and restore form to be issued and completed by child or with staff support if needed.
3	Difficult/dangerous behaviour	Wilful destruction of property, throwing objects/furniture, refusing to cooperate, leaving the class, or building without permission, spitting at another person, deliberately hurting another person e.g., pinching, biting or punching,	This will be recorded on CPOMS and reported to parents. Educational consequences to be put in place relevant to behaviour and in line with policy.

		attacking another person with the intent to harm, inappropriate gestures, swearing, homophobic, transphobic or racist language, bullying by an individual or groups formed with the intent to be unkind to others, stealing, encouraging others to do any of the above	Reflect, Repair, and restore form to be issued and completed by child or with staff support if needed. In some cases, this could lead to an exclusion. See section 9 of policy
--	--	---	--

Staff response to antisocial behaviour

There will be consequences to any anti-social behaviour. 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.

Protective consequences are those put in place to avoid a particular behaviour from reoccurring due to specific triggers. Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation, participation in lunchtime clubs, lunchtime jobs.

Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is subconscious) or gives the child the incentive not to do it again (if the behaviour is conscious).

Examples of educational consequences include:

- missing a privilege to reflect on behaviour and learn a different way
- writing letters of apology
- helping to repair damage done
- miss playtimes and lunchtime - Staff will take pupils needs into account when doing this for example it may not be appropriate for a child with ADHD to miss an entire playtime when they need time to release energy.
- child spends time with head teacher, member of SLT
- time away from the class e.g. in another class or in a quiet area of the classroom

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.

Any items deemed by the teacher to be unsuitable to be in the classroom may be temporarily confiscated, eg unsuitable watch, phone, toys etc. They will be returned at the end of the school day unless they are deemed unsafe. In this instance they will be handed to a parent or alternative carer at the end of the school day. Dangerous items will not be given back to the child.

Small misbehaviours on the playground/field will be dealt with by the member of staff on duty. Children may stay with the member of staff on duty for a fixed time, spend time away from the playground or be prevented from playing with a particular piece of equipment, e.g. a football

6. Unforeseeable behaviour

Unforeseeable behaviours are behaviours which are not covered by policy, those never experienced, or so historic we believed they would not reoccur. It would include situations where we would have to involve emergency services or specialist teams.

All antisocial behaviour incidents are recorded on CPOMS. In addition to this, if an incident results in an exclusion, this will be recorded on Arbor.

Any incidents resulting in physical intervention will also be recorded on a separate physical intervention record which can be collected from the office, head teacher or SEND office. Racist incidents must be recorded in CPOMS.

Parents will be informed as soon as possible after the incident by the member of staff dealing with it to ensure that as much information as possible can be given. This may not be straight away if that member of staff is engaged with the child.

The local authority and safeguarding lead will be informed where necessary. The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures.

In rare situations where a child is in danger of causing significant harm to themselves or others, police may be called.

7. Communication and recording within school

At Aycliffe Drive Primary School we use CPOMS to record behaviour incidents and safeguarding concerns. All members of staff have a login and it is their responsibility to ensure that behaviour incidents are recorded as soon after the event as possible and always by the end of the same day. SLT will monitor all behaviour logs.

Recording of behaviour must record only fact and not opinion. Staff must take care to include all relevant details and to be clear and specific with the language used. The use of generic wording must be avoided e.g. write 'child x tipped over the book case and ripped several pieces of work off of the wall' rather than 'Child x trashed the classroom'. Alternative example might be if a child has been unkind to another write the exact behaviour and words used e.g. 'child x called child z a stupid clown and punched them on the right arm'. When recording details, all other pupils involved must be selected as a linked student if they are mentioned in the body of the text. Staff must be referred to as Mr, Miss or Mrs. Pupil names can be used in the text as they can be easily anonymised if they have been linked to the incident.

8. Communication with Parents and Carers

At Aycliffe Drive Primary School 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 child's progress in school through continual feedback.

The school has an open-door policy and parents are encouraged to discuss concerns or problems with class teachers and management at an appropriate time. 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 who require additional behaviour support.

If a child has displayed stage 3 behaviour, parents will be informed discretely during school pick up or a phone call will be made as soon as possible. Depending on the severity of the incident, parents may be contacted by the head teacher or a member of the senior leadership team.

Parents will also be informed of stage 2 behaviour if this behaviour is becoming a concern. Discussion of persistent stage 1 or 2 behaviour may be discussed at the twice-yearly parents consultation meeting with the class teacher.

If a serious incident occurs that does not warrant a formal exclusion but the child is extremely distressed and inconsolable, a courtesy call will be made to the parents straight away. The purpose of this call is NOT to ask the parent to collect their child but to explain the situation. In some cases, parents may choose to come into school to help diffuse the situation, speak to them on the phone or offer advice. In rare cases, if they feel that remaining in school for the remainder of the day would be detrimental to their mental health they may choose to collect their child early. We always prefer the child to remain in school but support parents who feel that their child is temporarily not emotionally well enough to be in school. This can only be authorised by the Headteacher or a member of SLT in her absence. The Headteacher must always be the first point of contact and will make the final decision.

9. Exclusions

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.

In the absence of the Head Teacher, the Assistant Head Teachers may exclude pupils.

We always try to avoid exclusion wherever possible. A fixed term exclusion will only be used:

- In the case of serious or premeditated physical assault towards anyone in the school community, which causes harm.
- When it is necessary to protect the safety of themselves or others.
- In the case of serious damage to school property (e.g. windows / expensive equipment)

Fixed term exclusions can allow us time to help create a better plan to support the child and or protect others in the dynamic. They are in place for the shortest possible time and children return to school under the restorative processes.

Permanent exclusion may be a consequence for dangerous behaviours which are at the highest levels of severity. In a therapeutic framework we may use permanent exclusion where we are unable to use the current resources to keep the child and or other people in the dynamic safe from significant harm. This is only used as a last resort when 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

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.”

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 Body. The school informs the parents how to make any such appeal.

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

The Governing Body 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.

10. 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 their 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
- To act as positive 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).

Responsibility of the Governors

- To set down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- To support Head Teacher in carrying out the guidelines.
- To give advice to the Head Teacher about particular disciplinary issues when necessary

Appendix 1

Reflect, Repair and Restore Think Sheet

Name _____ Date _____ Time of Incident _____

Class _____ Member of staff _____

Staff declaration

I understand that in issuing this sheet, it is my responsibility to record the incident on CPOMS.
Not doing so will mean that I am not following the school's behaviour policy.

Please highlight or add the anti-social behaviour witnessed.

Stage 1/2	Stage 3
Unfinished work Late homework Inadequate work Talking at wrong time Incorrect uniform Distracting learning Ignoring instructions Answering back Being verbally unkind to others, inappropriate facial expressions made at others, not telling the truth, encouraging others to do any of the above.	Wilful destruction of property Throwing objects/furniture Refusing to cooperate Leaving the class or building without permission Spitting at another person Deliberately hurting another person e.g. pinching, biting or punching Attacking another person Inappropriate gestures Swearing, homophobic, transphobic, or racist language Encouraging others to do any of the above

For pupil to complete (Adult can scribe)

Who was affected by what you did? _____

How did it make them feel? _____

What could you have done differently? _____

How can we repair the damage? _____