



Positive Behaviour Policy

Spring 2024

Review date: Spring 2025

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”

Pam Leo

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Policy amendments may occur at any time and you should consult the Policies page on the website for the latest update.

Values and Visions

This behaviour policy is aimed at improving the educational outcomes for all pupils at Coates Way by promoting and supporting positive engagement and empowering desired behaviour. It is a focus for our school that all our children feel supported and secure to ensure they have solid foundations for learning.

We believe that through modelling and rewarding respect, kindness and empathy we will foster the same values within our children. We aim to nurture pupil's individuality through encouraging a therapeutically healthy environment, where we understand that each child learns in a unique way.

The school embraces the principles of Hertfordshire Steps which is an inclusive approach recognising, *'Positive experiences create positive feelings. Positive feelings create positive behaviour'* (Hertfordshire Therapeutic Thinking Hertfordshire).

At Coates Way School we aim to:

- ❖ Be welcoming and inclusive
- ❖ Have effective relationships built on respect
- ❖ Promote positive behaviour
- ❖ Listen and provide support
- ❖ Celebrate achievement and success
- ❖ Encourage independence and personal confidence
- ❖ Encourage a culture of risk taking
- ❖ Demonstrate a fair and consistent attitude
- ❖ Embed internal discipline to ensure our pupils make positive choices within society

Promoting Prosocial behaviour

All adults at Coates Way will treat children with respect, kindness, value their positive contribution to school and teach them the difference between right and wrong. We will celebrate their successes and *'catch them getting it right'* (Therapeutic Thinking, Hertfordshire 2019).

This will be achieved in an environment that offers positive experiences and a sense of internal reward that allows all children to flourish. In addition to the school rules, every class will agree, with the children, a set of class rules to follow throughout the year.

Supporting all learners

At Coates Way we support all learners to have behaviours for learning and prosocial behaviours that benefit the dynamic. This means that reasonable adjustments are put in place for those learners who need support in demonstrating prosocial behaviours.

These include, but are not limited to,:

- use of a fiddle toy,
- sitting on a chair rather than the floor,
- use of ear defenders,
- standing to complete work rather than sitting,
- use of the cloud (a small room with sensory toys and lights to support children with self regulation).

Unsocial behaviours

Some behaviours are not anti-social as they are not to the detriment of others. Generally unsocial behaviour is quiet noncompliance that does not negatively impact on other pupils' learning. Introverts often communicate their feelings through quiet noncompliance. Unsocial behaviour should be interpreted as a communication of negative feelings and so differentiation or support should be offered. These responses are essential to allow introverts and internalisers to communicate their anti-social feelings.

Antisocial behaviours

This is a behaviour that causes harm to an individual, group, community or the environment.

Planned Responses

At Coates Way we believe 'every child deserves the best possible start in life and the support that enables them to fulfil their potential' (EYFS September 2014). With this in mind, we will provide the children with a consistent approach that praises prosocial behaviours and allows them opportunities to reflect upon the choices they have made. The graduated response will be adopted in the school but adjusted for children depending on their age and development.

Educational and Protective Consequences to Undesired Behaviour

Staff may need to put in place an educational or protective consequence as a result of some undesired behaviours (as described below). These may include limiting freedoms to protect either themselves or others, for example differentiated play times; helping to repair damage; observing, rehearsing and modelling good behaviours; completing missed work at a time chosen by an adult. For example, if child A is purposefully throwing some play equipment at child B with the intention of harm, the staff member would remove child A to observe the others playing appropriately. Child A would then spend some time practising how to use the equipment safely with an adult, before introducing other children for further rehearsal.

De-escalation Script

A de-escalation script should be used to support children in communicating their feelings.

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Graduated Response to Regulating Behaviour

	Level 0	Level 1	Level 2	Level 3	Level 4
WHO BY?	All staff	Classroom staff or staff who witnessed the incident. Consider whether CPOMS is appropriate	Classroom staff or staff who witnessed the incident. Record on CPOMS Classroom staff to have a conversation with parents.	Assistant Headteachers in consultation with classroom staff or staff who witnessed the incident Record on CPOMS AH to have a conversation with parents.	Assistant Headteachers/Headteacher in consultation with classroom staff or staff who witnessed the incident Record on CPOMS AH/H to have a formal meeting with parents.
			Persistent Level 1 Behaviours	Persistent Level 2 Behaviours	Persistent Level 3 Behaviours
SOLUTIONS	Give specific verbal praise and encouragement	Quiet reminder of school values e.g. At Coates Way we expect you to: be kind/be respectful/be honest/work hard Praise other children Repair – work with the child to put it right eg How can we fix this?	Quiet reminder of school values e.g. At Coates Way we expect you to: be kind/be respectful/be honest/work hard Praise other children Repair – work with the child to put it right eg How can we fix this? Positive behaviour checks	Quiet reminder of school values e.g. At Coates Way we expect you to: be kind/be respectful/be honest/work hard Praise other children Repair – work with the child to put it right eg How can we fix this? Positive behaviour checks with AH Referral to external agencies if appropriate	Quiet reminder of school values e.g. At Coates Way we expect you to: be kind/be respectful/be honest/work hard Praise other children Repair – work with the child to put it right eg How can we fix this? Positive behaviour checks Referral to external agencies if appropriate
REFUSAL	<ul style="list-style-type: none"> • Following instructions in a timely manner • Making good effort • Remaining in seat • Good listening 	<ul style="list-style-type: none"> • Not sitting on chair properly • Not listening • Making a poor effort • Initial refusal to follow an instruction • Wandering around the classroom 	<ul style="list-style-type: none"> • Leaving the classroom without permission (where adult can still see them) • Refusing to do work • Refusing to come 	<ul style="list-style-type: none"> • Leaving the classroom without permission (out of sight of an adult) • Refusing to follow any instruction from any member of staff 	<ul style="list-style-type: none"> • Leaving the school site without permission

		<ul style="list-style-type: none"> ● <u>Telling lies to an adult</u> 	<ul style="list-style-type: none"> ● out of the toilet or hiding place ● Telling lies to an adult to get someone else in trouble 		
VERBAL	<ul style="list-style-type: none"> ● Positive, polite communication ● Being kind and helpful 	<ul style="list-style-type: none"> ● Calling out ● Interrupting ● Inappropriate chatting ● Answering back or interrupting rudely ● <u>Name calling or unkind remarks</u> ● <u>Swearing to release frustration</u> ● <u>Swearing underbreath or indirectly</u> ● <u>Insulting family or loved ones</u> 	<ul style="list-style-type: none"> ● Using language which offends others ● Swearing to make people laugh 	<ul style="list-style-type: none"> ● Swearing directly to intentionally hurt or abuse someone. ● First instance of verbal abuse 	<ul style="list-style-type: none"> ● Serious verbal abuse ● Harmful sexual behaviour ● Repetitive taunting or harassment
DAMAGE	<ul style="list-style-type: none"> ● Showing respect to property 	<ul style="list-style-type: none"> ● Interfering with others property ● Accidental damage to school or personal property ● <u>Minor deliberate damage to property</u> ● <u>Deliberately throwing or kicking small items</u> 	<ul style="list-style-type: none"> ● Defacing others work ● Deliberately damaging school or others' property 	<ul style="list-style-type: none"> ● Proven stealing of school or personal property ● Substantial damage to school property 	<ul style="list-style-type: none"> ● Arson ● Serious deliberate damage to school or personal property
DISRUPTIVE	<ul style="list-style-type: none"> ● Trying their best at their learning and having a go 	<ul style="list-style-type: none"> ● Distracting Other ● Fiddling with things ● Not sitting properly ● Encouraging others to misbehave or laughing at poor behaviour choices 	<ul style="list-style-type: none"> ● Disrupting the class so learning is affected ● Manipulating others to make a poor behaviour choice. 	<ul style="list-style-type: none"> ● Persistent disruption of the learning in the class. 	<ul style="list-style-type: none"> ● Significant disruption to learning in the class ● Using threats to force others to make poor behaviour choices. ● Extortion
PHYSICAL	<ul style="list-style-type: none"> ● Keeping hands and feet to themselves 	<ul style="list-style-type: none"> ● Unwanted physical contact ● Jostling ● Small pushes/shoves ● Poking ● <u>Invading personal space</u> ● <u>Play-fighting</u> ● <u>Avoidable Accidental Harm</u> 	<ul style="list-style-type: none"> ● Threatened violence ● Deliberate minor physical assaults ● Spitting on things ● Play-fighting that leaves an injury ● Throwing things 	<ul style="list-style-type: none"> ● Possession of an object that could be used to intentionally harm someone. ● Fighting with intent ● Spitting at someone ● Deliberate physical assault 	<ul style="list-style-type: none"> ● Deliberate serious physical assault ● Causing injury by biting ● Deliberate serious wounding ● Harmful sexual behaviours ● Bringing in an object with the intent of harming someone with it
BULLYING				<ul style="list-style-type: none"> ● Monitor for bullying with regular targeted behaviour from one child to another 	<ul style="list-style-type: none"> ● Proven and persistent bullying
POSSIBLE CONSEQUENCE	<ul style="list-style-type: none"> ● Give green reward cards ● Display a piece of children's work of their choosing ● Share good news with a parent/carer ● Give stickers ● Share good work with Senior Leaders ● Give class and individual rewards appropriate to their age range ● House Points 		<ul style="list-style-type: none"> ● Loss of 5 minutes breaktime ● Time to think in another classroom – 10 mins 	<ul style="list-style-type: none"> ● Loss of breaktime ● Extended time to think in another classroom ● Loss of lunchtime ● Internal isolation with AH ● Internal Exclusion 	<ul style="list-style-type: none"> ● Considerations of school outings ● Behaviour plan ● External Exclusion ● Permanent Exclusion

Risk reduction plan

We understand that all children are different and some of our pupils may have presenting needs that require a different approach from staff. For instance, those identified with having Special Educational Needs or Social, Emotional and Mental Health Needs may need an individualised plan and approach.

Furthermore, for those pupils whose needs do not meet the expectations of the policy we will work to create an individualised behaviour management plan by using the Therapeutic thinking, Hertfordshire tool kit.

Recording and Reporting Information

For behaviours at **level 1**, staff will add a record to CPOMS (Child Protection Online Management System) of any behaviour underlined in the graduated response. They should consider any other behaviour and record on CPOMS if they feel the behaviour warrants it.

Behaviours at **level 2** will be recorded on CPOMS and parents will be informed by the class teacher.

Behaviours at **level 3** will be initially recorded on CPOMS by class teacher or staff member who witnessed incident and parents will be informed by the assistant headteacher and an action will be added to the CPOMS record.

Behaviours at **level 4** will be initially recorded on CPOMS by class teacher and parents will be informed by the headteacher and an action will be added to the CPOMS record. Persistent level 4 incidents will lead to suspensions.

Staff will inform parents/carers of what took place using factual, unemotional language, and what action has been and will be taken. They will not name or discuss other children involved. If behaviours continued or escalated, the system above would be repeated, and previous action would be reviewed for a potential change in approach.

Suspensions

Suspension will only be considered as a last resort if all the preventative strategies have been tried and documented. The school has the right to suspend a pupil from school for a fixed period of time (up to 45 days in a year), or permanently, in the following circumstances: a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The school has a duty of care for the safeguarding of staff and other pupils. The school follows local and national guidance on fixed and permanent suspension.

Summary

We ensure that there is a clear and consistent system of sanctions and rewards to enable all pupils to learn in a positive environment. Our vision also sets out our aim of helping young people to become independent and socially confident. To this end, our approaches to positive behaviour management have the aim of promoting internal discipline and prosocial behaviour in our pupils.

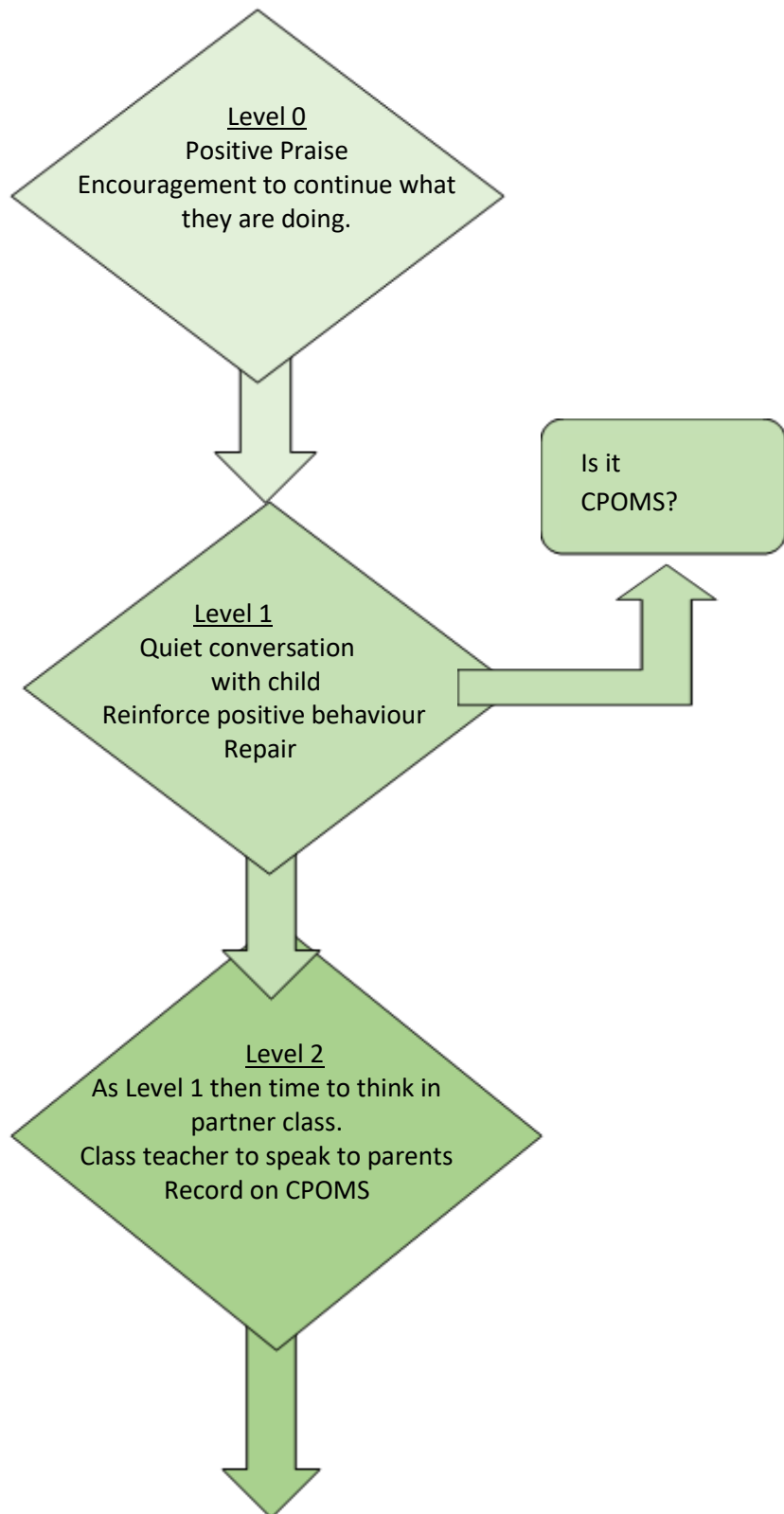
Appendix 1:

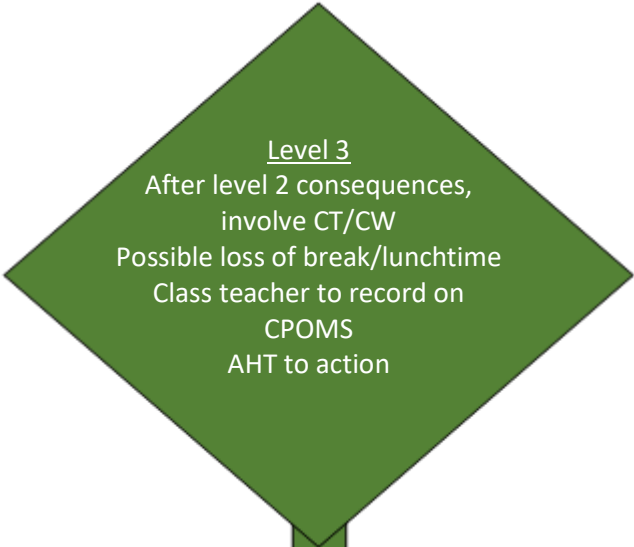


Therapeutic Thinking Graduated Response

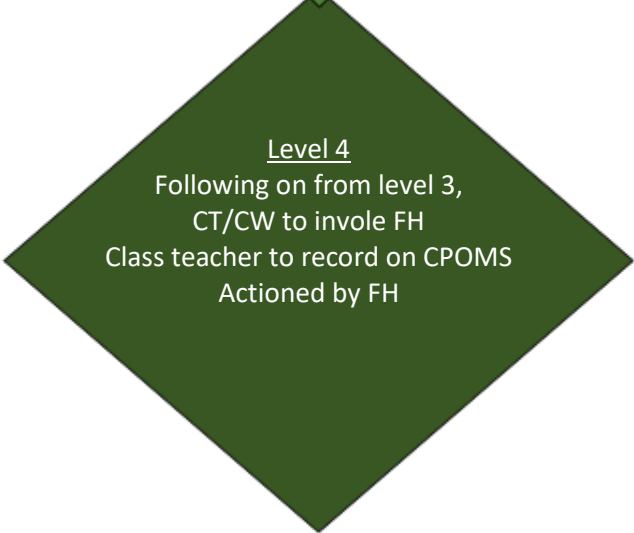
<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 2: Classroom Flowchart





Level 3
After level 2 consequences,
involve CT/CW
Possible loss of break/lunchtime
Class teacher to record on
CPOMS
AHT to action



Level 4
Following on from level 3,
CT/CW to involve FH
Class teacher to record on CPOMS
Actioned by FH

Appendix 2 Key Definitions

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

CPOMS: Child Protection Online Management System

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.