



St. John's Infant and Nursery School Fair Field Junior School

Behaviour Policy

Statement of Intent

The Poppy Academy Trust is committed to improving the life chances of all our children. We will nurture a passion for learning to enable them to thrive in an ever-changing world. We have shared values across the Trust which we teach explicitly and throughout the curriculum to the children. At our Church school, these values are rooted in our Christian ethos and distinctive Christian character. This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

Behaviour Policy	
Written by:	Davinia Leggett & Lana Gillam
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Approved by:	Local Governing Body
Date:	October 2024
Review frequency:	Annually
Target Audience:	All Stakeholders

Our Local Governing Bodies are dedicated to the promotion of high standards of educational achievement. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Aims

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

The purpose of this policy is to create a happy, caring, secure and stimulating environment where everyone will be encouraged and inspired to do their very best.

We believe that high quality teaching promotes effective learning and positive behaviour. We endeavour to work together with parents / carers and staff for the mutual well-being of all who are connected with the school. In working together as a community, we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will educate pupils to take responsibility for their own actions, to understand the consequences of their choices and become responsible citizens for the future. We use the Hertfordshire Therapeutic Thinking approach through which we help our children to make the right decisions regarding their behaviour and become independent in their choices. Kindness to all is encouraged and we adopt a firm and proactive approach to bullying and any such incidents will be dealt with promptly.

Behaviour Policy – General Principles

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable
- We teach children how to learn from their behaviour

Everyone at St John's CE Infant and Nursery School has a part to play in the promotion of high standards of behaviour. Our Christian ethos and values education underpin this ethos in our day to day practice at St John's.

Everyone at Fair Field Junior School has a part to play in the promotion of high standards of behaviour. Our school values underpin this ethos in our day to day practice.

It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment creating links to our core values whenever possible.

What is Therapeutic Thinking?

Therapeutic Thinking Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. This approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Therapeutic Thinking Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management

- shared reparation, reflection and restoration

It emphasises the importance of consistency and teaching internally, rather than imposing external discipline. It focuses on care and control, not punishment. It uses 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.

Working with a child's experiences and feelings creates an internal discipline. This results in long term change. Using external discipline, imposed by staff through rules and suppression would only achieve short – term change.

School Values

At The Poppy Academy Trust we teach and model positive behaviour through our core school values.

St John's Infant and Nursery School	Fair Field Junior School
<ul style="list-style-type: none"> • Cooperation • Perseverance • Understanding • Forgiveness • Honesty • Friendship • Trust • Love • Courage • Patience • Peace • Respect 	<ul style="list-style-type: none"> • Respect • Honesty • Perseverance • Kindness • Forgiveness • Inclusion

Staff and other adults in school will:

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Therapeutic Thinking Principles when dealing with children's behaviour

Prosocial Behaviour

Prosocial behaviour relates to behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings, and welfare of other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

How the adults at Poppy Academy Trust teach prosocial behaviour (positive)

We help children to be enthusiastic and focused about learning by:

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude

- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour
- where appropriate, give opportunities for restorative teaching and learning
- use of Zone of Regulation to support children's understanding of behaviours.

Zones of regulation

Zones of Regulation is a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Zones of Regulation is used in school to support the children regulate their behaviour. It provides the children with an easy way to think and talk about how they feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once they understand their feelings and zones, we can help them learn to use tools/strategies to manage their different Zones in order to meet goals and achieve tasks, managing big feelings, and healthy relationships with others.

Rewarding Prosocial Behaviours (Positive Behaviours)

St John's Infant and Nursery School	Fair Field Junior School
<p>Sunshine, Cloud and Rainbow – Nursery</p> <p>Uses the rainbow system of praise and reward. This system follows the principle that all children start on the sunshine at the start of every day and they can then move to the rainbow for showing outstanding behaviour, or they can move to the cloud which indicates that their behaviour is less than the expected. Adults must strive to find opportunities to move children up from the cloud as soon as possible</p> <p>Class Dojo – Reception, Year 1 and Year 2</p> <p>Every class uses 'Class Dojo' to reinforce prosocial behaviour. This system keeps a record of the reasons why a child gains 'a dojo point.' Adults must strive to find opportunities to provide children with dojo points. Children can gain dojo points for a range of reasons Eg: effort with their work, showing school values, showing positive behaviour for learning. At the end of each half term points will go back to '0'</p>	<p>House Points</p> <p>Each child is a member of one of 4 houses. House points are awarded for a range of reasons including effort, use of school values, attitude to learning and academic achievement.</p>

<p>Values Champion Award</p> <p>Values Champion stickers are awarded for children who have shown a school value over the course of a half term. Values Champion information will be sent out each half term. Evidence will be in school and on Google Classroom. Stickers will be handed out at the end of each half term.</p>	
<p>Star of the Week</p> <p>Stars of the week are awarded a certificate in worship as a celebration of excellent learning. Two children are chosen from each class. Their names are in the newsletter and photo is up on display. Parents are invited in to share the celebration with their child. Names are shared in the newsletter. Staff will have lunch with the children.</p>	<p>F Factor</p> <p>Pupil of the week receive the F Factor award this can be for sustained effort, using the school values etc</p>
<p>The Cow Book</p> <p>Children go to the Head of School to celebrate their success. Their name goes into the special Cow Book, the children receive a badge and their name appears in the weekly newsletter, so others can celebrate their success.</p>	<p>Diamond Book</p> <p>Children go to the Headteacher to celebrate their success. Their name goes into the special Diamond Book, the children receive a diamond sticker and their name appears in the weekly newsletter, so others can celebrate their success.</p>
<p>Lunchtime Star Pupil Award</p> <p>This award is given to 2 children in each year group, who the Teaching Assistants have noticed using the school values at lunchtime. This is given out during celebration worship on a Friday.</p>	<p>Effort awards</p> <p>Silver for good choices and attitude to learning moving onto the Gold where a golden sticker is given.</p>
<p>Stickers</p> <p>Class Teachers and Teaching Assistants may use stickers for motivation and celebrate success.</p>	<p>Stickers</p> <p>Class Teachers and Teaching Assistants may use stickers for motivation and celebrate success.</p>

<p>Class rewards / Individual from teachers</p> <p>Teachers will use verbal praise, marble in the jar, table of the lessons or phone call home.</p>	<p>Class rewards from teachers</p> <p>Some teachers may use verbal praise, stickers, marble in the jar, table of the lesson etc.</p>
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Children with Additional Needs

Some children may have behaviour plans specific to their individual needs, as stipulated by external professionals. In these exceptional circumstances these plans are followed in agreement with parents/carers.

School Rules

School rules are written using positive phrasing for example – we will walk in the classroom. These are displayed in the classroom and referred to when unacceptable behaviour (unsocial / antisocial) is observed – Appendix 1 St John’s Infant & Nursery School, Appendix 2 Fair Field Junior School

Managing Unsocial (Difficult) and Antisocial Behaviour (Dangerous)

Despite focusing on rewarding prosocial behaviours, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behavior Support Team, Educational Psychologist etc.)

Parents/Carers will be continually involved in supporting the school in managing their child’s behaviour issues. Exploring the child’s behaviour more deeply will be done using the ‘Roots and Fruits model’ along with anxiety mapping, see Appendix 5 It may also be appropriate to complete an early help assessment if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion.

Unsocial Behaviour

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- misusing equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Antisocial Behaviour

This is behaviour that:

- causes harm to an individual, a group, to the community or to the environment.
- is likely to cause injury, harassment, alarm or distress.
- violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back Mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing Unwanted touch Negative behaviour towards individuals with protected characteristics	Leaving the school building Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical bullying Verbal bullying

Most antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous antisocial behaviour will result in SLT support/intervention.

Behaviour Steps – In class

Step 1

When children display unsocial behaviour, children will be initially given a 'quiet reminder' and reinforcement of the class rules (on display in each classroom).

Step 2

If children continue to display unsocial behaviours, they will be given a 'verbal warning'. At this point they may need to move their carpet space / desk / removal equipment.

Step 3

At St John's: a restorative conversation with the class teacher or teaching assistant, using the visual prompt cards (Appendix 7). No positive Dojo Points can be given until the restorative conversation has taken place.

At Fair Field: a restorative conversation with the class teacher or teaching assistant will take place outside of teaching time.

Step 4

For persistent unsocial behaviour the child will sit next to an adult. This means that the child can continue to take part in the lesson but can also be monitored closely by the class teacher. The teacher will make a phone call home to inform the parents.

Step 5

If a child continues to engage in behaviour that inhibits their own and other's ability to learn, they will spend time out of class and complete a Think Sheet - see Appendix 4. Children of different ages/ability will need varying levels of adult support to complete this following a restorative conversation, with the class teacher. The behaviour will be logged on CPOMS and the Think Sheet will be passed to the SENDCO / INCO.

Step 6

For persistent unsocial behaviour over the period of time. The class teacher will discuss with the Phase Leader and discuss other strategies to use. Phase leader will follow up with child and call the parents / carers to discuss next steps. This will be recorded on CPOMS. Staff will complete a Therapeutic Tree - see Appendix 5, and support identification of behaviour triggers

Step 7

If the antisocial behaviour continues and the child remains off task and is refusing to learn and denying others the opportunity to do so they will be sent to the SENCO / INCO or (in their absence) a member of the Senior Leadership Team. This will result in a telephone conversation with parents / carers to discuss next steps.

Step 8

If, despite all the above measures, a child continues to be off task and is refusing to learn and denying others the opportunity to do so, this will result in the child speaking to the Head of School / Headteacher. A telephone conversation to the parents requesting they make an appointment to discuss this behaviour will be made, and the possible implementation of a behaviour support plan. Depending on the incident, it may require a serious level of sanction in the form of Internal or External suspension.

PLEASE BE VERY AWARE OF THE CHILD'S AGE AND INDIVIDUAL CIRCUMSTANCES WHEN USING A RESTORATIVE POINT AS SOME CHILDREN FIND THIS MORE UPSETTING THAN OTHERS. WE DO NOT DO THIS FREQUENTLY.

In addition, if there are repeated incidents of unwanted behaviour at a lower level, it may also be necessary for the Head of School / Headteacher to intervene and liaise with parents.

Steps in the behaviour management of a child may be missed out, depending on the severity of the situation. Teachers liaise closely with parents / carers early so that the teacher does not raise unexpected historical incidents.

Red and Yellow Slips (at Fair Field)

Consequence cards will be given to children in response to their behaviour in and out of the classroom.

Yellow card 1 - Will be given at Step 5 when the child will spend time out of class.

Yellow card 2 – Will be given Step 6 when the child is sent to the Phase Leader.

Red card – Will be given at Step 7 when the child is sent to the INCO.

Damage to property/pushing over furniture, stealing, unwanted touch, negative behavior towards individuals with protected characteristics will result in an automatic red card (step 7 – being sent to INCO or (in their absence) a member of the Senior Leadership Team. When dangerous behaviour is seen this will also result in an automatic red card.

What is a restorative conversation?

It involves an approach where a pupil whose behaviour has fallen below an acceptable standard takes part in a conversation with a teacher or other appropriate adult in the school. The use of visual cards / questions to support the conversation.

A variety of questions will be asked:

- How can we make it right?
- How did you feel?
- What happened?
- What could I do differently?
- Who was affected?

Bullying

Bullying of any kind is unacceptable at school. We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school. See the Anti-Bullying Policy for more information.

Children who engage in inappropriate behaviour towards other children will be supported as detailed in the school's Anti-Bullying Policy. Abuse towards individuals with protected characteristics will not be tolerated. Incidents are kept on CPOMS (Child Protection Online Monitoring and Safeguarding) system and reported in summary to the governing body.

Recording Antisocial behaviour

Staff will record behaviour incidents on CPOMS. This allows us to spot patterns in pupils behaviour and monitor the effectiveness of our work which will be monitored by the SENCO / INCO.

Language when dealing with unacceptable behaviour

Staff will use positive phrasing when addressing a child for example 'Walk with me, thank you'.

Language will involve clear short and simple instructions when dealing with unacceptable behaviour, for example:

- 'Stand next to me'
- 'Put the pen on the table'
- 'Walk in the corridor'

At all stages of unacceptable behaviour, staff will use the de-escalation script, see Appendix 3.

Choices

Where behaviour is challenging, staff will offer the child choices. The choices will be limited to 2 and will be simple and clear for example, if a child is refusing to do their work the adult will offer two choices 'you do the work at the table or library, table or library.' They will not use the word please when giving limited choices.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unwanted or inappropriate behaviour.

Behaviour Steps – to promote independence

The '3 steps' has been adopted by the schools as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground or around the school.

The 3 steps are: See appendix 6

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases, the Head of School / Headteacher must be kept informed of incidents.

At lunch times, MSAs report unacceptable behaviour to the class teacher and where appropriate add the incident to CPOMS. All MSAs receive training and policies to support their role. All more serious incidents must be reported to the Head of School or Executive Headteacher.

External Agencies and professionals

Children who are repeatedly manifesting inappropriate behaviour patterns may be referred to the external agencies and professionals for additional assessment and advice. See Inclusion Policy for more details.

Suspension/Exclusion

Fixed term suspension or permanent exclusion, may be considered when all other strategies have failed or in extreme circumstances. This provides an opportunity for a reset and time for changes / support to be established to support the child and school for a positive return.

Pupils' needs, such as having SEND or being in a vulnerable group, will be carefully considered in the event of a possible exclusion. Only the Executive Headteacher or Headteacher have the power to exclude.

We will use the following adaptations, as appropriate, to avoid excluding a child:

- time out of class as a consequence / support their needs
- protective consequences such as playtimes being carried out at a separate time,
- supported playtimes,
- meet & greet by a named adult,
- regular check-ins with a named adult,
- Individual behaviour plan
- reduced or adapted timetable,
- referral to external agencies, DSPL 9 support

This is not an exhaustive list, there may be other recommendations which school will support.

Given the importance of the safety of the school community, the Governing Body supports the right of the school to exclude permanently for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Following a fixed term suspension

After a fixed term suspension, the child with their parent / carer is invited to a reintegration meeting with the Headteacher / Head of School and / or the Executive Headteacher. At this meeting a plan for the child to be successful in school will be discussed and agreed. Strategies will be put in place in order to reduce the likelihood of the child needing to be suspended again; this may include a referral to external agencies, risk reduction plans and other strategies. On occasions it may be deemed appropriate to use a part time timetable, with a careful plan to return to full time, to enable the child to be reintegrated successfully.

Part - Time Timetables

If a child is struggling to make good choices with their behaviour, the Head of School / Headteacher and / or the Executive Headteacher in conjunction with the parent / carer, may agree the use of a part time timetable. This would be in line with the HCC Guidance on the use of reduced timetables for pupils of compulsory school age. This timetable would be temporary with a view to the child's successful return to full time school.

Permanent Exclusion

The Headteacher and Executive Headteacher has the power to exclude a pupil immediately for persistent / serious misbehaviour. The Headteacher / Executive Headteacher will follow the Herts Exclusions Guidance for schools in the administering of fixed-term suspension or permanent exclusion.

Read in conjunction with:

- *Anti Bullying Policy*
- *Inclusion Policy*
- *Restrictive Physical Intervention Policy*

St. John's School Rules



1. We listen and wait our turn.
2. We look after our school and each other.
3. We follow instructions.
4. We use kind words.
5. We try our best.

Our School Rules



FAIR FIELD
JUNIOR SCHOOL




1. We use kind words when talking to each other.
2. We follow instructions the first time they are given.
3. We use equipment and resources appropriately and respect our school grounds.
4. We treat everyone equally and celebrate our differences.
5. We work hard to achieve our best.
6. We follow the 3-step procedure when solving issues with others.
7. We take turns and listen to each other respectfully.

De-escalation Script

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

Appendix 4

Children may need support from an adult to complete this / form part of then restorative conversation.

THINK SHEET		
Name:	Class:	Date:
Write or draw what happened. 		
What can you do to fix it? 		
What could you do better next time? 		
Signed by Teacher:		Date:

Appendix 5

Therapeutic Tree (Roots and fruits)



Name	
Supporting Staff	
Date	
Review Date	



Anti-social / difficult / dangerous
Behaviours

Pro-social behaviours

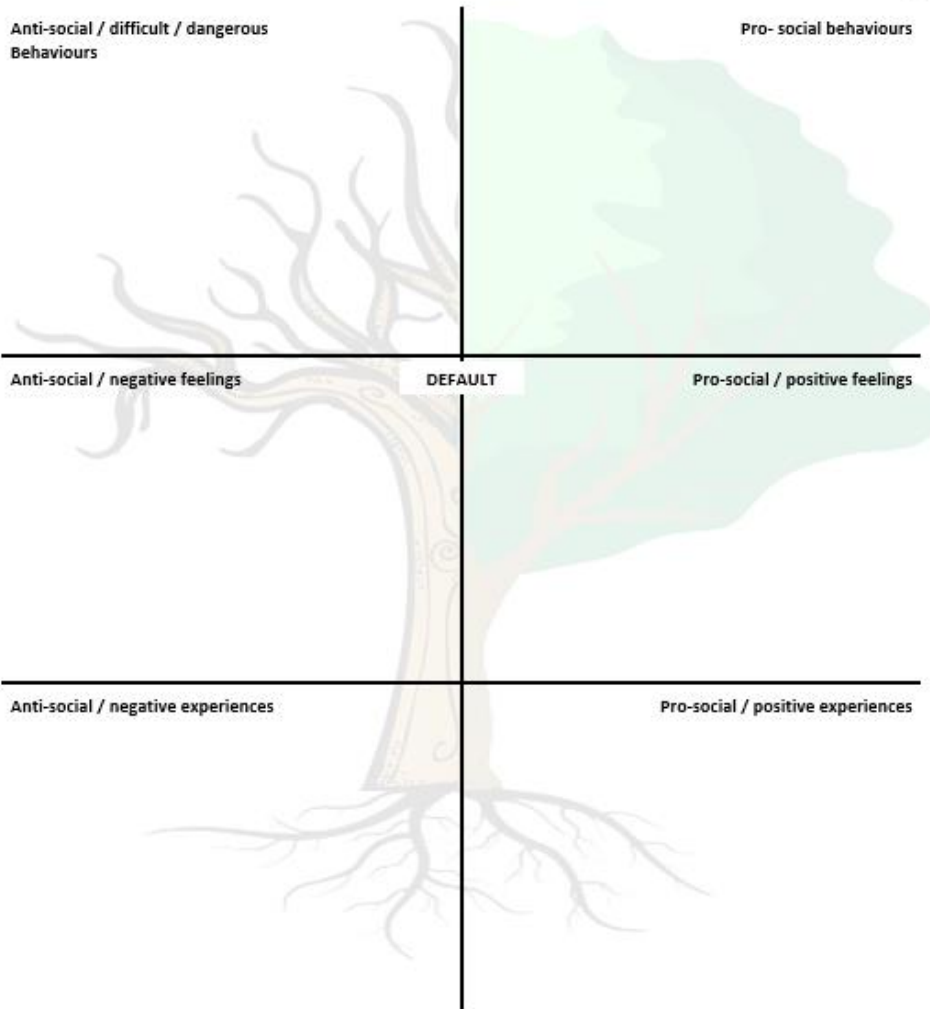
Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences



Appendix 6

Step 1: Say to the person doing the unwanted behaviour:

PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says:

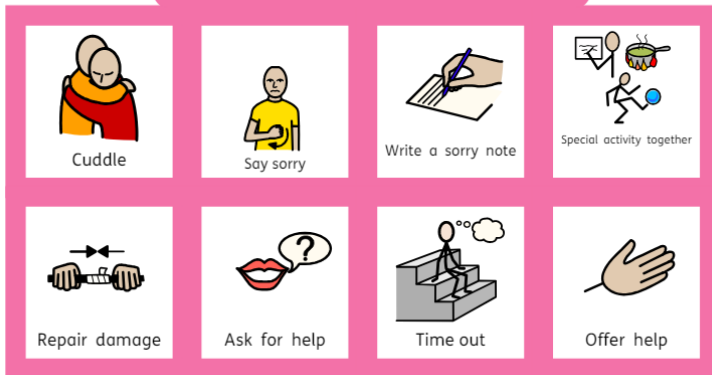
PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour still continues then the child

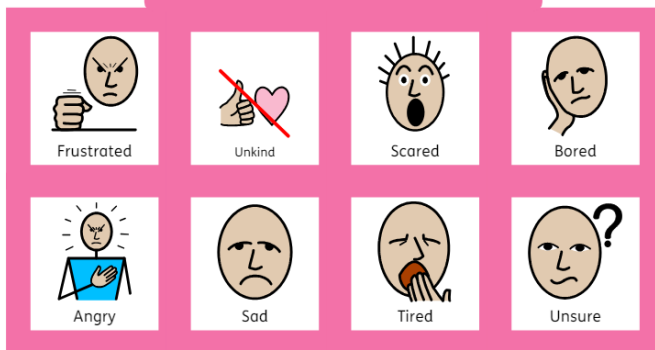
TELLS AN ADULT

Appendix 7

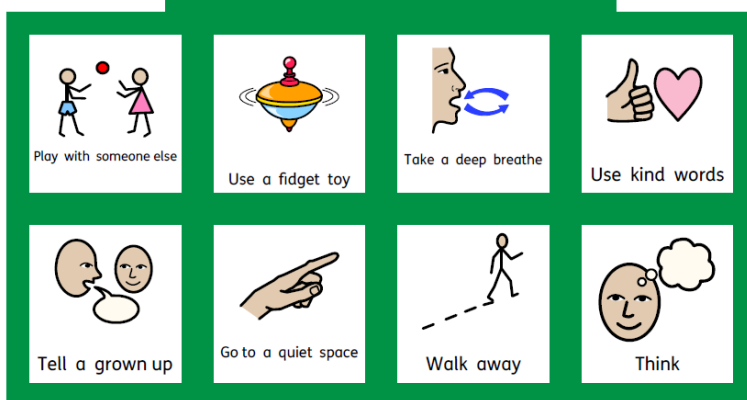
How can we make it right?



How did you feel?



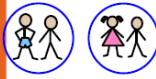
What could we do differently next time?



Who was affected?



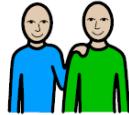
Me



Brother or Sister



Parent



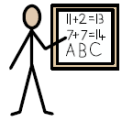
Friend



Family



Pet



Teacher



Someone else

What happened?



I shouted



I broke something



Hit



Kicked



I didn't listen



I said bad words



Unkind



I was unsafe