



Behaviour for Learning Procedures

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This procedure document is unique to Goffs Oak and sets out a framework that we follow to proactively promote and reward good behaviour, and how we deal with behaviour that is not acceptable. At Goffs Oak, we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS Therapeutic behaviour strategy. This must be read in conjunction with the *Reducing the Need for Physical Intervention Policy*.

1. Aims

- To ensure the safety and emotional well-being of every member of the school community.
- To create an environment that encourages and prioritises pro-social experiences.
- To encourage children to take responsibility for their behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, and positive relationships.
- To ensure that the school's expectations and strategies are known and understood by the school community.
- To ensure that all staff understand how to focus on de-escalation and preventative strategies.
- To encourage the involvement of both home and school in the implementation of this policy.

2. Values and Ethos

Believe, achieve, succeed.

As a school community we work together to:

- Instil high aspirations where all are inspired and supported to reach their own personal challenges in a safe, caring and secure environment.
- Ensure that there is respect and inclusivity for all.
- Instil knowledge and encourage curiosity through varied and memorable learning experiences, enabling children to have a passion for lifelong learning.
- Nurture happy, confident, resilient children who have self belief and seek out new challenges and experiences with ambition and excitement.
- Equip children with confidence, knowledge, skills and understanding to become independent thinkers and learners, empowering them to make aspirational and healthy decisions in life.

At Goffs Oak Primary School we base our behaviour approach on the fact that:

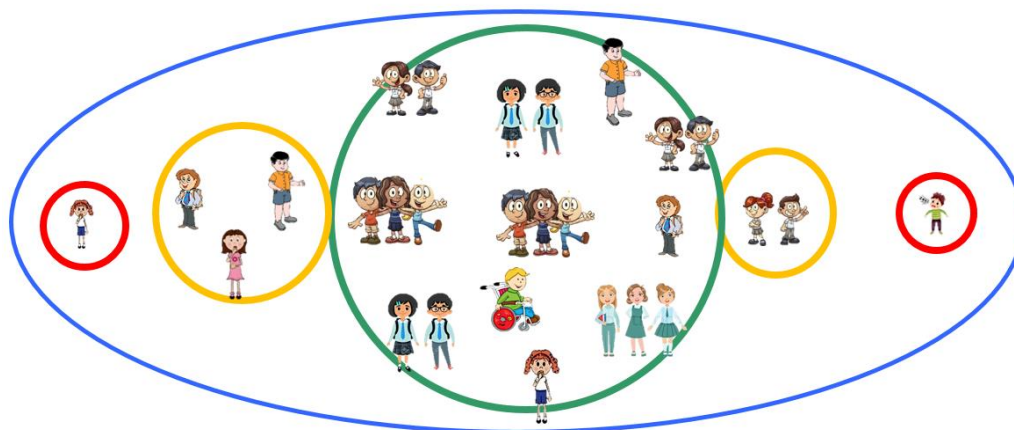
**'Equality does not mean giving every child the same...
it means giving every child what they need.'**

3. Implementation

- All new families to receive a leaflet, be directed to the policy on the school website, and requested to sign a Home – School Agreement.
- All new staff and trainees to receive training in the policy implementation.
- Staff, children, parents and governors to be regularly consulted and informed of any changes.
- Events are recorded on CPOMS to track and monitor issues where inappropriate behaviours occur.
- Physical Intervention incidences to be logged on CPOMS to record, track and monitor issues following individual school procedures. (see restricting need for physical intervention policy)
- Classes have regular 'circle time', and have a 'Reset Box/ Worry Monster' to enable communication from children about any issues. - checked regularly.
- All staff are given therapeutic behaviour training in line with this policy at least annually.

Inclusive Approach

We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child. We have the power to change our own behaviour and not that of others.



4. Promoting Prosocial Behaviour – A Therapeutic Approach

Our emphasis is on teaching and promoting pro-social behaviour.

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

A Positive Approach to Behaviour

Whole School

- Recognition and praise – “catch them getting it right”.
- Recognition of good behaviour for learning in weekly “Merit Award Assembly”.
- Circle times regularly in classes – promoting good behaviour for learning and issues arising.
- Stickers may given sparingly by staff to recognise extra effort in positive behaviour or exceptional effort or work (Senior Leaders or for specific targets)
- Praise messages are sent home by teachers on Seesaw.
- Positive emails/ phone calls home from teachers.
- Use of bespoke behaviour recovery chart with targets and frequent recognition.
- Use Year 6 Ambassadors as role models.
- House points – totals shared weekly in assembly and displayed in classrooms.

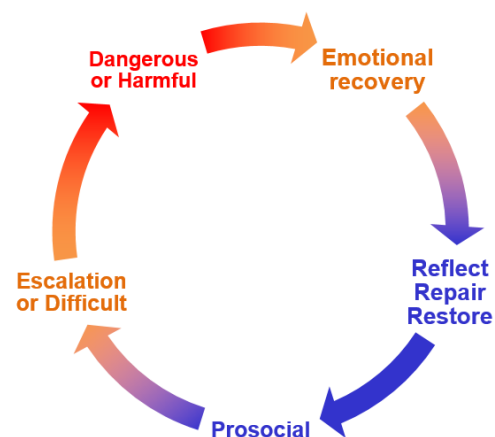
Class Level

All adults build positive relationships with all pupils through:

- Conversations with each child not just related to work.
- Greeting pupils each day- say their name/ high five etc
- Smiling and using humour.
- Spending down time with pupils – e.g. playtimes, lunchtime etc.
- Positive recognition of behaviour for learning.
- Use of weekly affirmations for individuals.

Adults facilitate positive relationships in class by:

- Going through Goffs Oak’s values regularly and discussing what they look like in practice.
- Setting table and seating plan to promote positive relationships.
- Ensuring classroom is organised and routines are in place.
- Teaching children skills of cooperation.
- Giving verbal praise to individuals.
- Setting class responsibility / monitor jobs.
- Use of table points and/or house points.
- Using marbles in a jar for whole good class behaviour. (if required)
- Use of reminder warnings and restorative conversations before sanctions are applied.
- Giving children a fresh start once situations have been dealt with.



Personalisation

Some children will need more support to enable prosocial behaviour choices. If this is the case anxiety mapping may be used to pinpoint where behaviour needs support. A personalised approach which may include:

- Strategic ignoring of low-level inappropriate behaviour
- Social Stories, comic strip cartoons to support understanding about behaviour and promoting prosocial behaviour.
- 'Brain Breaks' with a timer / clock – adjusting length of time according to age / stage.
- Individual target setting (e.g. Pastoral Support Plan, class targets)
- Arranging for pupils to work with a 1:1 or small group
- Use of nurture group principles and talk-about group.
- Behaviour contract, personalised behaviour or reward charts for individuals after discussion with Senco or head
- Home/School Book

5. Unacceptable Behaviour

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos. On rare occasions, children's behaviour can be unacceptable, and they may require additional support. We believe that there is usually a reason for a behaviour and finding the cause can help to find the solution. We use a number of techniques to support this. We use calm voices when dealing with behaviour and always avoid to escalate situations.

There are two types of behaviour and dealing with them will depend on the situation.

The term **difficult** behaviour refers to behaviour that a child or young person displays that does not cause harm or injury. Staff may find these behaviours challenging.

The term **dangerous** refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

De-escalation script:

At Goffs Oak, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time. In order to disempower the behaviour, we use the 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.....

Pupils whose behaviour may place themselves and others at a risk of harm will have individual risk management plans to formalise strategies that differentiate from policy. This could be because behaviours are becoming dangerous.

The procedure for these children uses proformas to identify the child's presenting needs and to plan for responses to behaviours seen:

1. **Roots and Fruits** – this is an analysis tool to understand how feelings are affecting behaviours.
2. **Anxiety Mapping** – to predict and prevent escalation.

3. **De-escalation script** – to be used by all staff to de-escalate (calm) situations.
4. **Individualised scripts** – these are to be used by all staff with specific children in specific situations to ensure a consistent approach as specified in the child’s Risk Reduction Plan.
5. **Educational consequence** – this must be appropriate to the incident and individual and must be logical, purposeful and meaningful.
6. **Protective consequence** – this may be necessary to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or removed from an area of the school.

Preventing Escalation

Staff are trained to prevent escalations. This is done through:

Positive phrasing:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

Using limited choice:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempower the behaviour:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready
- We will carry on when you are ready

Consequences

Consequences are used when it is deemed necessary to support learning about an incident. Consequences given can be protective or educational but should be based on the key questions:

- What is the child learning from this?
- How do you want this child to feel?

In order to move behaviour forward, educational consequences must be used. Protective consequences are to be time limited whilst educational consequences take place.

- Protective Consequences – removal of a freedom to manage harm.

Examples include: denial of playtime, or class treat, not being able to go to an after school club.

Protective consequences can be effective in the short term, however in order to produce lasting change, educational consequences must be used too.

- Educational Consequences – learning, rehearsing or teaching of expected behaviour.

Examples include: access to support groups, debrief scripts, creation of social stories, assisting with repairs, acorn club to learn socialisation strategies, restorative meetings.

There are times where it is appropriate for children to have consequences for behaviours- each situation is assessed individually.

Stage	Examples of Unacceptable Behaviour	Consequences – choice depending on situation
1	<ul style="list-style-type: none"> ● Ignoring the values ● Talking in assembly/Talking inline when asked to wait without talking ● Interrupting an adult/others ● Spoiling others' games ● Avoiding work / wasting time ● Making inappropriate noises ● Distracting others ● Cheekiness/ Answering back ● Teasing, name calling (apart from bullying/ racist comments) ● Moving around unnecessarily in class without permission/good reason ● Pushing in the line ● Lack of co-operation ● Running inside school ● Unwanted physical contact ● Swinging on chair 	<ul style="list-style-type: none"> ● Reminder of the values ● Spoken to by class teacher/ TA - Restorative conversation ● Verbal apology ● Positive re-direction, highlighting the good example of others ● Re-positioning within the group /classroom ● Finishing work at break time or at home ● Removed from a game at break /lunchtime for a set period ● Recording when appropriate ● Use of social stories etc
2	<ul style="list-style-type: none"> ● Persistent Level 1 misbehaviour ● Disruption of learning ● Play fighting ● Disrespecting another child ● Lying ● Refusal to follow instructions ● Spitting ● Swearing (use of words not directed at someone) ● Throwing/kicking an resources or equipment around the classroom/playground ● Being inside school without permission/good reason ● Disrespecting/ defacing property 	<ul style="list-style-type: none"> ● Spoken to by Key Stage Leader (EYFS-Year 2 this is the Key Stage 1 leader. Year 3-Year 6 this is the Key Stage 2 leader) - Restorative conversation ● Rest of session working in another class ● Written apology ● Cleaning up mess made when able (calm) ● Class teacher to speak to parent

3	<ul style="list-style-type: none"> • Persistent Level 2 misbehaviour • Continuous disruption • Disrespecting an adult/Visitor verbally • Blatant dishonesty • Verbal abuse towards another person • Spitting at someone • Using swear words/gestures to offend someone • Physical abuse /aggression • Leaving the classroom without permission • Intimidation, tormenting • Fighting • Graffiti/vandalism 	<ul style="list-style-type: none"> • Loss of 15 mins lunchtime to complete reflection form- (age incident dep) • Restorative meeting held with DHT or HT • Re-location to a KS leader class for a specified period, with work • Incident recorded in on logging concern and placed in behaviour records file. • Written apology • suspension from after school activities, eg. Football Club • Parents contacted to discuss incident- phone or verbal (SLT or class teacher depending on incident) • May need regular home school communication • Regular monitoring of pupil's work or behaviour and parents kept informed • Senior staff investigating and recording behaviour on behaviour log if necessary • Roots and Fruits
4	<ul style="list-style-type: none"> • Persistent Level 3 misbehaviour • Bullying including cyber bullying • Dangerous refusal to follow instructions • Throwing an object at someone with intent • Biting • Violent physical attack on child (whether provoked or not) • Physical attacks on staff • inappropriate use of internet against staff • Leaving school without permission • Severe intimidation and tormenting • Racial, social, cultural , disability or religious abuse • Stealing • Sexual harassment or abuse (child on child) • Possession of offensive items- eg knives 	<ul style="list-style-type: none"> • Spoken to by Head teacher/ Deputy Head • Restorative conversation • Logging concern completed on cpoms • Head teacher/ deputy head to inform parent • Parents informed in writing (copy kept on file) • Meeting to discuss incident • Possible involvement with behaviour support/ SENCO • Fixed term suspension • Permanent exclusion

Reflect, Repair and Restore – Restorative Approach

The purpose of reflect, repair and restore is to re-visit the experience with a student that is calm, relaxed and reflective. All members of the school community will try to use restorative strategies to repair relationships. Individuals are given the opportunity to rehearse conversations before being brought together for a meeting. A 'script' is available for staff and children to use to structure the supported restorative conversations. The children are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers children and is a strong motivator to encourage children to take responsibility for their actions, so that the behaviours are reduced. All reflection activities are restorative.

Where reflection time is needed the incident should be recorded by the person dealing with the incident. This reflection is an action as a result of an incident and should be recorded as this.

Suggested script (script may differ)

- Tell me what happened.
- What happened before?
- When they did.....how did that make you feel?
- When you did.....how did it make them feel?
- How could you prevent this happening again?

Physical Intervention

Our commitment to positive behaviour management means that physical intervention is not used to restrain a child. There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps tutors in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).

EYFS – adjustments to policy

In EYFS, positive, age-appropriate behaviour, as set out in the PSED area of learning, is encouraged and demonstrated through adult and peer modelling, circle times and stories. Adults play alongside children to praise and encourage positive interactions and to offer strategies for turn taking, sharing and dealing with problems.

Unacceptable behaviour is immediately addressed with adults helping children to understand the effects of their words or actions and to apologise, whilst offering them alternative ways to tackle their problems or express their feelings.

For repeated or more serious incidents, staff will liaise with parents to agree strategies for managing behaviour, possibly with support from parent support. Concerns are logged on CPOMS and shared with the senior leadership team if they are of a more serious nature. Parents are informed.

6. Lunchtime Behaviour

During the lunch break the MSAs are directly responsible for maintaining positive behaviour. They will praise in line with school policy and inform teachers of positive incidents within the playground. If a child is seen to not be following the rules the MSA will:

- Give a verbal warning, explaining restoratively which rule has not been adhered to.
- Child withdrawn from activity – time out in Year 2 classroom and logged on CPOMS
- Serious incidents – refer to the DHT or HT

If a child is persistently making wrong choices at lunchtime the following procedures will be used:

- Child removed from the playground and educational consequences used.
- Anxiety map completed to work out the issues so that these can be reduced.
- Letter to parents from Headteacher
- Continuation may lead to – suspension from lunchtime - either internal or external

7. Right to Search and Confiscate

Headteachers and their designated staff have the right to search for prohibited items with or without consent. They will follow the guidelines from 'Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies July 2022'. Two adults will always be present.

Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent (depending on item confiscated).

8. Child on Child Abuse

Staff are aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. Staff recognise the indicators and signs of abuse and know how to identify it and it is treated very seriously as both a safeguarding concern and behaviour issue.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

9. Bullying, Racial and Equalities Incidents

These incidents, are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalization must refer to the **Anti-Bullying and Anti-Racism Policies**. Incidents should be reported to SLT and recorded on a CPOMS.

Serious incidents are reported to the Local Governing Board termly for each school.

Strategies for preventing bullying behaviour

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

Whole school approach

- We have a whole school approach to speaking out and this is reiterated by all members of staff.
- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health Education and Relationships and Sex Education Curriculum. We hold anti bullying events regularly. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict through their PSHE sessions.
- Whole School Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Circle Time provides opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Year 6 Wellbeing Ambassadors are used to reduce potential conflict during breaktime and lunchtime
- All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- Participation in Anti Bullying Week each year
- Workshops with parents based on anti-bullying strategies and policies
- Regular staff inset session on anti-bullying strategies and safeguarding procedures
- Adult supervised Year 2 classroom at lunchtime for those who struggle with so much unstructured time on playground.

Spiritual, Moral, Social & Cultural Development

Pupil's SMSC development will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

Strategies for responding to bullying behaviour

Bullying is not tolerated in the school and if it occurs will be dealt with seriously.

Where bullying has been confirmed this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary as outlined in the sanctions section of the procedures.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.

- Speaking to a Wellbeing Ambassador or a playground buddy

When bullying is known to have happened or be ongoing

The class teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed.

Information will be gathered from witnesses to explain what they saw.

The incident will then be discussed with the child engaging in bullying.

The class teacher or person investigating will record incidents on CPOMS indicating the form of bullying (cyber/ physical/ racial)

The Headteacher or deputy headteacher will be informed. They will speak to the children involved and take proportionate response to this inline with the behaviour procedures. All actions will be added to CPOMS and reported back to staff. The headteacher will decide whether incidents are bullying - inline with definitions in the policy. The Headteacher will speak to parents of all involved if bullying has occurred. Where incidents are not deemed to be bullying, the class teacher should speak with parents to raise awareness of events.

All staff will be made aware of incidents as a way of looking out for and intervening before any further events occur. SLT will discuss to ensure all aware.

Sanctions in line with the school's Behaviour Procedures will be used where appropriate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Reflection time
- Involvement of the Neighbourhood Schools officer (the Police)
- Exclusion from certain areas of school premises eg playground
- Fixed term suspensions
- Permanent exclusion
- Parents of those involved will be informed of any action taken.
- Records will be kept on students' files on CPOMS.
- Reporting to head teacher daily for a period of time

Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.

Support

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Working with CHEXS/ Place to Talk

Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies- reference to STEPS approach.
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Daily conversations with headteacher
- Year 2 Classroom Lunch Club attendance to support lunchtime behaviour
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team/ CHEX
- Recognition for changes in behaviour.

For Families

It is vital that we recognise that parents may need support if their child has been bullied or is the person doing the bullying. The Headteacher/ class teacher will keep in regular contact with parents, offering support from school or from CHEXS during this period.

Monitoring

The class teacher, headteacher/ deputy headteacher will monitor behaviours of all involved regularly and report any concerning behaviours that may need escalating in line with this procedure. Parents will be kept informed and regularly checked in with in case children are raising concerns with them.

10. Recording of Incidents

- Serious incidents to be recorded by adults on CPOMS- the HT/ DHT will be made aware. Triggers and sanctions must be included on the report. Parents MUST be informed.
- Behaviour logs for persistent behaviour issues must be completed daily stating date, incident, trigger, sanctions – the DHT or HT will monitor patterns in behaviour.

11. Roles and Responsibilities

Roles and Responsibilities	Governors	Staff	Children	Parents
actively promote positive behaviour and respect	*	*	*	*
support the school's policy for behaviour and discipline	*	*	*	*
act as role models of desirable behaviour	*	*	*	*
monitor the welfare of the pupils, recording incidents /causes for concern- recording incidents where necessary	*	*		
deal with incidents calmly, fairly and consistently, using restorative techniques and not shouting		*		
celebrate success when achieved	*	*	*	*
encourage and build healthy, positive and supportive relationships between all members of the community	*	*	*	*
provide opportunities for children to assume positions of responsibility and leadership		*		
strive for success in all areas of school life	*	*	*	*
take responsibility for their own behaviour and an active role in resolving issues	*	*	*	*
tell adults if they (or others) are upset or have a problem		*	*	
behave appropriately when representing the school e.g. on a school trip, sports events, travelling between home and school		*	*	*
take care of school property, personal possessions and those of others		*	*	*
inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships				*
attend meetings to discuss issues regarding their children		*	*	*
read and sign the home-school agreement		*		*

show courtesy and respect to all members of the school community	*	*	*	*
Record behaviour incidents appropriately and share with those who need to know.		*		*

12. Review and Monitoring

Implementation of this policy will be monitored by the SLT and fed back to governors through the head teachers report. It will be reviewed annually by the SLT and governors.

This policy should be read alongside the following which are all available on the school website

- Behaviour Policy
- Exclusions Policy
- EYFs Policy
- Anti Bullying policy
- Reducing the Need for Physical intervention Policy
- Keeping Children safe in Education- DFE guidance