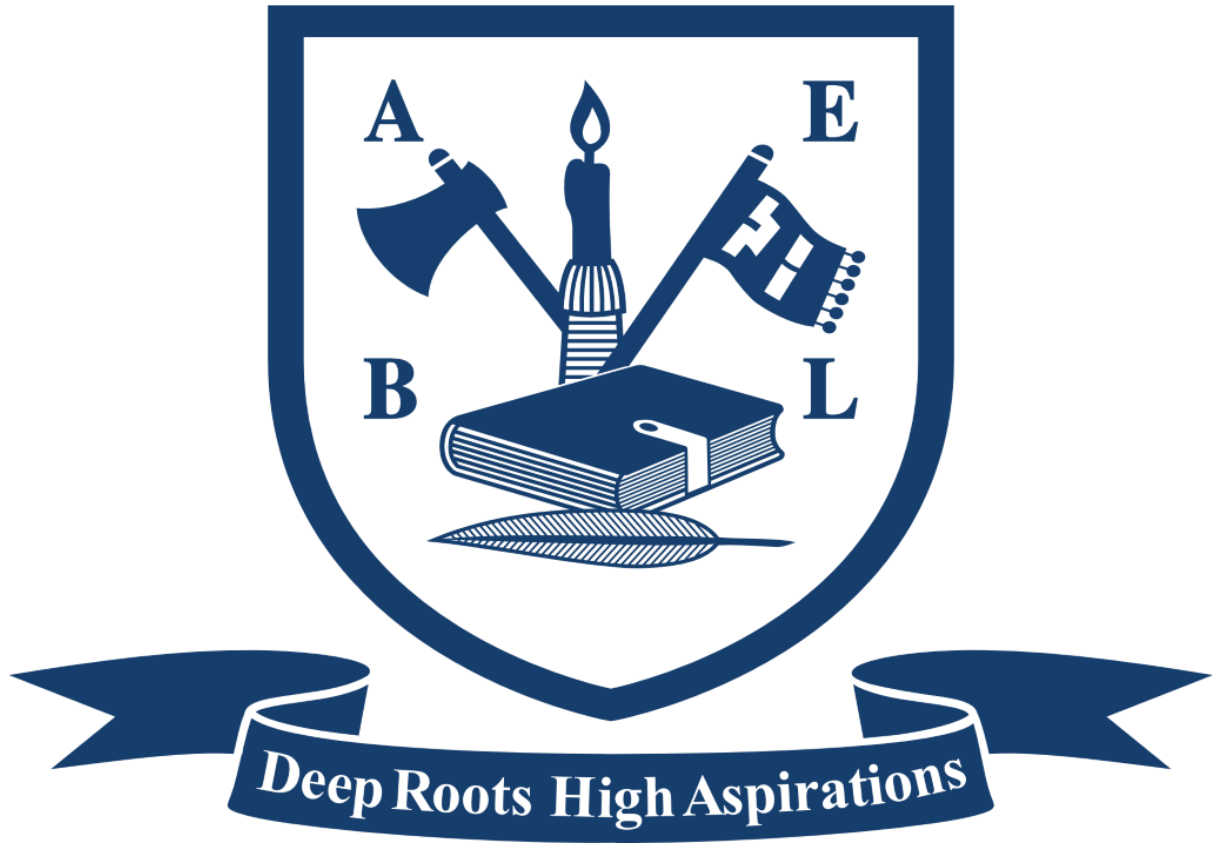


KNEBWORTH

Primary and Nursery School



Behaviour Principles, Policy and Procedures

*This policy is reviewed on an annual basis
Next review date: September 2023*

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Knebworth School Behaviour Policy

Knebworth School Governors' Statement of Behaviour Principles

- Every child has an entitlement to receive full-time education suitable for their age, ability, and aptitude and any special educational needs they may have. Behaviour is a form of communication and is a choice and this behaviour should not define the child.
- Every child has the right to learn from their mistakes and should not be stigmatised for their behaviours.
- There is no "one size fits all" approach to understanding behaviour management and responses need to be personalised to the very specific needs of each individual child.
- Expectations for all stakeholders will be high and in line with our Knebworth School Values.
- The voices of children and their parents/carers will be sought and listened to.

Our behaviour principles are underpinned by the Hertfordshire Steps therapeutic approach to positive behaviour management and are in line with the Protective Behaviours Programme which promotes and supports children to recognise safe and unsafe choices and their subsequent consequences.

Aims

"Deep Roots and High Aspirations."

At Knebworth School, we passionately believe in developing the whole child and giving them the secure foundations essential for them to be **respectful**,

responsible, and resilient young adults who can thrive in an ever changing world.

The Knebworth community share a collective responsibility to ensure that the rights and responsibilities of every member of the school are adhered to.

Child, staff and parent rights

- To feel safe.
- To learn and teach.
- To be treated with respect.
- To have a voice and opinion.
- To have a choice.

Child, staff and parent responsibilities

- To make safe choices.
- To allow others to learn and teach.
- To respect everyone and our environment.
- To listen and value others' opinions.
- To take responsibility for those choices.

We strive to nurture positive pupils who will contribute to society in pro-social ways. Our aim is that this behaviour policy allows our community to develop positive relationships and pro-social behaviours that are related to our values. We aim to nurture kind and **respectful** individuals who take **responsibility** for themselves and their choices, know how to keep themselves safe and who show **resilience** in the face of challenges. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community.

Our approach teaches children how to become pro-social individuals. The learning process is complex and so this can take time. The basis of this therapeutic¹ approach is that positive

¹Therapeutic behaviour management is an approach, which rests on the principle that behaviour is a result of needs being met or not met. If

needs are met this creates positive experiences, which creates positive feelings and as a result positive behaviours are pro social. The counter is

experiences lead to positive feelings which result in positive behaviours – finding time to analyse and not moralise what has happened, and identifying the needs that are not being met in order to minimise, as best we can, future occurrences. We do this in the understanding that change takes time and lives are complicated so finding a solution quickly is not always possible. Supporting an individual to change their default response can take time and investment - we invest in all of our children. This document outlines the processes and procedures we have in place that help this learning take place.

Values

All of our behaviour work is linked to our values, which are embedded into the fabric of school life. Examples of what these values look like in practice are shared with the staff, children and parents. They are visibly displayed around the school for all to see and refer to (see appendices.) Animal characters are assigned to these values to help our youngest children develop an understanding of these terms through association with these characters and their traits.

From starting at Knebworth School, children are nurtured and supported to explore and listen to their feelings and thoughts, to make mistakes, to learn from them and to take responsibility for their actions. They are encouraged to explore their feelings and recognise safe ways to respond to them. Solution Focused Reflective Practice is adopted based on the Herts Wellbeing/behaviour strategy and a variety of positive approaches to support children are used linked to Knebworth School's Values.

“There is nothing so awful we can't talk about it with someone.”

“My feelings are my feelings, my behaviour is a choice.”

“Unacceptable behaviour and not unacceptable child.”

The messages above run through our behaviour system and leave no room for any form of prejudice or discrimination. Children recognise that their behaviour is a choice. It is the choices that may be unacceptable, not the child. Where possible children are offered choice. This increases a child's sense of independence and contributes to the development of self-esteem. By being given a choice, staff encourage and value the child's right to have an opinion but also allows them to learn to make mistakes and to learn from them.

We adopt a consistent, shared approach to behaviour management which reinforces positive (pro-social) choices and helps to scaffold and support unsafe (anti-social) choices by using therapeutic and holistic strategies linked to Hertfordshire Steps and Protective Behaviours. We have high expectations and where a pupil is unable to meet these high expectations, we will make reasonable adjustments in order to support them in their journey towards improving their choices. Safe choices, which demonstrate our school values of **respect, resilience and responsibility** will be positively acknowledged.

Inclusion

We are an inclusive school and we are proud that our community is made up of a wide demographic of staff, pupils and families. All pupils will have their own unique circumstances, which they bring with them every day. This can sometimes contribute to unsafe choices. We recognise that some children do need extra help in developing pro-social behaviours and we will work with families

also true that if an individual has a negative experience, this will create negative emotions and the resulting behaviour will be negative (anti-social). Maximising the positive is the founding principle of a therapeutic

approach. It should also be noted that a therapeutic approach is not a “soft touch” approach to behaviour management – instead it promotes the positive relationships needed to help support the behaviour of all.

and, if necessary external agencies, to take a collaborative approach to support them.

Confidentiality

Behaviour concerns will be addressed with the individual child and their parents/carers. These discussions will always be kept confidential and we will never discuss your child with any other parent/carer unless we have sought explicit permission. This in turn means that we will not discuss other parents' children with you.

Knebworth School Behaviour Procedures

Developing Safe, Pro-Social Behaviours

Pro-social behaviours are not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. By focusing on the relationships we have with children and the ones they have with each other, we aim to develop and nurture respectful and caring people.

Our school empowers children to be self-regulating and reflective about their contribution to the wider school. When anyone feels negative or is having a bad day, it is more likely to lead to behaviour that is not considered pro-social. As adults, we have learnt to manage these feelings but even we sometimes act differently when we feel "not at our best".

Children have not yet learnt how to do this so when they feel negative, their behaviour reflects this. The alternative is what we aim to promote. When children feel positive their behaviour so too becomes positive or pro-social. To support this, we focus on the positives using language linked to our school values to support children to move towards pro-social behaviours.

Some ways in which we recognise positive behaviours are as follows:

Non-verbal recognition: This happens all the time in the classroom. Adults will offer a smile, thumbs up or make eye contact to subtly recognise a positive choice.

Verbal recognition: A comment on what a child has done that meets the school values to promote further pro-social behaviour. E.g., "I can see you are showing respect by listening carefully to the instructions." "Thank you for tidying the classroom, you are showing great responsibility". "I noticed that you kept going on that challenge – great resilience."

House Points: There is a House display in the school hall. Pupils who have been observed to be embodying our school values of **respect, resilience and responsibility**, as explained in our Learning and Social behaviours table will receive House Points. House Points allow pupils to celebrate their individual achievements as well as work as a team towards a goal. Each pupil along with their siblings is sorted into one of four houses across the school. These are **Aschil**, **Bulwer**, **Eudo** and **Lytton**. House Points may be awarded by any adult in school. House points are awarded and celebrated with parents on Class Dojo on an individual basis. The pupils also place their House Point token into the central token tins by the school hall. Each week, the pupil with the most House Points in each class will be celebrated in the Friday Newsletter and in the Monday Values Assembly. At the end of the week, tokens are counted by the Year 6 House Captains and the result is celebrated in the Friday Newsletter and in the Monday Values Assembly. The House with the most House Points receives a coloured leaf which is placed on the House display in the hall by the associated House Captain. The House with the most points at the end of the term will receive a House reward e.g. film and popcorn, playtime, treat at the end of the term. Pupils can be awarded House Points regardless of their developmental stage. Reasonable adjustments will be made for pupils who find it particularly difficult to make positive choices due to factors which are out of their control, such as trauma, attachment

issues, special educational needs, and disabilities.

'In the moment' celebration: Pupils' achievements may be celebrated 'in the moment' by being recognised by another adult in school or through a message/phone call home.

EYFS Assembly:

On a weekly basis, the pupils in EYFS come together in their class Celebration Assembly to celebrate their successes. In this assembly, two pupils from each class are awarded a 'Values certificate'. These certificates are based around the school's values of **respect, responsibility and resilience** are focused on pupils recognising the learning and understanding that has taken place for them to achieve this award. These awards are then shared with the rest of their class, identifying, and reiterating the expectations of the school in a positive way to embed these learning skills and behaviours.

Silver values certificate: Awarded to a pupil in Years 1 to 6 who has gone **above and beyond** in modelling our school values or has made **significant progress** in their behaviour choices. The pupil will be celebrated in the Friday Celebration Assembly and awarded their certificate. This is then followed by a 'Celebration Tea' with the Senior Leadership Team. The pupil will also be awarded a silver leaf on our Knebworth School Values Tree. The pupil's name will also be shared in the 'Awards' section of our Friday Newsletter.

Gold values certificate: Awarded to a pupil in Years 1 to 6 who has shown **exceptional behaviour and consistently made safe choices** in line with our school values or has made **exceptional progress** in their behaviour choices throughout the whole academic year. A gold values certificate and gold leaf will be issued at the end of the year in the final Friday Celebration Assembly to one pupil per class. This is then followed by a 'Celebration Tea' with the Senior Leadership Team. The pupil's name will also be shared in the Friday Newsletter.

They will also receive a gold letter home from the Senior Leadership Team. The gold leaf will be placed on our Knebworth School Values Tree and will remain there for the whole of the next academic year to celebrate role model behaviour.

In the entrance of Knebworth School, our School Values Tree is displayed. On this tree, you will see our silver and gold leaves on display, which have been awarded to those children who have received a silver or gold values certificate.



Mr Williams Cup: At the end of the year, one Year 6 pupil who has shown **exceptional behaviour and consistently made safe choices** in line with our school values or has made **exceptional progress** throughout their entire journey at Knebworth will receive the Mr Williams Cup. This award is discussed with teaching and learning staff and the chosen pupil is decided by the Year 6 team. The award is given in the Year 6 leavers' assembly at the end of the year. The pupil is photographed with the cup and the photo is placed in the Mr Williams Cup book. The photo book is then displayed in the entrance hall along with the Mr Williams Cup. The pupil's name will be shared in the final Friday Newsletter of the year.

Support with Unsafe, Anti-Social Behaviours

Behaviour is a communication, which is often the result of an unmet need. Therefore, it is important to recognise that some children need additional support to help them make pro-social behaviour choices. At Knebworth, we believe that all children will make mistakes and it is important the appropriate consequences are in place for them to learn from. If a pupil makes an unsafe choice or behaves in a way that contradicts our school values **respect, resilience, responsibility**, then

there are a number of stages to support them to change their behaviour choices.

Positive Language and The Hertfordshire Steps Approach

Our shared school values ensure there is a consistency in language in all areas of school life. We will strive to use language that does not judge but seeks to identify the behaviours that are anti-social or unsafe. We model and explain to children how their behaviours and actions result in antisocial outcomes, supporting the children to make more informed pro-social choices. We endeavour to focus on safe choices (be respectful) rather than unsafe choices (do not run).

When communicating with pupils who are engaging in behaviours which contradict our values, we follow the Hertfordshire STEPS model to distract, redirect and de-escalate. Examples of strategies utilised may include:

- Positive phrasing e.g. - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Offer limited choices e.g. - "Put the pen on the table or in the box"
- Disempower the negative behaviour e.g. - "You can listen from there"
- Use a De-Escalation Script e.g. - Use the person's name – "David"
- Acknowledge the pupil's right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me."

Flow chart

See the appendices for a flow chart that demonstrates the steps taken, however in some instances steps can be skipped depending on the behaviour shown.

Reflection Time

- Teachers use reflection time to support the de-escalation of behaviour. This takes place with their teacher, where possible.
- The pupil reflects to explore and discuss the event by filling out a reflection form.
- Reflection forms can be scribed by an adult, or completed by a pupil either in words, pictures or in note format. Use of Communication in Print or Widgets pictures can also be used to make it fully inclusive and accessible to a pupil regardless of SEND and developmental stage.
- The focus should be not on behaviour itself but the repair strategies to create a solution-focused, positive approach.
- The reflection form will be sent home, parents will be notified via Class Dojo with the following message:

Your child received a reflection card today and was asked to take some time to think about their choices. During this time they were asked to think about which one of our school values they had not demonstrated, what happened, how it made them and others feel and how they were going to repair the situation. Can you reflect on this with your child at home and reinforce our school values to ensure that this is a learning experience and is not repeated. Thank you.

Small Garden

The small garden area of the playground may be used at lunchtime as a reflection space. Adults ask children to take themselves to this space to reflect and calm where a member of school staff will be available to support the child to make safe choices and reintegrate into the main playground.

Additionally, an indoor small garden space may also be utilised to support children identified by the inclusion team in developing pro-social behaviours or

supporting children's wellbeing during lunch times to enable them to successfully integrate into the main playground.

Individual Behaviour Incidents

Below are examples of individual low-level behaviour incidents we might see and how they may be dealt with. These incidents are likely to be one-off events that do not require further intervention. This is not an exhaustive list.

Behaviour can be:

Disrespectful: when something happens that is not respectful.

Possible Examples: unkindness, not recognising somebody else's feelings or opinions, showing a lack of manners or consideration, a rude comment, not listening.

What we do: when a circumstance like this is brought to our attention, we discuss with those involved how they have broken the school value of **respect** and how we can repair the situation. Parents will not be informed in these situations as children have the right to have a disagreement and for it to be resolved in school. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Irresponsible: when a pupil makes a choice that is not responsible.

Possible Examples: is not engaged, is not honest, breaks trust, does not try their best, refuses to complete work, lack of care for school environment.

What we do: when a circumstance like this is brought to our attention, we discuss with those involved how they have broken the school value of **responsibility** and how we can repair the situation. Parents will not be informed in these situations as children have the right to make mistakes and for it to be resolved in school. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Rough play: rough play is not malicious or bullying in nature. Rough play is often part of a child's social development and they usually mature to communicate more effectively through language. Children involved may be unsafe and we will support children in understanding how to play more appropriately.

What we do: Children involved will be spoken with and their unsafe choices will be explained. Parents will not be informed of one incident of rough play – unless there is injury (in this case we follow our first aid policy). If rough play persists, we will then inform parents and ask for their support in communicating the same message at home. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Resilience: In all scenarios discussed above, we will strive to promote resilience to ensure that children are able to move on from situations, which have been repaired. We encourage children to have a Growth Mindset and not to label themselves as a 'victim' but empowering them to be confident, resourceful problem-solvers. Children will meet different challenges throughout their lives and having resilience prepares them to face these with confidence and strength.

Persistent Behaviour Incidents

If a pupil consistently and regularly receives reflection time (red cards), a meeting is scheduled with the class teacher and parents. When to take this action is up to the teacher's professional judgment. At the meeting with parents, actions will be put into place to support the pupil to make safe choices. If a pupil consistently and regularly receives reflection time, a pupil may be discussed at Inclusion Surgery so that behaviour choices can be discussed as a team and any additional Tier 1 support can be put in place. (See description of Tiered system below.) Before discussing a pupil at Inclusion Surgery, the class teacher should complete an anxiety map.

Following discussion at Inclusion Surgery, an appropriate strategy will be put in place, depending on the pupil's age and developmental stage. Strategies may include:

- Additional pastoral support with the Pastoral Lead. This may be a regular 1:1 session or access to a regular nurture group session.
- Small Garden to support pupils to develop the necessary social skills. It is not used as a punishment. Pupils have targeted support with the area of social interaction they are finding challenging. This is a temporary programme to support social reintegration.
- Additional time out for reflection in an alternative learning environment to allow the pupil and the teacher time to reset.
- Behaviour report – a daily record of positive behaviours seen throughout the day.

If the behaviours persist and there is no sign of improvement then parents are invited in for a meeting with SLT and/or SENCO to discuss the outcome of the strategies implemented and consider whether a risk reduction plan is required. In exceptional circumstances, for example if a pupil is putting themselves and/or others in danger, a risk reduction plan will be implemented at an earlier stage. If relevant, referrals to external agencies, such as the school nurse will be discussed in line with Hertfordshire's tiered system. (See below)

More Serious Behaviour Incidents

Some incidents may result in immediate reflection time. Some possible examples are given below:

- Any form of physical violence e.g. hitting/kicking another pupil/adult.
- Any form of verbal abuse or damage to property.

- Theft.
- Bad language including swearing, prejudiced language.
- Showing a lack of respect towards any protected characteristics.
- An act of considerable disrespectful behaviour e.g. lying, rude gestures.

If behaviours are unsafe and are putting others at risk then the following may be considered:

- Risk Reduction Plan.
- Time out in an alternative learning environment may be arranged.
- Individual timetable created to meet their needs.
- Reduced timetable.
- 1:1 support.
- Pastoral support to target specific needs.
- External Services.
- An internal exclusion.
- Any pupil who uses significant violence against a pupil or member of staff may be at risk from exclusion (see Exclusion Policy).

Tiered System, as per Hertfordshire's Emotional Wellbeing and Behaviour Strategy 2020-2023

Tier 1 – Prevention and Early Identification (Universal) – the school provides support for all pupil's emotional wellbeing from its own resources

Tier 2 – Getting Advice and Signposting (Universal plus) – the school accesses enhanced advice and guidance from other schools in the area for those pupil whose emotional wellbeing is affecting their ability to engage in learning or the school environment

Tier 3 – Getting Help (Targeted) – the school accesses targeted support from specialist local providers, outreach, or other locally commissioned services through their DSPL's. Support can be accessed from ESC, PBS's, special school outreach, ISL or public health. pg. 10

Tier 4 – Getting More Help (Targeted plus) – the school accesses short term provision away from the school when a pupil or young person is considered to be at immediate risk of permanent exclusion

Tier 5 – Getting Risk Support (Specialist) – suitable quality assured alternative provision is commissioned for pupils who have been permanently excluded until a new school placement is identified. There may of course be occasions when it is necessary to consider whether a mainstream school remains an appropriate placement

Exclusions

We hope to support all children to learn how to work and learn in our school community. However, there may be times when after all other attempts, a period of exclusion is necessary. This decision will be taken only by the Head Teacher with reference to the Exclusion Policy.

Physical contact

Knebworth follows Herts Guidelines for physical contact/intervention in conjunction with DfE guidance, 2013 entitled 'Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies'. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable force should only be used if it is deemed to be in the best interest of the child/ren, following an analysis of the presented risks. It is unlawful to use reasonable force as a punishment. Its application should be

to safeguard the person, other people or prevent significant damage to property. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a student by the arm out of the classroom.

It should be used as a last resort and all staff have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Bullying

Refer to the Anti-bullying policy for definition and further guidance.

Bullying of any kind is unacceptable and will not be tolerated. Persistent bullying can severely inhibit a child's ability to learn effectively and is detrimental to their mental health and emotional wellbeing. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Knebworth School has policies and procedures in place to deal with bullying and poor behaviour so that, when incidents do occur, they are dealt with quickly. They include but are not limited to:

- Informing the parents/guardians of both parties.
- Meeting with parents and the inclusion team to discuss strategies to support the child to feel safe.

- Understand the motivation behind the behaviour, reflect, repair, restore (in line with Hertfordshire Steps)
- Make arrangements to ensure a safe space at break and lunch time.
- Support will be given as appropriate to both parties.
- All bullying incidents will be recorded on CPOMS.

Some of the ways we may support children:

- The immediate opportunity to talk about the experience with a trusted adult
- Avoid communicating that the pupil is 'helpless' or a 'victim' as this disempowers them
- Avoid labelling the other pupil as 'a bully'. This makes it difficult to repair the relationship
- Work to restore the pupil's self-confidence and self-worth
- Support the pupil to practise any agreed strategy and speak to a trusted adult if further incidents occur
- Plan for pupils to feel safe at break and lunch times
- Continue to work with children to develop pro-social behaviours

not appear that the school has done nothing about it




- If racial harassment has occurred, this will be an immediate red reflection card
- Parents will be informed
- Help and support will be given as appropriate to both the victims and the offenders
- All incidents of racism and racial harassment must be reported to the head and recorded on CPOMS
- All incidents of racism will be reported to the LEA

Racial Harassment

Racial harassment is defined as any act or expression, which causes harm or offence, directed by a member of one racial or ethnic group to others, where the motivation or effect is to create racial dislike or hatred. Any suspected incident of racial harassment will be dealt with quickly and promptly.

- The children involved in the incident will be interviewed separately
- If, after investigation, it appears that racial harassment has not occurred, the reasons must be clearly explained to the child concerned, so that it does

Appendix 1: Knebworth School Values

The Knebworth School role model lives our values of:			
Our values	RESPECT Respect for learning, for ourselves, for others, for the differences between us, for our community and the world around us. 	RESPONSIBILITY Responsibility for our learning ourselves, our choices, our actions, and how we affect the community and the wider world around us. 	RESILIENCE Resilience to learn from our mistakes, to be able to adapt, to persevere and to move forward, facing challenges in the world around us. 
	A respectful learner <ul style="list-style-type: none"> • Listens to others • Asks questions • Shows curiosity • Considerate of the learning of others 	A responsible learner <ul style="list-style-type: none"> • Shows motivation • Is independent • Is engaged • Works hard 	A resilient learner <ul style="list-style-type: none"> • Perseveres • Tries something new • Makes connections • Problem solves
Social behaviours	A respectful member of the Knebworth community <ul style="list-style-type: none"> • Is kind • Considers others feelings • Values others opinions 	A responsible member of the Knebworth community <ul style="list-style-type: none"> • Is honest • Is trustworthy • Seeks to help others 	A resilient member of the Knebworth community <ul style="list-style-type: none"> • Reflects on mistakes • Learns from past challenges • Adapts and changes

Appendix 2: Flow Chart

