

# Harpenden Academy Behaviour Policy

Parent Talk 15<sup>th</sup> January 2019



- In 2016 the staff wrote a behaviour policy.
- In 2018 we reviewed the policy and decided it needed an update to reflect the children's progress
- As a result the children came up with our new school rules
  - Be kind
  - Be respectful
  - Be safe



## Policy statement

- Harpenden Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of kindness with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. We have a responsibility to help you enjoy your time learning with us, while keeping you safe. We will encourage you to explore and ask questions.
- Harpenden Academy will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.



# Aim of the policy

- At Harpenden Academy we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS (a behaviour programme owned by Hertfordshire County Council (Integrated Services for Learning) We aim for children to develop positive and pro-social behaviours through:
  - • Creating a culture of exceptionally exemplary behaviour: for learning, for community, for life.
  - • Ensuring that all learners are treated fairly, shown respect and to promote successful relationships.
  - • Helping learners take control over their behaviour and be responsible for the consequences of it.
  - • Building a community through cohesion which value kindness, respect and safety.
  - • Ensuring that excellent behaviour is a minimum expectation for all.
- At Harpenden Academy we base our approach on the fact that:

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



# At Harpenden Academy we:

- Promote pro-social behaviour (self-care, helpful, productive), self-discipline and respect for others
- Focus on a therapeutic approach to behaviour management;
- Provide an inclusive setting that promotes equality of opportunity so that all children are given what they need to help them to learn how to engage in pro-social behaviours;
- Understand that all staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating;
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. All staff are given STEP ON training which is refreshed annually. We expect all staff to follow the therapeutic approach.



# Purpose of the policy

- To provide simple, practical procedures for staff and learners that:
- Positively reinforces behaviour
- Promote self-esteem, self-regulation and self-discipline
- Promote a successful learning environment that enables all to achieve their best.



### How staff will behave

- 1. All staff will present and model exemplary behaviour
- 2. Respect the children
- 3. Promote positive behaviour
- All staff every day
- 1. Start every day a fresh
- 2. Have high expectations
- 3. Understand how and why behaviour has come about

### Middle Leaders

- 1. Support other members of staff with behaviour
- 2. See actions needed through
- 3. Set a good example of behaviour management

### SLT

- 1. Model exemplary behaviour at all times
- 2. Hold pupils and staff to account
- 3. Make sure policy reflects practise

### Key ways to recognise behaviour is 'over and above'

- 1. Marvellous me, dojo, spot on – follow the schools positive behaviour strategies.
- 2. Share positive accounts with SLT/partner class
- 3. Proud Cloud/Resilience Award

### Support beyond the classroom

- 1. Set time in partner class.
- 2. KS1/KS2 leader
- 3. Meeting with parents

### Alternatives to exclusion

- 1. Communication with parents/carers
- 2. Behaviour plan, agreed with school and home
- 3. Internal exclusion



## Cause for Celebration

- In each classroom, we at Harpenden Academy recognise that behaviour strategies may vary from class to class as each teacher is encouraged to respond to the needs and interests of their individual class.
- If a teacher identifies that a pupil's behaviour is above and beyond, the pupil can be commended through the use of marvellous me or Tapestry, Proud Cloud and sharing mornings. Teachers are encouraged to promote and reward positive behaviour at every given opportunity.

## Consequences

- 1. Positive praise (of expected behaviour)
- 2. Verbal reminder
- 3. Verbal warning
- 4. Move to a partner class
- 5. Key stage leader
- 6. Deputy Head
- 7. Head

## Behaviour Sheets

- If any member of staff witnesses behaviour that directly contravenes one of school rules (violence/swearing) the below behaviour sheet must be completed with the child, photocopied and a meeting with parents/carers to give them the form must be made. The completed form must then be given to the Head Teacher. Three behaviour sheets in a term will result in further action being taken as deemed appropriate.





# De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there. Using a de-escalation script gives a focused, calm and consistent approach.



# 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.....

All staff must have the de-escalation script on the back of their lanyards for easy reference.



### EXAMPLES OF THE SEQUENCE OF THERAPEUTIC BEHAVIOUR RESPONSES

Respond in an 'authoritative' manner.

If a child refuses to respond to choices given, say e.g. 'Yes, you can .....' instead of 'That's fine' when considering an alternative.

Try to 'disempower' the behaviour wherever possible by ignoring and giving exaggerated attention to those children making the correct choices.

	1	2	3		4	5	6
Scenario	Positive Phrasing	Child's Limited Choice (of equal value)	Directive from adult	REFLECTION 'Take up time' Opportunity to think on own and come back when ready	Debrief for the class	Educational Consequence (What does the child need to learn from this situation? What do we need to teach?)	Further consequence (being sent to SLT)
Disturbing the learning environment  'Silly' behaviour  Refusing to get on with a task that has been set leading to disrupting others:	This is a Polite Reminder followed by the expectation that is not being met	You have a choice: Sit on the carpet or sit next to me (or similar)  This work needs to be finished. During lesson time when I am here to help you or during break/lunchtime when you will need to get on by yourself.	Move off the carpet/sit away from the class/sit next to me – thank you  You need to...stay in at break/lunch until the work is finished	Now leave the classroom (and go to...) so that we can get on with our learning.  You are welcome to come back when you are ready to learn	When other people make choices that affect you, how do you feel? It is not acceptable to...	Needing to catch up on the learning and/or practice correct behaviours  The task WILL be completed	If persistently disturbing the learning environment you will need to go and speak to KS Leader/Deputy/Head about your choices



# THERAPEUTIC BEHAVIOUR RESPONSES IN THE PLAYGROUND

1	2	3	4	5
Positive reinforcement of desired behaviour.	Child's Limited Choice	Adult directive & Educational Consequence	<b>REFLECTION</b> Leaving the play environment 'Take up time' Opportunity to think and come back when ready	<b>Further consequence</b> (behaviour sheet)
	Play safely or come and stand next to me	Come and stand next to me. <b>Educational Consequence 1</b> Point out other children; talk about games that the child could play. Need to have a couple of suggestions of playground games.	Spend time in the 'Calming Area'  When you are ready to play safely then you are welcome to come back to the playground to tell me	A behaviour sheet is completed with the child and shared with the class teacher.  <b>Educational Consequence 2</b> Think of some safe games that you could play. Draw pictures. Ask child to come back at the next playtime to be reminded of safe games to play. They need to 'earn' the right to be able to go back to the playground. Could they learn a new game to go back to the playground and teach other children.



# Behaviour 2017-2018

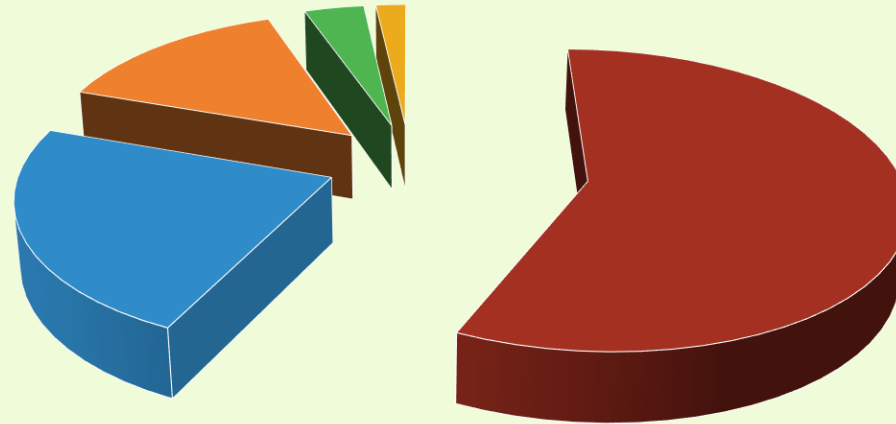
## Overview

In total, over the entire academic year 58 behaviour incidents have been logged. The breakdown is 32 minor incidents (white forms) and 26 major incidents (pink forms). The breakdown termly is:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Minor 27</b>	Minor 2	Minor 2	Minor 0	Minor 0	Minor 1
<b>Major 10</b>	Major 2	Major 9	Major 2	Major 2	Major 1



# Types of Behaviour



Physical

Verbal

Emotional

Accident

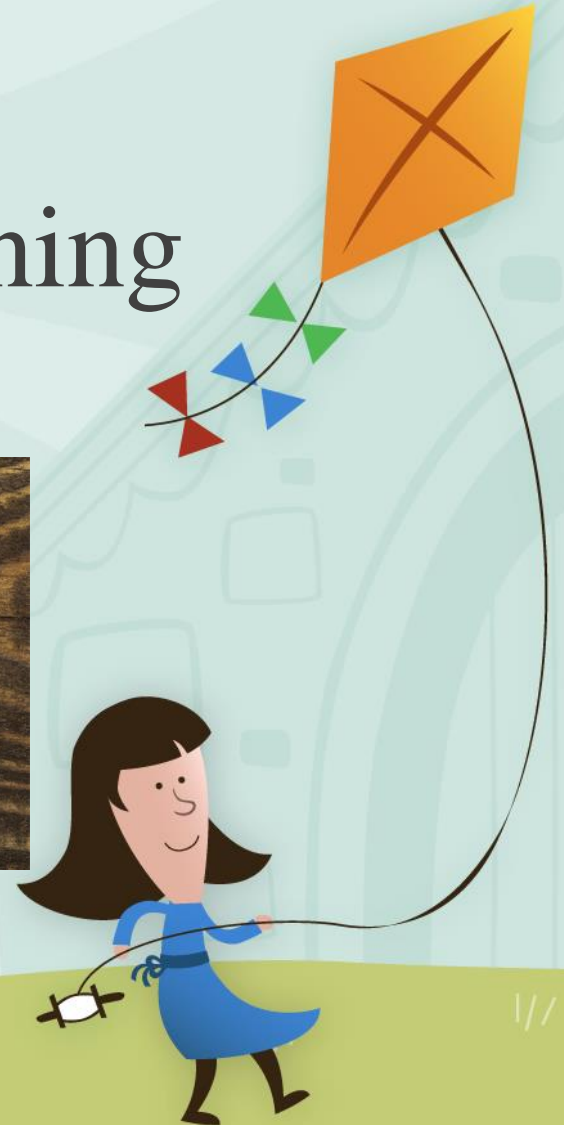
Other

The majority of incidents occur after a holiday period, for example the summer holidays impacted on Autumn 1. We have recognised this as a school and are actively addressing this with additional PSHCE sessions and through our News and Views family group sessions





# Behaviour for Learning



Resilient people look  
at the problem & say,  
"What's the **solution?**  
What's this trying to  
**teach me?**"

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If resilience was an object what would it be and why?

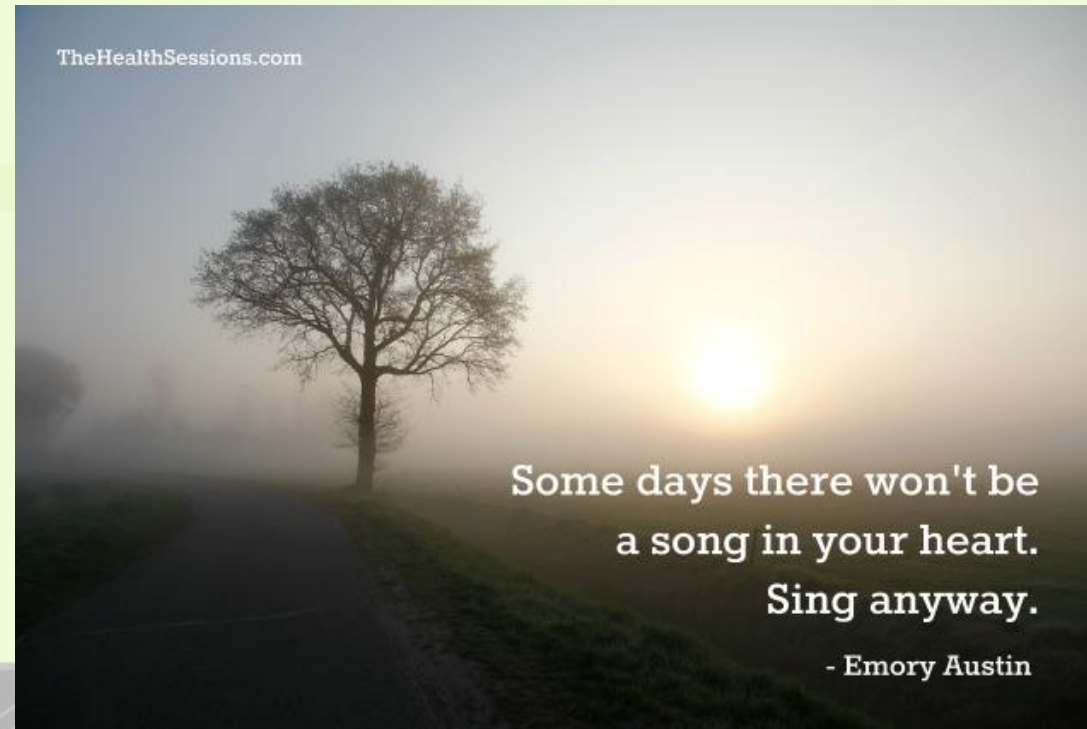
“I am not what happened to me,  
I am what I choose to become.”

—Carl Gustav Jung



# Why is resilience so important?

- for adults in general
- for us as role models to children
- for the children we are educating



*Resilience is knowing that **you**  
are the only one that has the  
power and the responsibility  
to pick yourself up.*

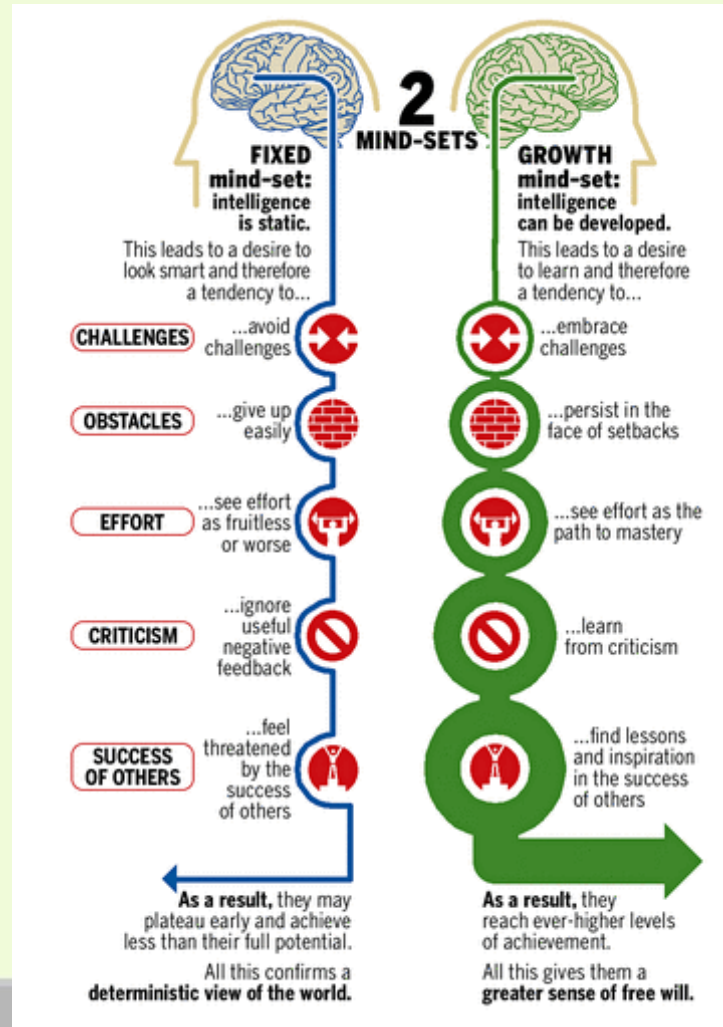
*Mary Holloway*



[www. ResilienceCafe.com](http://www.ResilienceCafe.com)



# Growth Mindset



# Growth mindset quotes from our children

“Growth mindset is being positive, persevering and trying new things enthusiastically.” (Age 10)

An example of growth mindset is when I try to do something but I can't do it but I keep going then I can do it and I feel proud.” (Age 8)

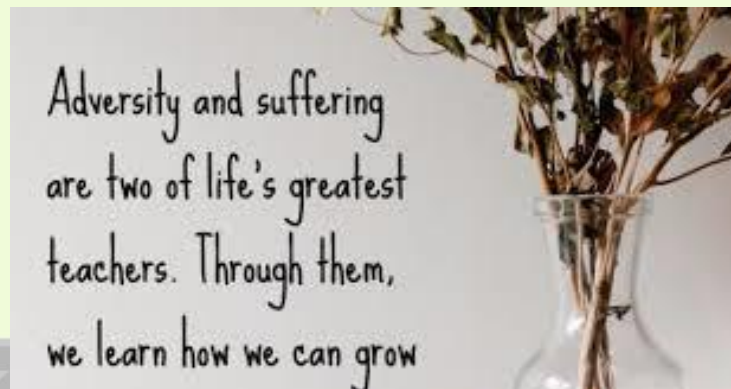
“I show a growth mindset when I'm rock climbing and I might fall down a bit but I keep climbing and when I reach the top I feel happy.” (Age 10)

“ I have to have a growth mindset when Mrs Watson sets us tricky maths challenges and I can't get it straight away but I keep trying and when I get it, it feels great!” (Age 11)



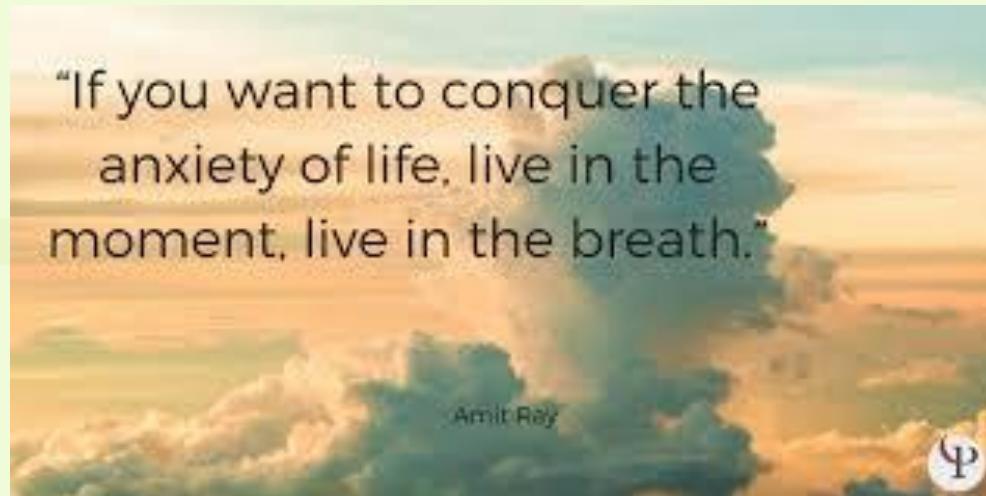
# How do we help our children develop a growth mindset?

1. Praise effort and attitudes not outcomes
2. Refer to our growth mindset mascots and ask what they'd do
3. 6 Bs
4. Weekly resilience award
5. Feedback linked to growth mindset (books and marvellous me)
6. Model is ourselves explicitly



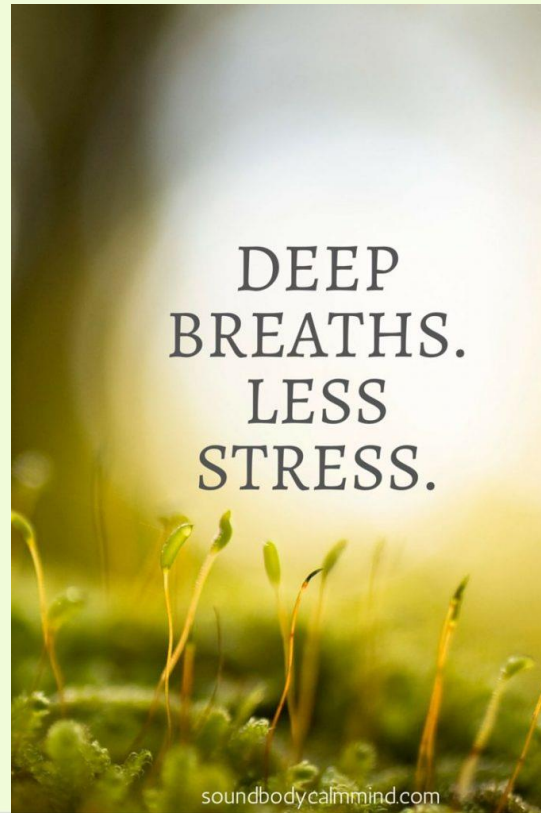
# Mindfulness – what and why?

- Andy Puddicombe Ted Talk (intro) [https://www.ted.com/talks/andy\\_puddicombe\\_all\\_it\\_takes\\_is\\_10\\_mindful\\_minutes?language=en](https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes?language=en)



# Mindfulness – how?

- mindful listening, mindful eating, mindful walking, mindful breathing...





## Parent take aways

- 1) Something I'll do differently immediately.....
- 2) Something I'll share/discuss with someone else.....
- 3) Something I'll research/ think about further....

