



Name of Policy	Behaviour Policy
Date of last review	Spring 2021
Date of next review	Spring 2022
Member of Staff responsible	Headteacher

Roundwood Primary 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.

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## Aims

At Roundwood Primary School our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We have a therapeutic approach to behavior. Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment.

High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach.

We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries
- intervention programmes as appropriate

At Roundwood Primary School 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.’**

### **At Roundwood Primary School we:**

- Promote pro-social behaviour - looking after ourselves and each other, being helpful, being productive, having 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 that all behaviour is a form of communication;
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies

### **At Roundwood Primary School we recognise and understand the importance of the behaviour strategies we employ.**

We understand the need to stand back and ANALYSE NOT PERSONALISE behaviours. We realise that once we look for explanations we will be able to choose strategies or interventions to help the child understand how to engage in prosocial behaviours.

We promote the teaching of behaviour through:

- Building positive relationships with pupils
- Role modelling the behaviour we expect from children
- Creating and agreeing clear class rules with the children at the beginning of each year

- Consistency across all members of staff
- The use of agreed scripts – see Appendix 4
- The use of positive phrasing with pupils – see Appendix 2
- Planning proactively how to teach prosocial behaviour
- Rewarding pupils' choices and giving positive reinforcement as well as clear consequences
- Providing comfort and forgiveness to pupils when better choices could have been made

All staff will attend training meetings during the school year to discuss strategies and expectations in relation to the behaviour policy so that our approach remains consistent amongst all staff.

Teachers recognise the importance of a consistent approach to communication with pupils, one which promotes positive interactions and models pro-social behaviours.

Examples of approaches we would expect to see are as follows:

- Providing children with limited choices: From 'If you don't do your work you will have to stay in at playtime,' to, 'You have a choice. Would you like to finish your work now or finish it later (e.g. at playtime?)'
- Respond in an 'authoritative' manner – when giving a limited choice.
- Using 'thank you' at the end of a direction – this assumes compliance.
- If a child refuses to respond to choices given, say e.g. 'Yes, you can .....
- 'That's fine' or 'Ok' when responding to a further choice option, as this asserts that the permission of the adult has been given.
- When giving directions, avoid putting the direction as a question: 'Will you please tidy up the equipment?' The pupil could quite legitimately say, 'No'. Instead, say, 'It is time to tidy up the equipment – thank you.'
- Be clear, precise and direct: 'You need to put the equipment away now. Thank you.' Saying 'Thank you' assumes compliance and provides the child with a clear indication that you expect them to follow your instruction and that you believe they can achieve what you have asked of them.
- The use of different strategies for responding to a child who, on occasions, WON'T demonstrate pro-social behaviours (conscious behaviours) and a child who, on occasions, CAN'T demonstrate pro-social behaviours (subconscious behaviours). These strategies include: Redirecting, Accepting, Solution focused, Scaling – see Appendix I for details.

At Roundwood Primary School we build on the positive patterns of behaviour that the children have learnt already and proactively identify triggers for behaviour choices. We help the children develop pro-social behaviours which are reflected in the school's motto: To Learn, To Live, Together. This motto encourages the children to focus on the importance of working and playing successfully alongside all members of our community, in order that everyone is able to fulfill their potential.

At Roundwood Primary we promote the following values amongst our community:

Ready Respectful Safe

We focus on our learning values of:

- Be the best you can be
- Be co-operative
- Be listening
- Be inquisitive
- Be resilient – keep on trying

Throughout all aspects of learning, the 5 Well-being goals of Connect, Be Active, Keep Learning, Take Notice, Give, underpin our work to create the learners of the future.

## **Behaviour, Rewards and Consequences**

Our behaviour guides and reward ladders can be found on the school website.

Reception

<https://roundwoodprimary.herts.sch.uk/wp-content/uploads/bsk-pdf-manager/2020/09/Behaviour-Guide-Foundation.pdf>

Year 1 to 6

<https://roundwoodprimary.herts.sch.uk/wp-content/uploads/bsk-pdf-manager/2020/09/Behaviour-Guide-Yr-1-6.pdf>

### **Sequence of response**

At Roundwood Primary School, when dealing with anti-social behaviour we use the following sequence of responses in line with our therapeutic behavioural approach:

- 1. Positive phrasing – the use of positive language**
- 2. Child’s limited choice – to give the child options which they can ‘own’**
- 3. Adult directive (leading to differentiated workspace, such as another classroom)**
- 4. Debrief for the class – to help the other members of the class understand the child’s behaviour and the consequences the child will face**
- 5. Educational Consequence**
- 6. Further consequence (SLT)**

*(See Appendix 2 & 3 for detailed examples of different situations)*

### **Identification of Presenting Needs**

Most children demonstrate prosocial behaviour. However, there are some children, including SEND, for whom the sequence of response above may not be suitable and therefore reasonable adjustments will be made. These children may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. This could be because behaviours are becoming difficult or 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 Management 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 exclusion from an area of the school.

### **How prosocial behaviour is promoted and recognised**

All staff must take the lead in modelling the high standards of pro social behaviour, courtesy

and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Rewards for prosocial behaviour are not to be used as a 'bribe' but as a 'surprise'. These may include:

- **A visit to the Headteacher.** When a child has a breakthrough in learning, or has made a particularly good effort, s/he is sent to the Headteacher to reinforce praise and be entered into the 'Book of Brilliance'. Work is endorsed with a sticker to remind the child which piece was special and why.
- **Top Bananas Assembly.** Each week the class teacher selects children who have demonstrated the theme of the Bananas assembly, such as a school value or behaviour for learning.
- **Speaking to parents/carers after school** about children who have done well, as well as children whose behaviour has been a concern, ensuring positive behaviour is acknowledged.
- **Serious Behaviour Clause.** If a child causes deliberate significant harm to others the child moves directly to level 3.
- **Parent Partnership.** We recognise that working closely with parents is paramount to successful behaviour management.

We work closely with parents to ensure that they understand the importance of Consistency, Accessibility, Responsiveness and Emotional Connections (CARE) in their parenting style that gives a child a firm foundation for pro social behaviour. If a child is struggling with pro social behaviour, then we expect parents to work closely with the school and support our approach to behaviour management.

#### **Use of Physical Intervention** (see Appendix 5):

*Please read the separate Restrictive Physical Intervention Policy.*

At Roundwood Primary School, physical intervention may be seen in the form of:

- Comforting a student in distress so long as this is appropriate to their age and understanding
- Gently directing a person
- For activity reasons, for example in drama, physical games
- To avert danger to the student, other persons or significant damage to property

**Restrictive Physical Intervention** is only used when all other strategies been considered and therefore only as a last resort. See Restrictive Physical Intervention Policy. There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency:

- To prevent a child from committing a criminal offence
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property

Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Only the minimum force necessary will be used. Staff will be able to show that the intervention used was a reasonable response to the incident.

Procedures are in place for supporting and debriefing the child after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all

involved at these times.

Following an incident of disruptive, difficult or dangerous behaviour we **reflect, repair and restore** by:

- revisiting the experience with the child when they are calm, relaxed and reflective
- retell the story **with an adult** and record what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time
- discuss the behaviour and focus on the act not the child.

### **Exclusion**

Exclusion will only be considered as a last resort if all the preventative strategies have been tried and documented and the child continues to exhibit dangerous, unsafe behaviour that puts other children, staff or school property at risk of harm. The school follows HCC Exclusion Guidance Sept 2017 which can be found on the Herts Grid.

**APPENDIX 1:** Strategies for responding to a child who, on occasions, **WON'T** (conscious behaviours) and a child who, on occasions, **CAN'T** (subconscious behaviours)

**APPENDIX 2:** Examples of the sequence of therapeutic behaviour responses for low level classroom behaviours

**APPENDIX 3:** Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.

**APPENDIX 4:** De-escalation Script

**APPENDIX 5:** Reminder of physical intervention through moving, handling and comforting

**APPENDIX 6:** Zones of Regulation

**APPENDIX 6:** The inclusion model

### **APPENDIX I**

A child who, on occasions, **WON'T** meet behaviour expectations:

**Redirecting:** when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something...

**Accepting:** when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

### **Solution-focused**

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this, I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

### **Scaling**

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Kim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

KIM: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2?

KIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be



doing more of? What would you and I see more of?

KIM: Well, I would be putting my hand up when I got stuck and needed help.

ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used their energy to find and understand those times when the problem was less severe.

N.B Zones of Regulation may also be used by a child to indicate how they are feeling .

## APPENDIX 2

### 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.

STEP	1	2	3 DIFFERENTIATED WORKSPACE		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 Mrs Hoof/Mrs Brennan/Miss Smith about your choices

**APPENDIX 3  
THERAPEUTIC BEHAVIOUR RESPONSES IN THE PLAYGROUND**

Respond in an 'authoritative' manner

**Not playing safely**

1	2	3	4
<b>Child's Limited Choice</b>	<b>Adult directive &amp; Educational Consequence</b>	<b>REFLECTION</b> <b>Leaving the play environment</b> 'Take up time' Opportunity to think on own and come back when ready	<b>Further consequence (being sent to SLT)</b>
Play safely or come and stand next to me	Come and stand next to me.  <i><u>Educational Consequence 1</u></i> <i>Point out other children; talk about games that the child could play.</i> <i>Need to have a couple of suggestions of playground games.</i>	Leave the playground and go to sit on the bench in the hall.  When you are ready to play safely then you are welcome to come back to the playground to tell me	<i>If continuing to play in an unsafe manner.</i> You will need to go and speak to Mrs Webb/Mrs Brennan/ Miss Smith about your choices. <i><u>Educational Consequence 2</u></i> Think of some safe games that you could play. <i>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.</i> <i>Could they learn a new game to go back to the playground and teach other children?</i>

**When a child who is not on a Risk Reduction Plan exhibits behaviour that results in another child being harmed, the adult could use the de-escalation script if appropriate. The child needs to be guided to a SLT member to follow up.**

**Those children who feel excluded from play and/or do not have the confidence to join in with other children equally need help to ensure that they are not internalising their feelings for example, low self-esteem, and must be supported to engage in play situations. Where this becomes an ongoing problem, the class teacher must be informed so that some support can be given through e.g. Circle times, PSHE/Life Skill sessions.**

## **Appendix 4: 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 focussed, 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 teaching staff and support staff have a sticker with the de-escalation script on the back of their lanyards for easy reference.

NB – Some pupils may be using Zones of Regulation – See Appendix 6

**Appendix 5 Reminder: Moving, Handling & Comforting**

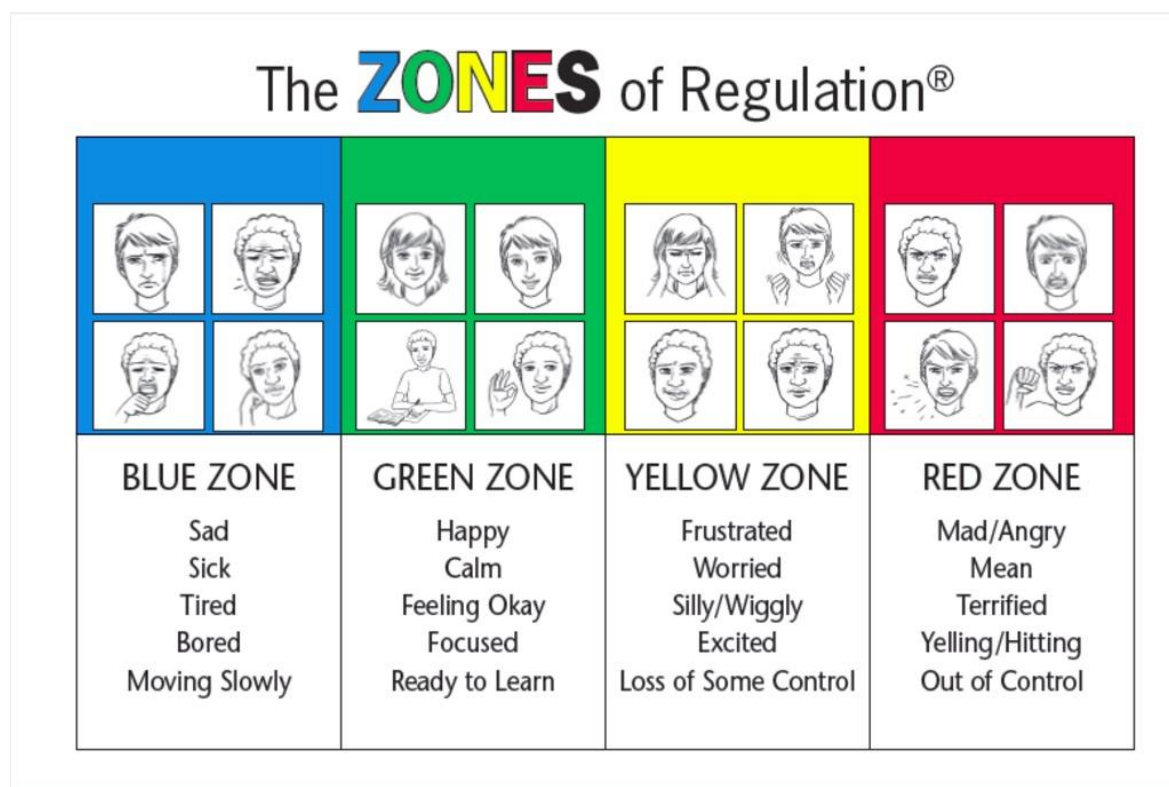
(See Restrictive Physical Intervention Policy.)

<p>Open mitten – used to move a child away</p>	 A close-up photograph of a hand held palm up, fingers slightly spread, representing the 'open mitten' gesture.	 A close-up photograph showing a hand with the palm facing down, resting on a person's shoulder, demonstrating the application of the 'open mitten' gesture.
<p>Closed mitten – used to draw a student close</p>	 A close-up photograph of a hand held palm up, with the fingers curled inward towards the palm, representing the 'closed mitten' gesture.	 A close-up photograph showing a hand with the palm facing down and fingers curled, resting on a person's shoulder, demonstrating the application of the 'closed mitten' gesture.
<p>Open mitten escort – to escort a child to safety</p>	 A full-body photograph of a man in a white shirt and a woman in a black outfit standing side-by-side. The man has his hands on the woman's shoulders, palms facing down, in an escorting position.	 A close-up photograph of the woman's shoulders from the previous image, showing the man's hands resting on her shoulders with palms facing down.
<p>Paired escort - to escort a child to safety</p>	 A full-body photograph of the man and woman standing with their backs to the camera. The man is on the left, the woman is in the middle, and another man in a blue shirt is on the right. The man on the left has his hands on the woman's shoulders, and the man on the right has his hands on her hips, demonstrating a 'paired escort'.	 A full-body photograph of the man, woman, and man from the previous image standing and facing forward. The man on the left and the man on the right have their hands on the woman's shoulders, demonstrating the 'paired escort' from a front perspective.

Supportive hug  
– to communicate  
and reward



**APPENDIX 6**  
**Zones of Regulation**



In UKS2, children will be introduced to Zones of Regulation. This is a strategy to support children with strategies to foster self-regulation and emotional control. The strategies are introduced by teachers and some children may work 1:1 with teaching assistants to understand how the zones may apply to them.

**How to use the Zones**

Teachers and pupils are supported to:

- Depersonalise the behaviour displayed by the child
- Learn what each colour stands for
- Discuss scenarios / social situations within a context that is relatable
- Identify tools or strategies to use for various zones within different contexts

**Personalise – but adult led**

- Adult to state what zone the child is in e.g. ‘You are in the ... zone.’
- Adult to direct child to a strategy or tool chosen for them e.g. ‘You are in the red zone. Go and ...’
- Reflection time once in the green zone.
- Aim is for children to identify the zone they are in and eventually self-regulate using tools or strategies suited to the individual.
- Teachers should provide clear routines and have realistic expectations
- Minimal language should be used when a child is the red zone
- Clear rewards and sanctions should be communicated to the child
- Adults should highlight the positives of the child’s choices

## **APPENDIX 7** **The Inclusion Model**

**At Roundwood Primary School we are committed to successful inclusion.**

Please see the diagram below for a **model of successful inclusion**.

Young people may be within any of the circles at any given point in time.

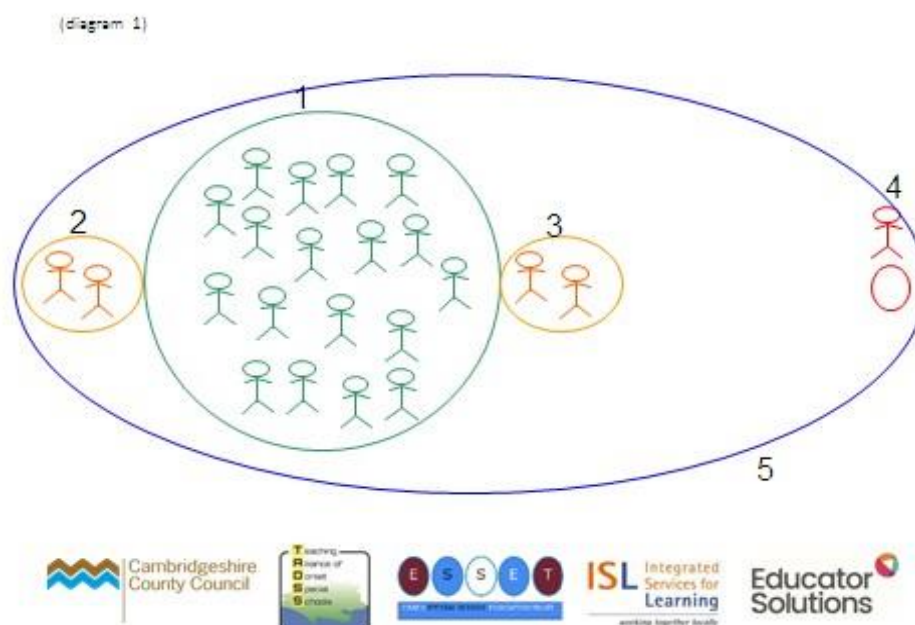
Circle 1 represents an average class of mainstream young people. Although all children may present challenges to us as adults, the majority of those in Circle 1 represent children who present very little risk of harm to themselves others or property.

Circle 2 on the left represents the one or two children who are often the very quiet or withdrawn children. The behaviours of this group represents the children who may be **internalising** behaviour so it is important that the school has strategies to develop confidence and self-esteem.

The one or two young people in the circle 3 on the right are much more noticeable. These children **externalise** their behaviour and can potentially become a risk of harm to themselves, others and property. With a small amount of differentiation these children can often have their needs met in a similar way to the children within the Circle 1.

However, occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other child. This child, or these children (4), cannot be kept safe by simply following policy and they need a **differentiated plan** in order to be safely included. The behaviour of this child may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

At Roundwood Primary we recognise that there are times when we need to reflect on how we can widen Circle 5 in order to ensure that we are providing and adapting an environment to suit the needs of all children, rather than expecting and forcing all children to 'fit' into a norm.



We recognise that there are complexities of subconscious and conscious behaviours which can be summarised as follows:

A child who, on occasions, **CAN'T** meet behaviour expectations may be a child who:

- Has had an illness or injury during early childhood and may appear to be physically able, but their ability to think, feel and behave is affected.
- Has a recognised condition that affects their development such as Autism, Tourette's Syndrome, Asperger's Syndrome, ADHD or other.



- The child may need an individualised behaviour plan as they may have specific needs related to disturbances of attention, memory impairment, difficulties with perceptual sensory skill, difficulties with communication skills, deficits in executive function, fatigue, physical impairment.

*A child who, on occasions, **WON'T** meet behaviour expectations may be a child who:*

- Is asserting their personal autonomy.
- Is using defiant behaviour as an effective way of escaping aspects of the school day they find challenging.
- Is seeking peer approval.
- Welcomes any response, even a negative one, as it stimulates an emotional response in their nervous system which can be rewarding in itself.
- Is needing to feel 'significant'.