



DIOCESE OF  
**ST ALBANS**  
MULTI-ACADEMY TRUST

# Behaviour Policy

## Churchfield CE Academy

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Policy type</b>                | School Policy                 |
| <b>Review</b>                     | Every 3 years                 |
| <b>Author/Responsible Officer</b> | Headteacher                   |
| <b>To be ratified by</b>          | LGB                           |
| <b>Approved by</b>                | RHB                           |
| <b>Date of Ratification</b>       | 19 <sup>th</sup> October 2022 |
| <b>Date of Next Review</b>        | Summer 2025                   |

**This policy is currently under review and will be reviewed annually forthwith.**

# **Behaviour and Discipline: Rights and Responsibilities Policy**

## **Purpose**

The purpose of Churchfield CE Academy's School's Rights and Responsibilities policy is to inform all stakeholders of the academy's therapeutic approach to pupil discipline. It also intends to make clear to teaching staff how to teach pro-social behaviours and to respond to anti-social behaviour confidently and consistently. We have chosen to develop a Rights and Responsibilities policy because we want pupils to consider the consequences to their choices in the context of what is 'fair' and 'just': the children's rights. The policy emphasises prevention, restoration and reparation as well as applying proportional consequences where appropriate. We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their internal discipline which leads to long-lasting change. As a member of the Diocese of St Albans we believe that we need to teach the children how to forgive and repair situations in a way that helps them value pro-social behaviour. All staff agree to follow the practices set out in this policy and take active responsibility for growing the children's independence and capacity for self-discipline. The Regional Hub Board accepts this principle and seeks to create an environment in the academy which encourages and re-enforces pro-social behaviour. Furthermore, it accepts that society expects pro-social behaviour as an important outcome of the educational process.

Pro-social behaviours are those that create positive experiences and feelings for the child and those around them.

Anti-social behaviours are those that do not create a positive experience or feeling for the child or those around them.

We may identify the feelings and experiences of a child by using a roots and fruits document (see appendix 1)

## **A Therapeutic Approach**

### **Therapeutic approach**



*If behaviour is controlled, the individual becomes dependant on the adult or system that controls them: WAREHOUSING (storing the student).*

*If the behaviour is controlled by the individual, then the school has grown them towards independence: GREENHOUSING (growing the student).*

All teaching staff are trained in a therapeutic approach to behaviour intervention. This means that every behaviour intervention considers the effect on each individual's feelings. We believe in growing children, not storing them.

## Rights and Responsibilities

### **What are our rights?**

Our rights are what every human being deserves, no matter whom they are or where they live, so that we can live in a world that is fair and just. Rights are a set of agreements a bit like a set of promises. Everyone at Churchfield has the right to: be safe and healthy play, learn and achieve be respected be treated equally. These rights need to be taught and given protection by all staff. Because these rights are for everybody, we all need to take a little responsibility too.

### **What is a responsibility?**

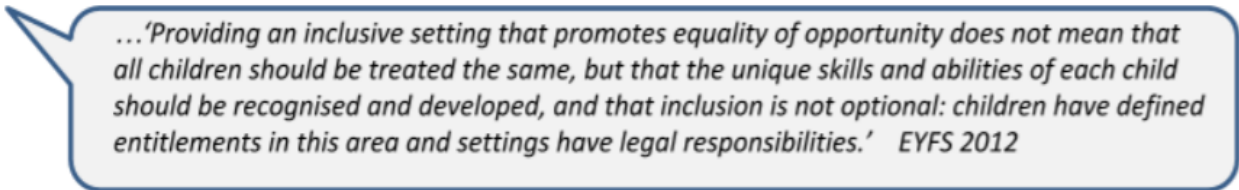
A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

If we have the right to be safe and healthy then we also have a responsibility not to bully or harm each other and make healthy choices.

If we have the right to play, learn and achieve we also have the responsibility to be ready to learn, do our very best and not to interrupt others' playing or learning. If we have the right to be respected we also have the responsibility to be kind and accept one another's differences.

If we have the right to be treated equally we also have the responsibility to give everyone a chance to be happy and successful whether they are able-bodied or disabled, boy or girl, rich or poor, whatever their religion or belief, or the colour of their skin.

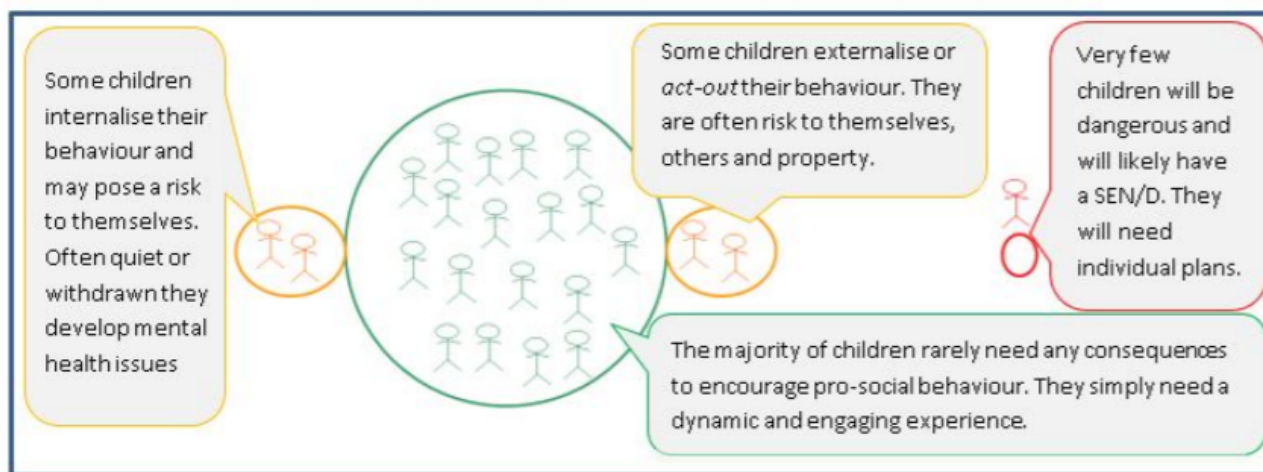
### **Preventative planning**



*... 'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.' EYFS 2012*

### **Inclusion**

At Churchfield we apply an inclusive model that accepts that children have individual needs. Where students have a significant difference to their peers, we accommodate this through differentiation.

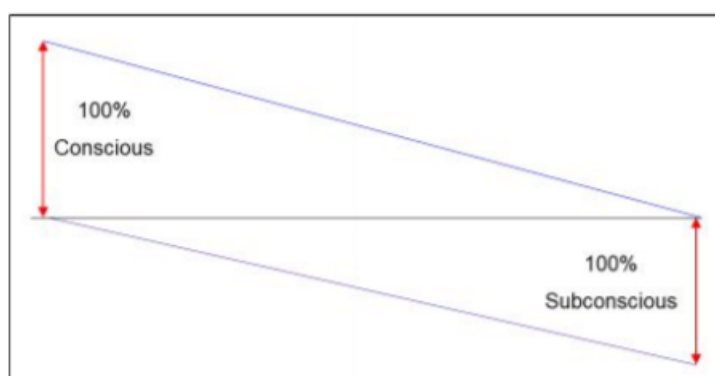


This policy is the plan for the majority of children (green & orange). In addition, some children may require an Individual Risk Reduction Plan (appendix 2) to formalise strategies that differentiate from the policy. When differentiating provision, teaching staff need to refer to the model above considering the following:

- Consider the feelings of all children when trying to teach pro-social behaviour. Approaches that create fear turn green children orange. Give the children what they need to feel the same.
- Orange children usually benefit from a nurturing approach however they need be in separate groups. Those that act-out are likely to heighten the anxieties of those who internalise behaviours.
- Look carefully at the green group for potential internalisers. They often seem to be OK and have strategies to avoid being noticed.
- Very few children would be considered dangerous or highly difficult (red). These children will need external professional support and careful plans.

### Mental health and well-being

One in ten children have a clinically diagnosed mental health disorder and about one in seven has a less severe problem. This policy recognises that some children are more vulnerable to developing mental health issues because of exposure to certain risk factors and a lack of protective factors. The school aims to promote positive mental health by identifying and addressing potential problems at an early stage and build the children's resilience.



Behaviour can be a mixture of both conscious and subconscious choices. Sometimes the behaviour chooses the child such as children with conduct disorders or mental health issues. Largely sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. If children are anxious we can help make them more conscious to help them address problem.

## Promoting pro-social behaviour

The school aims to prevent or minimise anti-social behaviour by providing the children with a positive memorable learning experience. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the children develop successfully we need to create a school climate that encourages responsibility and promotes pro-social behaviour choices. Below are examples of how we will do this:

- Acknowledge children for behaving responsibly and positively
- Build positive learning environments
- Provide quality learning opportunities through an engaging curriculum
- Provide regular encouragement and descriptive feedback
- Develop positive and trusting relationships built on mutual respect
- Always greet the children pleasantly
- Build positive relationships with parents
- Take a genuine interest in the children and get to know them and their families
- Model respectful behaviour
- Listen carefully to the children & encourage them to share their thoughts, feeling & opinions
- Provide a safe and enjoyable physical environment
- Develop pupil leadership
- Develop children's understanding of values and virtues through collective & class worship

## Encouraging and rewarding pro-social behaviour

At Churchfield we believe that by providing encouragement and specific feedback to the pupils about their effort is the most effective way to develop pro-social behaviour. Our system of rewards is designed to provide a framework of consistency that promotes positive behaviour. The system is integrated with the House System that operates throughout the School. The House System is overseen by the Senior Leadership Team, Middle Leaders and Heads of House. The whole School is divided into four Houses: Clement House, Mayfield House, Rochford House and Bromley House.

### Rewards

- Churchfield School recognises all type of achievement, such as excellent punctuality and attendance, good behaviour, work and outside achievement.
- We use a variety of methods of rewarding pupils, such as through House Point certificates, trophies, Head's commendations, three R's certificate, sports celebrations, informing parents and other rewards and prizes.
- We regularly hold celebration assemblies during collective worship to reward pupils
- Inform parents e.g. conversation at the door, phone call/email home
- Special privileges e.g. specific responsibilities and chosen to attend special events

Teachers who chose to reward children must consider three key questions:

1. What is the effect of my rewards on every individual in my class?
2. Are the rewards leading to a sense of community?

3. Are my rewards developing the children's independence by making choices or are they simply methods to control children?

How pupils should be rewarded:

- All staff reward pupils by using praise and house points
- House points are recorded on the house point sheet
- House Points are input on to the Arbor system by the teachers
- House Points are collected on a weekly basis
- Class teachers will ensure that these totals are kept up to date
- House points are recorded in pupils' reports

#### House Certificates

- Pupils gain special certificates once they achieve a certain number of house points (see below)
- These certificates are presented to students during end of term collective worships

#### **Individual House Point Achievements**

|                |            |                       |
|----------------|------------|-----------------------|
| <b>Level 1</b> | 50 points  | Bronze Certificates   |
| <b>Level 2</b> | 100 points | Silver Certificates   |
| <b>Level 3</b> | 150 points | Gold Certificates     |
| <b>Level 4</b> | 200 points | Platinum Certificates |
| <b>Level 5</b> | 250 points | Diamond Certificates  |

#### Individual plans for difficult or dangerous behaviour

Pupils identified as having difficulty making responsible choices or as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes. Teachers should make the SENDCo or Headteacher aware of any children who need additional and specific support. For a small number the following support will be offered to teachers to predict and prevent escalation of difficult or dangerous behaviours and communicate solutions to all key adults. The steps that will be taken are:

- Roots and Fruits to try and understand the root causes of anti-social behaviour
- Anxiety map (appendix 3) to identify factors that increase and decrease anxieties
- Individual risk reduction plan based on the information above

#### Responding to difficult or dangerous behaviour

#### **Consequences, restore and repair**

At Churchfield adults have the responsibility to use consequences, which have a relation to the difficult or dangerous behaviour and as a result help the young person learn and develop positive coping strategies and behaviour. We always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing harm. Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced consequences are a necessary part of discipline and behaviour intervention. When pupils do not respond to our positive correction, teaching staff will apply consequences. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and are immediate. Teaching staff, including the leadership team, will use their professional judgement when deciding on the most appropriate

consequence. When establishing behaviour consequences we try to ensure a relatedness between the disruptive behaviour and the consequential outcome. Some behaviours require a protective consequence but it is essential that there is always an educational consequence. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

#### When faced with a dangerous or difficult behaviour:

Any adult seeking to support a young person whose behaviour is either difficult or dangerous can act in a way that can either make the situation worse or can calm the situation. It is the responsibility of all adults at Churchfield to follow the guidance provided in Herts Steps training to support the young person and to never knowingly act in a way that would raise a child's anxiety levels. This can be achieved through one of or a combination of the following as appropriate:

Positive phrasing e.g.

- Stand next to me
- Put the toy on the table
- Walk beside me
- Stay seated in your chair
- Please/thank you

Limited choice e.g.

- Put the pen on the table or in the box
- When we are inside, Lego or drawing
- Talk to me here or in the corridor
- Are you going to sit on your own or with the group?
- Are you starting your work with words or pictures?

Disempowering the behaviour e.g.

- You can listen from there
- Come and find me when you come back
- Calm down in your own time

Use of de-escalation script e.g.

- Use the person's name- "Simon"
- Acknowledge their right to their feelings "I can see something has happened"
- Tell them why you are there "I am here to help"
- Offer help "Talk and I will listen"
- Offer a 'get out' (using positive phrasing) "Come with me and...."

All staff have the script attached to their lanyards for referral.

#### Types of Anti-Social Behaviour

All staff take into account the ages and abilities of the children when deciding if a behaviour is acceptable or not. The following list is not exhaustive and should be interpreted in a way that

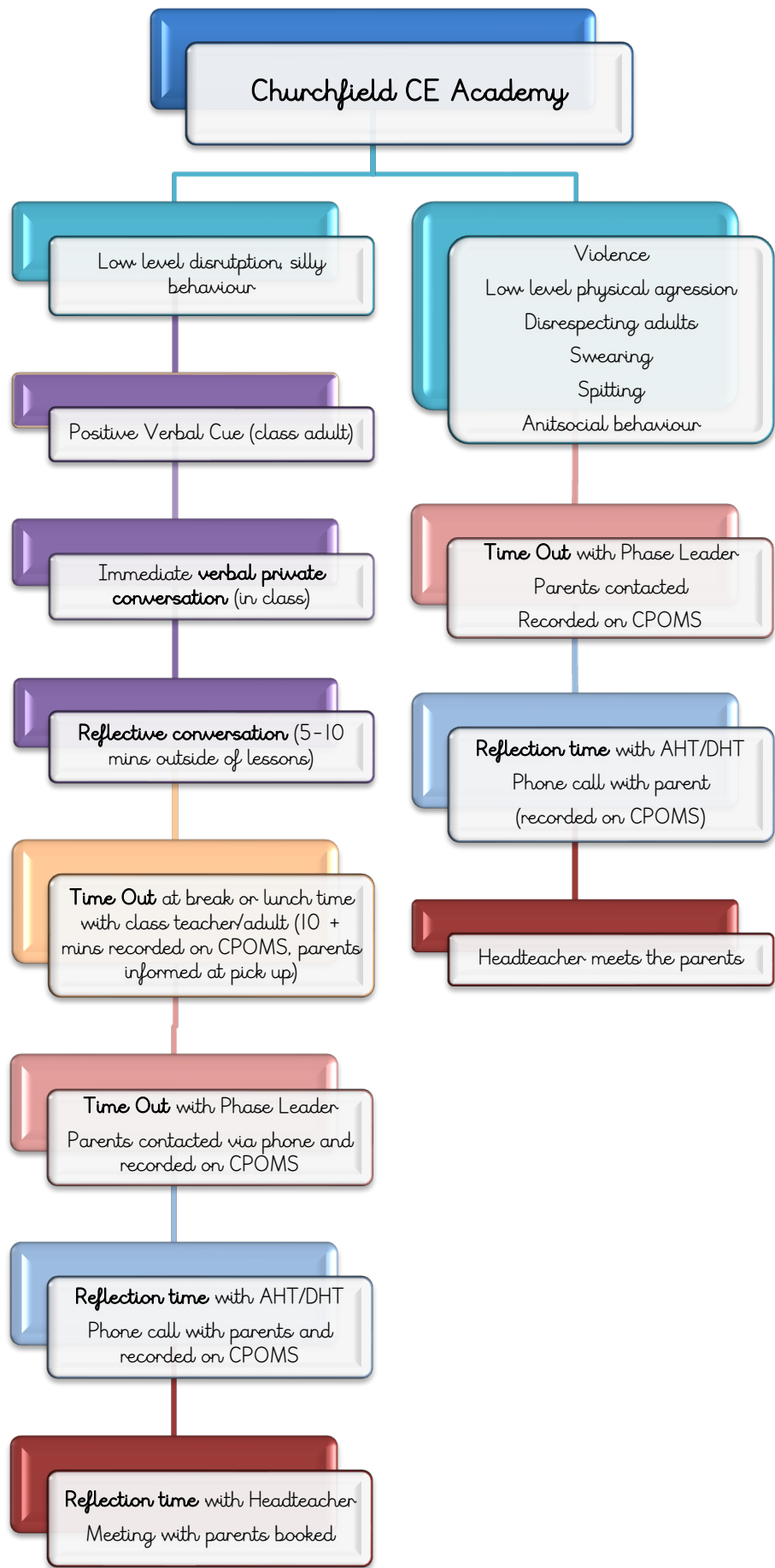
is appropriate to the age and social and emotional development level of the children they are working with: -

- Failing to follow adults' instructions (oppositional behaviour)
- Failing to follow agreed rules
- Inciting anti-social behaviours in others
- Behaviour designed to disrupt the learning of others
- Biting, spitting, hitting, kicking, pushing or throwing objects
- Physical harm towards children or adults
- Bad language and swearing
- Making unkind remarks
- Deliberately damaging property
- Answering back repeatedly and continually, rudeness or aggression to an adult or peers
- Stealing
- Racist or other prejudiced comments
- Bullying

| Example of protective consequences                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Move learning space</li> <li>• Cool down time (reflective time)</li> <li>• Restorative conversations (private)</li> <li>• Reflection table</li> <li>• Reminders (one non-verbal, one verbal then a consequence)</li> <li>• Miss break time</li> <li>• Loss of class time</li> <li>• Contact parents</li> </ul> | <ul style="list-style-type: none"> <li>• Increased staff ratio</li> <li>• Limited access to outside space</li> <li>• Escorted in social situations</li> <li>• Differentiated teaching space</li> <li>• Withdrawn from a school trip</li> <li>• Exclusion (internal/external)</li> <li>• Headteacher's report card</li> </ul> |
| Example of educational consequences                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• 1:1 or group talk (class teacher)</li> <li>• Small restorative project</li> <li>• Completing a good deed</li> <li>• Completing tasks</li> <li>• Rehearsing</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Assisting with repairs</li> <li>• Educational opportunities</li> <li>• Research</li> <li>• Restorative meetings (this could include parents)</li> </ul>                                                                                                                             |

\* Consequences will be adapted for those with SEND ensuring they are appropriate to their needs.

Behaviour Flowchart



## Restorative approaches

Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. Appendix 4 is an example of the types of questions that we ask. These questions can be used in 1:1 conversations or planned group discussions. It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

## Guidance and Training

All members of school staff have received Hertfordshire STEPs 'Step On' Training. Guidance and training is essential in this area. Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor- Herts Steps. (NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was appropriate, reasonable and proportionate).

## Monitoring and Evaluation

- All behaviour incidents are logged on CPOMs by staff and serious incidents of inappropriate behaviour and consequences are recorded by the Headteacher or Deputy and are reported to the LA as appropriate. These incidents are analysed by SLT to look for patterns and triggers in order to prevent further incidences. This policy applies to all children. For anything who this does not work for, they will be moved onto a Risk Reduction Plan that will become their individual policy.
- All staff may be asked to make detailed observations to highlight typical behaviours during identified sessions that a pupil finds difficult.
- The Headteacher and Deputy Headteacher will review these documents on a regular basis to establish if there are particular pupils who may benefit from a Risk Assessment Management Plans or support from outside agencies.

This policy links to our Anti-bullying policy and Exclusions policy

This policy will be reviewed annually.

Date: October 2022

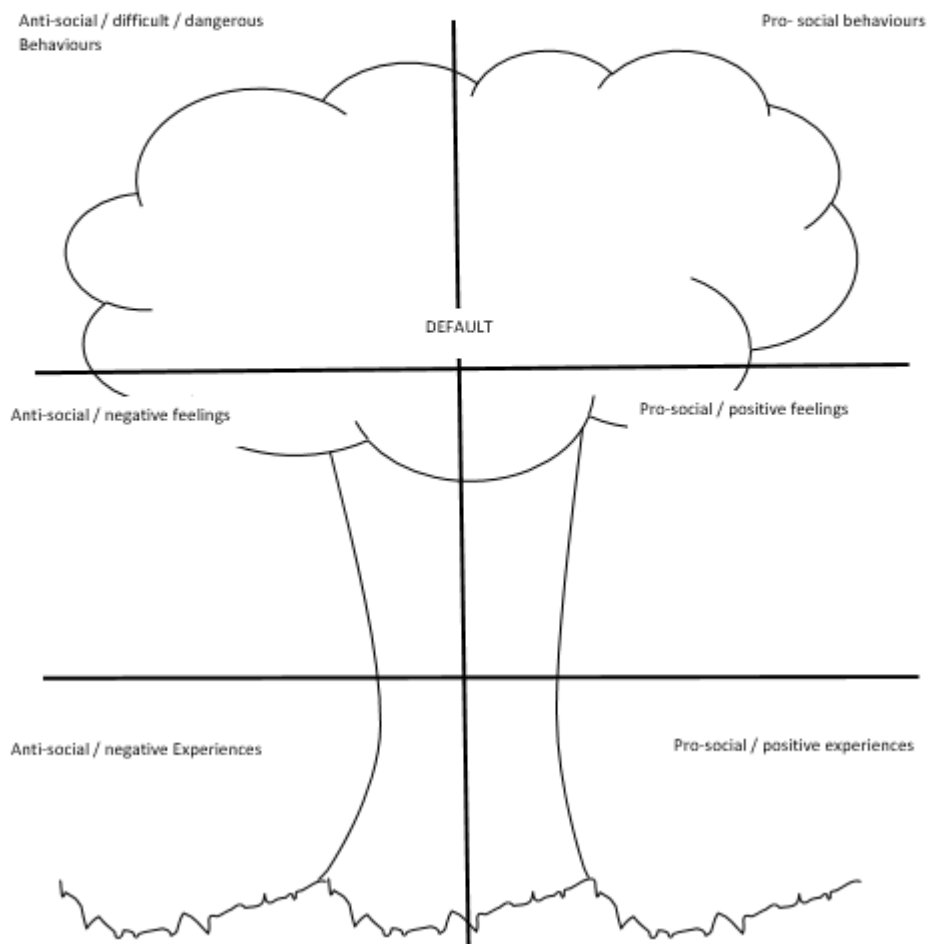
Next review: October 2023

This policy was amended and approved by the Local Governing Body on 19<sup>th</sup> October 2022.

## Appendix 1

### Roots and Fruits

|                  |  |
|------------------|--|
| Name             |  |
| Supporting Staff |  |
| Date             |  |
| Review Date      |  |



## Appendix 2

### Risk Assessment Calculator

|                    |  |
|--------------------|--|
|                    |  |
| Name               |  |
| DOB                |  |
| Date of Assessment |  |
|                    |  |

| Harm/Behaviour       | Opinion Evidenced<br>O/E | Conscious Sub-conscious<br>C/S | Seriousness Of Harm A<br>1/2/3/4 | Probability Of Harm B<br>1/2/3/4 | Severity Risk Score<br>A x B |
|----------------------|--------------------------|--------------------------------|----------------------------------|----------------------------------|------------------------------|
| Harm to self         |                          |                                |                                  |                                  |                              |
| Harm to peers        |                          |                                |                                  |                                  |                              |
| Harm to staff        |                          |                                |                                  |                                  |                              |
| Damage to property   |                          |                                |                                  |                                  |                              |
| Harm from disruption |                          |                                |                                  |                                  |                              |
| Criminal offence     |                          |                                |                                  |                                  |                              |
| Harm from absconding |                          |                                |                                  |                                  |                              |

| Seriousness |                                                                                                                                 |
|-------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1           | Foreseeable outcome is upset or disruption                                                                                      |
| 2           | Foreseeable outcome is harm requiring first aid, distress or minor damage                                                       |
| 3           | Foreseeable outcome is <u>hospitalisation</u> , significant distress, extensive damage                                          |
| 4           | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage |
| Probability |                                                                                                                                 |
| 1           | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain   |
| 2           | The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely                |
| 3           | The risk of harm is more likely than not to occur again                                                                         |
| 4           | The risk of harm is persistent and constant                                                                                     |

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

### Risk Reduction Plan

|       |      |       |              |
|-------|------|-------|--------------|
| Name: | DOB: | Date: | Review Date: |
|-------|------|-------|--------------|

|       |                                                                              |
|-------|------------------------------------------------------------------------------|
| Photo | Risk reduction measures and differentiated measures (to respond to triggers) |
|-------|------------------------------------------------------------------------------|

|                                             |                       |
|---------------------------------------------|-----------------------|
| Pro social / positive behaviour             | Strategies to respond |
| Anxiety / DIFFICULT behaviours              | Strategies to respond |
| Crisis / DANGEROUS behaviours               | Strategies to respond |
| Post incident recovery and debrief measures |                       |

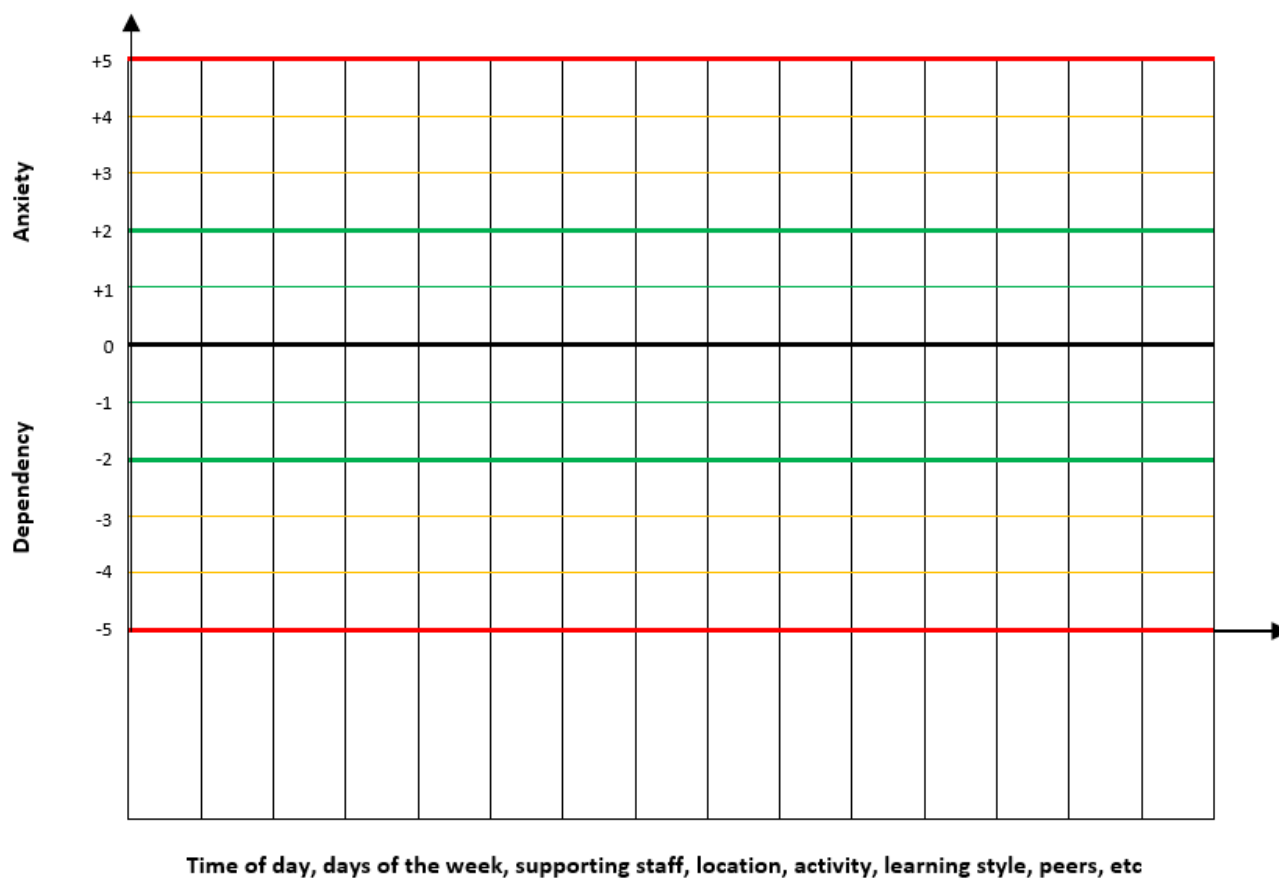
Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

## Appendix 3

### Anxiety Mapping



#### Anxiety Mapping Analysis and Evidence of Differentiation

|                      | Score                       | Staff/Location/Activity/Peer/Time<br><b>Predict it</b>                     | Evidence of action<br><b>Prevent it</b>                                          |
|----------------------|-----------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Raised Anxiety       | <b>+2</b><br>-<br><b>+5</b> | These items overwhelm the pupil<br>1.<br>2.<br>3.<br>4.<br>5.              | Planned Differentiation required to reduce anxiety<br>1.<br>2.<br>3.<br>4.<br>5. |
|                      | <b>+2</b>                   | These items run the risk of overwhelming the pupil<br>6.<br>7.<br>8.       | Monitoring needed<br>6.<br>7.<br>8.                                              |
|                      | <b>0</b>                    |                                                                            |                                                                                  |
| Increased dependency | <b>-2</b>                   | These areas run the risk of developing an over reliant<br>9.<br>10.<br>11. | Monitoring needed<br>9.<br>10.<br>11.                                            |
|                      | <b>-2</b><br>-<br><b>-5</b> | These areas have developed an over reliance<br>12.<br>13.<br>14.           | Differentiation needed to reduce this over reliance<br>12.<br>13.<br>14.         |

## **Appendix 5**

In school staff are trained to deescalate situations and all have a script to following when dealing with incidents. This it to ensure children get the same message from all adults. This script is:

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

## **Appendix 6**

Children may receive a fixed term or permanent exclusion if one of the below occur. This may be due to persistent behaviour or a one of incident depending on the severity. Below are some examples of behaviour that may lead to an exclusion:

- Racial abuse
- Homophobic abuse
- Deliberate threatening behaviour
- Isolated acts of singular violent
- Persistent name calling
- Persistent bullying
- Verbal abuse to staff or peers
- Physical abuse to staff or peers
- Stealing
- Vandalism
- Open defiance/rudeness to adults
- Persistent disrespectfulness to staff
- Refusal to work
- Fighting
- Leaving the school premises without permission
- Complete disruption of class activity (difficult and dangerous)
- A deliberate act that puts staff and children at risk