



Ralph Sadleir School

Behaviour Policy September 2022

This Policy should be read in conjunction with:

- DfE (Department for Education) guidance for “Behaviour and discipline in schools” (January 2016)
- Anti-Bullying Policy
- Peer-on-peer Abuse Policy
- Health and Safety Policy
- DfE & Hertfordshire Exclusions Documents and School Exclusions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Prejudice-Based and Discriminatory Bullying (PBDB) Policy

1. Introduction

- a) We aim to ensure that Ralph Sadleir School is a happy and caring school. Our Behaviour Policy reflects the aims of the school and is a whole school policy, which is supported and observed by all members of the school community. It also outlines the procedures that the school uses to support pupils in managing their own behaviour and that enables staff to act safely and with confidence.
- b) The parent/school partnership is particularly important in **promoting positive behaviour** and good attitudes towards a love of life-long learning.

2. Rationale and Ethos

- a) This Behaviour Policy supports the school's mission and aims by promoting the ethos of Hertfordshire Steps. All of our school community has a right to feel welcome, safe and supported. It is the responsibility of all to respect and ensure the rights of others.
- b) Our aim is to develop a more positive focus on improving pupil's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties.
- c) We strive to teach positive, pro social behaviours rather than punitively manage and control poor and anti-social behaviours. Our approach enables us to understand and work with pupils and not rely on overpowering them to create pro-social feelings for everyone within the dynamic.
- d) 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
- e) All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies
- f) Our Behaviour Policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All staff aim to enable pupils to develop a sense of belonging and a sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and then deal with the consequences of the choices they make.

3. School Vision and Values

- a) At Ralph Sadleir School, we seek to provide stimulating, varied and challenging experiences which inspire in all our pupils a lifelong zest for learning, so that they can become the best that they can be: academically, socially, creatively and physically. Our pupils are encouraged to become confident, self-motivated and independent learners who take responsibility for their



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own development. We value all our pupils as individuals, and nurture in them respect, kindness and compassion, in order that they can take their place as responsible local, national and global citizens.

- b) The school is at the heart of the local community, and staff, parents, pupils, governors and community members' work in close partnership to create a welcoming, happy and productive environment.

Our RALPHIE Core Values:

- R - We always respect ourselves and each other**
- A - We always aim to achieve the best we possibly can**
- L - We always seek to engage in our learning**
- P - We always persevere in all that we do**
- H - We always are helpful to others**
- I - We always seek to become independent learners**
- E - We always aim to be empathetic**

4. Inclusion

- a) At Ralph Sadleir School, we are focussed on ensuring that all pupils have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a programme of intervention will be put in place (small group support – Wave 2). Where this support does not meet the child's needs, Wave 3 (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Special Education and Disabilities Coordinator (SENDCo), Phase Leader (for either Key Stage 2 or Key Stage 3), DEputy Head Teacher and/or Head Teacher.
- b) Our Behaviour Policy is the plan for the majority of children. In addition, some pupils may require an Individual Risk Reduction Plan to formalise strategies that differentiate from the Policy. In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour-related sanctions and consequences to meet the specific needs of a child.

5. Hertfordshire Steps

- a) This Policy is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire STEPS is a therapeutic behaviour management approach, which adopts the following principles:
- shared focus on inclusion of all children within the school
 - shared values and beliefs across communities
 - shared communication, diversion and de-escalation
 - shared risk management
 - shared reparation, reflection and restoration
- b) All staff have received Hertfordshire Steps training and we will continue to update this regularly. New staff will receive training within two months of the start date of the term in which they begin.

6. Underpinning our approach through Hertfordshire Steps:

- a) Negative experiences create negative feelings; negative feelings create negative behaviour.
- b) Positive experiences create positive feelings; positive feelings create positive behaviour.
- c) We need to plan for 5 phases of behaviour:
- Pro-Social (Stable)
 - Escalation

Progression





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- Harm
 - Emotional Recover (Cool Down)
 - Reflect, Repair & Restore
- d) When pupils are well engaged and learning, we need to '**catch them getting it right**'. This can be by recognising and rewarding their efforts through praise, house points, charts, certificates, or anything which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

7. Pupils 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to repair and restore relationships

8. Pro-social behaviour will be developed through:

- a) **Relationships** - Having positive relationships with pupils and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment and ensure pupils are engaged.
- b) **Role Modelling** – Using words and actions that mirror the responses we are trying to encourage in children.
- c) **Consistency** – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- d) **Scripts and Routines** – Using agreed words and actions, which are likely to be most effective in achieving the desired outcome for an individual.
- e) **Positive Phrasing** – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- f) **Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; inclusion circles and behaviour plans support this see Appendices)
- **Reward and positive reinforcement**
 - **Comfort and forgiveness**
 - **Kindness**
- g) We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that are well matched to their needs and learning styles, which is in line with the vision of the school.

9. Zones of Regulation

We also teach the Zone of Regulation. The Zones is a behavioural approach used to teach self and pupil regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides a toolkit for pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

10. The Four Zones: Our feelings and states determine our zone

- a) The **Red Zone** is used to describe extremely heightened states of alertness and intense



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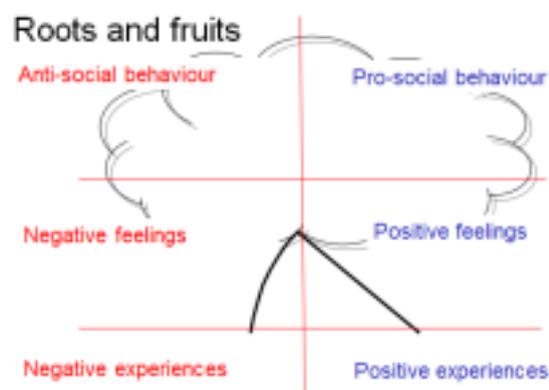
emotions. A pupil may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A pupil may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



Planned responses to escalating behaviour can include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Consequences related to the incident



11. Responsibilities

a) **The Governors will:**

- monitor that the School's Behaviour Policy is implemented fairly and consistently and is regularly reviewed.

b) **The Senior Leadership Team will:**

- ensure that the School's Behaviour Policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children



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- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- work alongside parents and carers to secure and promote positive behaviour
- c) All staff will:**
 - work in partnership with parents and carers to promote positive behaviour
 - model respectful behaviour in front of children
 - ensure advised provision is implemented consistently
 - ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
 - reward and celebrate positive behaviour
 - share responsibility for behaviour management across the school
 - communicate effectively with parents concerning their children’s behaviour
 - praise and promote pro-social behaviours through positive feelings as a result of positive experiences
- d) All pupils will:**
 - respect one another, themselves and all adults
 - make pro-social behaviour choices
 - respond to situations in the correct way preventing them from acting in retaliation
 - keep themselves and others safe in order to learn as best as they can
- e) All parents/carers will:**
 - support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
 - model respectful behaviour in front of children at all times
 - praise and promote pro-social behaviours through positive feelings as a result of positive experiences

12. Lunchtimes

Lunchtime Midday Supervisory Assistants (MSAs) work closely with all school staff to ensure that the expectations of our pupils remain the same throughout the school day. Our aim is to be proactive in supporting children in positive play activities during the lunchtime session.

13. Promoting & Celebrating Success

- a) Staff will promote and catch children showing the following pro-social behaviours around the school.
- Helpfulness - Caring - Supportive - Forgiving - Positive - Friendly
 - Politeness - Respect - Manners - Courtesy - Resilience - Effort
- b) Teachers will be proactive in awarding house points each lesson. The senior leadership team will hold weekly assemblies for KS2 and 3 where the values are a focus and children receive house points linked to the values. Pupils are publically congratulated for special efforts and this is shared with parents through Bromcom, postcards home and/or positive phone calls. In addition, a wide range of strategies are used to celebrate positive behaviour across the school. These are summarised in the table below, however are not exhaustive:

Individual	Whole Class	Whole School
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<ul style="list-style-type: none"> ✓ Stickers used by staff across the school depending on the pupil's age. ✓ Postcards home ✓ House points given in recognition of effort or linked to key value ✓ Bromcom notifications 	<ul style="list-style-type: none"> ✓ Verbal praise ✓ Continual encouragement (verbal) to those pupils who are complying and to a child who has modified their behaviour ✓ Age appropriate, personalised class reward system. 	<ul style="list-style-type: none"> ✓ Rewards for improved behaviour and consistently good behaviour ✓ Individual class award systems ✓ Recognition in assemblies
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14. All Staff at Ralph Sadleir will strive to achieve a consistent approach when issuing rewards and using school systems for positive reinforcement.

- a) There will be occasions where children's behaviour choices require a consequence. We believe in two forms of consequence:
- b) **Protective consequence** – the removal of a freedom to manage harm (must also include an educational element and be evidenced in order to return the freedom)
Examples:
 - Increased staff ratio
 - Limited access to outside space
 - Escorted in social situations/no availability of certain areas
 - Differentiated teaching space
 - Exclusion
- c) **Educational consequence** – the reflecting, learning, rehearsing and teaching so the freedom can be returned.
Examples:
 - Completing tasks
 - Rehearsing
 - Assisting with repairs
 - Educational opportunities
 - Research
 - Restorative meetings

15. Recording and Reporting arrangements

- a) The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents with reference to the warning system; we also keep a record of serious incidents that occur at break or lunchtimes.
- b) **Staff must ensure that Level 2, 3 and 4 incidents are logged and details recorded via Bromcom on the same school day.** Bromcom is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.
- c) The Headteacher keeps a record of any pupil who receives a fixed-term or permanent exclusion. Prejudice-Based Discriminatory Bullying incidents are recorded on specific forms and reported to the Governing body termly in accordance with our PBDB Policy. Parents are to be informed following all Level 2, 3 or 4 incidents. Level 1 incidents will be reported to parents at the discretion of the teacher and dependent on the individual child's circumstances.

16. Inappropriate Behaviour Choices and related Consequences

	Examples of Inappropriate Behaviour	Action Needed / Consequences
	<p><i>NB. This list is not exhaustive and it may be appropriate to deal with individuals on a case-by-case basis. Any prejudice-based incidents or safeguarding concerns need to be reported and recorded separately.</i></p>	



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Level 1	<ul style="list-style-type: none"> • Calling out / talking over others • Disruption to other children • Time delaying • Name calling • Unwillingness to remain on task 	<ul style="list-style-type: none"> • General classroom management strategies • Verbal and non-verbal warnings issued by an adult • Use of planned scripts, e.g. "You haven't followed my instruction. This is your warning." • Visual warnings (age appropriate class system) • • Offer an appropriate consequence ..if you continue to...then... • Offer limited choice either...or... • Move the pupil to a different seating place •
Level 2	<ul style="list-style-type: none"> • Repeated Level 1 incidents as outlined above despite interventions • Reluctance to follow instructions (refusal/defiance) • Inappropriate language • Verbal or physical retaliation • Non-compliance with general class rules. 	<ul style="list-style-type: none"> • Isolating pupil in the classroom (separate work area) • Relevant support offered. • "Reflect, Repair, Restore" activity to be completed by the child with the support of the class teacher. This will be completed at a break or lunch time. • Incident recorded on Bromcom by class teacher. • Reflection sheet to be passed to phase leader. • Parents informed (by phase leader supported by class teacher)
Level 3	<ul style="list-style-type: none"> • Repeated Level 2 behaviour • Physically or emotionally hurting another child deliberately • Kicking, punching, biting, spitting, fighting • Swearing or persistent rudeness • Throwing objects around room • Damage to school or personal property 	<ul style="list-style-type: none"> • Internal Exclusion - time out with work provided if possible (pupil sent to phase leader, or with DHT/HT if necessary). <i>See 'educational consequences' in policy above</i> • "Reflect, Repair, Restore" activity to be completed with the phase leader. • Incident recorded on Bromcom by the phase leader, supported by class teacher. • Meeting with parents and pupil to decide on course of action (arranged by phase leader). • Introduction of 'Behaviour Support Plan' if necessary (child to report to phase leader)
Level 4	<ul style="list-style-type: none"> • Repeated Level 3 behaviour serious physical / emotional assault to a child • Serious physical / emotional assault to a member of staff • Serious damage to school or personal property • Continuous breach of rules (Level 1 or 2), despite intervention involving staff, DHT, HT and parents. 	<p>Where any of the above has not had an impact over time or for an isolated serious incident, the following procedures should be followed:</p> <ul style="list-style-type: none"> • Isolation within school on a 1:1 basis. <p><u>Follow Hertfordshire Exclusion guidance</u></p> <ol style="list-style-type: none"> 1. Exclusion – fixed term 2. Exclusion – permanent

***All level 2, 3 and 4 incidents to be reported via Bromcom the same school day.**

** Parents to be informed following all Level 2, 3 and 4 incidents. Level 1 incidents will be reported to parents at the discretion of the teacher.*

**Staff will exercise professional judgement at all times to ensure responses are appropriate and proportionate to the behaviour.*

** Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences.*

NB: fixed term exclusions may be implemented in isolated incidents that result in harming children, staff or



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property where an investigation has led to serious breach of school rules. This is decided on a case by case basis and will involve the HT and at least one Governor.

17. The De-escalation Process ('Child in Crisis')

Ralph Sadleir staff recognise that at times, pupils can find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the 'child' as being 'in crisis'. Staff are trained to follow the process below to ensure that everyone's well-being is respected and the pupil can return to a calm state of mind as quickly as possible.

De-escalation Principles	De-escalation Script
Use the child's name	Child's name
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' (positive phrasing)	Come with me and.....

18. Physical Interventions

- 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

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort
 - There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
 - To comfort a pupil in distress (so long as this is appropriate to their age and understanding)
 - To gently direct a pupil
 - For activity reasons (for example in drama, physical games)
 - To avert danger to the pupil, other persons or significant damage to property
 - To prevent a pupil from committing a criminal offence
 - To prevent a pupil from injuring self or others
 - To prevent or stop a pupil from causing serious damage to property
 - To stop the pupil from engaging in any behaviour that is prejudicial to maintaining good order and discipline
- Procedures are in place for supporting and debriefing the pupil after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

19. Enrichment Activities

Extra-curricular activities, class visits, residential trips etc... are part of our wider curriculum offer and therefore pupils must not be withdrawn from them as a punishment. However, the Headteacher reserves the right to exclude any pupil from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others.

20. Systems for the start of the academic year



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Prior to pupils beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of pupil's history. As part of the transition, staff use the inclusion circles model. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

21. Behaviour Agreements with the Children (Class Rules)

- a) During the first week of term, each class are responsible for discussing and agreeing their class rules. This is referred to as a class charter. The class discuss the following:
 - How we learn well here
 - How we feel safe here
 - How we show respect here
- b) A class charter is then produced using positive phrasing e.g., "We will..."

22. Language of Behaviour for Learning

- a) We aim to use consistent language across Ralph Sadleir School, which is inclusive and encourages pupils to feel part of the school community and to take responsibility for their own behaviour.
- b) Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)
- c) Outlined below are examples of how we address pupils:
 - Always use inclusive pronouns to build the team idea ... We/Us/Our etc. "At our school/in our class/at Ralph Sadleir..."

23. Interactions – Describe and Direct

Don't ask can you/will you ...? – These often result in a 'no!'
Instead: describe what you see; direct what is required

Examples of Negative Phrasing (Not Expected)	Examples of Positive Phrasing (Expected)
"why are you talking?"	"x – you are talking. This is listening time. Please Stop."
"why are you fiddling with that...?"	"x – you are fiddling with... That is distracting. You need to..."
"don't run"	"Walk... Thank you"
"don't play with that pencil."	"Put the pencil down... Thank you"
"stop staring out the window/daydreaming."	"Looking and Listening – eyes this way... Thank you"

24. Pupils' Conduct outside the school gates (from DfE *"Behaviour and discipline in schools"*, 2016)

- a) Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"
- b) Staff are expected to respond to non-criminal inappropriate behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.
- c) Subject to the behaviour policy, teachers may discipline pupils for:



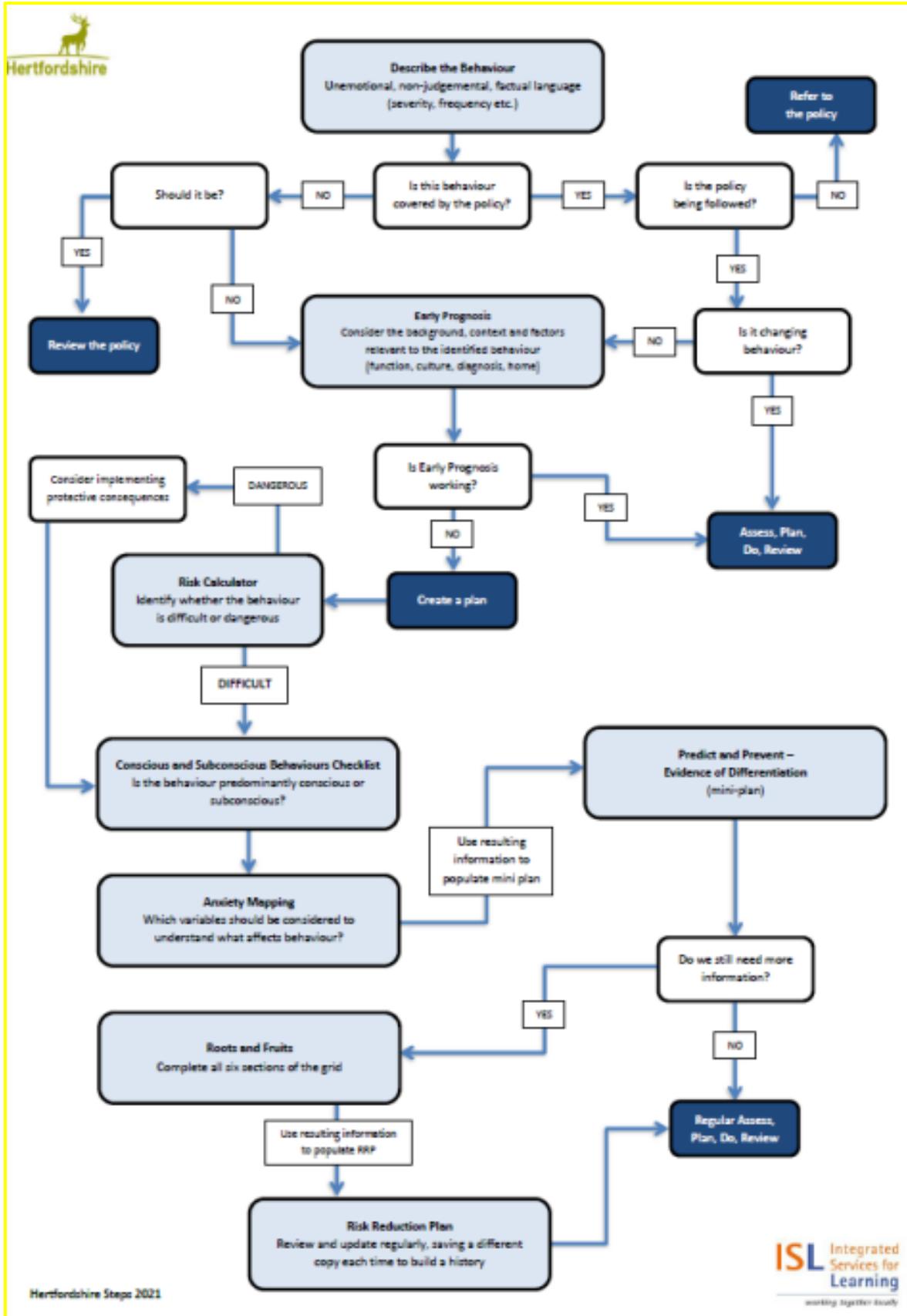
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- Inappropriate behaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - in some other way identifiable as a pupil at the school; or
- Inappropriate behaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
- In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.



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Appendix I – Behaviour Flow Chart





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Appendix II – Reflection Activity

Reflect- Repair- Restore

Who was involved?
What happened?
What were the people involved thinking/feeling at the time?
How can we support you to repair relationships or improve the situation?
Additional notes:
Recorded by:
Parents informed: Recorded on Bromcom: Date:



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Appendix III – Behaviour Support Plan

Behaviour Support Plan				
Name:		Class:		Date:
Ticks: 0 Not Met 1 Partially Met 2 Met	Target 1	Target 2	Target 3	Total
P1				
P2				
Break				
P3				
P4				
Lunch				
P5				
Target for Today:		Total:		
Today's Maximum				
Reflections: (pupil, parent, teacher)				



Appendix IV – Inappropriate Behaviour Choices and related Consequences

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