



Roebuck Academy

Behaviour Policy

January 2019

The Roebuck Way
The 3R's

Ready
Respectful
Resilient
Safe



BEHAVIOUR BLUEPRINT

‘THE ROEBUCK WAY’

Our Three R’s:

- Be Ready
- Be Responsible
- Be Respectful
- Be Safe

Visible Consistencies

The Roebuck Way:

- We meet and greet
- We follow up
- We support through being calm and consistent

RECOGNITION AND REWARDS:

- Positive phone calls home every week
- Certificates and postcards home
- Role model and outstanding awards assemblies

Relentless Routines:

- Wear school uniform including being ready for the school day – this includes PE Kit
- Using manners consistently – they cost nothing but mean everything
- In lines when moving in classes
- Walking when moving around school

30 second script:

- I’ve noticed that.....
- It was the rule about being ready / respectful / responsible / safe that you’ve broken.
- You have chosen to.....
- Remember last week / yesterday / last lesson when you.....(discuss and frame positive behaviour)
- That’s the (child’s name) I need to see now.
- Thank you for listening.

Stepped Sanctions:

1. Reminder of rule
2. Warning
3. Last Chance
4. Time out
5. Restorative conversation

Restorative Conversations:

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?

At Roebuck we believe everyone has the right to feel safe. Feelings are feelings but behaviour is chosen.

SCHOOL BEHAVIOUR POLICY

This statutory policy was adopted by the Governing Body and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable pupils to develop as fully as possible.

At Roebuck Academy we have developed a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). 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:

1. clear and high expectations
2. good role models in both children and adults
3. clear and consistent boundaries.

In order to achieve this we work closely with the school community, including parents and carers to:

- promote pro-social behaviour, self-discipline and respect for others
- ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life
- focus on de-escalation and preventative strategies
- have understanding and awareness of what behaviour might be communicating
- recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child)
- recognise that some children may internalise and some may externalise their behaviour
- manage disruptive, difficult or dangerous behaviour if and when it arises.

We believe that the policy is working well and that its aims are being met when:

- parents, staff and pupils are positive about behaviour and safety
- pupils' pro-social behaviour is the norm
- high levels of progress are achieved as a result of pupils' pro-social behaviour
- pupils demonstrate that they understand and accept that choices have consequences
- pupils' attitudes to learning are exemplary
- pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice based bullying, and how to respond to it
- pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

At Roebuck, we know the behaviours we want our children to show and the behaviours we want our school community to display. We refer to this as '*the Roebuck way*'. We do this through following our 'Behaviour Blueprint.'

We are committed to showing 'the Roebuck Way' through:

Our Values: Dream, Believe, Achieve

Our Rules: Be Ready, Be Responsible, Be Respectful, Be Safe

FIVE PILLARS OF BEHAVIOUR

The five pillars of behaviour underpin all the work that we do:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

VISIBLE CONSISTENCIES

At Roebuck we subscribe to a set of visible consistencies that permeate our practice and inform our behaviour blueprint:

- we meet and greet
- we follow up
- we teach routines
- we support
- we build emotional currency and relationships
- we praise in public (PIP) and reprimand in private (RIP)
- we level our behaviours and our consequences
- we promote self-regulation

CERTAINTY IN ADULT BEHAVIOUR

- Calm and consistent communication from all adults in the school
- Reminders of the high expectations of '*the Roebuck Way*'
- Use of scripted conversations
- Remind the child of examples of their good behaviour and achievements
- Pass on and model the positive school rules:
 - Be Ready
 - Be Responsible
 - Be Respectful
 - Be Safe
- Allowance of take up time

RECOGNITION AND REWARDS

- All adults congratulate children with positive affirmations and a smile
- Superstar postcards sent home each week.
- 1 positive phone call made a week by each class teacher
- Awards assemblies on Fridays
- Ms Young awards a headteacher certificate to recognise outstanding achievement.
- Headteacher letter of commendation for outstanding pupils of the term
- Every class from Nursery uses 'Marbles in the Jar' as an incentive for exceptional behaviour. Marbles can be awarded as a reward to any child by any adult in school. These are then transferred into House Points.

- Each child has a Roebuck Way stamp card and can earn a stamp/sticker for keeping the Roebuck Way each week. Ten stamps/stickers equate to a Bronze certificate, twenty to a silver, thirty to a gold and if a child attains a stamp/sticker for every week they are present, they are presented with a rainbow award.

UNDESIRABLE BEHAVIOURS:

At Roebuck Academy, we consider the following behaviour to be unacceptable:

(Lists are not exhaustive)

- **Physical assault** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, hair-pulling, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** - includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Persistent Disruptive Behaviour** – includes challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
- **Bullying** – Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of race, religion, gender or sexual orientation
- **Racist abuse** – includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual Misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and alcohol-related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.

Subject to the school's behaviour policy, the teacher may apply a consequence to a pupil for any misbehaviour when the child is:

- taking part in any school-organised or a school-related activity or
- travelling to or from school or
- wearing school uniform
- or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- could adversely affect the reputation of the school

A useful **Hierarchy of Behaviours/ Sanctions** (Appendix 1) has been developed by staff to clearly map the severity of different undesirable behaviour choices and what sanctions may be used in response to them.

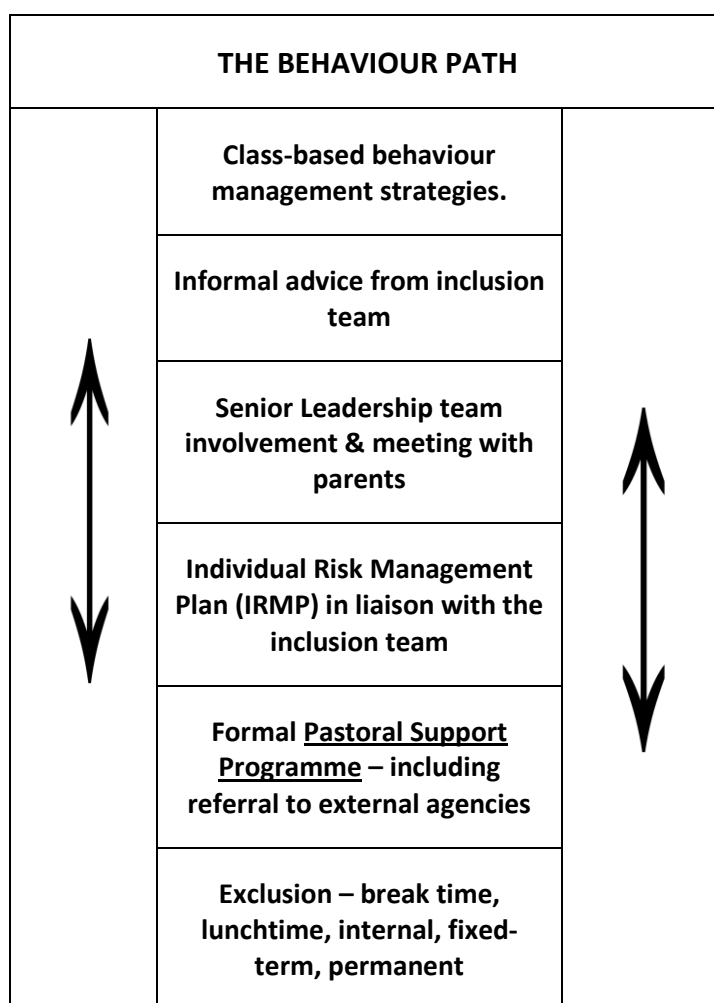
MANAGING UNDESIREABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY

A simple 'Behaviour Path' has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates.

The aim is always to provide the right support at the right time, in order to encourage positive behaviour choices and swift reintegration into the main classroom.

Staff, parents and pupils should all be aware of and refer to the behaviour pathway at all times to manage undesirable incidents of behaviour that occur in school.

SEVERE CLAUSE: This does not affect the Headteacher's right to take immediate action in the case of any serious incident.



RECORDING INCIDENTS

Incidents are recorded when the behaviour has escalated beyond the point of normal classroom management techniques or has developed in frequency. It will always be recorded when the behaviour has escalated to a point where support from the Inclusion Team or Senior Leadership Team is required. The school uses SIMS record incidents in a consistent format.

Incidents which happen at lunchtime are reported to the class teacher and the Lead MSA who makes the decision whether it is appropriate to record on SIMS.

POLICY HISTORY / REVIEW

The governing body will monitor and review this policy annually in line with its annual policy review cycle. It will be reviewed termly until policy and practice has become established.

APPENDIX 1 – STAFF SCRIPTS

Staff Lanyards:

De-escalation script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and

30 Second Script

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.....(discuss and frame positive behaviour)

That's the (child's name) I need to see now. Thank you for listening.

Displayed in staff room and kept in staff planning folders:

Positive phrasing

Stand by me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the library

Stay seated in your chair

Negative phrasing

Stop being silly

Be good

Don't throw the pen

Stop running

Don't talk to me like that!

Calm down

Limited choice

Where shall we talk, here or in the library?

Put the pen on the table or in the box

I am making a drink, orange or lemon?

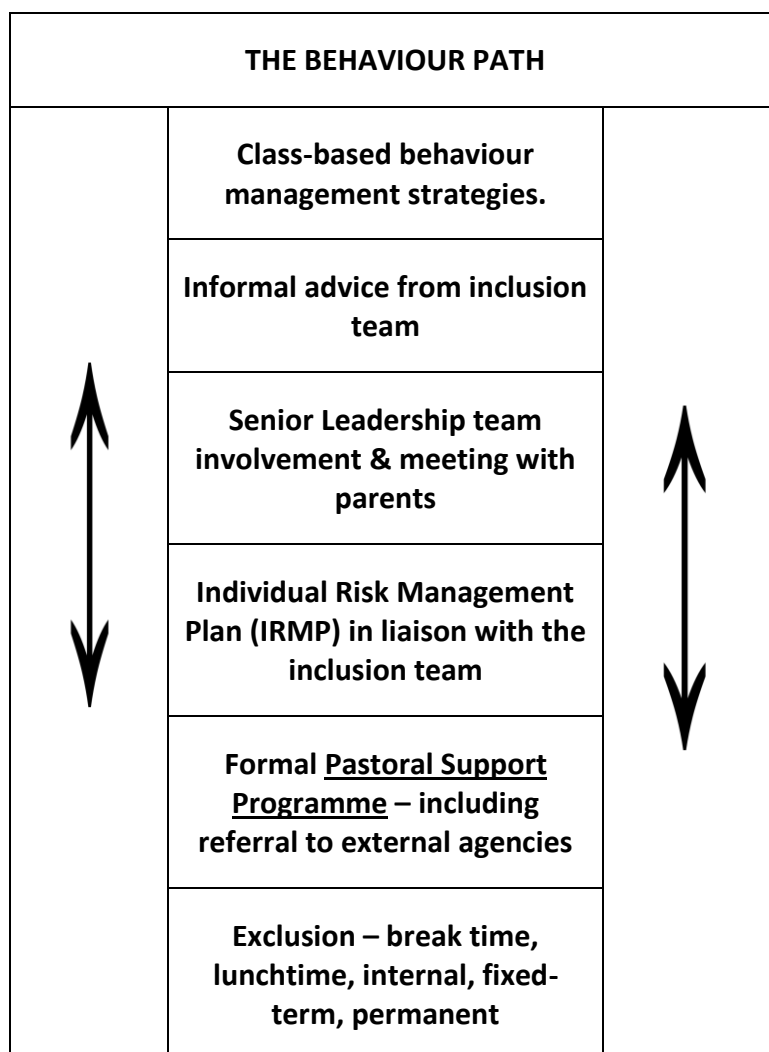
Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

Appendix 1 – Hierarchy of Behaviours / Sanction

		Level 1	Level 2	Level 3	Level 4	Level 5				
SANCTIONS		Non-verbal / verbal rule reminders Sanctions linked to class-based systems	Formal recording on SIMS	Who to inform : Phase Leader Inclusion Team	Provision planned with the Inclusion Team Inform Parents	Who to inform: Phase Leader Inclusion Team	SLT involved with provision planning Meeting with parents IRMP	Who to inform: Phase Leader Inclusion Team Deputy Head Head Teacher	Pastoral Support Plan Consideration of exclusion Headteacher Involved	Who to inform: Phase Leader Inclusion Team Deputy Head Head Teacher
BEHAVIOUR DESCRIPTOR			◆ Persistent Level 1 behaviours	◆ Persistent Level 2 behaviours	◆ Persistent Level 3 behaviours	◆ Persistent Level 4 behaviours				
	REFUSAL	◆ Not sitting on chairs properly ◆ Not listening ◆ Making a poor effort ◆ Not following uniform/jewellery policy	◆ Initial refusal to follow an instruction ◆ Wandering around classroom ◆ Telling lies directly to an adult to exonerate yourself	◆ Leaving the classroom without permission, but staying within the supervision of adults ◆ Refusing to do work/avoiding work ◆ Refusing to come out of toilets/hiding place ◆ Telling lies directly to an adult to get another in trouble	◆ Leaving the classroom without permission, not staying within the supervision of adults ◆ Refusing to follow any instruction from any member of staff	◆ Leaving the school site without permission				
	VERBAL	◆ Calling out ◆ Interrupting ◆ Inappropriate chattering	◆ Answering back/ Interrupting rudely ◆ Swearing to make people laugh ◆ Name calling / Unkind remarks ◆ Insulting families or loved ones	◆ Using language which offends others ◆ Swearing to release frustration/ Swearing under breath/indirectly	◆ Swearing directly to intentionally hurt or abuse someone ◆ Racist, sexist and homophobic abuse as a singular incident	◆ Serious verbal abuse ◆ Racist, sexist and homophobic abuse, taunting or harassment.				
	DAMAGE	◆ Interfering with the property of others ◆ Accidental damage to school or personal property	◆ Defacing own work ◆ Minor deliberate damage to property ◆ Deliberately throwing or flicking small items	◆ Defacing others work ◆ Deliberately damaging school or personal property	◆ Proven stealing of school or personal property ◆ Substantial damage to school property	◆ Arson ◆ Serious deliberate damage to school or personal property				
	UPTON	◆ Distracting others ◆ Fiddling with things ◆ Not sitting on the carpet properly	◆ Encouraging others to misbehave by laughing at their poor behaviour choice	◆ Disrupting the class so that learning is affected ◆ Manipulating others to make a poor behaviour choice	◆ Persistent, significant disruption to learning ◆ Using threats to force others to make poor behaviour choices ◆ Extortion	◆ Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate				
	PHYSICAL	◆ Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	◆ Play-fighting, leaving an injury	◆ Threatened violence ◆ Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking ◆ Spitting on things	◆ Possession of an object that could be used intentionally to harm someone ◆ Serious fighting ◆ Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking ◆ Spitting at someone	◆ Deliberate serious wounding ◆ Causing injury by biting ◆ Sexual misconduct				
	CE ABUSE					◆ Smoking ◆ Alcohol or substance abuse ◆ Inappropriate use of prescribed drugs ◆ Possession of illegal drugs ◆ Drug dealing				
	BULLYING				◆ Monitoring for bullying with regularly targeted behaviour incidents from one child to another	◆ Proven and persistent bullying				
Consequences	<ul style="list-style-type: none"> Classroom Choices Chart Non-verbal reminders – adult proximity, hand on the shoulder, smile, thumbs up/down, frown 	<ul style="list-style-type: none"> Controlled choices – Do work at another time Change of position in the classroom Re-do work Loss of privileges – e.g. part of breaktime, lunchtime. This is individual for different children 	<ul style="list-style-type: none"> Own individual resources within the classroom (i.e. own table / individual timeline etc) Parents MUST be informed Removal of privileges – loss of entire break time / no clubs / Roots and fruits completed / anxiety mapping Removal from classroom Individual space to calm down Working restoratively – mediation between children Possible referral to the pastoral support team for 1:1 support 	<ul style="list-style-type: none"> Referral to external agencies in liaison with the SENCo A formal meeting with parents Internal exclusions No trips / parental supervision for trips Individual risk management plan completed with someone from SLT and inclusion team Safety and support plan completed Changes to curriculum / timetable Possible part-timetable Possible increased adult support Structured lunchtime 	<ul style="list-style-type: none"> External exclusions – fixed term or permanent Pastoral support plan completed Headteacher meeting with parents Formal recording with Herts CC 					
<i>Reflect, repair, restore should be complete for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.</i>										

APPENDIX 2 – THE BEHAVIOUR PATHWAY EXPLAINED



STEP 1 - CLASS-BASED BEHAVIOUR MANAGEMENT STRATEGIES

See encouraging pro-social behaviours outlined above in the 30 second script

STEP 2 - INFORMAL ADVICE FROM INCLUSION TEAM

The class teacher will approach the inclusion team for more individualised advice relating to behaviour displayed from a child/group of children. At this point, the child's parents will be informed of the discussion. The outcome of the discussion will be recorded and a copy filed in the child's SEND file

STEP 3 - SENIOR LEADERSHIP TEAM INVOLVEMENT & MEETING WITH PARENTS

Behaviour is becoming more serious or happening on a more frequent basis advice will be sought from more senior members of staff. If this level of intervention is required a formal meeting with parents will be arranged to discuss how to move forward. Meeting minutes to be recorded and added to the child's SEND file.

STEP 4 - INDIVIDUAL RISK MANAGEMENT PLAN (IRMP) IN LIAISON WITH THE INCLUSION TEAM

Children who are displaying behaviours that require over and above the normal class-based behaviour management systems will require an individual risk management plan (IRMP: Appendix 3). This plan will be written by the inclusion team, alongside the class teacher and parents, to plan the best way in which to manage an individual child's behaviours and the risks these may present when they are at school.

STEP 5 - FORMAL PASTORAL SUPPORT PROGRAMME – INCLUDING REFERRAL TO EXTERNAL AGENCIES

When a child at Roebuck displays behaviours that place them at risk of exclusion, either internally or externally, a pastoral support plan will be put into place (Appendix 3). This is a formal, 16-week programme supported by the inclusion team, written alongside parents, that provides targeted support for children at risk of exclusion. This will be regularly reviewed and will include more regular meetings between senior staff and parents. This will also usually involve referral to agencies from outside the school.

STEP 6 - EXCLUSION – BREAK TIME, LUNCHTIME, INTERNAL, FIXED-TERM, PERMANENT

Exclusion is a rarely-used sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict adherence to procedures in the Hertfordshire Exclusions Guidance (CSF 3941)

Guidance is available from the following link: <http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

SEVERE CLAUSE: DEALING WITH SERIOUSLY UNSAFE BEHAVIOURS

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Where a child needs to be safely held, members of staff work within the guidance that this is to safeguard the child.

In these cases, a pupil loses the right to proceed through the 'Behaviour Path' and the relevant support strategy will be applied immediately.

A Safety & Support Plan will be completed where there is evidence of ongoing risks of unsafe behaviours.

Information regarding restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances for example: (This is not exhaustive)

- 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.

Relationship to other policies;

The Behaviour Policy is linked to and is to be read in conjunction with the schools:

- Child Protection Policy
- Keeping children Safe in Education
- Inclusion Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy

Guidelines for physical contact with children

1. Guidelines for physical contact with children

Acceptable physical contact

Guiding a child using an open mitten hand position or bring a child close using a closed mitten hand position.

A child sitting on an adult's lap when offering comfort at a time of upset or distress. The child should sit across the adult's lap with the adult's legs fully closed.

Offering a child a supportive hug – one hand on each of the child's shoulders and a side by side position between adult and child.

Offering child guidance towards or away from an activity if encouraging

Short physical contact offered as a reward or praise e.g. high five, hand shake or hair ruffling.

Use of physical intervention for a named individual, e.g. a backpack with a rein harness, when out of school grounds. And with prior consultation with Headteacher and child's parents.

1.2 Unacceptable Physical contact

Lifting children in the air and/or physically restraining a child using hands or arms. Adults should not lift children for any purpose.




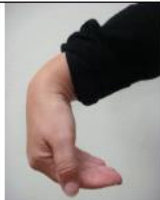


Children sitting or standing in between adult's open legs.

Hugging or cuddling children in a face to face or front to face situation. Initiating a hug with open arms. When children initiate this kind of hug, adults will adopt a supportive hugging position in response.

Lifting children in the air in celebration or during outdoor games.

Physically restraining a child by grabbing children's clothing or pulling their arms or legs.

Play with children's hair e.g. brushing or plaiting hair or initiating children to play with adult's hair.

Open mitten – used to move a child away		
Closed mitten – used to draw a student close		
Supportive hug – to communicate and reward		

Reflect, Restore, Repair Format

Name of child	
Supporting Staff	
Date	

Antecedent: what happened directly before the behaviour?	Difference: the pro-social choice they could have made and would do next time?
Behaviour: brief description of the presenting behaviour.	
Consequence: what happened as a result? (Protective/Educational)	

Reflection sheet- time to think!

Day..... Date..... Time.....

Name of Pupil.....

You have left your classroom to think about your behaviour and how you can make good choices.
You must complete the think sheet- you can write or draw.

What did I do to be moved away from my classroom?

How should I have behaved?

How will I make this better?

You should now be ready to talk about good choices with your teacher

Pupil:..... Teacher:

Parent/Carer:



Behaviour Reflection sheet- time to think!

Day..... Date..... Time.....

Name of Pupil.....

How are you feeling?



Scared



Angry



Sad



Worried

What happened?

- Not on task
- Not following directions
- Not using kind words
- Being disrespectful
- Pushing or hitting
- Out of seat/area

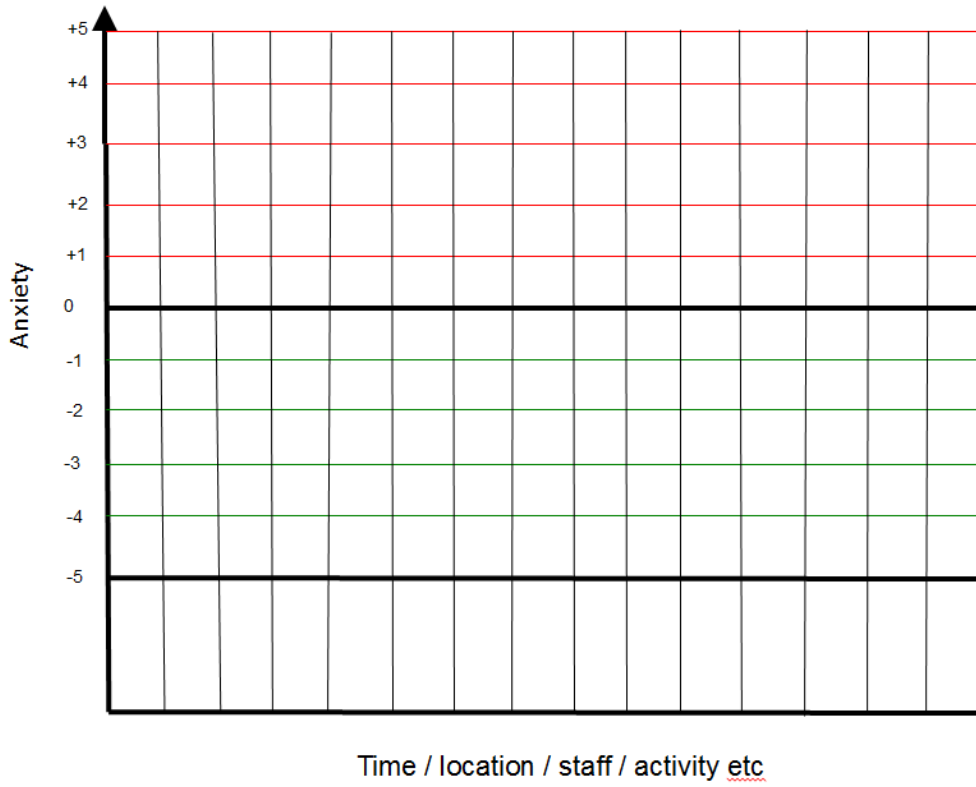
What will you do differently next time?

You should now be ready to discuss a positive change in behaviour with your teacher

Pupil:..... Teacher:

Parent/Carer:

Anxiety Mapping



Individual Risk Management 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
High Anxiety/ DIFFICULT behaviour	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer..... Date

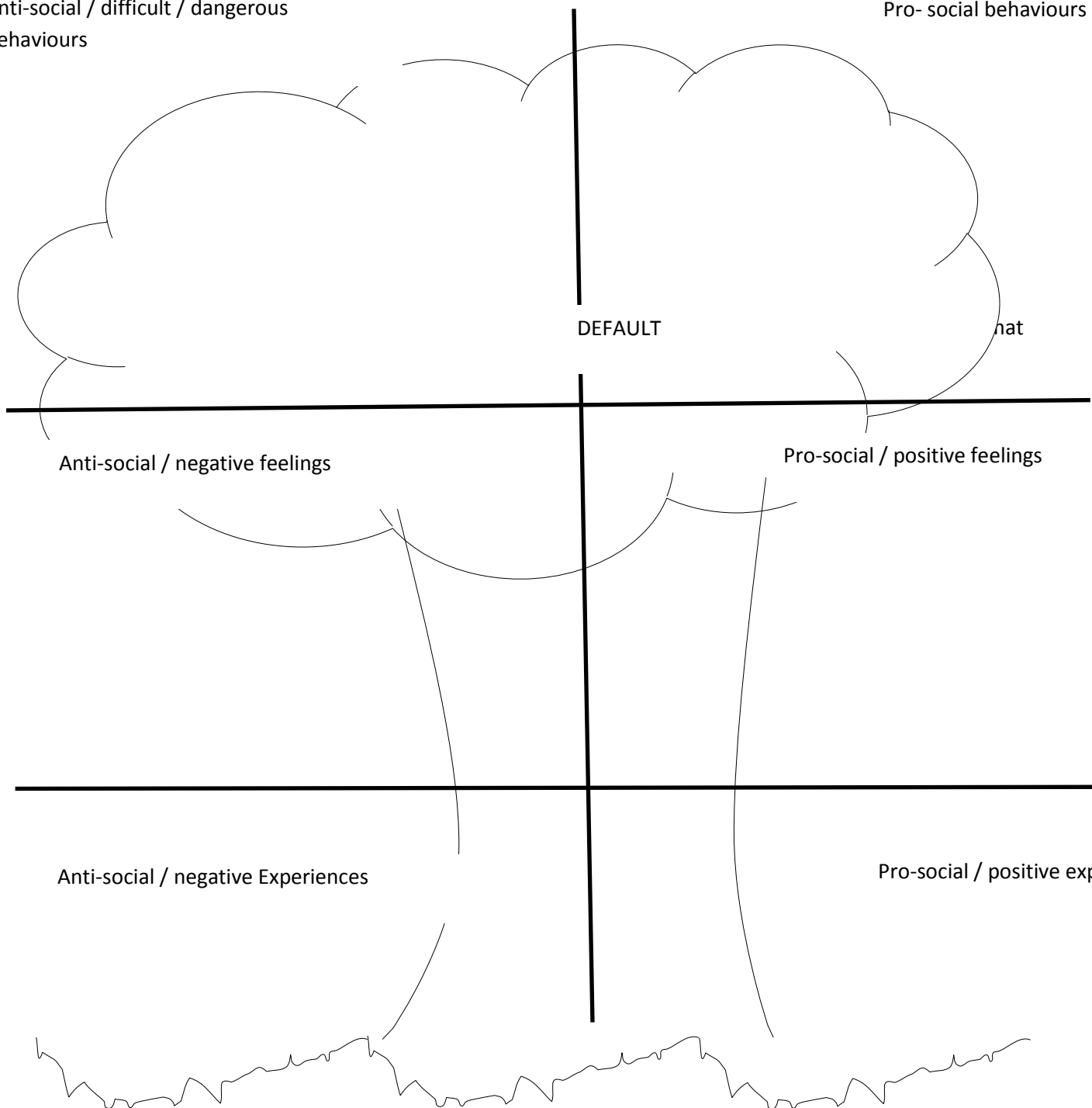
Signature of Young Person.....Date.....

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours



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Respectful
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