



St Catherine's School Behaviour Policy

Reviewed following consultation with children, families, staff and governors

Approved by Governing body: September 2019

Review Date: Autumn 2021

Behaviour Policy

At St Catherine's we have a therapeutic behaviour policy, based on Hertfordshire STEPS that is centred around developing pro-social behaviours underpinned by our Christian values. We seek to nurture children who appreciate the richness, diversity and potential of the world beyond their own, including their responsibilities within it. All children have what they need in order for themselves, and others, to succeed. We know that exemplary behaviour is at the heart of productive learning.

Why does this policy exist?

- To ensure a consistent approach
- So that children are intrinsically motivated and learn to make prosocial decisions, equipping them for the world they are living in
- To reduce the risk of exclusion

At St Catherine's, we have 3 school rules:

- Be Ready (children are always ready to learn and do their best)
- Be Respectful (children respect: themselves, the world around them, people and their diverse views and beliefs)
- Be Safe (children know what is safe and what to do when they feel unsafe – including online)

All adults in St Catherine's:

- ✓ remain calm and disempower antisocial behaviour; following the 5 point plan
- ✓ treat every child with respect, dignity and courtesy
- ✓ allow children sufficient time to calm down, using de-escalation techniques, in order not to raise a child's anxiety level
- ✓ take responsibility to promote pro-social behaviour and manage anti-social behaviour, responding to children with the same level of authority (don't pass the buck)
- ✓ refer to 'Ready, Respectful, Safe' (the school rules) when talking about behaviour
- ✓ model being ready, respectful and safe at all times
- ✓ refer to children by name and respond to their individual needs
- ✓ deliver engaging lessons, that meet the needs of all learners (teaching staff)
- ✓ follow the scripts and routines when dealing with pro-social and anti-social behaviour
- ✓ respond specifically when children are behaving pro-socially or anti-socially ('catch them being pro-social')
- ✓ use roots and fruits, anxiety mapping and the risk reduction plan when a child is regularly displaying 'difficult' or 'crisis' behaviours
- ✓ use positive phrasing (please walk instead of don't run)
- ✓ inform families about specific pro-social behaviour as well as incidents of anti-social behaviour
- ✓ inform and work with families when either roots and fruits, anxiety mapping and risk reduction plans are being considered due to anti-social behaviour
- ✓ follow the agreed intimacy protocols
- ✓ do not send children outside of the classroom as a consequence
- ✓ provide logical consequences when responding to anti-social behaviour (e.g. not standing children 'on the fence')

Rewards

Rewards such as stickers, behaviour charts and house points are not used to motivate behaviour or learning. Pro-social behaviour is celebrated and acknowledged verbally.

The Five Point Plan

What do we do when faced with difficult behaviour?

1. **Think:** why is the child doing this? Aim to recognise what the child is communicating through their behaviour, realising there may be conscious and subconscious reasons. For example:

| Behaviour | Recognise why this behaviour could be occurring |
|---|---|
| A child repeatedly throws sand whilst playing in the sandpit. | The child has never played with sand on a windy day and wanted to see what happened when thrown. |
| A child repeatedly throws sand whilst playing in the sandpit | Child has seen how throwing sand has hurt a child and continues to throw the sand regardless Remove child from sand, |
| A child repeatedly throws sand whilst playing in the sandpit | Child played in the sandpit straight after registration. They came in the class angry – possible issue before school. |

2. **Remind:** remind child of the relevant rules; Ready, Respectful, Safe and what you expect to see
3. **Respond:** delivered privately where possible, following the script:
 - a. *I noticed that you are...* (refer to the 3 rules)
 - b. *Would you like to... or...* (offering two choices of equal value)?
 - c. *Do you remember when you...* (pro-social behaviour), *that is who I need to see today. Thank you for listening.*
4. **Consequence:** implement the logical consequence. See appendix for appropriate consequences.
 - a. *You have decided to.... so obviously you must now...* (this must be logical)
5. **Reflect, Repair, Restore:** this is a calm talk with the child. This should not take place until the child is ready and has had time to reflect on their behaviour. Use the following script:
 - a. *What happened?*
 - b. *What were you thinking at the time?*
 - c. *Who has been affected and what were they thinking/feeling at the time?*
 - d. *How can we repair relationships?* (how and when? Make sure this happens)
 - e. *What have we learnt so we respond differently next time?*

What do we do when a child is in crisis?

When a child is in crisis, follow the de-escalation script:

- a. *Learner's name*
- b. *I can see something has happened*
- c. *I am here to help*
- d. *Talk and I will listen*
- e. *Come with me and...*

We do **not** use terms such as 'kick off or having a meltdown'

Always record on CPOMS and inform DSP of what happened and the action taken as a result.

If the policy is not having the desired impact for the child and other children, follow the behaviour flow chart. This will provide individual inclusion plans based on 'roots and fruits, anxiety mapping and risk reduction plans'. Restraint is only ever used as a last resort and when a child is displaying dangerous behaviours (see appendix). **At no times should a child's inclusion lead to the exclusion of others.**

Appendix - Terminology and Guidance

Pro-social behaviour

- Relating to or denoting behaviour which is positive, helpful and indeed to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- The absence of anti-social behaviour

Anti-social behaviour

- Behaviour that causes harm to an individual, the community or the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another

Unsocial behaviour

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. It is perfectly okay for a child to be unsociable.

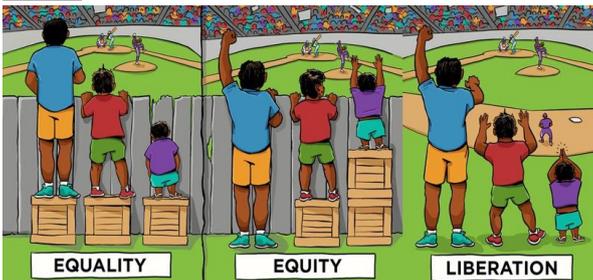
Conscious behaviour

Behaviours that are the result of thought and planning.

Subconscious behaviour

Behaviours that are present without any thought or planning.

Equity

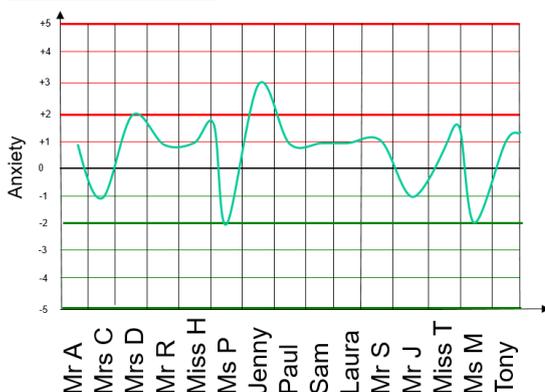


All individuals get what they need to be successful.

Crisis

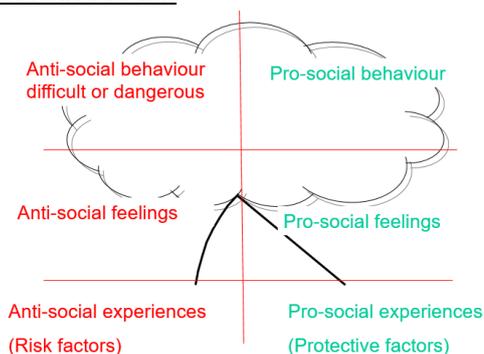
When a child is going through a time of intense difficulty or danger. It is not appropriate to use, or a child is not responding to the '5 point plan'. The de-escalation script must be used.

Anxiety mapping



Hertfordshire's tool to identify specific triggers for a child's feelings of anxiety or dependence. This could be for times of day, specific people or events. *See example above.*

Roots and Fruits



Hertfordshire's tool to identify reasons behind anti-social behaviour and plan experiences to encourage pro-social behaviour. Behaviour is communication based on feelings, based on experiences. Roots and fruits aims to have a positive impact on this cycle. *See example attached to the policy.*

Difficult behaviour

Difficult behaviour is when a child is negatively affecting themselves or others.

Consequences

The consequence is a learning opportunity and aims to change a child decision making over time. This must include clear opportunities for the child to learn from their actions. **Remember, the '5 step plan' involves; recognising, reminding, cautioning BEFORE any consequences** and MUST be followed up with a 'repair' conversation.

| Behaviour | Consequence |
|--|---|
| A child has kicked another child on the shin | Child obviously cannot continue playtime as normal. Child walks around with adult on duty and looks for pro-social behaviours. Discuss who was affected and how could they 'repair' the situation. Start next play in the same way and when a child is ready, re-integrate them into playtime. |
| Child constantly tapping on the desk | The child will need to show that they can sit at the desk without tapping and can do it at a time convenient to the teacher. |
| Child speaks rudely to an adult | The child identifies positive and respectful interactions, made clear by the adult, possibly in their own time. |

Dangerous behaviour

Dangerous behaviour is when a child scores 6 or more on the risk assessment plan calculator. Dangerous behaviour may include:

- ✓ Punching windows – causing lacerations to wrists
- ✓ Attacking self/staff/peers – leading to hospitalisation
- ✓ Headbutting walls – leading to head wounds requiring hospitalisation
- ✓ Throwing computer screens – leading to new equipment needing to be purchased
- ✓ Using blades to self-harm – ambulance needed

Risk assessment calculator

| | |
|--------------------|--|
| Seriousness | |
| 1 | Foreseeable outcome is upset or disruption |
| 2 | Foreseeable outcome is harm requiring first aid, distress or minor damage |
| 3 | Foreseeable outcome is hospitalisation, significant distress, extensive damage |
| 4 | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counseling 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 |

The Hertfordshire tool to assess dangerous behaviour based on: scoring seriousness and probability of behaviour. When a child score 6 or more on the risk assessment plan calculator, a risk reduction plan is created. *See example attached to the policy.*

Risk reduction plan

| Name | DOB | Date | Review Date |
|---|--------------------------|------|-------------|
| Photo | Differentiated measures. | | |
| Pro social behaviours | Strategies to respond | | |
| Anxiety behaviours (DIFFICULT) | Strategies to respond | | |
| Crisis behaviours (DANGEROUS) | Strategies to respond | | |
| Debrief Notes (reflect, repair and restore) | | | |

The planned management of a child to reduce risk, providing detail of consistent responses to the child. All adults know who and what is on the child's risk management plan. *See example attached to the policy.*

Physical intervention

Only STEPS trained staff may use physical intervention in accordance with training, following the Hertfordshire Physical Intervention policy.

Positive phrasing

- ✓ *Stand next to 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*

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?*

Disempowering behaviour

- ✓ *You can listen from there*
- ✓ *Come and find me when you come back*
- ✓ *Come back into the room when you are ready.*
- ✓ *We will carry on when you are ready.*

Intimacy at St Catherine's

Physical intervention should be in the student's best interests and always follow the protocol below:

- No lap sitting
- No kissing of any kind
- No pro-actively hugging children
- We will not prise children off or away from their parent

If a child cuddles an adult:

- ✓ Explain that you don't need a hug but if they do that's fine
- ✓ Be sideways on with the child
- ✓ No eye contact
- ✓ Remain talking throughout

Appendix

Proposed Addition to Behaviour Policy October 2019. Agreed at the Full Governing Body Meeting on 03.10.19

Discussing behaviour with families/carers

When discussing behaviour with families, staff will not name children other than those in the family of the parent/carer who is present. Discussion will be limited to behaviour and consequences of their child only, with the assurance given that any incident is being managed appropriately by the school according to the behaviour policy.

Should staff encounter aggressive or threatening behaviour or language from a family member/carer, the following script should be used;

- I am finding your language/tone offensive and am not prepared to continue this conversation unless this changes
- I am not prepared to continue this conversation at this time and will have to ask you to leave the site
- As you have not left the site and are continuing the conversation, I have no alternative but to contact the Police