



## **Garden Fields School**

# **Positive Behaviour Management Policy**

### **1) Aims and Objectives**

At Garden Fields we aim to provide an environment where all children feel safe, happy and confident and are challenged to make the most of their abilities. We believe that everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, staff and parents.

### **2) Hertfordshire Steps Approach**

#### **2.1 Philosophy and principles**

At Garden Fields, all staff working with our children receive training in behaviour support. This training is called “Hertfordshire Steps” and is adapted from the original work by Angela Wadham of Norfolk Steps. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: “The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.”

This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

#### **2.2 A therapeutic approach**

**2.1** Learner behaviour should be managed with sensitivity and professionalism consistent with Hertfordshire Steps, which encourages a culture of “improving young people’s engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties” (from Hertfordshire’s Behaviour Strategy 2018). Our approach is underpinned by the therapeutic values and nurturing principles outlined by Hertfordshire Steps.

**2.2** A Therapeutic approach recognises that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

**2.3** Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour. The Hertfordshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. (Appendix 2) This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

***Positive experiences create positive feelings.***

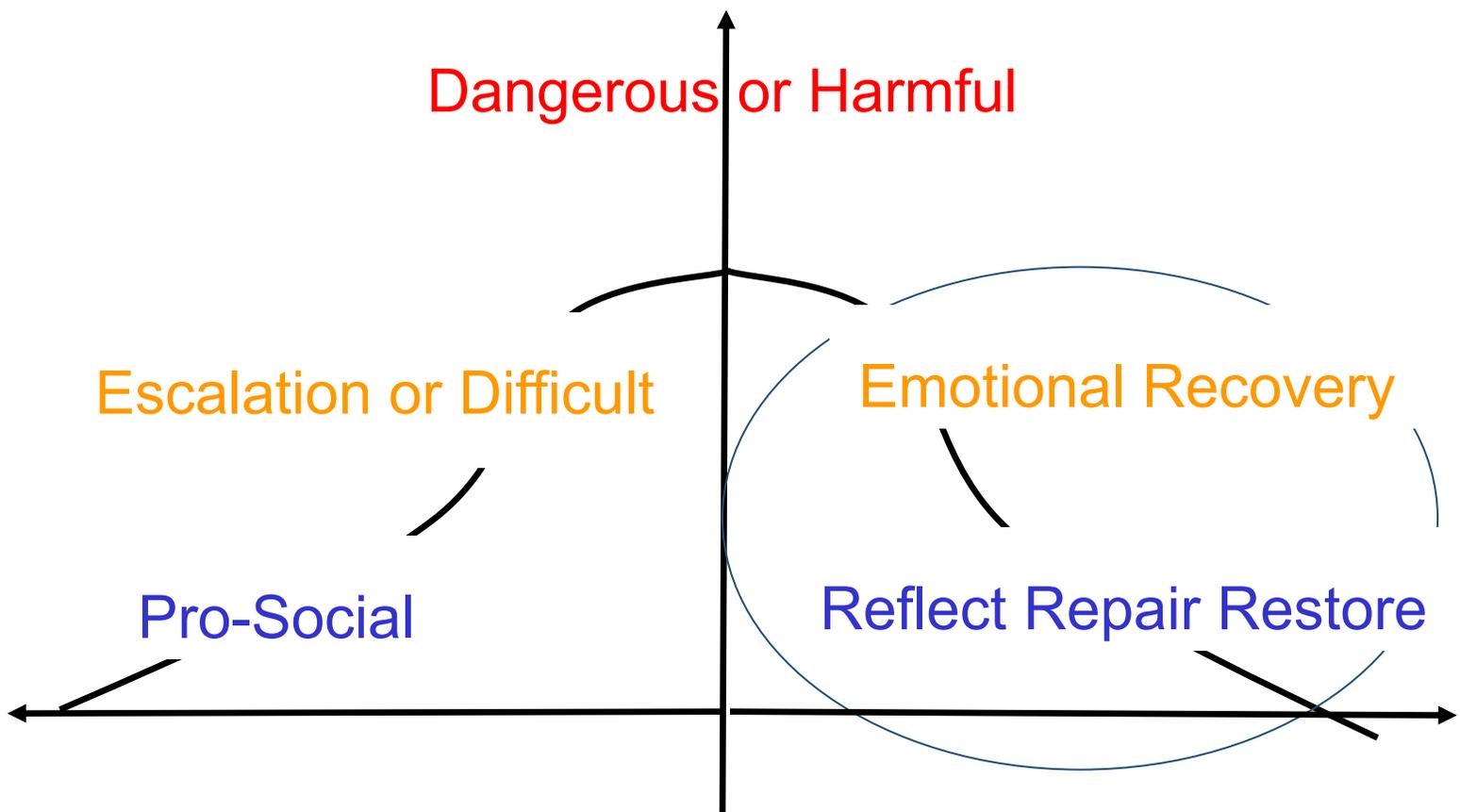
***Positive feelings create positive behaviour.***

***Negative experiences create negative feelings.***

***Negative feelings create negative behaviour. (Hertfordshire Steps, January 2019)***

## 2.4 Planned Responses

### Planned Responses



## 2.5 Learning to behave pro-socially

External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children ‘learn behaviour’ and make positive behaviour choices through:

- Relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive
- Comfort and forgiveness

## 2.6 Staff Development and Training

Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. We currently have three members of staff who are accredited Hertfordshire Steps tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

## 3) Our Golden Rules

**3.1)** Positive behaviour is linked to following our Golden Rules that govern all behaviour in our school. The Golden Rules are pro-social behaviours which and provide a form of script on how we can behave for the common good. These Golden Rules (see below) governing how pupils behave, apply as much to adults, including all staff in the school, as to the pupils themselves. There are additional Playground and Lunchtime Rules that are slight variations on the Golden Rules.

**3.2** Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. ‘Positive activity’ covers not only quality of work, but also effort, attitude and behaviour. Pupils who contribute positively to the learning environment and follow the Golden Rules are entitled to Golden Time (see section 5 below).

### 3.3

#### Our Golden Rules

**We are gentle**

**We are kind and helpful**

**We listen**

**We are honest**

**We work hard**

**We look after property**

***We don't hurt others.***

***We don't hurt anybody's feelings.***

***We don't interrupt.***

***We don't cover up the truth.***

***We don't waste our own or others' time.***

***We don't waste or damage things.***

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## Playground Golden Rules

<b>We are gentle</b>	<i>We don't hurt others</i>
<b>We are kind and helpful</b>	<i>We don't hurt anybody's feelings</i>
<b>We listen</b>	<i>We don't interrupt</i>
<b>We are honest</b>	<i>We don't cover up the truth</i>
<b>We play well with others</b>	<i>We don't spoil others' games</i>
<b>We care for the playground</b>	<i>We don't damage or spoil anything</i>

## Lunchtime Golden Rules

- We line up quietly**
- We walk in the dining hall**
- We finish what we are eating before we speak**
- We remember to say 'please' and 'thank you'**
- We put our rubbish away**
- We put our hands up to ask to leave the hall**
- We talk quietly to the people next to us**

## 4) The Curriculum and Learning

**4.1)** We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy)

**4.2)** A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

**4.3)** A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

## 5) Golden Time

### 5.1 Golden Time: the underlying principles

Golden Time is a privilege that is available to all pupils if they adhere to the Golden Rules.

- Golden Time is a fixed amount of time (maximum - 30 minutes) set aside each week during which pupils may undertake individual, paired, group or club activities of their own choosing. All classes take part in
- Golden Time on a Friday afternoon or on an agreed alternative time

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- Activities on offer during Golden Time are negotiable between teachers and pupils. Unsatisfactory behaviour can lead to a pupil losing some of his/her Golden Time. Pupils who have lost Golden Time lose it at the start of Golden Time. They are required to reflect on the golden rule they have broken and why. When they have completed their sanction and worked off their 'debt' they join the activities.
  - No pupil forfeits Golden Time without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is Golden Time lost without prior warning.
  - For KS1, time is lost in increments of three minutes. For KS2, time is lost in increments of five minutes. Warnings are given to pupils before each five-minute block is lost.
  - Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Pupils, who find it difficult to adhere to the Golden Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and his/her teacher.
  - Creating an ethos of achievement through use of the Golden Rules and Golden Time for positive behaviour management is reinforced by our house point system.

## **6) Housepoints**

If a pupil behaves well, shows a good attitude and works well it affords them merit points. These are awarded by any member of staff and a 'mini-merit' sticker/stamp is stuck in the child's home-learning diary/merit card. 10 mini-merits is equivalent to 1 Housepoint. If a pupil achieves 50, 100 or 150 housepoints then they will receive certificates acknowledging their achievement.

## **7) Headteachers awards**

**7.1** Children, whose work is of an exceptional standard and/or demonstrates great effort and improvement, can be sent to the Headteacher for a Headteacher's award sticker and may have their achievement included in the school newsletter.

**7.2** Our weekly celebration assembly celebrates success in behaviour as well as in learning.

## **8) Ways to encourage good class behaviour**

### **8.1 Praise**

For most children, public acknowledgement of good behaviour can be very powerful in a positive way. However, some children find direct praise hard to handle. Praise can also be non-verbal: a smile or a thumbs-up.

### **8.2 'Catch them being good'**

Within the class, aim to appreciate children's good behaviour before addressing behaviour concerns. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### **8.3 Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help from them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **8.4 Give choices**

This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **8.5 Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

### **8.6 Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. Ask another adult to step in if you are unable to suppress your own emotions.

### **8.7 Scan the classroom**

Auditory as well as visual scanning of the classroom is essential. Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see and hear what is going on. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off task behaviour. Make your presence felt by a look or by repositioning yourself.

### **8.8 Listen**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. Each classroom has a worry box for pupils to communicate their anxieties and feelings.

### **8.9 Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and if necessary remind them. Tell them that you will be back to check on them. This concentrates attention on communication about the task and gives the child teacher contact.

## 9) Planned responses to escalating behaviours

**9.1** When positive behaviour is not being demonstrated we believe that it is essential to have a consistent approach that allows children to reflect upon their choices and take steps to make positive behaviour choices. The response to harmful behaviours is set within the context of planned responses to escalating behaviour and a planned response to cool down, reflect, repair and restore.

The order of response should be as followed:

- A non - verbal reminder such as ‘a look’ or attracting attention to the learning
- A positive reminder of the Golden Rule(s) that needs to be adhered to
- Name written as a reminder that behaviour is continuing or escalating; the Golden Rule being broken by the behaviour should be referred to
- Time away - this may be moving a child to work at a different table or with a different group or involve moving a child to a different table in the classroom
- Playtime reflection
- Time away in another classroom with another teacher – time should be spent in the classroom reflecting on the behaviour before having a discussion with the teacher considering any roots to the behaviour and reminders of positive behaviour
- For continual disruption/serious incidents - sent to an SLT member who will intervene as needed agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process the seriousness of the behaviour and any history of such behaviours. Consequences of the behaviour should help the learner to understand the link between behaviour and its consequences and have social validity. The pupil may be asked to complete a Reflect, Repair and Restore form (Appendix 1).

### 9.2) Additional consequences

Some behaviours exhibited can be more challenging. Our response to harmful behaviour should be set in the context of Hertfordshire Steps cool down, repair, reflect and restore. Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

To facilitate change, behaviour needs to be understood rather than suppressed (Hertfordshire Steps), the Hertfordshire Steps Roots and Fruits and Anxiety Mapping (appendix 2) may be used to help adults consider the underlying causes of behaviour choices. Staff have received Hertfordshire Step On Training including moving and guiding skills. This level of intervention will only be used if the learner is deemed to be a danger to themselves, other learners, staff or damage to property.

### 9.3) Severe classroom or playground Incident

In the event of a severe playground incident the following consequences may be used:

- Exit from playground
- Incident is recorded
- Educational consequences

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- Roots and Fruits may be completed and reviewed with an adult, if regular
  - Repair, reflect, restore discussed with an adult
  - Playground exclusion
  - Internal exclusion
  - Fixed Term Exclusion
  - Permanent Exclusion

#### **9.4) Discrimination, Racial abuse and / or gender abuse**

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used:

- Incident is recorded
- Roots and Fruits may be completed and reviewed with an adult, if regular
- Repair, reflect, restore discussed with an adult
- Racial and Bullying Incidents must also be recorded. These are held on File and kept on the Headteacher's Drive
- Parents informed about the incident.
- Fixed term exclusion
- Permanent exclusion

#### **9.5) Violence and Physical Aggression**

In the event of a violent or physically aggressive incident, the following consequences may be used:

- Exited from situation
- Roots and Fruits to be completed and reviewed with an adult
- Repair, reflect, restore discussed with an adult
- Parent / Carer notified
- Recorded on headteacher's drive
- Internal exclusion
- Fixed Term Exclusion
- Permanent Exclusion

### **10) Fixed-term and permanent exclusions**

**10.1)** Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the absence of the Head, the Deputy Headteacher may also exclude pupils.

**10.2)** If the Headteacher excludes a pupil, the parents will be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**10.3)** The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

**10.4)** The Governing Body will appoint a discipline committee, which is made up of three governors. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with the ruling.

### **10.5) Permanent Exclusion**

A decision to exclude a pupil permanently will be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;

and

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This is in line with the statutory guidance given by the DFE (2017 is the most recent guidance):

<https://tinyurl.com/ycqoujnd>

## **11) Behaviour Plans**

Learners who may need a behaviour plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. This may include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and positive feelings create positive behaviour" (Hertfordshire Steps)

## **12) Learners with Special Educational Needs**

We expect all learners to follow the Golden Rules. However, this will be more difficult for some learners at certain times. We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the support of external agencies such as the LINKS behavioural team will be requested. See SEND policy for further details.

## **13) Monitoring**

The headteacher and Deputy Headteacher will monitor the success of the policy and report back to the governing body in terms of trends, issues and successes in promoting positive behaviour.

## **14) The Role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

**Originally Adopted: April 2019**

**Latest review: November 2021**

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## Appendix 1: Reflect, Repair and Restore Sheet

### Reflect, Repair and Restore Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Write or Draw Your Answer

**Reflect:** What happened? (tell the story)

**Reflect:** What were people thinking and feeling at the time?

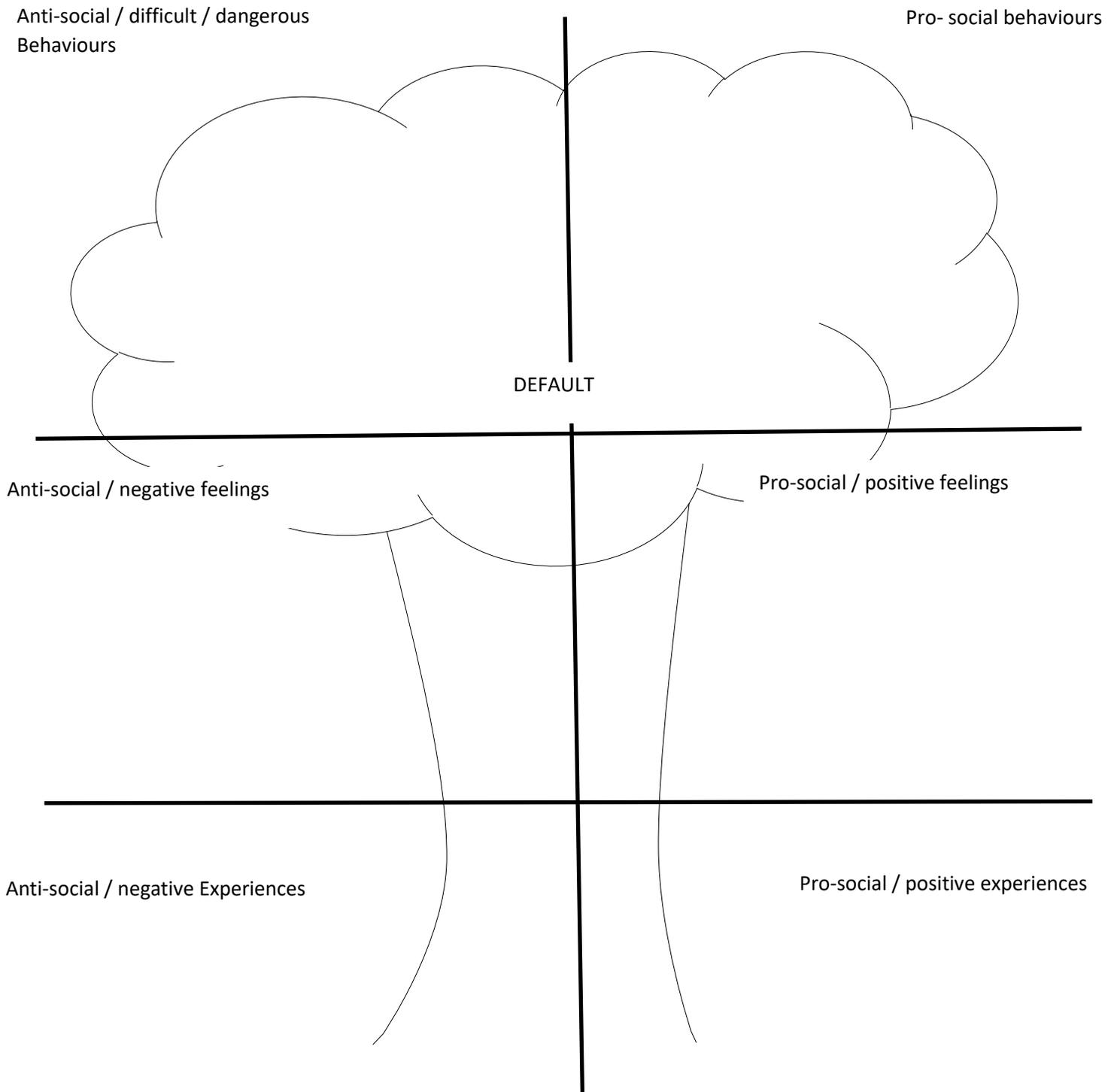
**Reflect:** Who has been affected and how?

How can we **repair** the relationships?

**Restore** with an adult: Summarise what we have learnt so we are able to respond differently next time?

**Appendix 2 Roots and Fruits and Anxiety Mapping**

Name	
Supporting Staff	
Date	
Review Date	



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### Anxiety Mapping

