



Positive Behaviour Policy

Homerswood Primary and Nursery School

Ratified : October 2024

Review : September 2025

POSITIVE BEHAVIOUR POLICY

1. Statement About School's Ethos, Values and Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Homerswood Primary and Nursery School, our motto is to enable our pupils to take 'a pathway to grow, be curious and discover'. This applies to our approach to behaviour.

- We provide a safe, healthy and happy environment
- We enjoy learning
- We equip children for life as self-motivated, well rounded, confident individuals
- We work in partnership with parents and the community
- We nurture individuality, respect and celebrate diversity
- We provide opportunities for all to achieve their potential through our high expectations
- We embrace creativity and curiosity

The school expects every member of the school community to behave in a considerate way towards others and uphold the Homerswood Vision and Code. We treat all children fairly and apply this behaviour policy in a

consistent way. Racist, Sexist or homophobic behaviour will not be tolerated. This policy works alongside the Anti-Bullying and Child Protection Policy to ensure that we teach positive behaviours and address cases of bullying, including cyber bullying and discriminatory bullying and peer-on-peer abuse from happening. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It is designed to promote good behaviour, rather than merely deter inappropriate behaviour. By providing a nurturing environment, we strive to instil internal discipline in our pupils and help them to independently manage their behaviour and emotions.

2. Hertfordshire 'Steps' Therapeutic Approach

All staff working with our children will receive training in behaviour support. Their training is called 'Hertfordshire Steps' and is adapted from the original work by Angela Adham 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 sets 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 interventions have been required.

Staff **will be** trained in Level 1 'Steps' training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited as Hertfordshire Steps tutors and deliver the initial training to all our staff.

3. Homerswood Code

Everyone within the Homerswood community is expected to follow the Homerswood Code.

The Homerswood Code underpins all that is done at Homerswood and is used to discuss pupil's behaviour when incidents occur but also to praise those who do the right thing. It is regularly spoken about in assemblies. Each year the code is discussed with the class.

The Homerswood Code is a set of statements. The code is designed to help all members of the school community to work and play together successfully. They include statements that ensure the safety of everyone, respect for all property and the environment as well as people's right to space. The Homerswood Code is a single set of expectations designed to be used in all areas of the school, including lunchtimes, break times, when arriving at and leaving school and at after school clubs. The code can be viewed at <https://www.homerswood.herts.sch.uk/vision-and-code/>

4. Teaching and Learning

All staff provide models of expected behaviour and ensure that high expectations are consistently applied to both their own behaviour and those expectations of the children.

We believe that providing the children with a well looked after and stimulating environment, providing engaging learning experiences that offer appropriate levels of challenge to children of all abilities can best enable the children to behave appropriately.

Our published 'Pathway Curriculum' uses the Jigsaw RSHE curriculum to focus on the development of independence in learning through the school's work in all subjects. Promoting the positive attitudes and good behaviour of young people is at the heart of our 'Pathway Curriculum'. This curriculum can be viewed at <https://www.homerswood.herts.sch.uk/curriculum/>

5. A Therapeutic Approach

"You can't make children behave better by making them feel worse"

At Homerswood Primary and NUrserly School, we recognise 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 challenging behaviour and work to change the circumstances in which the behaviour occurs. At Homerswood, children are actively encouraged to self-regulate their own behaviour without the need for external rewards.

Behaviour management and responses need to be personalised and designed to meet the needs of each individual young person, their age and any special circumstances that affect the pupils. To enable change, we need to understand the child's behaviour, not just suppress it.

The Hertfordshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. 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. Further work on anxiety mapping and looking at conscious and unconscious behaviours may also be undertaken to pinpoint any triggers for challenging behaviour.

Where negative behaviour continues to escalate, a 'Risk Reduction Plan' may be put in place to support the young person and to protect the adults and children in school.

6. Affirmation, Praise and Rewards.

We consider that affirmation, praise and rewards are the most effective way of promoting positive behaviour. Each class is able to develop its own reward system as long as it fits with the guidelines of this policy.

It is important that the rewards offered to young people are considered to be of value by the schools. This means that class rewards should be negotiated with the children.

- use a variety of different rewards to keep children motivated
- be specific about what you are giving the rewards. For example 'sitting still without touching others'
- promote class teamwork by celebrating whole class successes as well as the whole class celebrating the success of an individual.
- make an effort to catch them being good
- keep a record of 'significant rewards' given to children. For example, Star of the Year awards, Star of the Week awards.

7. Challenging Behaviour

Some behaviour exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate.

Positive Phrasing

'Stand next to me'; 'Put the toy in the table'; 'Walk beside me'

Limited Choice

'Put the pen on the table or in the box'; 'When we are inside, lego or drawing';
'Talk to me here or there'

Disempowering Behaviour

'You can listen from there'; 'Come down in your own time';

De-escalation Scripts

'Name, I can see something has happened, I am here to help. Talk to me and I will listen, Come with me and

8. Consequences

We consider that affirmation, praise and rewards are the most effective way of promoting positive behaviour. However, when behaviour does not meet our expected standard, it is important that sanctions are applied in a consistent manner across the school.

The following 'ladder' has been agreed to guide the management of inappropriate behaviour.

Warning 1	Pushing in Teasing	Reminder of Vision and Code
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(not recordable on CPOMs)	Spoiling others' games Telling Tales Wasting time Being too noisy Avoiding work	Capture future pro-social behaviour as reference for child **Dealt with swiftly as part of normal teaching practice
Warning 2	Answering Back Interrupting learning Rudeness to others Swearing at peers Covering up the truth Hitting another child in retaliation Not following instructions Avoiding work Sitting under tables or hiding	Verbal warning given Discussion with adult dealing with issue about why Apologising to others and accepting responsibility Loss of freedom related to behaviour for rest of session ie working alone, less area to work in **Dealt with an adult directly
Warning 3	Damaging property Kicking others Scratching/Biting others Stealing from others Hitting/Spitting another person without provocation Verbal threats to staff/pupils Confrontational behaviour Disruptive behaviour that affects the whole class Not following adult direction	Discussion with SLT about why – possible completion of 3 R's sheet* Apologising and Repairing relationships with those affected Loss of freedoms related to behaviour over period of time. – Earn responsibility back **Dealt with by SLT (Depending on severity class teacher may be asked to manage) Recorded on CPOMS

Expectation of Parent/ School Partnership	<p>Parents will be contacted so that there is an ongoing, open dialogue maintained at all times. School will make sure they fully investigate all Level 3 incidences before notifying parents</p> <p>Parents should trust that the policy has been followed to this point.</p>
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Warning 4	<p>Not following adult direction that undermines safety of child or others</p> <p>Leaving a learning space without permission</p> <p>Serious harm to another child or adult</p> <p>Swearing at staff</p> <p>Physically abusive to staff</p> <p>Verbally abusive to staff</p> <p>Coming onto school premises with malicious intent Bringing the school into disrepute at an event</p>	<p>PSP or Risk Reduction Plan to be put in place</p> <p>Discussion with SLT about why – possible completion of 3 R’s sheet</p> <p>Loss of freedom to learn within the classroom – earn responsibility back</p> <p>Arrangements for Exclusion or isolation in place and reported to parents</p> <p>**Dealt with by HT, DH AH or member of staff in charge</p>
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Expectation of Parent/ School Partnership	<p>Parents will agree to meet with HT and/or SENCo to discuss behaviours and underlying issues.</p> <p>Parents are expected to work in partnership with the class teacher, SENCo and SLT to ensure that a consistent message is received by the child.</p> <p>The school will ensure that part time timetables/exclusions/ Risk Reduction documents are ready for parents to view at the earliest convenience and readily available at all times for parents.</p> <p>Parents are to ensure that any additional support offered by external agencies is discussed openly and failure for a family to take this support may result in a Children’s, Schools and Families referral.</p>
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The recurrence of Level 4 behaviours over time may result in

Removal from the class area on a more regular basis
Higher Adult to child ratio
Organisation of a safe space/safe adult for pupil to access
Support in self-regulation strategies
Possible reduced timetable
Referral to The Park or The Behaviour Base Possible
managed move.

It is important that children are given the opportunity to reflect on negative behaviours in order to understand how it can be improved in the future. We will always endeavour to give children the opportunity to show that they have changed their behaviour and will not judge them against incidents that have been resolved. Each lesson will be deemed a fresh start and any warnings given in prior lessons will be rescinded.

Please note: All examples of behaviour and all consequences show above our guidance only, and this list is neither exclusive nor exhaustive. Each incident will be judged on its own merits and there may be cases where it is deemed appropriate to deviate from the above guidance.

9. Bullying

The school does not tolerate bullying of any kind or any form of discrimination. If we discover that an act of bullying or discrimination has taken place, we act immediately to stop further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. This include cyber bullying and discriminatory bullying, Our Pathway Curriculum and RSHE curriculum are designed to reduce discrimination an to teach children how to act safely online. Further guidance on what measures are put in place to tackle bullying swiftly and effectively can be seen in our Anti-Bullying Policy which can be viewed at <https://www.homerswood.herts.sch.uk/policies/>

10. Peer on Peer Abuse

This is defined in the school's Child Protection Policy as:

- Bullying including Cyber-Bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harrassment which may be stand-alone to part of a broader pattern of abuse

- Up-skirting which typically involves taking a picture under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm.
- Sexting (also known as sharing nudes or semi-nudes) -
Initiation/hazing type of violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Furthermore, they should recognise the gendered nature of peer on peer abuse, but that all peer on peer abuse is unacceptable and will be taken seriously.

11. Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils*. Staff only physically intervene to restrain or remove children from a situation in order to prevent injury, or if the child is in danger of hurting themselves or significantly disrupting the learning of the class. The actions that we take are in line with government guidelines on the restraint of children.

12. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the behaviour policy is followed in their class and around the school and that their class behaves in a responsible manner.

The class teachers in our school have high expectations of the children in terms of behaviour, follow the Hertfordshire Steps approach and strive to ensure that all children work to the best of their ability.

The class teacher treats all children fairly and enforces the Homerswood Code consistently. The teacher treats all children with respect and understanding.

The class teacher keeps a record of significant positive recognition and records significant behavioural incidents using the school's CPOMS system, to ensure that important information is shared amongst professionals.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with a social worker, Education Psychologist or LEA behaviour support lead.

The class teacher reports to parents about the progress of each child in their class, and will be the one to make contact with a parent if there are concerns about the behaviour or welfare of a child.

13 The Role of the Headteacher

It is the responsibility of the headteacher, under the school Standards and Framework Act 1998, to implement the school positive behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health and safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and monitors inappropriate behaviour using the CPOMS system,

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are taken following the school's exclusion procedure.

14. The Role of Parents/Carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We believe it is important to maintain a dialogue with parents/carers and so feedback if given to parents/carers about their child's behaviour as appropriate.

We explain the school's expectations of behaviour in the information we provide to new parents, and we expect parents to read these and support them.

We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about the child's welfare and behaviour.

If the school has to sue for reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their

children have been treated, they should initially contact the class teacher, the Headteacher in order to follow the school's complaints procedure.

15. The Role of Governors

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

The headteacher has the day-to-day authority to implement this policy, but governors may give advice about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

16. Fixed-Term and Permanent Exclusions

The **Governing Body** will establish a Pupil Discipline Committee of 3 to 5 members and ensure that they receive training to fulfil their role in reviewing exclusions. The headteacher is not a member of this committee. The committee has regard to any guidance issued by the Secretary of State.

If the Pupil Discipline Committee decides that a pupil should be reinstated, they will inform the parent, headteacher and the LA of their decision. In the case of a permanent exclusion, the school will notify the parent in writing of their decision and the reasons for it within a day. The letter will advise the parent of his or her right to appeal.

16 Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour on CPOMS. The headteacher keeps a record of all exclusions, whether fixed term or permanent.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Reviewed by L Brennan September 2024, next review Date: September 2025