



The John Hampden School Wendover

POLICY

for

BEHAVIOUR & SELF-REGULATION

## Updated September 2022

The purpose of this policy is to give a clear code of conduct for all pupils at our school. The behaviour policy and practices need to be understood and agreed by all involved, including children, staff and parents/carers and be carried out consistently by all. The policy reflects the values and principles that we consider to be important for the John Hampden School Wendover.

### 1. AIMS & VALUES

Our school aims to provide a happy and secure environment for all those who work in, or visit it; a school in which: good manners, perseverance, respect, reflection, collaboration, independence and belonging are valued and explicitly encouraged in everyday activity.

We believe that emphasising positive behaviour in school will encourage all children to behave in a positive way. We believe that this will be more effective if parents/carers are working in partnership with us.

We aim to have a consistent approach and response to behaviour to ensure 'certainty' and 'predictability' for our staff, pupils and their families. This certainty establishes safe and understood boundaries around behaviour. By establishing expectations of consistent practice by the adults in the school we are empowering everyone to 'get it right' which embeds an understanding that we all have responsibility. Our school endeavours to support families with their understanding of our approach by holding meetings and workshops to which all parents are invited; meeting with parents on an individual basis whenever necessary; information on the school website; detail in the school newsletter. Our behaviour expectations are also shared with parents in our Home/School Agreement document.

#### Self-Esteem

It is important for adults to be careful not to damage relationships or a child's self-esteem when managing behaviour. It must always be the behaviour that is criticised and not the child. A child with behavioural difficulties may have low self-esteem. The child must feel he/she is still valued and respected.

Our policy aims to meet the needs of the majority of the individuals within our setting but positive behaviour management plans may still be required for identified individuals.

### 2. EXPECTATIONS

These are the school's behaviour expectations:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do be polite

These expectations are displayed all around the school and they are referred to whenever it is appropriate to do so.

### 3. DEVELOPING SELF-REGULATION SKILLS & ENCOURAGING POSITIVE BEHAVIOURS

The ethos and culture of our school is central to developing self-regulation skills in order to establish and maintain our expectations for high standards of behaviour in all pupils. Positive behaviour and self-regulation is explicitly taught as part of PSHE/Relationships Education as well as through P4C and assemblies. We constantly encourage positive behaviour through the use of praise and recognition, modelling, positive reinforcement and through the consistent use of appropriate planning, and intervention strategies, including encouraging familiarity with the language of de-escalation. We place emphasis on the importance of restorative approaches and conflict resolution. Each classroom has its own supported thinking area, with a range of resources, where pupils are encouraged to reflect and address issues surrounding behaviour incidents

We teach positive behaviour through:

- Developing positive, caring, trustworthy relationships with our pupils
- Regular reinforcement of behaviour expectations leading to pupils internalising 'what to do and why'
- Explicit teaching
- Positive role modelling including 'Wonderful Walking', 'Super Sitting', 'Legendary Lining Up'
- Consistent practice to ensure 'certainty' and 'predictability' for our pupils
- Use of positive phrasing and consistent de-escalation scripts
- Establishing routines
- Ensuring inclusion
- Positive (healthy and brave) responses to behaviour challenges displayed by pupils
- Developing positive individual behaviour management plans, if required, by analysing behaviours methodically and in detail in order to understand, explain and interpret them

Incentives to encourage positive behaviours may include one or more of the following:

- Explicit praise/recognition, often in front of peers
- Nomination for the Scroll of Honour
- Certificates issued during a weekly 'Over & Above' assembly
- Stickers within class
- A warm welcome at the door
- Identification on the 'Loving to Learn' Board
- Individual/group reward incentives within class e.g. pebbles which may lead to extra play or 'choosing time'
- Lunchtime stickers awarded by MDMS
- Balls in the jar incentive
- Lunchtime table trophies
- 'Class of the Week' - cup awarded by the Head Teacher
- Stickers and stars awarded by the Head Teacher /Deputy Head Teacher
- Celebration of achievements outside school
- MDMS certificate issued during weekly 'Over & Above' Assembly
- 'Star of the Day' (Foundation Stage)
- Visual whole class 'Recognition Boards'

On a Friday afternoon, following our 'Over & Above' assembly, classes will be involved in activities that help them to develop and enrich their understanding of the behaviour expectations and the school values through a range of relevant activities. This session will be timetabled as 'M.O.V.E Time' (**M**astering **O**ur **V**alues & **E**xpectations)

#### 4. UNACCEPTABLE BEHAVIOUR

Where behaviour falls below the standard which could reasonably be expected, we will act to ensure a protective consequence as well as an educational consequence for the individual/s concerned. We recognise the importance of a consistent approach for dealing with unacceptable behaviour. There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the school community and these behaviours will always be discouraged and addressed. Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature.

Incidents where children have been deliberately hurt or upset by another will be noted (including the name of the victim) in a file which is kept in the Head Teacher's room, as part of the regular weekly behaviour monitoring. This forms a record of all incidents, including those of a racist nature, and is maintained by the Head Teacher or a member of the SLT in her absence

## 5. APPROACHES TO MANAGING NEGATIVE BEHAVIOUR

As part of a consistent response, adults in the school are encouraged to **respond** to incidents of negative behaviour rather than to **react**. Our response involves:

- Staying calm
- Following the policy or individual behaviour plan
- Using scripts (See Appendix 1) i.e. words or actions prepared in advance to meet particular events. Our preference for scripts: allows intervention which does not impact on the time spent with the rest of the class; removes the need to improvise when faced with challenging behaviour; allows time to remind the individual of a previous example of their ability to self-regulate; provides a predictable and safe way to remind the child to take responsibility for their behaviour.
- Using positive phrasing
- Offering limited choices e.g. *we talk here or in the library; you can sit on your own or with the group*
- Being consistent
- Making use of/reference to zones of Regulation
- Making use of a positive phrases menu (Appendix 2)
- Disempowering the behaviour e.g. *you can listen from there; ask for help if you need it - I'm happy to help you; come back and join us when you are ready; I can see you are passionate about that; that's an interesting idea- thank you for sharing*
- Providing a protective consequence and an educational consequence

Adults are always discouraged from shouting, arguing with children, being inconsistent, bribing children or punishing children, rather than facilitating a protective consequence and an educational consequence.

Our agreed definition of a consequence is 'something that logically or naturally follows from an action'

**Protective Consequences** i.e. removal of a freedom to manage harm

These may include:

- Limiting access to outside space
- Escorting in social situations
- Provision of a differentiated teaching space
- Spending time in a different classroom
- Increased staff ratio, if possible
- Exclusion (as a last resort)

**Educational Consequences** i.e. learning, rehearsing or teaching so a freedom can be returned.

They may include:

- Completing tasks
- Rehearsing expected behaviour

- Restorative meetings
- Assisting with repairs
- Educational opportunities
- Conflict resolution/peaceful problem solving

Adults will always be encouraged to analyse pupil behaviour that gives cause for concern to establish whether it is conscious behaviour (the result of thought or planning) or sub-conscious behaviour (evident without any thought or planning) and which may lead to a sub-conscious response which is typically of a 'fight' or 'flight' nature or may be driven by a diagnosed condition.

Responding to conscious behaviours may involve:

- Exploring boundaries we can set
- Providing limited choices
- Establishing a consistent plan
- Identifying a learning consequence

Responding to sub-conscious behaviours may involve:

- Considering which scripts we have in place to utilise
- Teaching coping strategies
- Establishing a consistent plan
- Identifying ways to reduce anxiety

## 6. DE-ESCALATION PRINCIPLES

In order to de-escalate a potential incident we will follow agreed principles:

- Use the individual's name
- Acknowledge their right to their feelings
- Tell them why we are here
- Offer help
- Offer a 'get out' (positive phrasing)

We will make use of De-escalation scripts (See Appendix 1)

### **De-escalating Body Language**

We will aim to keep a good distance from the individual and avoid getting too close

We will take a sideways stance rather than eye to eye or toe to toe

We will leave an exit pathway rather than blocking the pathway

We will show a relaxed stance/ relaxed hands rather than displaying overbearing height or gestures

### **After Significant Incidents**

We will make use of **reflection, repair and restoration** to inform future practice.

During an incident of challenging behaviour the individual's behaviour may be influenced by anger, shame, frustration, disappointment etc. In order to effectively change behaviour we will re-visit the experience with the child when they are calm, relaxed and reflective.

### **Restorative Approach**

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment'

Following a significant incident we will always:

- Explore what happened  
*e.g. what happened?*
- Explore what people were thinking and feeling at the time  
*e.g. What were you thinking at the time? How were the rest of the group feeling?*
- Explore who has been affected and how  
*e.g. How can we make things better for \_\_\_\_/you?*
- Explore how relationships can be repaired  
*e.g. What can you do to help put this right?*
- Summarise what has been learnt so there can be a different response next time  
*e.g. How can we make it OK for you to play/use \_\_\_\_ safely?  
What could you do differently next time?  
What do you think \_\_\_\_ might need?*

### **Post-Incident Learning following a Significant Incident**

There will be three levels of post-incident learning:

1. The Individual - Educational consequences, Restorative Meetings, Social stories Roots and Fruits sheet etc.
2. The Witnesses - discussion with the peer group without the 'harmer' present to reinforce the fact that \_\_\_\_ is still learning; praise for not joining in; reward group as appropriate; provide support for the group as appropriate
3. The Staff - debrief following the incident; review plans; construct plans; review consequences/reward systems

### **Reflect, Repair, Restore Activities**

May include:

- Supported Thinking Area
- Social Stories
- Role play with dolls/teddies/puppets
- Restorative conversations
- Solution focused approaches
- Signs and symbols to talk about emotions
- SEALs

- Use of Persona Dolls

## 7. COVID-19

In light of the Covid-19 global pandemic, the home school agreement was revised in January 2022 and shared with all families. This document provides additional information regarding the management and sanctions associated with unsafe behaviours. Regular review of, and amendments to, the risk assessment/protective measures document aim to provide up to date information regarding the management of behaviours whilst restrictive measures are in place. Both documents are available on the school website.

This policy has direct links to the following policies:

Anti-Bullying Policy

PSHE Policy

Relationships Education Policy

P4C Policy

### Appendix 1

#### **Script examples**

I noticed that you are...

It was this behaviour expectation that you didn't show

You have chosen to...

Do you remember last week when you....

Thank you for listening

#### **De-escalation Scripts**

Individual's name

I can see something has happened (oh dear, tell me what happened)

I am here to help you

Use your words

Tell me

Talk and I will listen

Come with me and we can....

Let's go over here and....

## APPENDIX 2

### Positive Phrases Menu

#### Positive Phrasing:

##### EXAMPLES

- Come and sit next to me for .....
- Everyone needs to tidy up before we.....
- You need to finish your work by \_\_\_\_\_

#### Limited Choice:

##### EXAMPLES

- Would you like to sit on the \_\_\_\_\_ or the \_\_\_\_\_?
- You can have \_\_\_\_ or \_\_\_\_\_ to help you if you like
- You can start with the picture or the writing

#### Disempowering Behaviour:

##### EXAMPLES

- You can listen to the \_\_\_\_\_ from there
- I understand making a start is difficult, I am here to help you
- I know it's difficult to get started , we are here to help

#### Consequence:

##### EXAMPLES

- We will check you understand \_\_\_\_\_ before going out for break time
- If it isn't completed by \_\_\_\_\_ you will need to stay behind to finish it while everyone else \_\_\_\_\_
- If it's not completed by \_\_\_\_\_ you will need to stay in for learning catch up time to finish it

**Appendix 3**



**POSITIVE BEHAVIOUR MANAGEMENT PLAN**

<b>Name:</b>	<b>DOB:</b>	<b>DATE:</b>	<b>Version of Plan:</b> <b>Review Date:</b>
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<b>Brief Description of presenting difficult/dangerous behaviours:</b>	<b>Positive behaviour(s) we wish to see/have:</b>
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<b>Differentiated measures to promote/support positive behaviours:</b>
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<b>POSITIVE behaviours you will see:</b>	<b>What you will say and do:</b>
<b>DIFFICULT behaviours you will see:</b>	<b>What you will say and do:</b>
<b>DANGEROUS behaviours you will see:</b>	<b>What you will say and do:</b>
<b>Post incident recovery and debrief measures</b>	

Signature of plan co-ordinator:

Date:

Signature of parent/carer:

Date:

Signature of young person (if appropriate)

Date:



Appendix 5

Child's Name:

Class:

BEHAVIOUR EXPECTATION/S NOT BEING DEMONSTRATED	PROTECTIVE CONSEQUENCE APPLIED	EDUCATIONAL CONSEQUENCE APPLIED																																																
<p>DATE:</p> <table border="1" data-bbox="114 483 763 775"> <tr><td>Do be kind and helpful</td><td></td></tr> <tr><td>Do work hard</td><td></td></tr> <tr><td>Do listen</td><td></td></tr> <tr><td>Do be honest</td><td></td></tr> <tr><td>Do be polite</td><td></td></tr> <tr><td>Do be gentle</td><td></td></tr> <tr><td>Do look after property</td><td></td></tr> </table> <p>Detail/Topography of behaviour:</p> <p><b>HAS INCIDENT BEEN COMMUNICATED TO PARENTS/CARERS</b></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	Do be kind and helpful		Do work hard		Do listen		Do be honest		Do be polite		Do be gentle		Do look after property		<table border="1" data-bbox="790 403 1435 1077"> <tr><td>Limiting access to outside/inside space</td><td></td></tr> <tr><td>Escorting in social situations</td><td></td></tr> <tr><td>Provision of a differentiated teaching space</td><td></td></tr> <tr><td>Spending time in a different classroom</td><td></td></tr> <tr><td>Increased staff supervision</td><td></td></tr> <tr><td>Support from SLT</td><td></td></tr> <tr><td>Conversation/communication with home</td><td></td></tr> <tr><td>P.S.H.E. session with the class or a group</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>	Limiting access to outside/inside space		Escorting in social situations		Provision of a differentiated teaching space		Spending time in a different classroom		Increased staff supervision		Support from SLT		Conversation/communication with home		P.S.H.E. session with the class or a group		Other:		<table border="1" data-bbox="1467 403 2096 975"> <tr><td>Completing tasks later</td><td></td></tr> <tr><td>Rehearsing expected behaviour</td><td></td></tr> <tr><td>Restorative meeting</td><td></td></tr> <tr><td>Assisting with repairs</td><td></td></tr> <tr><td>Educational Opportunities (to build self-esteem)</td><td></td></tr> <tr><td>Conflict resolution/making peace</td><td></td></tr> <tr><td>Social Story</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>	Completing tasks later		Rehearsing expected behaviour		Restorative meeting		Assisting with repairs		Educational Opportunities (to build self-esteem)		Conflict resolution/making peace		Social Story		Other:	
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