



# Park Street C of E Primary School



**POLICY:**

BEHAVIOUR

**Date of approval:**

SPRING 2025

**Date of review:**

SPRING 2027

# Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

---

## Flourish and "Let your light shine." Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

### Contents

- Introduction
- Prosocial behaviour
- Preventing escalation
- Unsocial behaviour
- Anti-social behaviour
- Consequences
- Recording
- Appendices (To be added)

### Introduction

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We aim to provide a broad and balanced, inspiring curriculum that empowers children and equips them with secure skills and knowledge that build progressively across the key stages embedding confident learning behaviours.

At Park Street, we believe that pro-social behaviour and self-discipline are based on mutual respect and should be modelled by all adults. Positive affirmation should have a place in achieving acceptable behaviour, but it must be recognised that consequences will result when children do not accept and conform to the behaviour expectations and rules of the school. To achieve this the school follows the Herts STEPs therapeutic approach to behaviour.

This approach:

- promotes pro social behaviour
- focuses on de-escalation and preventative strategies
- develops understanding of the underlying reasons for behaviours
- recognises behaviours need to be taught and learned and some children need help to regulate their behaviour
- recognises that some children externalise behaviour and some internalise behaviour
- enables children to verbally express their feelings and emotions
- supports management of unsocial, difficult and dangerous behaviours

STEPS tutors within the school receive an external annual update. Tutors provide ongoing advice for all staff, as well as an annual update. The STEPs tutors are: Ms Gregory (HT) Mrs Lewis (DH) and Mrs Tominey (Inclusion lead/SENCo). At all times we seek to work in partnership with the child and their parents/carers to achieve our aims.

## Prosocial behaviour

At Park Street we have four school values which are referred to daily.

Park Street Values			
Love	Joy	Courage	Truth

When children display our school values, they are acknowledged for doing so and staff respond in the following ways:

- Thank you for showing kindness to Tom and helping when he needed a friend.
- I noticed Sally showing respect by looking this way with her lips closed when I asked children to stop and listen.
- I'm proud of you for being honest about hurting Phil and then apologising for making the wrong choice

## Class contracts

At the start of each academic year pupils construct a class contract for agreed consistencies, alongside their class teacher and any support staff working in the class. The class teacher should guide pupils, if required, to include prosocial behaviours that will contribute to a safe and productive learning environment. The contract should have no more than 5 agreed points. Examples might be, but are not limited to: -

- I will listen carefully when others are talking
- I will work hard, even when I find the work anti-social.
- I will look after the school and its resources.
- If something makes me upset or uncomfortable, I will speak to a trusted adult.
- I will move around the school sensibly.
- I will be polite and provide a good role model to others.

Pupils and staff in the classroom must sign the contract and it must be displayed in the classroom and referred to when required.

If a pupil does not fulfil the requirements of the contract, the adult in the room should refer to, 'Supporting all Learners'. It is the responsibility of the adult in the room to support the behaviour of their pupils. SLT should only become involved in exceptional circumstances e.g. persistent anti-social behaviour or dangerous anti-social behaviour

## Teaching positive behaviour

At Park Street, using a therapeutic approach, we teach positive behaviour in the following way.

We have clear expectations that at the beginning of each school year the main focus is building positive relationships with all children as these relationships are essential to support positive behaviour. This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other. For our new reception children this will involve transition visits prior to their start date.

The promotion of positive relationships continues every day at Park Street. Children at Park Street should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections and listen to children.

Praise may be given publicly and privately. Phone calls home/at the classroom door, visiting another member of staff etc./class. If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'airtime' to anti-social behaviours.

### *Responding as role models and using positive phrasing*

Children learn best from being surrounded by good role models. Adults in school will always demonstrate consistent and calm behaviour. This includes speaking respectfully to each other, to children and about children.

### *Consistency and consistent use of scripts.*

By consistency we mean creating a culture and environment where children know that every adult in school will have the same expectations for behaviour.

New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually. There will be reminders of this policy through emails, briefings or staff meetings.

We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

### *Routines, repetition and structure with established clear and agreed boundaries/expectations.*

Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared e.g. all classes having a lining up order.

We use visual timetables, clearly displayed in class, to share what the day is going to include. Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.

### *Comfort, forgiveness and restorative processes.*

If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that when this happens they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.

During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way.

Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to identify triggers and plan differentiated measures to reduce the likelihood of escalation.

A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may be the following day

### **Preventing Escalation:**

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

- [Name of child]...put the pencil in the pot or on the table
- [Name of child]...sit on the chair or on the floor
- [Name of child]...work at this table or that table

Disempowering the behaviour:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready

The de-escalation script:

- [Name of child]... I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

Emotional Recovery:

- Different children need varying lengths of “cool down” times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need

### Unsocial behaviour:

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Examples:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Rocking on their chair
- Calling out/talking to a friend

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide support. Possible strategies that could be used:

- Differentiated learning space/workstation
- Fiddle toy
- Whiteboard to write
- Individualised timetable
- Now and next board
- Brain breaks
- Task differentiation
- Adult support/Peer support

### Antisocial behaviour:

Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. It is likely to cause injury, harassment, alarm or distress. It can violate the rights of another person. It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

The following is a non-exhaustive list of anti-social behaviours:

Anti-social behaviours	
Difficult	Dangerous
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Scratching
Name calling	Pinching
Lying	Hair pulling
Refusal to carry out an adult's request	Hitting
Distracting and/or disrupting others' learning by shouting, banging, making noises	Kicking
Damage to property	Fighting

Throwing small equipment	Biting
Stealing	Punching
Leaving the classroom without permission	Throwing furniture

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – be aware and empathetic of this and that their behaviour is communicating a need.

Consequences – if possible, must be carried out by the adult who was working with the child at the time. If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.

It could be:

- a 'quick catch up'
- reflect, repair and restore
- a natural consequence (clearing up a mess, mending something)
- teaching or practising something

Consequences can be educational and protective.

Educational consequence: Consideration will be given to what the child needs to learn from the situation. Consideration will be given to what we want to teach the child and what we want them to learn to support them to make a better choice next time.

Protective Consequence This consequence is only used if a freedom is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger. Consideration will be given to what the pupil needs to demonstrate before the freedom is returned.

Examples of educational and protective consequences

Antisocial Behaviours	Educational Consequence/Protective
Aggressive shouting/calling out disruptively Continued interruptions	Social story Comic strip conversation Conversation and exploration Rehearsing and practising Differentiated learning space
Swearing Answering back, mimicking	Conversation and exploration Comic strip conversation
Name calling	Conversation and exploration Comic strip conversations Teaching about empathy
Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment	Conversation and exploration Comic strip conversation
Damage to property/pushing over furniture	Assist in repairs Potential payment for damage/replacement
Stealing	Research the real-world implications

Physical or verbal bullying Physical aggression	Impact to those affected through a comic strip conversation Restorative conversations - reflect, repair, restore Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space
--	---

Restore meetings should follow any consequence that has been used. The anti-social behaviour should be discussed and the impact it has had on the pupils/adults involved. Then, the conversation should focus on the positive behaviours that are required. Again, discussions on the impact on the pupils/adults is vital. Menial tasks, such as writing lines or 'missing break' with no discussion around the anti-social behaviour, have no positive impact on pupils 'learning' about how to change anti-social behaviour into positive behaviour, and therefore, must not to be issued by adults.

Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again.

Discussion will explore:

- What happened
- What people were feeling and thinking at the time
- Who was affected and how
- How the harm can be put right
- What has been learnt to make different choices next time

Restorative questions might include:

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends/learn to work alongside xx again?

If a pupil's behaviour continues to be difficult or dangerous and they are not learning from consequences, then additional strategies will need to be considered:

- Parents/carers contacted and invited into school to discuss the anti- social behaviour with the class teacher and their child. At this stage it may be necessary to draw up and implement an 'Attitude to Learning' report card and/or 'Steps' resources e.g. Anxiety Mapping/Roots and Fruits will be completed and analysed.
- A Predict and Plan(PPP)/ Risk Reduction Plan (RRP) will be drawn up by class teacher and other adults who work with the child. This is shared with pupil/parents/carers and all staff working with the child. The class teacher will draft the RRP in conjunction with anxiety mapping, Roots and Fruits and any other analysis of indicators of heightened stress areas. The PPP/RRP will consider feedback from staff working with the pupil and other indicators e.g. Strengths and Difficulties Questionnaire (SDQ). Class teachers will be supported by STEP's tutors to draft RRP's. Plans will include a de-escalation script, educational and protective consequences and pro social activities. Plans are reviewed at least half termly. For some children the plan will be managed in class with additional adult support, within the class while for others it might be managed in a 'small garden' outside of the classroom with 1:1 support.
- If a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions, in exceptional circumstances e.g. danger to

others, when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

- If appropriate, use of STEP On moving and handling strategies to steer the child to safety (all staff should be trained with annual refreshers)
- Where pupils are displaying difficult/dangerous behaviours staff should use a school walkie talkie – this is linked directly to the school office. Class teachers are responsible for ensuring they have a walkie talkie when necessary.
- A Pastoral Support Plan (PSP) will be put in place for children at risk of exclusion. This will be closely monitored over a set period. Further intervention will be in place which could include a reduced timetable. A significant change will need to be seen in a child's behaviour to avoid exclusion. (See exclusion policy)

### **Recording**

The school uses CPOMs to record all safeguarding and behaviour information. Incidents must be logged in a factual way. Records should be concise (bullet point where possible) and record key information. Paperwork and any associated paperwork e.g. reflection sheets, anxiety maps, related plans, communications with parents/outside agencies e.g. e mails (in full), should be uploaded to CPOMs. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour.

### **Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.