



# **Behaviour Policy**

**October 2021**

Approved by Swing Gate GB:	6 December 2018
Reviewed:	10 May 2020
Reviewed:	2 July 2020
Reviewed:	October 2021
Next review:	October 2023

This statutory policy was adopted by the Governing Body and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable pupils to develop as fully as possible.

## **Vision**

At Swing Gate Infant School and Nursery we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries.

## **Definitions**

In order to achieve our vision we work closely with the school community, including parents and carers to:

- promote pro-social behaviour, self-discipline and respect for others
- ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life
- focus on de-escalation and preventative strategies
- have understanding and awareness of what behaviour might be communicating
- recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child)
- recognise that some children may internalise and some may externalise their behaviour
- manage disruptive, difficult or dangerous behaviour if and when it arises.

We believe that the policy is working well and that its aims are being met when:

- parents, staff and pupils are positive about behaviour and safety
- pupils' pro-social behaviour is the norm
- high levels of progress are achieved as a result of pupils' pro-social behaviour
- pupils demonstrate that they understand and accept that choices have consequences
- pupils' attitudes to learning are exemplary
- pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice based bullying, and how to respond to it
- pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

At Swing Gate we build on the positive patterns of behaviour that the pupils have learnt already and we help the children develop pro-social behaviours supported by the three School Rules, which underpin everything that we do.

These are:

- be kind
- be respectful
- be safe.

We teach pro-social behaviour by:

- modelling positive relationships and interaction
- having a shared, consistent approach
- using positive phrasing
- using circle time, class assemblies, whole school assemblies and stories
- having a therapeutic view in which we acknowledge that positive experiences create positive feelings and that in turn positive feelings create positive behaviour.

Our STEPS for promoting pro-social behaviour, preventing and responding to disruptive, difficult or dangerous behaviour are set out below.

#### STEP 1. Supporting all learners

We aim to promote pro-social behaviour through recognition and rewards by:

- giving verbal praise and positive feedback
- writing, telephoning or telling parents or carers how well behaved and hard working their child has been
- sending or taking a child to a 'partner' class or other adult for praise
- giving class stickers
- awarding Headteacher or Deputy Headteacher stickers
- allocating children responsible tasks
- giving 'Pasta Points' for a class, group or individual achievement (once the pot is full the class discuss and agree a chosen reward)
- awarding 'Pot of Gold' or 'Star of the Week' certificates
- celebrating 'Attend and Achieve' class awards
- recognising care and respect of the learning environment by awarding 'Tidy Ted'
- recognising pro-social behaviour in the dining hall by sitting at the 'Top Table'.

#### STEP 2. We aim to prevent disruptive, difficult or dangerous behaviour by:

- having an inclusive ethos
- having awareness and a reflective approach to the needs and strengths of individuals, for example, by strategically positioning or moving a child to a new space
- creating a positive learning environment
- offering verbal and non-verbal reminders to children of our expectations
- giving pupils specific, limited choices
- completing a Roots and Fruits analysis if required (Appendix 1)
- predicting and preventing escalation through Anxiety Mapping as needed (Appendix 2).

STEP 3. Once behaviour has become disruptive, difficult or dangerous adults will aim to de-escalate by:

- using the script (see Appendix 3)
- using positive phrasing e.g. walk slowly to be safe .... when you're calm we can talk about this ..... you need to ....
- giving pupils specific, limited choices e.g. phonics inside or outside....
- disempowering the behaviour – focusing on children demonstrating pro-social behaviours rather than the individual demonstrating anti-social behaviour  
e.g. I can see you're listening ....
- using STEP On moving and handling strategies to steer the child to safety (all school staff coming into contact with children are trained in these) (Appendix 4)
- completing a Risk Management Plan if required (Appendix 5).

STEP 4. Following an incident of disruptive, difficult or dangerous behaviour:

- provide a consequence appropriate to the incident and individual, this should be logical, purposeful and meaningful, this can be either protective or educational.

**Protective consequences** are the removal of freedom to manage harm.

Examples of these are, increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space or exclusion from an area or school. The behaviour and consequences are recorded on CPOMS.

**Educational consequences** are learning, rehearsing or teaching so the freedom can be returned. Examples of these are; completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meetings. The behaviour and consequences are recorded on CPOMS.

**The consequence for significant disruptive, difficult and dangerous behaviour is that the child is sent to the Headteacher, Deputy Headteacher, member of SLT or designated senior teacher. This is deemed as being serious and may result in:**

- A phone call and/or letter sent to parents or carers (Appendix 6)
- A child being excluded from school. Swing Gate Infant and Nursery School follows the Hertfordshire County Exclusion Policy
- Guidance being sought from STEPS Central Supervision and an Individual Risk Management Plan (Appendix 5) being written. (This is shared with parents and all staff coming into contact with the child.)

If three letters are written in one term, this will normally result in automatic short term exclusion in line with the Hertfordshire County Exclusion Policy. This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

STEP 5. Following an incident of disruptive, difficult or dangerous behaviour we reflect, repair and restore by:

- revisiting the experience with the child when they are calm, relaxed and reflective

- retell the story **with an adult** and record, on the given format (See Appendix 7) what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time
- discuss the behaviour and focus on the act not the child.

### **Differentiated response**

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. To predict and prevent escalation of difficult or dangerous behaviour we undertake Anxiety Mapping (Appendix 2) and the Roots and Fruits analysis (Appendix 1) in order to explore behaviour and identify root causes and solutions. A Risk Management Plan (Appendix 5) may be required for an individual child. The purpose of the plan is to:

- provide a consistent response and approach by all adults
- promote pro-social behaviour and identify strengths and interests
- provide targeted opportunities for pro-social experiences
- provide a personalised approach to their specific behavioural needs.

These children may require additional more specialised intervention from an external agency that can provide advice and guidance. These agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team
- Dacorum Educational Support Centre.

### **Restrictive physical intervention**

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

### **Relationship to other policies;**

The Behaviour Policy is linked to and is to be read in conjunction with Swing Gate Infant School and Nursery's:

- Child Protection Policy
- Inclusion Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy

- Marking and Feedback Policy.

## Appendices

Appendix 1: Governors' written statement of behaviour principles

Appendix 2: Roots and Fruits Analysis

Appendix 3: Anxiety Map

Appendix 4: De-escalation Scripts

Appendix 5: STEP On Moving and Handling Strategies

Appendix 6: Risk Management Plan

Appendix 7: Letter to Parents Following Significant Disruptive, Difficult or  
Dangerous Behaviour

Appendix 8: Reflect, Restore and Repair Recording Format

Appendix 9: Swing Gate Infant and Nursery School Home School Agreement

Appendix 10: Guidelines for physical contact with children

Appendix 11: Changes to policy for use during Coronavirus 20 May 2020

## **Appendix 1: Governors' written statement of behaviour principles 2 July 2020**

At Swing Gate Infant School and Nursery we have a therapeutic approach to behaviour and our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries.
- In order to achieve this we work closely with the school community, including parents and carers to:
  - promote pro-social behaviour, self-discipline and respect for others
  - ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life
  - focus on de-escalation and preventative strategies
  - have understanding and awareness of what behaviour might be communicating
  - recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child)
  - recognise that some children may internalise and some may externalise their behaviour
  - manage disruptive, difficult or dangerous behaviour if and when it arises.

We believe that the policy is working well and that its aims are being met when:

- parents, staff and pupils are positive about behaviour and safety
- pupils' pro-social behaviour is the norm
- high levels of progress are achieved as a result of pupils' pro-social behaviour
- pupils demonstrate that they understand and accept that choices have consequences
- pupils' attitudes to learning are exemplary
- pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice based bullying, and how to respond to it
- pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

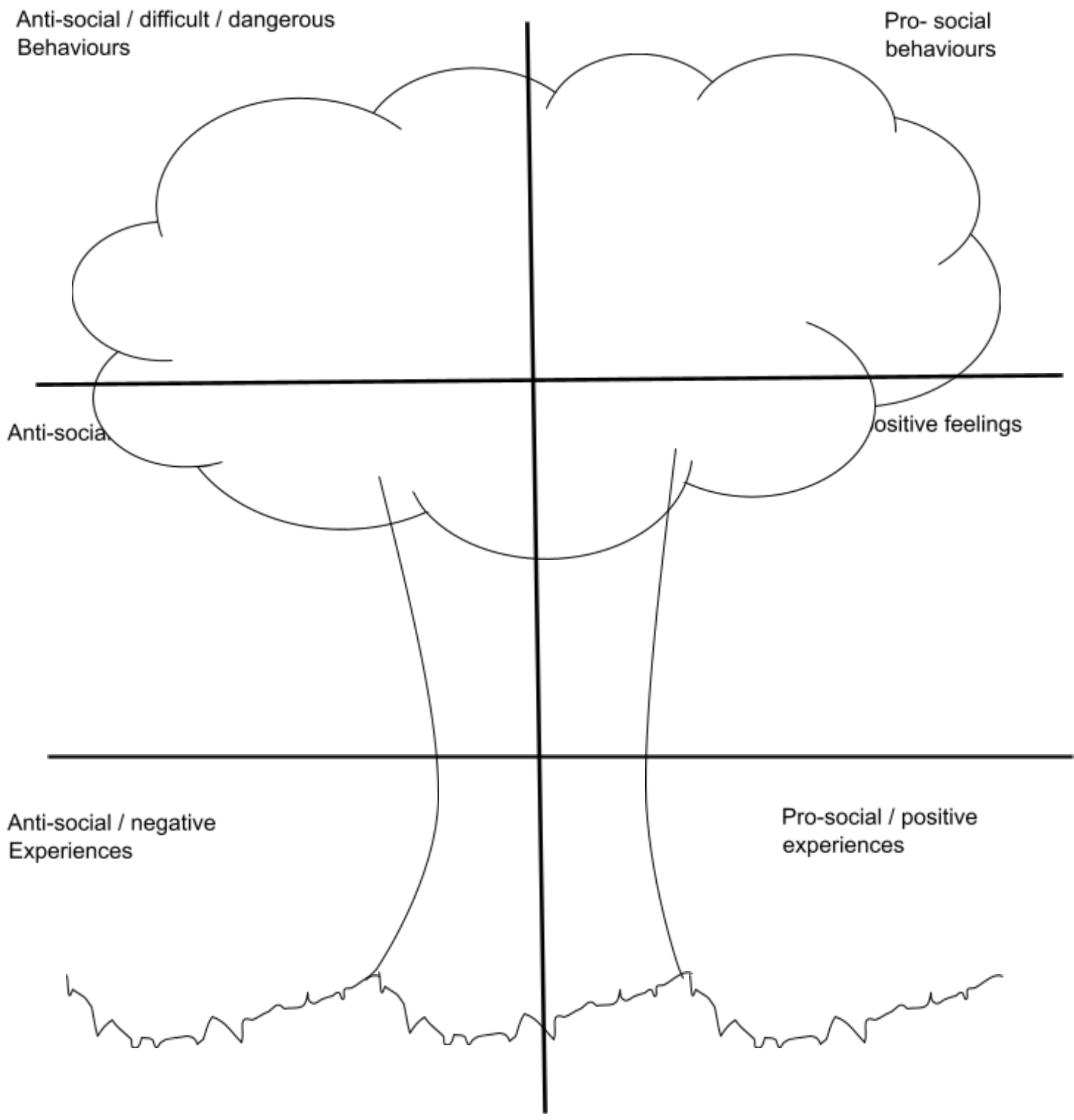


We teach pro-social behaviour by:

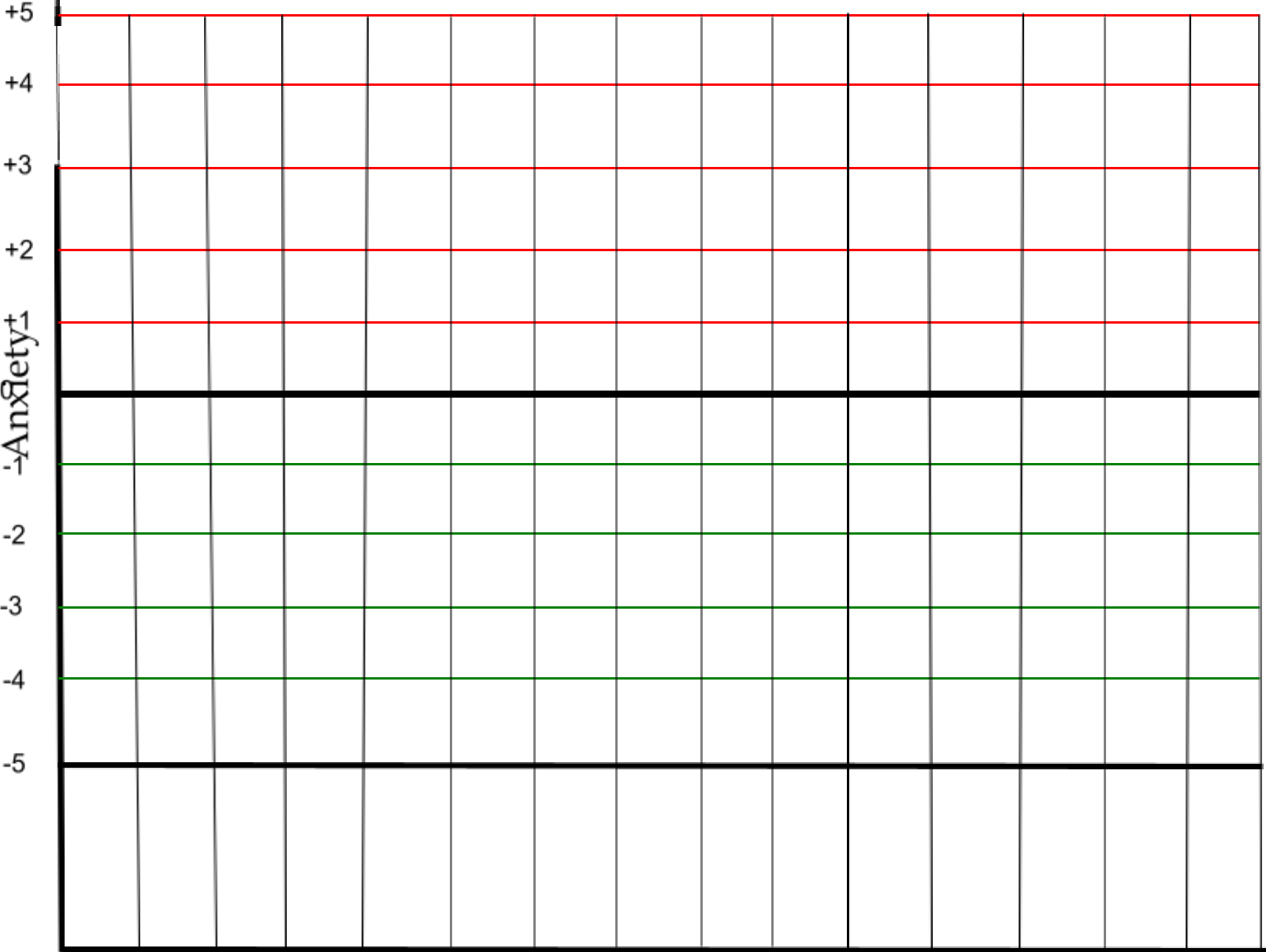
- modelling positive relationships and interaction
- having a shared, consistent approach
- using positive phrasing
- using circle time, class assemblies, whole school assemblies and stories
- having a therapeutic view in which we acknowledge that positive experiences create positive feelings and that in turn positive feelings create positive behaviour.

# Appendix 2: Roots and Fruits Analysis

Name	
Supporting Staff	
Date	
Review Date	



# Appendix 3: Anxiety Map



Time / location / staff / activity etc

## Appendix 4: De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

### De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....







## Appendix 5: STEP On Moving and Handling Strategies

### **Restrictive physical intervention**

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

<p>Open mitten – used to move a child away</p>		
<p>Closed mitten – used to draw a student close</p>		
<p>Supportive hug – to communicate and reward</p>		

Open mitten  
escort – to  
escort a  
child to  
safety



Paired escort  
- to escort a  
child to  
safety



# Appendix 6: Risk Management Plan

## Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

Risks which score **6** or more (probability x seriousness) should have strategies listed on next page

# Individual Risk Management Plan (Doc 1)

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**



## Appendix 7: Letter to Parents Following Significant Disruptive, Difficult or Dangerous Behaviour

**SWING GATE INFANT SCHOOL AND NURSERY**  
**Swing Gate Lane**  
**Berkhamsted**  
**HP4 2LJ**



**Headteacher: FML Gallagher (Mrs)**

**Tel:01442 863913**

**e-mail: [admin.swinggate@thegrid.org.uk](mailto:admin.swinggate@thegrid.org.uk)**

**Web-site: [www.swinggate.herts.sch.uk](http://www.swinggate.herts.sch.uk)**

Mrs A N Other,  
67 Warwick Road,  
St Albans,  
Hertfordshire HP4 2JQ

Date

Dear Mrs A N Other,

### **Child's name**

I regret to inform you that ..... was involved in a significant disruptive/difficult / dangerous incident today. This involved .....  
This incident has been logged in line with our school Behaviour Policy.

A copy of our Behaviour Policy is on the school website. I would be grateful if you could support us in talking with ....., and remind him/her of our school rules.

Please be aware that if you receive two further similar letters about ..... in one term then this will result in an exclusion.

Yours sincerely,

Francesca Gallagher (Mrs)  
Headteacher

## Appendix 8: Reflect, Restore and Repair Recording Format

Name of child	
Supporting Staff	
Date	

<p><b>Antecedent:</b> what happened directly before the behaviour?</p>	<p><b>Difference:</b> the pro-social choice that they could have made and would do next time?</p>
<p><b>Behaviour:</b> brief description of the presenting behaviour.</p>	
<p><b>Consequence:</b> what happened as a result? (Protective/Educational)</p>	

Complete and log on CPOMS that this has been completed. Form to be filed alphabetically by surname in folder in Headteacher's office.

# Appendix 9: Swing Gate Infant and Nursery School Home School Agreement

Pupil's Name



## Swing Gate Infant School and Nursery Home School Agreement from September 2018

### School aims to:

- provide a broad and balanced curriculum and a stimulating learning environment
- support and encourage your child to achieve their potential by providing structured teaching and differentiated learning opportunities which challenge and enthuse your child
- keep you informed about the curriculum and learning experiences which are planned for each term
- teach your child to develop positive and pro-social behaviours
- work alongside your family with mutual respect
- inform you about your child's progress at regular meetings, as well as through informal contact
- provide an annual report on your child's attainment and progress during this year with targets for the next year.

Headteacher's signature

Date

### Family aims to:

- ensure my child attends regularly and I will provide the school with a note of explanation if my child is absent
- ensure my child arrives at school on time 08:35 (Nursery 08:30), in correct school uniform and prepared for the school day
- support and work with the school to further develop my child's pro-social behaviour
- work alongside school adults with mutual respect
- support my child with reading and other home learning tasks
- communicate about concerns that may affect my child's well-being and behaviour
- attend Parent/Teacher consultations twice a year
- read, sign and comment on (if appropriate) my child's Annual Report
- avoid arranging medical/dental appointments during school hours
- avoid booking holidays during term time.

Parent/ Guardian's signature

Date

# **Appendix 10: Guidelines for physical contact with children**

## **1. Guidelines for physical contact with children**

### **1.1 Acceptable physical contact**

- Guiding a child using an open mitten hand position or bring a child close using a closed mitten hand position.
- A child sitting on an adult's lap when offering comfort at a time of upset or distress. The child should sit across the adult's lap with the adult's legs fully closed.
- Offering a child a supportive hug – one hand on each of the child's shoulders and a side by side position between adult and child.
- Short physical contact offered as a reward or praise e.g. high five, hand shake or hair ruffling.
- Use of physical intervention for a named individual, e.g. a backpack with a rein harness, when out of school grounds. And with prior consultation with Headteacher and child's parents.

### **1.2 Unacceptable Physical contact**

- Lifting children in the air and/or physically restraining a child using hands or arms. Adults should not lift children for any other purposes.
- Children sitting or standing in between adult's open legs.
- Hugging or cuddling children in a face to face or front to face situation. Initiating a hug with open arms. When children initiate this kind of hug, adults will adopt a supportive hugging position in response.
- Lifting children in the air in celebration or during outdoor games.
- Physically restraining a child by grabbing children's clothing or pulling their arms or legs.
- Play with children's hair e.g. brushing or plaiting hair or initiating children to play with adult's hair.

## Appendix 11: Changes to policy for use during Coronavirus 20 May 2020

An update for the Swing Gate behaviour policy reflecting the new rules and routines. These changes will be agreed with governors and communicated to staff, pupils and parents.

Following best practice guidelines we will convey these temporary new 'rules' through:

- proactively teaching new rules to staff, pupils and parents
- regularly and rigorously reinforcing behaviour throughout every day
- consistently reminding the children and wider school community of current expectations and positively reinforcing pro-social behaviour through encouragement and rewards, including verbal.

Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal (in new covered pedal bins) and toilet flushing.

These are alterations that have been made during the Coronavirus Pandemic:

- [altered routines for arrival or departure](#)
  1. there will be staggered start and end times for year groups to reduce the volume of people in contact at the entrance and exit - please see below
  2. there will be a one way system for dropping off and collecting your child/ren. There will be a 2 metre spaced queuing system on the left-hand side of the school, where you will be met by a member of staff and allowed to progress at intervals to your child's class so that we minimise contact between adults. There will be a similar arrangement at the end of the day. It is vital that you keep to time. Any items forgotten will need to be left at school until the next day. Any queries will need to be sent by email and a follow up call or email can be made
  3. parents / carers will need to remain 2 metres from the classroom door. Children will be greeted by their 'bubble' adult/s who will then ensure that they wash their hands immediately on arrival
  4. it will not be possible for parents to come into the school or classrooms to help children settle back. Some children who have been particularly anxious have previously needed support to get them through the door and at times this has involved close physical contact with the parent as well as the child, but this will not be possible in the current circumstances
- [school instructions on hygiene, such as handwashing and sanitising](#) - as a school we will be using the 'catch it, bin it, kill it' approach, also avoiding contact with anyone with symptoms, frequent hand cleaning and good respiratory hygiene practices, regular cleaning and minimising contact and mixing.

- **who pupils can socialise with at school**
  1. classes will be split and there will be groups of up to fifteen children with a member of staff (a 'bubble'), this may be led by a teacher/higher level teaching assistant/teaching assistant. This group will remain in their own 'bubble' throughout the school day, keeping together in the same room, with the same adult/s, or in a designated area outside for periods of the day
  2. each class will be divided into 'Bubble A' and 'Bubble B'. 'Bubble A' will be in school on Mondays and Tuesdays and 'Bubble B' will be in school Thursdays and Fridays. On Wednesdays, the school will only be open for vulnerable children and children of critical workers and otherwise closed for additional cleaning
- **guidelines for moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) - see above**
- **expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands - see above**
- **all children to tell an adult if you are experiencing symptoms of coronavirus**
  1. if anyone has a cough/temperature/feels unwell/ experiences a loss of, or change in, your normal sense of taste or smell (anosmia) at school, they will be sent home and will need to self-isolate for 14 days, or until tested negative (with no exceptions)
  2. if there are symptoms shown by a member of a 'bubble' then all members of that bubble will have to self-isolate and not attend school in order to minimise the spread of infection unless this member is tested negative
  3. if a member of the household displays symptoms parents MUST inform the school office and then follow the self-isolating guidelines to reduce the spread of infection.
- **parents have been advised that**
  1. children will NOT be having their lunch in the hall as normal but will be eating in the classroom with their 'bubble'
  2. children will NOT be able to bring in a packed lunch from home but will be able to have a lunch provided by the school
  3. children will NOT have playtime all together but will have opportunities to use the outside space with their 'bubble'
  4. children will NOT be able to bring water bottles into school but can bring a named plastic cup without a lid and this is to be kept in school, as we wish to minimise contact with the water bottle and contact with the adults hand. This will be put through the industrial dishwasher daily.
  5. children will NOT be able to bring book bags into school and will NOT be able to take home a book from school as they normally would
  6. children will NOT be able to bring in comforters or toys from home
  7. children will NOT need PE bags or plimsolls in school
  8. children will NOT be able to bring snacks into school
- **where children may or may not play at breaks or play times - see above**
- **use of toilets - the number of children from the class using the toilet at any one time will be limited.**

- **clear rules about coughing or spitting at or towards any other person on purpose** - this will be treated as difficult or dangerous behaviour as defined in the main policy
- **clear rules for pupils at home about conduct in relation to remote education** - no additional guidance required as no visual or virtual teaching is being conducted by school adults
- **rewards and consequences** (protective and educational) system where appropriate.
- **Reasonable adjustments** need to be made for students with more challenging behaviour and will be included in their IRRP.