Minutes of Parents' Forum 10.10.17

Present: Mrs Seymour (Headteacher), Mrs Fryer-Kelsey (Governor), 11 parents

Agenda item: Behaviour Policy due for renewal November 2017.

Behaviour policy is based upon the guidance from the Governing Body written statement of our Behaviour Principles.

Behaviour policy reflects 'Step on Herts' training. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act safely and with confidence.

Where some children may find learning more challenging than others, this is also true of managing their emotions. This can present as challenging behaviour. Step on Herts is a therapeutic approach to behaviour management. It is '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.'

The policy reflects an understanding that the behaviour and social and emotional development of our pupils is central to their ability to access and interact with the wider community. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- teaching right from wrong
- honesty
- respect for others
- getting on with people and establishing positive relationships
- demonstrating respect
- internal-discipline, self-management of behaviour and a sense of internal reward from positive behaviour
- giving genuine, explicit, individualised praise
- being inclusive.

We support the 'Step On' philosophy that long term behavioural change comes from developing internal discipline and that external discipline (in the form of inappropriate punishments and reactive responses) only serves to suppress anti-social behaviour. Children 'learn positive behaviour' and make good behaviour choices through;

- developing trusting relationships with adults and peers,
- responding to role models and positive phrasing,
- consistent use of scripts and routines, repetition and structure,
- establishing clear and agreed boundaries,
- praise and positive reinforcement,
- comfort, forgiveness and restorative processes.

When pupils are engaged and learning, we need to *'catch them getting it right'* through specific praise and celebration.

Good behaviour / effort is recognised in the following ways;

- praise,
- being given opportunities to share positive behaviour / learning with another adult,
- sharing assemblies,
- in class reward systems,
- messages to parents,
- house points,
- displaying every learner's work

Crucially, learners are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected and is not always necessary.

When positive behaviour is not being demonstrated, we believe that it is essential that all adults use a consistent, shared response that allows children to take steps to make positive behaviour choices.

Responses to these behaviours should always seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

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

Consequences may include: completing tasks, rehearsing, assisting with repairs, research, restorative meetings with teachers or members of the SLT, checking understanding of learning in their own time, removal from the playground for a fixed period of days to develop and learn rules around positive playtimes, spending time in another classroom to reflect on negative behaviour and recap the rules for positive learning (internal exclusion).

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a 'De-escalation' script to remove the pupil safely from harmful behaviour. This script may be used if necessary, in conjunction with physical intervention, (as part of the Step On strategy) to usher or guide a child to a safe place where they can deescalate safely.

Systems in school support children in feeling safe. Feeling safe ladders are in place across the school to support children in communicating with adults. Helping hands are revisited each term to ensure that children know who they can turn to, to share their concerns or worries.

Question: What is in place for well-behaved children?

Good behaviour / effort is recognised in the following ways;

- praise,
- being given opportunities to share positive behaviour / learning with another adult,
- sharing assemblies,
- in class reward systems,
- messages to parents,
- house points,
- displaying every learner's work

Question: Are behaviour ladders still in place?

We do use the behaviour ladder for staff to ensure behaviours are treated in a consistent way but they are no longer used in school as this does not fit with our therapeutic approach to behaviour management.

Question: How do children know when a problem has been dealt with?

Restorative work provides conflict resolution and the opportunity to apologise. The adult discusses the outcome with the child and they are asked if they feel it has been resolved. If so they move their peg back to feeling safe.

Question: Do the lunch time staff initiate play for children.

Lunch time staff set up play for children and they, together with play leaders encourage children to play together.

The Positive Behviour/Anti-Bullying Policy can be found on the school's website following approval by the Governing Body (November 2017).

There were no suggestions from parents about the next agenda.