The Blue Tangerine Federation

SPECIAL EDUCATIONAL NEEDS SCHOOLS

POLICIES, GUIDANCE AND PROCEDURES

Behaviour for Learning Handbook

Date Implemented: September 2021
Date Last Reviewed: August 20223
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Staff Responsibility: Stephen Hoult-Allen

Date for Next Review: August 2025

Contents

1. Rationale

We work as a team to build this positive culture, where Pupils have the confidence to believe in their potential to finish their education at our schools with real life chances. We offer a personalised learning opportunity for every Pupil and effectively prepare our young people for their future in both further education and employment.

This handbook is to be read in conjunction with the Federation's *Behaviour for Learning* and *Reducing the need for Restrictive Interventions* policies.

2. Key principles

Our Federation's values are:

- **We look after ourselves**
- **We look after each other**
- **We look after our learning**
- **We look after our environment**

We actively promote prosocial behaviour

We actively seek to teach alternatives to antisocial behaviour

We must work together to ensure that all staff are acting in a manner that leads to success.

Always:

- Be positive – tell the pupil what they need to do: "*Walk, thank you!*" **not** "*Don't run!*"

- Help the pupil learn a better way.

- Praise, Praise, Praise, Praise, Praise, Praise, Praise, Praise ….

- Be the interested, safe adult. The pupils will feel safe if they know where they stand.

- Be proactive rather than reactive: pupils (who are children) need to know when their behaviour is becoming unacceptable. It is important to try to pre-empt a situation.

- Create choices for the pupil, "*Would you like to do the work now or at break time?*"

- Smile!

- Recognise when something is not working, and try something else.

- Change the mood by introducing something different.

- Make it clear to the pupil they are receiving a consequence and for what.

Remember:

- It's about teamwork- take responsibility for how you act, the way we all behave sets the tone for the day.

- We're in this for the long haul; therefore let's remember about winning the "war", not worry about the single "battle". There is always another day.

- A change of face is not a loss of face. It is a powerful move by the staff member. "Would you mind taking over from me here. Thank you."

We are only as strong as the weakest link.

3. What school expects of pupils

Behaviour change comes from being shown a better way. Relationships create trust. Learning to "make it right" when you've done something wrong allows Pupils to reflect and change their behaviour.

Across the federation, we expect all pupils to follow these expectations:

- Pupils to be seated in your allocated space during lessons

- Pupils to engage with learning (prosocial behaviour, active listening, focused, contributing, complete all work/tasks set)
- Pupils to seek help if needed

- Pupils to respect the personal space of others at all times; keep hands and feet to themselves

- Pupils to keep language polite; no swearing or unkind language

- Pupils to take care of property, including equipment, respectfully and as directed

- Pupils to move around the area in a calm and respectful manner

- To be wearing correct uniform:

All staff must make sure these are adhered to in each lesson.

4. What school expects of staff

All staff will:

- Be present and ready in their classrooms or designated areas to greet pupils at the beginning of the day.
- Model prosocial behaviours and build working relationships
- Present a calm and controlled demeanor, especially when managing antisocial incidents
- Remain ultra-vigilant of pupils' behaviours so as to reward and pre-emptively support as needed.
- Maintain high expectations for behaviour and regularly remind pupils of the high expectations we have of them. Be proactive in appropriately fore-warning pupils of consequences for both prosocial and antisocial behaviours.

- Praise pupils who are behaving in a prosocial manner, referring to one or more of the school's values in doing so. Catch them getting it right!
- Record both prosocial points on Arbor as well as antisocial incidents (see section 8).
- Respond to antisocial behaviour they walk past unless another member of staff is already managing this. Check if this member of staff needs support.
- Remember that all behaviour is a form of communication, therefore we analyse behaviour rather than moralise. What deeper purpose is the behaviour serving? In other words, we stay curious, not furious.
- We know that some behaviours are due to **needing attention**. We know that this is not the same as "*attention seeking*".
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Manage antisocial behaviours according to the steps laid out in section 7, seeking the support of another member of staff if needed (in addition, not instead of)

Class staff will:

- Class teachers will plan and deliver high quality teaching learning that will engage, challenge and meet the needs of all pupils, reducing the chances for antisocial behaviours to occur.
- Maintain uncluttered environments promote calm and assurance in pupils. Classrooms must be accessible, tidy, uncluttered learning environments with our values poster displayed.
- Class teachers will be the first contact for parents of their class pupils.
- Use Class Dojo and Positive Phone Calls to support their class pupils. (Balance positives and areas for development)
- Use behaviour data to assess their class behaviours across the school.
- Regularly share good practice.
- Support pupils in returning to learning by sitting in on meetings where required and supporting staff in conversations.
- Liaise with their Head of Department or Assistant Head of Department over specific behavioural concerns.

Heads of Department and Assistant Heads of Department will:

- Be a daily visible presence within the department
- Be the second contact for parents of classes within their departments.
- Encourage use of positive Class Dojo communications and positive phone palls
- Use behaviour data In Department meetings to review provision for pupils who are struggling to be ready to learn.
- Regularly share and model good practice.
- Support pupils in returning to learning by sitting in on meetings where required and supporting staff in conversations.
- Review provision in Pupil Progress meetings for those who are struggling to learn or not making expected progress
- Ensure staff training needs are identified and targeted through line management meetings.
- Support other team members/school staff to resolve issues where appropriate.
- Ensure the wellbeing of staff during and after antisocial incidents.

- Liaise with SLT over specific behavioural concerns.

School Leaders will:
- Meet and greet learners at the beginning of the day.
- Celebrate pupils and staff whose efforts go above and beyond expectations.
- Celebrate achievement and effort through assemblies and certificates
- Be the third point of contact for parents after they have spoken with class staff and the Assistant/Head of Department
- Encourage use of Positive Class Dojo communications and Positive Phone Calls
- Use behaviour data In Leadership meetings to review provision for pupils who are struggling to be ready to learn.
- Review provision in Pupil Progress meetings for those who are struggling to learn or not making expected progress
- Regularly share good practice.
- Support pupils in returning to learning by sitting in on meetings where required and supporting staff in conversations.
- Ensure staff training needs are identified and targeted through line management meetings.
- Support other team members/school staff to resolve issues where appropriate.
- Ensure the wellbeing of staff during and after antisocial incidents.

5. Expectations around routines

The federation expects behaviour and social presentation which is consistent with promoting looking after ourselves, each other, our learning and the environment:

- Transport in the morning
  - Pupils to arrive from transport and move to their classrooms calmly and respectfully.
  - Designated staff to supervise arrival of pupils at allocated positions, greeting as many students as possible.
  - Class staff to be in class and ready for pupils to arrive.

- How we move around the school
  - Pupils to move around the school buildings in a calm, quiet and respectful manner.
  - Staff to physically accompany pupils around the school building. Classes should walk in lines with a staff member at the front and another at the back. Individuals or small groups should walk with their accompanying member of staff.
  - Staff to remind pupils about expected behaviour when necessary.

- Breaks, lunches and movement breaks
  - Staff to make pupils aware that they will be leaving the classroom to go to break, lunch or a movement break.
  - Present staff to accompany pupils to where they will be having their break (playground, field, classroom or dining room).

- How do we enter and exit rooms
  - Waiting to enter or leave a room when asked by an adult
  - Entering and exiting rooms quietly, calmly and respectfully
  - Put belongings in their allocated spaces, gathering the necessary equipment and going to the correct place
  - Waiting and moving in a single-file line where possible (staff at front and back)

- How do we respond to a fire alarm
  - Staff direct pupils to get ready to leave the area and clearly state which route they will be using to access the fire assembly point (main playground).
  - Pupils follow staff direction.
  - The last member of staff to exit a room must lock the door.
  - Staff direct pupils to their line up at their designated space on the playground.
  - Staff to ensure that pupils maintain a line and complete a register of pupils present.
  - Staff and pupils to maintain position until notified they can return into the school by the Head of School.

It is not possible to list every potential circumstance.

6. Rewards and praise (linking to values)

Pupils need to have constant reminders of when they do it right, as well as when they get it wrong. Staff relationships are key, approval or disapproval can resolve most situations.

Staff will respond to prosocial behaviour by praising the behaviour and linking it to one of the school's values.

Staff action examples	Example
Indirect, general verbal praise	"*Well done, everyone, for walking calmly in the corridor. We've looked after ourselves and each other, and our environment.* *I can see you are sitting ready to learn*"
Direct, specific verbal praise	"*Well done* [name]*, I can see you are looking after your learning by doing* [activity]." "[Name] thank you for holding the door open for [name], that was a great example of looking after each other.

Rewards for prosocial behaviour are recognised through single points being awarded through Class Dojo. Points are awarded for one of the 4 federation values (see section 2).

Looking after each other · Looking after our environment · Looking after our learning · Looking after ourselves
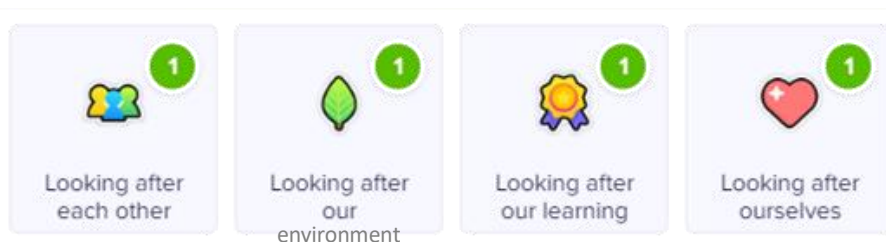
The school-wide reward schemes are hierarchical based upon pupils reaching certain milestones and is as follows:

- Bronze (100 points)
- Silver (200 points)
- Gold (300 points)
- Platinum (400 points)
- Head Teacher's Award (500 points)
- Governors' Award (600 points)

Typically, pupils achieve 100 points per term (50 points per half-term), and thus a certificate per term. To achieve this, we envisage that Pupils will achieve approximately 7 Arbor points per 5-day week.

For the pupils awarded the most points, there is progression to reach Platinum and then the Head's Award. To preserve the integrity of the rewards certificates, a maximum of 2 Pupils per class may achieve Platinum in a year with 1 of these potentially progressing to achieve the Head's Award.

Each time a pupil achieves an award, Arbor will automatically notify admin to have these created.

7. Initial management of antisocial behaviour

Clearly and consistently reminding pupils of the school's expectations of their behaviour if the most effective way of preventing antisocial incidents. It is important that pupils '*know where they stand*' with regard to

In circumstances where proactively stating expectations is not enough, the below chart will be followed

Proactive behaviour management

Staff action	Example
Redirection	
Indirect verbal reminders (school values)	"*Remember to be sitting at your tables and ready to learn.*" If a pupil is standing or otherwise away from their table.
Direct verbal reminders (school values)	"[name]*, let's look after your learning by looking at this work together*"
1st warning (of a consequence)	A clear verbal caution delivered privately to the pupil making them aware of their behaviour and a reminder that continuation will lead to a consequence. Empower the pupil to feel able to 'turn it around'. The pupil has a choice to do the right thing. Pupils will be reminded of their previous positive behaviours to prove that they can make good choices.
Final warning (of a consequence)	A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Provide the pupil with limited choices. The pupil has a choice to do the right thing. Pupils will be reminded of their previous positive behaviours to prove that they can make good choices.
Consequence issued (recording on Arbor)	Consequences should be Educational or Protective, possibly both. (See section 9) parents will be contacted to make them aware that a consequence has been issued and the reason why.

8. Recording and definitions of antisocial incidents

Staff record key behaviours that support the analysis of both short and long term progress.

If a pupil has received a consequence, it is important that a member of staff explains to the pupil ways in which the pupil could have adapted their behaviour or, indeed, at the end of the session to teach how best to operate next time in similar circumstances e.g. "*What could you do next time?*" It is important that the staff member gives the Pupil the ability to "*make it right*" and turn around his or her behaviour.

Antisocial behaviour will be recorded by staff onto the schools' information management system (Arbor).

Staff will fill in the 'free text' box where the incident will be detailed in 3 parts:

➢ Antecedent – the action or event which occurred before the behaviour or has contributed to the behaviour

➢ Behaviour – words or actions from the Pupil which constitutes the challenging behaviour

➢ Consequence – staff action/response following the behaviour.

Antisocial behaviour will be categorised as below. If more than one behaviour has occurred, the most serious behaviour will be used for categorisation.

<table>
<tr><td>
<div style="background:yellow">

Yellow

- Displaying inappropriate behaviour
- Swearing/verbal abuse
- Refusing to engage in lesson
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<tr><td>
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Amber

- Left a room/lesson without permission
- Physical disrespect towards school environment
- Pupil has prohibited items
- Physical aggression to others (no first aid required)
- Physical aggression to self (no first aid required)
- Sexual language or gestures
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<tr><td>
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Red

- Left school site / out of bounds on trip
- Physical behaviour causing significant property damage
- Physical aggression to others (First aid or more required, No RPI)
- Physical aggression to self (First aid or more required, No RPI)
- RPI required
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<tr><td>
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Blue

- Bullying
- Cyberbullying
- Racism
- LGBT-Phobic
- Sexism
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8.1. Yellow

- **Displaying inappropriate behaviour**

  This covers the low-key poor behaviour expressed by pupils in any school. It is typical of the behaviour that causes disruption and frustration to both engaged learners and staff.

  Examples may include:

  - Inappropriate or clearly disengaged body language in a lesson
  - Constant chatting
  - Shouting and arguing rather than conversing
  - Walking around a classroom without permission
  - Misuse of equipment or food
  - Tapping, or similar, to annoy

- o Running in school corridors and spaces
- o Lack of concern for others
- o Persistently infringing class rules
- o Hindering peers from their work
- o Work avoidance. This should be followed up by the member of staff to make sure that any work not done is completed.
- o Calculated rudeness

- **Swearing / verbal abuse**

  General poor language should be addressed by using warnings. Pupils are aware that two warnings will result in the behaviour being logged.

  Generally a pupil would not receive a log for each swear word but on rare occasions a member of staff might make a judgement that this is necessary. If a pupil is constantly swearing then strategies need to be put into place to change this.

- **Refusing to engage in lesson**

  This should be used when pupils refuse to engage or refuse to complete the work in the lesson. It is important that pupils attend lessons and are fully engaged in the lesson.

8.2. Amber

- **Left a room/lesson without permission**

  Knowingly and deliberately leaving a classroom, learning environment or similar without permission.

- **Physical disrespect towards school environment**

  This includes conduct on journeys to and from educational visits, such as school trips. This would include: deliberate damaging of equipment and displays etc. The pupil would be given the opportunity to make it right; however the refusal to make it right would result in further consequences.

  Repair _does not_ take a significant amount of time and/or financial burden. _Could be rectified by pupil or class staff_.

- **Pupil has prohibited items**

  Possession of dangerous prohibited materials includes any form of drug (including medicines), tobacco, matches, lighters, stolen goods and any instrument construed to be a weapon. Again the opportunity to make it right needs to be given. Professional judgement needs to be used.

- **Physical aggression to others (no first aid required)**

  This is when a pupil's behaviour could reasonably be seen as having endangered others. An example of this could be throwing a chair near someone; _whilst not being hurt or requiring first aid as a result_, a reasonable, foreseeable outcome could be for the other person to be injured to the extent that they would require first aid if not further medical attention.

- **Physical aggression to self (no first aid required)**

  This is when a pupil's behaviour could reasonably be seen as having endangered themselves. An example of this could be climbing onto a roof; _whilst not being hurt or requiring first aid as a result_, a reasonable, foreseeable outcome could be for them to be injured (i.e. by falling) to the extent that they would require first aid if not further medical attention.

- **Sexual language or gestures**

  This would be where a pupil is using sexualised language or actions which has or could upset or offend others.

8.3. Red

Red incidents must also be recorded on SOLERO as a Violent Incident Report – VIR

- **Left school site / out of bounds on trip**

  This would be when a pupil knowingly leaves the school site or leaves the parameters of where they have been told they may go when off-site on a school trip.

- **Physical behaviour causing significant property damage (No RPI)**

  Repair *does* require a significant amount of time and/or financial burden. *Could not be rectified by pupil or class staff, requires support from other school staff or external providers.*

- **Physical aggression to others (First Aid or more required, No RPI)**

  The action would have legally justified the use of RPI, though none was used in the moment. The *behaviour has required first aid or more serious medical treatment to be required*. Examples could be: biting, kicking, punching/hitting, hair pulling, head-butting, use of weapons towards others etc. This is used when no Restrictive Physical Intervention (RPI) has been used.

- **Physical aggression to self (First Aid or more required, No RPI)**

  The action would have legally justified the use of RPI, though none was used in the moment. The *behaviour has required first aid or more serious medical treatment to be required*. Examples could be: Spitting, biting, kicking, punching/hitting, hair pulling, head-butting, use of weapons towards self, etc. This is used when no Restrictive Physical Intervention (RPI) has been used.

- **RPI required**

  To be used when any incident of Restrictive Physical Intervention (RPI) has been required. The use of force is likely to be legally defensible when it is required to prevent:
  - o Pupils harming themselves
  - o Pupils harming others
  - o Pupils causing significant damage to property
  - o Another criminal offence being committed

8.4. Blue

- **Bullying**

  Bullying is aggressive or insulting behaviour repeated over time by an individual or group that causes harm or distress. Bullying may be:
  - o Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - o Verbal - name-calling, sarcasm, spreading rumours, teasing
  - o Disability or difference - based on disability, ability, appearance, circumstance etc.
  - o Physical - pushing, kicking, hitting, punching or any use of violence

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is **not**:

- o Children not getting along well
- o A situation of mutual conflict

Ultimately the school will need to consider Permanent exclusions for pupils who persistent display bullying behaviours if this presents a danger or persistent disruption to the learning and well-being of other pupils.

- **Cyberbullying**

Cyberbullying is aggressive or insulting behaviour/language via the use of technology/the internet that causes harm or distress. Cyberbullying may be
  - o Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - o Verbal - name-calling, sarcasm, spreading rumours, teasing
  - o Disability or difference - based on disability, ability, gender, appearance, circumstance etc/

- **Racism**

Racist behaviour is aggressive or insulting behaviour because of perceived race that causes harm or distress.
  - o Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - o Verbal - name-calling, sarcasm, spreading rumours, teasing
  - o Disability or difference - based on disability, ability, appearance, circumstance etc.
  - o Physical - pushing, kicking, hitting, punching or any use of violence

- **LGBT/Phobic**

LGBT/Phobic behaviour is aggressive or insulting behaviour because of perceived sexual orientation or identity that causes harm or distress.
  - o Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - o Verbal - name-calling, sarcasm, spreading rumours, teasing
  - o Disability or difference - based on disability, ability, appearance, circumstance etc.
  - o Physical - pushing, kicking, hitting, punching or any use of violence

- **Sexism**

Sexist behaviour is aggressive or insulting behaviour because of perceived gender that causes harm or distress.
  - o Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - o Verbal - name-calling, sarcasm, spreading rumours, teasing
  - o Disability or difference - based on disability, ability, appearance, circumstance etc.
  - o Physical - pushing, kicking, hitting, punching or any use of violence

9. Consequences for antisocial behaviour

The commonality of any consequence will be **Respect**, **Relevance** and **Realism**; respect will be conveyed through words and nonverbal gestures, a consequence will be relevant by being logically related to the pupils' actions and a consequence will be something that the staff and pupil can realistically follow through on. Consequences should be implemented by the member of staff managing behaviour and therefore issuing the consequence.

All consequences will have a strong focus on restoring damage (physical, emotional, relationships) done due to antisocial behaviour. This could be through conversations with affected Pupils/staff or

by other activities. Consequences for antisocial behaviour will be either Educational or Protective.

Educational Consequences

Educational Consequences are when staff spend specific time with a Pupil, either during break/lunchtimes or another allocated time throughout the school day. This time will be spent carrying out different activities with the aim of helping the Pupil to understand what caused the behaviour, how to more appropriately behave in a familiar situation, should one arise, and the impact that their behaviour has had on others within the schools' communities.

Protective Consequences

Protective Consequences are when restrictions which are put in place, such as limiting access to areas of the school buildings, or limiting access to offsite trips, which are implemented to ensure the safety of Pupils (individually and collectively), staff and the wider school community.

10. Behaviour support plans

In accordance with Hertfordshire Steps, Pupils who display more challenging behaviour may have plans put in place to empower staff to better support the child's needs.

- **Roots and Fruits** - The therapeutic view which is nurtured through Hertfordshire Steps shows that the experiences a person has influences their feelings and therefore their behaviour. The Roots and Fruits tool is a way for staff to evaluate the experiences and feelings of an individual so that we can ensure we are providing positive experiences to create positive feelings which will then be reflected in the individual's behaviour.

- **Anxiety Mapping** - By tracking staff, location, activity, peers, days etc. against the Pupil's anxiety we can better manage the anxiety based feelings that create difficult and dangerous or otherwise challenging antisocial behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the Pupil being unable to cope. Anxiety mapping is a tool used over time to collect information to be analysed to understand the feelings and experiences effecting the child or young person. The aim is to predict escalation and prevent it through differentiation or support.

- **Risk Reduction Plan** – A Risk Reduction Plan is written based on anxiety triggers as identified in the Anxiety Map. The Risk Reduction is a list of strategies to detail the way that all staff consistently work with an individual Pupil. For full details of requirements for developing a Risk Reduction Plan, please see section 7 of the Reducing the need for Restrictive Physical Intervention Policy.

- **Safety and Support Plan** - The safety and support plan is a voluntary tool that the schools may use to engage a child and their parents/carers to identify any concerns or aspects of vulnerability and agree on support strategies that can be put into place to minimise any potential risk to the child /young person or others. A Safety and Support Plan may be used alongside or in place of a Risk Reduction Plan.

- **Risk Assessment Management Plan (RAMP)** - The RAMP is Hertfordshire County Council's process for school/colleges for identifying and managing risk arising from a child's harmful sexualised behaviour.

  Advice will be sought from external agencies such as the Hertfordshire Steps County Leads, Child Protection School Liaison Officers (CPSLO) or PALMS etc. where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

  Depending on the severity of the incident, the Executive Head and Heads of School may decide to issue a fixed-term suspension or permanent exclusion. For more information please see the Exclusions policy.

The people to seek support from around supporting paperwork are Hertfordshire Therapeutic Thinking tutors within the school.