

STEPS Behaviour Statement

To be read in conjunction with the Holdbrook Behaviour Policy - April 2019

At Holdbrook Primary School, all staff working with our children receive training in behaviour support. This training is called “Hertfordshire Steps” and is adapted from the original work by Angela Wadham of Norfolk Steps. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: “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.” This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

Principles

At Holdbrook it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning.

All staff have the responsibility for promoting pro-social behaviour and managing anti-social, dangerous or difficult behaviour.

All staff need to have an awareness that any anti-social behaviour displayed by individuals might be communicating anxiety, stress, unhappiness, or other issues which they need support to deal with.

All staff should focus on de-escalation and prevention rather than focusing on reactive strategies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their pro-social behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to ‘catch the children getting it right’ through specific praise. See the behaviour policy for specific examples section 6.

A Therapeutic Approach

At Holdbrook we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child’s behaviour not just suppress the behaviour. The Hertfordshire Steps ‘Roots and Fruits’ exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child’s positive and negative experiences in life that may have led to their negative feelings and behaviour.

Consequences and Sanctions

At Holdbrook adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. See the behaviour policy for specific examples section 7.

When a child is not demonstrating positive behaviour, staff will:

1. Praise pro-social behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
4. Give a positive reminder of the class rules which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences.
6. If behaviour persists, child is moved within the classroom, to different table to complete the task.
7. If behaviour persists, child is sent to parallel class to complete a given task. The teacher will set a time limit for the child to be out of class.
8. If behaviour persists when child has returned to the class, the child will be sent to the Key Stage Lead to complete the given task. The teacher will set a time limit for the child to be out of class.
9. If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of pro-social behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
10. If behaviour persists over time, parents will be contacted and informed.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the courtyard"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name - "David"
- Acknowledge their right to their feelings - "I can see something is wrong" Tell them why you are there - "I am here to help"
- Offer help - "Talk to me and I will listen" Offer a "get-out" (positive phrasing) - "Come with me and...."

Physical Intervention and Reasonable Force

There are situations when physical intervention may be necessary. Staff follow the guidance from the Department of Education on Reasonable Force.

Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.

- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments / Individual Behaviour Plans

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher or SENCO, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (After a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?