

# Larwood School

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## **BEHAVIOUR MANAGEMENT AND STEPS POLICY**

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Policy Number: 22  
Review Committee: Standards  
Type of Policy: Statutory  
Review Period: Annually  
Approved: September 2023  
Next Review: September 2024

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## LARWOOD SCHOOL – BEHAVIOUR MANAGEMENT AND STEPS

### STEP ON

**STAFF WILL AT ALL TIMES EXPECT ALL PUPILS' BEHAVIOUR TO BE SOCIALLY APPROPRIATE AND ACCEPTABLE IN THE FOLLOWING WAYS:**

- Follow adult instruction as they are there to support you with your learning and wellbeing
- Respect each other's feelings through what we say and do
- Keep hands, feet, objects, and hurtful remarks to ourselves
- Remain in supervised areas and walk when inside the building
- Look after the building and all that is in it, try to share and respect ownership of property
- Be polite to others and do not use inappropriate language.
- Speak and listen to adults and accept that although they are valued, adults are in control and will ultimately make decisions.

### SUPPORTING AND UNDERSTANDING PUPIL BEHAVIOUR

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations, the use of sanctions may be appropriate to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils and used consistently throughout the school. Such strategies may include:

- **Early intervention/distraction/diffusion**
- **Behaviour reminders/use of voice intonation/visual cues/support**
- **Social Stories and clear and consistent boundaries**
- **Time Away** – timed and supervised by staff in designated time-out areas. Pupils may be supported to reflect on their actions during this time. A designated room/ area may be used as a consequence for more serious incidents or for fixed period internal exclusion.
- **Behaviour Support Plan/ Sensory Support Plan** – for pupils requiring ongoing planned support
- **Physical intervention.**

Rewards for positive behaviour can include, but is not limited to:

- Creating positive choices/options
- Positive reward systems/ charts
- Jobs/Monitors/Areas of responsibility and verbal praise
- Free association activities
- Half termly prize draws, end of term reward trips (dependent on behaviour and attendance)

### LARWOOD REWARDS SYSTEM AND CONSEQUENCES

**At Larwood we work on a points system where there are 20 points available each day -100 points per week. Points are allocated for:**

- Appropriate social behaviour
- Appropriate levels of endeavour and effort
- Appropriate achievement and contribution to tasks and expectations.

Pupils have to gain an average of 65% for the week to access a Friday reward trip and will be awarded a certificate on Friday Students choose from a list of a wide range of fun, sporting,

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recreational and enjoyable activities and must be satisfied with any of their choices when the activities are allocated. Students with a coloured shirt have first choice.

Week by week, points gained continue to be aggregated and the pupils will, in Friday assembly, receive a bronze/silver or gold medal in recognition of gaining 1000 pts, 2000 pts and 3000 pts.

Whenever a pupil does not achieve the 65+ total i.e. 64 points or less, they do not gain access to the reward activities. Instead, they will be required to attend a specified class where they will be expected to complete work set out for them and reflect upon their behaviour and set targets for the next week.

### **REFLECTION ON BEHAVIOUR**

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise (restorative justice). Staff will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions:

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

### **CONSEQUENCES FOR BEHAVIOUR CAN TAKE THE FORM OF THE FOLLOWING:**

- Completing tasks at playtimes “catch up”. Loss of adult attention
- Detentions during playtimes or after school. We inform parents, although this is not a requirement-See Behaviour and Discipline in Schools Jan 2016
- Limited access to outside space, not being picked for privileges and duties
- Escorted in social situations or loss of choosing play or free association time
- Assisting with repairs if damage was caused
- Differentiated activity space
- Restorative meetings with class/ form teacher or a member of SLT
- An expectation that they will tidy up any disorder caused by their own destructive or damaging behaviour
- Completing tasks later i.e. break, lunchtime.
- Time Away – Space and time to reflect
- Working with an alternative group and not having the privilege to travel on school transport

### **INTERNAL EXCLUSION FROM:**

- class
- eating with others
- trips and rewards – This will only be the case if the pupil behaviour is too dangerous
- Detentions in school and after school

**See also consequences ladder, attached as appendix and Trust behaviour policy for external exclusions**

**Plan interventions based on the therapeutic continuum and the link is established between conduct disorders and mental health and wellbeing:**

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All interventions are based on the individual's needs. We offer a range of interventions that include but are not limited to the following:

### **Internal:**

- Lego therapy
- Sand tray therapy
- Brain gym
- Theraplay
- Drawing and talking
- Physical intervention with the PE teacher
- Sensory room/ sensory breaks
- Roots and Fruits
- Cooking
- Assertive mentoring
- Coaching
- Animal assisted therapy (Buddy and Monty)
- AMO

### **External:**

- Therapeutic interventions
- Mental health support team- on site
- Butterfly room
- Speech and language therapy

### **We promote the development of internal discipline and gradually replace external discipline:**

At Larwood our main whole school focus is on consistency. We aim to use the STEPS script unflinchingly by starting with at least some part of the script when dealing with an individual in crisis. Our well-established staff maintain high levels of expectations, consistent consequences, and a fair approach to ensure pupils develop mentally and emotionally in order for them to self-regulate their actions.

### **We plan and offer differentiation based on the inclusion circles and encourage positive responses to pro-social behaviour:**

A well-established, consistent differentiation system is in place and well established. Tasks range from sizzling, hot, and scorching to red-hot challenge. Pupils have the opportunity to choose which challenge they want to complete, but at times class teams will choose on pupil's behalf if they feel the individual is capable or not challenging themselves at the correct level. Not only do we celebrate pupils achieving the points target of 65% per by handing out certificates, we also celebrate top achievers with first option when choosing activities and trips such as Friday activities, end of term trips, 'Kids Day Out', fishing etc.

We have also adopted a new positive behaviour development system, whereby the focus is on recording positive behaviours and scale the development of each individual pupil in school rather than focussing on the reduction of anti-social behaviours. This is closely linked to our curriculum and Class dojo outcomes. Staff reflect on and assess progress every half term. This is monitored on Behaviour Watch.

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**We use anxiety mapping, roots and fruits and risk assessments/ reduction plans to predict and prevent escalation and use differentiated responses to conscious and subconscious behaviours:**

All our pupils arrive at Larwood School with an EHCP, which means that they all have different levels of needs: academically, emotionally, socially, physical, or sensory needs and from a safeguarding perspective. Children causing concern (CCC) pupils are identified in consultation with staff teams and during reflection sessions. Their individual needs are discussed and by using roots and fruits, anxiety mapping and risk assessment, we try to minimize risk, anxiety and reduce the risk of serious incidents. These pupils are also discussed at SLT level on a Friday morning (Headteacher, Deputy Headteacher (DSPL), Assistant Headteacher, Family support worker (Deputy DSPL) and a behaviour support team member, where factors such as child protection (CP), points, time out of sessions, lunchtime arrangements, external agency support etc. are discussed to inform decisions made to ensure the individual is successful at Larwood.

**We use a range of de-escalation techniques to disempower behaviour:**

Focus is always on trying to prevent escalation and return the individual to baseline behaviour. We use a variety of techniques that include but are not limited to the following:

- Positive phrasing and limited choice
- Direct statements
- Hurdle help
- Proximity
- Limited choice
- STEPS script (staff are expected to start with some part of the script where dealing with a pupil)

All responses to anti-social behaviour include a learning element and we respond to such behaviour with positive consequences instead of punishment, which can be both protective and educational. A typical educational consequence could be a pupil completing their work in their own time or during an afterschool session i.e., a pupil that has refused to complete work in class on a number of occasions, would be given the opportunity to complete their work during playtime. If this is not effective, arrangements would be made with parents/ carers for an afterschool session whereby the pupil will need to complete the work they missed. A protective consequence could be a pupil being escorted around school, during playtime or having lunch in a smaller group such as CUB.

Dealing with disruptive behaviour:

Staff dealing with a pupil becoming disruptive in the classroom, or activity, who has not responded to the behaviour support techniques used by staff to de-escalate the situation, may request that the child takes time away from class accompanied by an adult in a safe space.

If the child cooperates and walks themselves to the identified area the following steps should be taken by the most appropriate adult present:

- follow the child to the allocated space/room
- acknowledge the child's cooperation by praising them for taking time away
- use the STEPS script or parts of it. Ask them if they need time for reflection or if they are ready to talk now (if the child requests time give it to them) The key is not to get involved through conversation- "GIVE THEM SPACE AND TIME"

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- when the child is ready, conduct a debrief, aiming to help children reflect, connect emotions and behaviour, and look at next steps to be able to repair and restore any damage (Physical, Environmental and Emotional)
- reintegrate the child back into class

Staff call for back fill if the teacher or TA needs time out of class or support if it is a more urgent matter. When calling for assistance they should state: their name, location, situation, and the assistance required. The adult with the child, (primarily the classroom assistant) should continue to use their behaviour management skills with the aim of de-escalating the situation and re-engage the pupil.

The aim is to give the child space and time and to re-engage them in their learning, it is important your language remains positive. Ideally no more than one child should be out of class at a time, if more than one is out, they should not be left unsupervised and additional support could be requested.

Records must be kept by the class team of any pupils taking time away from the classroom. This data will be collated, and the information used to determine if there are any patterns or strategies to optimise the time the child can be in the classroom or if alternative interventions might be necessary. A child with high levels of time away from class would be placed on the Child Causing Concern list (CCC) and this would be an item on the Senior Leadership Team (SLT) and Teachers meeting agenda

### PROACTIVE RESPONSES OF THE BEHAVIOUR SUPPORT TEAM

Through the evaluation of data and incident records pupils will be placed on the CCC (Children Causing Concern) list and possible interventions would be put in place as identified by the SLT.

These interventions may include:

- Targeted support in the classroom at specific times.
- Buddy/key worker time with specific children.
- Managed time in one-to-one tuition.
- Small group work in key areas such as Social and Emotional development.
- Subject related intervention programmes
- Targeted behaviour programmes or individualised timetables

The usefulness of these interventions will be monitored through the time out of class logs, points sheets, RPI's and incident records and pupil progress information. Data in these areas will be collated on a daily and or weekly basis and reported to The Board of Trustees behaviour sub-committee termly

**We have no public methods of tracking behaviour that risk creating negative feelings and we have adopted private levels of praise:**

Not all our pupils prefer to receive public recognition for positive behaviour/ points. Some students have the option of going to POD during assemblies to avoid public humiliation. Points-certificates are passed onto class teams on a Friday morning where they are handed out by the class teams. Positive language is always used consistently by staff and although it is not always possible to avoid incidents whilst in public, staff are trained to deal with such situations in a structured, efficient, and effective way to avoid embarrassment. In the case where STEP-on physical intervention such as escorting

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need to be used, it is our aim to keep it as short and over the shortest distance possible and to release the pupil to ensure they have their own safe space.

### **Reflect, repair, and restore (RRR):**

This is a process whereby pupils involved in an incident have the opportunity to speak to an adult regarding an incident they were involved in and when they are back to baseline behaviour.

We have structured reflect, repair, and restore for difficult behaviours. All staff involved in an incident are responsible for the RRR process. This may include a structured conversation, completion of roots and fruits, anxiety map, comic strips, restorative justice session with the victim or apology to peers/ staff. Pupils are reminded that once an incident is dealt with and the RRR process is complete (including consequences) that it will be a fresh start. Staff also shares outcomes and incidents during reflection sessions on a Monday, Wednesday, and Thursday.

### **STEP UP**

#### **Larwood is working towards being restraint free:**

The aim of Larwood School is to create a safe environment where all pupils can feel secure and safe without possible exposure to restrictive physical intervention. Our data shows that there has been a drastic decrease in restraint over a number of academic years and ideally, we would like to eliminate the use of RPI's. The cohort of pupils and their differentiated and sometimes complex needs dictate the need for physical intervention. We only justify a restraint when pupils are at risk of the following:

- Danger to themselves or others
- Damage to property
- Extreme violence
- Use of weapons
- Anything else that is against the law

#### **The following restrictive physical holds/ escort/ interventions are prohibited at Larwood School:**

- Any hold that increased the risk of hyper-flexion
- Basket holds
- Prone and supine holds
- Shield to elevated/ ground hold
- Shield escort
- Seated holds (some staff are still qualified but we do not train new staff to use this method)
- Holds requiring kneeling or seated on the floor
- Dangerous wrist and neck grabs
- Dangerous clothing, hair, and bite responses

#### **Staff training for any foreseeable RPI or restraint:**

All practitioners have a current STEP UP certificate for any STEP UP skills they are using supported by training grids and all practitioners have received supervision or refresher for the RPI or restraint skills they need within the last 12 months. We also offer regular behaviour data updates and offer behaviour training at regular intervals. Staff are also encouraged to ask for supervision at any time such as after school should they feel the need to top-up/ refresh their skills. Currently we have four trainers at Larwood School

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### **Pupils at risk:**

Any child that has been involved in a RPI has to have a completed a Roots and Fruits plan, Anxiety mapping and Individual risk assessment plan. We aim to identify such pupils beforehand through having discussions with class teams, during reflection sessions or during SLT Friday meetings. In cases where we can identify these pupils, they go onto the CCC pupil list, and we plan (full audit of need) on what interventions will best fit the pupil in crisis. The adult involved in the RPI completes all risk assessment plans and a timescale for review added to the plan. We use the online Steps toolkit to complete the above-mentioned forms

### **SUPERVISION AND GOVERNANCE**

We have four trained STEPS tutors:

- Pierre van der Merwe – Executive Headteacher
- Ian Reid – Operational Manager
- Marcus McKechnie - Lead behaviour support
- Kerry Ann Paul- HLTA

We have supervision with a Hertfordshire Steps advisor at the start of each academic year and behaviour data including incidents, time out of sessions, top achievers, Restraint and RPI's, positive behaviour development are reported to the board of Trustees at the Standards Committee meetings.