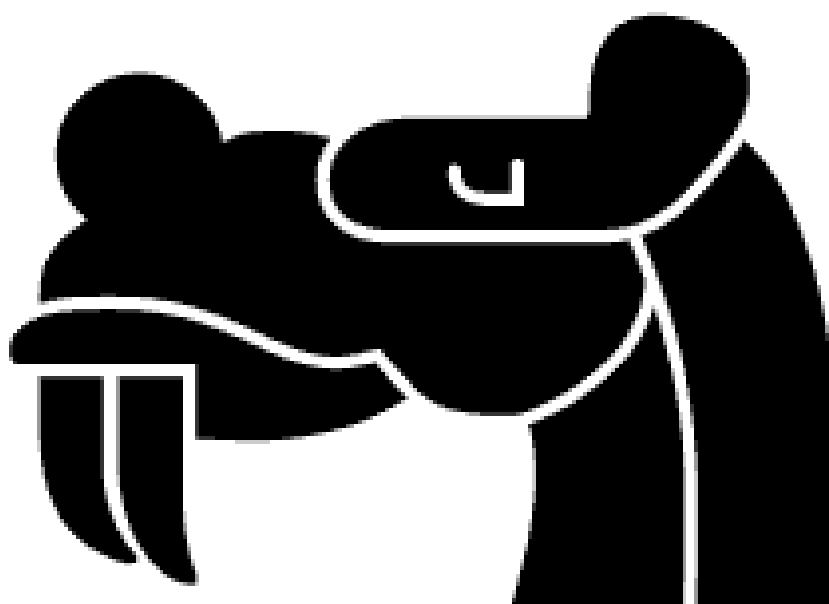


# **Longlands Primary School and Nursery**



## **Behaviour Policy**

**May 2024**

## **Behaviour Policy**

### **Aims**

- To develop a whole school behaviour policy, supported and followed by the whole school community, parents, staff, children and governors, which is based on a sense of shared values.
- By applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self-discipline and to encourage children to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

### **General Management**

1. All pupils have the right to work in a calm, safe, supportive and purposeful atmosphere.
2. All pupils have the right to come to school without the fear of being bullied – see separate Positive Relationships Policy.
3. The 'School Rules' are common throughout the school and displayed in the classrooms and on notice boards.
4. Each teacher will negotiate a more personal set of rules with their own class at the beginning of the school year and review these on a regular basis with their class; these will be clearly displayed in each class.
5. The School Council of pupil representatives and Playground Buddies help to give pupils a sense of involvement and citizenship.
6. Incidents of inappropriate behaviour will be recorded on CPOMS
7. We expect all children to follow the School Rules. Though it is acknowledged that for some pupils with Special Educational Needs this may be more difficult at certain times and reasonable adjustments will be made.
8. Risk Assessment Management Plans will be used to deal with more extreme cases of dangerous and difficult behaviour.

### **Guidance and Training**

All members of school staff have received Hertfordshire Therapeutic Thinking Training. Guidance and training is essential in this area.

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with.

Where there is an identified need for such training, staff will be trained by an approved Therapeutic Thinking Trainer (Grace Phillips, Ashleigh Calver, Donna Brown).

(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was appropriate, reasonable and proportionate).

### **A Therapeutic Approach**

At Longlands we recognise that positive experiences create positive feelings and positive feelings create positive behaviour. As a school we believe that we need to give pupils positive experiences, which help promote positive feelings in order to help them to show pro-social behaviour, which is defined as following the school rules. It is the responsibility of every adult in our school to seek to understand the reason why a young person is presenting difficult or dangerous behaviour and work to change the circumstances in which the behaviour occurs. The Therapeutic Thinking programme provides tools and guidance to assist in this area.

### **The role of the class teacher and support staff**

- It is the responsibility of all staff to follow principles and procedures outlined in Therapeutic Thinking training, including use of Positive Phrasing, De-escalation Script, limited choices and restorative questions both in class and on the playground.
- It is the responsibility of class teachers working in conjunction with any support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner.
- All staff must enforce the school rules through reminding and re-stating and recognising and celebrating when they are followed.
- Staff must be pro-active at responding to behaviour rather than re-active and when a child is seen to not be following the rules then they should be reminded of the rules, re-directed to a task or distracted as a means of responding to the behaviour observed.
- The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The staff will treat each pupil fairly, and enforce the school rules consistently. The staff will treat all children with respect and understanding.
- If a pupil misbehaves in class by breaking school rules staff will deal with incidents using strategies listed later within the sanctions part of this document
- However, if misbehaviour continues and staff feel that the pupil would benefit from having another member of staff to reinforce what they have said then the class teacher seeks help and advice from the a member of the SLT or SENCO.
- Staff will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a pupil with Rivers ESC, Phoenix Centre Staff, Square One etc
- The class teacher reports to parents about the progress of each pupil in their class at parents evening and in end of year school reports as well as when appropriate informally during the course of the year, in line with the whole

school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.
- These actions are taken only after the school governors have been notified.

### **The role of parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher.
- If they feel further discussion is necessary, they should then contact either the Assistant Headteacher or Headteacher.
- If these discussions cannot resolve the problem, a copy of the Complaints Procedure is available from the office.

### **The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the

Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **School Rules**

Our School Rules were agreed by the pupils and agreed by the School Council.

- We are always kind, friendly and helpful
- We respect our school environment and the people around us
- We are polite and use good manners
- We always try our best
- We listen when other people are talking

### **Promoting Good Behaviour**

One of the key aims of this policy is to encourage children to practise good behaviour, such as good manners, taking turns, helping others, showing empathy, listening, etc, by operating a system of praise and reward.

### **Informal Rewards**

- Giving praise in the classroom and the playground that is clear and specific to the action/behaviour seen e.g. “good listening”, “good talking”, “good explanation” etc.
- Sending a pupil to other adults for praise
- Giving stars, stickers and smiley faces
- Writing, phoning or telling parents or carers how well behaved and hardworking their children are
- Moving children up the Behaviour Diamond
- Comments on children’s work
- Sending a ‘Marvellous Me’ home or adding an observation to Tapestry (EYFS) to praise children for excellent work or behaviour.

### **Formal Rewards**

#### **Golden Book**

During Celebration Assembly each Friday Children may be nominated for the Golden Book. Their names are read out in assembly and parents receive a Marvellous Me and the child’s name is mentioned on the school newsletter, the children are also invited to join the Headteacher for a hot chocolate before break time on that Friday to celebrate their success.

Pupils may be nominated for the following reasons amongst others:

- Consistently kept to the school rules
- Exemplified one of the school’s core values
- Demonstrated improved attitude to learning
- Demonstrated an effort to improve behaviour
- Produced an exemplary piece of work for their ability

### House Points

Children are in one of four houses, Badgers, Foxes, Otters and Kingfishers. Children are awarded a House Point for exhibiting pro-social behaviour. House Points are tallied on a weekly basis and announced in Monday's whole school assembly. House points cannot be taken away once they have been awarded. At the end of a half term the winning house is rewarded.

### Star of the Day

In KS1/KS2, each class will choose a Star of the Day who exemplifies pro-social behaviour throughout that day, this child will be awarded a House Point.

### **Sanctions in the Classroom**

A warning system known as 'the Behaviour Diamond' is used by all staff. This helps to reinforce positive behaviour, as well as giving choices to those pupils displaying inappropriate behaviour, as pupils can move up and down the diamond according to behaviour.

1. When inappropriate behaviour is noted, the pupil is told to stop and a warning is issued. The positive behaviour will be promoted with a reminder of what behaviour is expected.
2. If the pupil is given a second warning, their name is moved down to the next section of the diamond. They may be moved to a Time Out area within the classroom.
3. If the pupil continues to behave in an unacceptable way their name is moved down to the next section of the diamond. At this stage pupils are given a supervised consequence, e.g. stay in at break or lunch with an adult to address the behaviour. Where possible, consequences should be linked back to the behaviour e.g. cleaning a table if it has been written on.
4. If the pupil continues to behave in an unacceptable way their name is moved to the red section of the diamond. They are sent to the Headteacher or Assistant Headteacher for Time Out. At this stage, parents will be informed of their child's behaviour.

If a pupil chooses to modify their behaviour, their name may be moved back up the diamond.

Each day is seen as a fresh start and all pupils' names are placed back at the middle of the diamond.

If a serious incident of dangerous or difficult behaviour occurs, the pupil concerned should be removed and spoken to by either of the Assistant Headteacher or Headteacher.

All significant incidents of inappropriate behaviour which is dangerous or difficult should be logged by the relevant adult on CPOMS. Also where there is a particular pattern of behaviour this should be recorded on CPOMS.

For some children, with more complex needs, the Behaviour Diamond may not be an appropriate strategy, in such cases a more personalised sanction may be implemented, in conjunction with the SENCO.

### **Sanctions in the Playground**

- If a pupil displays inappropriate behaviour during break or lunchtime, they will be given a warning, followed by Time Out if behaviour fails to improve.
- In the KS2 playground the pupil will be asked to stand at the bottom of the playground outside year 4 and 6 classrooms. After 5 – 10 minutes the pupil will be given the opportunity to join in with a reminder of what behaviour is expected and is supported to understand what to do differently next time and how to repair and restore the situation. The child's teacher is informed at the end of play.
- In the KS1 playground the pupil will be asked to stay with an adult. The pupil is told "this behaviour is unacceptable". After 5 – 10 minutes the pupil will be given the opportunity to join in with a reminder of what behaviour is expected and is supported to understand what to do differently next time and how to repair and restore the situation. The child's teacher is informed at the end of play.
- If after Time Out a pupil continues to behave in an inappropriate way they will be sent inside for the remainder of break or lunch time.
- As a consequence pupils may require a period of reflection, taking play the next break or lunchtime. Parents will be informed.

### **Sanctions in the Foundation Stage**

In the Foundation Stage, the four step warning system is verbal and immediate, in addition to giving choices to those pupils displaying inappropriate behaviour.

1. The pupil is told to stop and a warning is issued with a discussion about behaviour.
2. A second warning is given with an explanation about behaviour so that the child understands behaviour with in-class time out on a chair. The pupil is supported to understand what to do differently next time and how they can make things better.
3. If the pupil continues to behave in an unacceptable way he or she is given a supervised consequence e.g. 5 minutes without play.
4. Children are sent to Headteacher for time out.

### **Consequences and sanctions**

At Longlands, adults have the responsibility to use consequences, which have a relation to the difficult or dangerous behaviour and as a result help the young person learn and develop positive coping strategies and behaviour. The use of consequences is about creating a learning opportunity directly relating to negative behaviour. Consequences may include; completing a task, limiting access to play resources, being escorted when moving around the school, assisting with repairs, completing work, rehearsing skills the child is finding difficult. The use of constructive consequences should inform planning and practice at Longlands.

## **When faced with a dangerous or difficult behaviour**

Any adult seeking to support a young person whose behaviour is either difficult or dangerous can act in a way that can either make the situation worse or can calm the situation. It is the responsibility of all adults at Longlands to follow the guidance provided in Herts Steps training to support the young person and to never knowingly act in a way that would raise a child's anxiety levels. This can be achieved through one of our 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
- Stay seated in your chair
- Please/thank you

### **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 corridor
- Are you going to sit on your own or with the group?
- Are you starting your work with words or pictures?

### **Disempowering the behaviour e.g.**

- You can listen from there
- Come and find me when you come back
- Calm down in your own time

### **Use of de-escalation script e.g.**

- Use the person's name- "Simon"
- Acknowledge their right to their feelings "I can see something has happened"
- Tell them why you are there "I am here to help"
- Offer help "Talk and I will listen"
- Offer a 'get out' (using positive phrasing) "Come with me and...."

## **Types of unacceptable behaviour**

All staff take into account the ages and abilities of the children when deciding if a behaviour is acceptable or not. The following list should, therefore be interpreted in a way that is appropriate to the age and social and emotional development level of the children they are working with: -

- Failing to follow adults' instructions-i.e. oppositional behaviour
- Failing to follow agreed rules
- Inciting bad behaviours in others
- Behaviour designed to disrupt the learning of others
- Biting, spitting, hitting, kicking, pushing or throwing objects
- Bad language and swearing
- Making unkind remarks
- Deliberately damaging property



- Answering back repeatedly and continually, rudeness or aggression to an adult or peers
- Stealing
- Racist or other prejudiced comments
- Bullying
- Sexual violence/sexual harassment

### **Fixed term suspension and permanent exclusions**

- We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and pupil referral units in England (DfE, September 2017). We refer to this guidance in any decision to exclude a pupil from school.
- Only the Headteacher or Assistant Head in her absence has the power to suspend/exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher suspends/excludes a child, s/he informs the parents immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any suspensions or exclusions. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and Evaluation**

- Serious incidents of inappropriate behaviour and sanctions are recorded by staff on CPOMs and are reported to the LA as appropriate.
- Teachers and Teaching Assistants may be asked to make detailed observations to highlight typical behaviours during identified sessions that a pupil finds difficult.
- Staff may annotate pupil's work to highlight circumstances.
- The Headteacher and Assistant Headteacher/SENCO will review these documents on a regular basis to establish if there are particular pupils who may benefit from a Risk Assessment Management Plans or support from outside agencies.

**This policy will be reviewed annually.**

**Date:** May 2024

**Next review:** May 2025