



POLICY TITLE: **BEHAVIOUR POLICY**
REVISED: 1st September 2022
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APPROVED BY COMMITTEE: FGB

Version	Date	Description
1	01.09.2022	Policy re-written to align with Therapeutic Thinking principles.

“You can’t teach children to behave better by making them feel worse.
 When children feel better, they behave better.”
Pam Leo

Key Definitions

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school’s policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of Jane’s kicking’.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

1. Vision and Values

At Lambs Lane Primary School, we recognise that learning needs to take place in a welcoming and caring environment where relationships between parents, staff and children are based on respect. The school aims to use therapeutic strategies for behaviour management and will work collaboratively to promote rights and responsibilities.

Each member of the school community works together to follow The Lambs Lane Creed:

- Care for everyone and everything
- Follow instructions with thought and care
- Show respect and good manners

Pupils are encouraged to develop:

- A sense of right and wrong
- Responsibility for their actions
- The skills necessary for membership of a community
- A sense of self-worth

The school recognises that to achieve high standards of behaviour and discipline:

- Every member of staff must accept responsibility for discipline at all times, including in the playground and the corridors
- The Creed is displayed around the school and in all classrooms, and followed by all staff and pupils
- Classroom management, organisation and daily routines need to be clear, concise and consistent
- All pupils will be listened to and we will keep an open mind regardless of who is involved in an incident
- There must be provision of appropriate work
- All adults should be aware of strategies to avoid conflict and confrontation in the classroom
- Effective and measured consequences must be available and used as necessary
- Clear procedures are available for the recording of concerning behaviour and used consistently by all staff
- Pupils and staff are clear about what is meant by bullying and racism, and that it will not be tolerated

2. Pro-social Behaviour

Relating to behaviour which is positive, helpful, and values social acceptance.

Section 1 details the vision and values that we expect staff and pupils to put into practice. We can see prosocial behaviour demonstrated when, amongst other things:

- All members of the school community speak and behave respectfully to each other
- Property and belongings are treated with care
- We listen to each other
- We all follow The Creed
- We move around the school safely
- We wear appropriate clothing (adults) or school uniform (pupils)

If we do this:

- People will notice and tell us
- Everybody in the school will feel safe, valued and respected

3. Supporting all Learners

All learners will be supported and encouraged to meet the expectations of the school's behaviour policy. Expectations will be shared and taught through:

- The Establishment Phase (the first 2 weeks of the Autumn Term)
- Assemblies
- PSHE
- Opportunities in lessons and around the school
- R-time

Some learners will find it more difficult to self-regulate and may need additional teaching time which could include Nurture sessions or additional sessions with the Inclusion Manager, teachers or support staff.

We may need to make reasonable adjustments to general practice for some children e.g. sensory equipment, cushions, brain breaks.

The Therapeutic Thinking Flowchart (Appendix 1) provides guidance to staff on the process to follow once a concern has been identified and there is a very comprehensive Planning & Analysis toolkit to help staff to drill down into exactly which behaviours need addressing and develop appropriate strategies.

Once a strategy has been agreed it should be agreed and explained clearly to pupils, parents and staff. Everybody needs to understand:

- the purpose of the strategy e.g. is time out of the classroom a Brain break, transition break, sensory break or calming break?
- When and how the strategy will be reviewed
- That the strategy can be adapted or changed over time

The school has a Sensory Room and a Quiet Room which can be used to support pupil's self-regulation. Guidance for their use is included in the Positive Handling Policy.

If any planned adjustments are not sufficient, advice can be sought from the Inclusion Manager and an Individual Plan will be written and shared with staff and parents. The plan will be reviewed fortnightly and remain in place as long as necessary. Should impact not be seen, then further advice can be sought from other professionals e.g. Educational Psychologist

Individual Plans will be saved in the pupil's Record of Action but a chronology will be recorded on CPOMS.

Positive Handling

On rare occasions, it may be necessary for members of staff to physically intervene to ensure the safety of pupils and staff. The school follows the guidance provided by the DfE, *Use of Reasonable Force 2013*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Staff members should always follow the guidance in the school's Positive Handling Policy.

4. Unsocial Behaviour

Unsocial behaviour rarely has a direct detrimental effect on others; it is the quiet communication of antisocial feelings and could include:

- Not complying with rules
- Refusal to complete work – silent defiance
- Not listening
- Not joining in group activities
- Unresponsive to support

In this instance, ultimatums are rarely effective; saying, 'If you don't do it now, you will have to do it at ...', will often cause the child to dig their heels in. Do not use this strategy unless it is part of an individual plan. Confrontation can escalate unsocial behaviour to antisocial behaviour.

Consider the cause of the unsocial behaviour and respond appropriately:

- Brain breaks
- Distraction
- Support with work
- Provide a 'face saving' alternative

5. Antisocial Behaviour

Difficult or dangerous behaviour that causes harm to an individual, a group, the community, or the environment.

This could include:

- Verbal assault, including swearing and racist abuse
- Physical assault
- Intimidation
- Vandalism
- Defiance
- Isolated serious breaking of rules
- Uncooperative
- Making fun of people, undermining them, name – calling, belittling
- Deliberately disruptive
- Breaking property/resources deliberately
- Inappropriate use of technology
- Leaving the school site

Level 1	The behaviour is putting themselves or others at immediate risk of harm	Immediate intervention by the nearest adult/s to remove the child or other children. This may involve physical intervention. Opportunity for reflection and appropriate consequence.
Level 2	The behaviour is upsetting and is repeated which is having a detrimental effect over time.	Opportunity for reflection and appropriate consequence.
Level 3	Low impact	Opportunity for reflection and appropriate consequence.

All staff are responsible for managing antisocial behaviour and have the authority to give out consequences.

Consequences must be immediate and a logical response to the antisocial behaviour being displayed. For example, if a child's behaviour on the playground is causing harm to others, then they can be removed from the playground for an appropriate period of time until they are safe to return. The length of time should relate to how much support a child is going to need to change their behaviour. Whilst they are kept off the playground intervention needs to happen to help them change their response to those around them next time.

Pupils should be encouraged to rebuild any fractured relationships via a very specific apology which can be written or verbal. E.g. I am sorry that I hurt you by....

Every antisocial incident should be recorded on CPOMS in a factual and specific way and should include any action taken as a result e.g. Alice bit another child, breaking the skin. She was removed from the playground for the rest of playtime (20 minutes). We discussed what happened and what she could do next time she gets angry. She apologised to her friend. Both sets of parents were informed.

Parents should be informed of any antisocial behaviour, preferably by telephone or face to face.

6. Unforeseeable Behaviour

Behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

This could include:

- Arson
- Threatening with a weapon

First response should be to ensure everybody's safety. This could involve physical intervention or evacuation. Inform SLT if they are not there.

Next step – review the incident, cause and outcome

Take advice, as necessary

Headteacher to decide appropriate consequence.

7. Communication and Recording in School

The school uses CPOMS to record any events or incidents that are a cause for concern, either behaviour or safeguarding. It provides a chronology of incidents and actions related to each child in the school. Every member of staff has their own individual login and should record incidents that they have dealt with or observed. If more than one person has been involved then it must be agreed who is going to input the information.

Information should be recorded as soon as possible after the incident and within 24 hours and the system is set to alert the most appropriate member of staff. If the matter recorded needs immediate action by another member of staff e.g. the designated safeguarding lead, then please alert them in person as well.

Information recorded should be factual related to observation or what is said. It should not include personal opinions. It is important that later consequences or actions should also be recorded. Remember that different children will see incidents from a range of perspectives – it is important that an incident is investigated and all children are listened to before a record is made.

In most cases, it is not appropriate to share information about a child in front of them, especially if the adult is upset or angry.

If Teams is used to alert other staff, it should not include names that others could read if an alert appears on the screen.

It is always okay to check that a senior member of staff has followed up on an incident that you have alerted them to.

8. Communication with Parents and Carers

How we communicate with parents and carers is crucial; a parents' natural response is to protect/defend their child and we must be careful to remain objective at all times. It is important that parents and carers remain positive partners so that the child can get the best support necessary.

Information and concerns should always be shared privately and, where possible, parent should not be approached in the playground at the end of the day.

Teachers are accountable for the behaviour management of pupils in their class and will generally take responsibility for communicating concerns with parents and carers. If a child is receiving additional support through an Individual Plan, it should be agreed what is the best way of communicating with parents/carers. On occasion, it might be appropriate that support staff or members of SLT should communicate with parents/carers but this should be agreed with the class teacher.

It is best to share information in person or on the telephone but email can be used if that doesn't work. Emails should be sent from the admin account or via *parentmail* if out of office hours.

Parents should be contacted for any antisocial incidents or if there are concerns about changes in behaviour.

9. Exclusions

In this school we do not believe that exclusions are a tool/strategy for supporting and encouraging prosocial behaviour. However, they do have a place within a carefully considered Individual Plan.

They can be used:

- When an individual's behaviour is having a significant impact on the well-being of staff and other pupils
- When the necessary resources are not in place to keep staff and pupils safe
- To give time to review provision

Only the Headteacher can make the decision to exclude. In their absence this responsibility sits with the assistant headteacher responsible for the key stage of the child.

Should an exclusion be deemed appropriate, the school will follow the DFE guidance, 2022 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Fixed Term Exclusions

The Headteacher or Assistant Headteacher will inform the parent verbally and ask them to collect the child from school. A letter will be prepared, using the school's model template, explaining the reason for the exclusion, how long it will last and the rights of parents following the exclusion. It will invite the parent/carer to bring their child to a reintegration meeting before their child returns to the classroom following the exclusion.

Within 24 hrs the school will review the current provision, the reasons for the exclusion, and put a new Individual Plan in place. If external professionals are involved the time may need to be extended but should be held within a reasonable time-frame.

Permanent Exclusions

The school will work with parents, outside professionals and the local authority with the aim that no child will be permanently excluded. Only in the event that relationships have broken down and the appropriate support cannot be found to ensure the safety of everybody involved, will a permanent exclusion be considered.

If the decision is made, a letter to parents will be sent using the school's model template, explaining the reason for the exclusion and the rights of parents following the exclusion.

Therapeutic Thinking Flowchart

