



The Lea Primary School and Nursery

Behaviour Policy

Policy Sign off

Reviewer	Date	Approver	Date
Roz Cross	Jan 2023	TLC (statutory)	Jan 2023
Next Review		Jan 2024	

Governing Body's Statement of Behaviour Expectations

High standards of behaviour

At The Lea Primary School and Nursery, we strongly believe that high standards of behaviour lie at the heart of a successful school and that prosocial behaviour should be promoted. It supports all children to make the best possible progress in all aspects of their school life, and all staff to be able to teach and promote good learning without interruption. We believe that the expectation of high standards of behaviour can also have a positive effect on the life of children outside school.

To achieve this, we are committed to 'Step On' which is a therapeutic approach to behaviour management. We place great emphasis on consistency, teaching internal discipline, and on care and control, not punishment. Through this approach, we support a positive focus on improving young people's engagement, motivation and well-being

The 2014 Code of Practice of Special Educational Needs (SEN) and the Steps therapeutic approach fosters the view that behaviour is a communication of an emotional or physical need.

Although the majority of pupils do not experience difficulties in coping in their setting or school, and are able to access the educational opportunities available to them, we know that a small number of children, due to their poor emotional wellbeing, can find it difficult to engage in learning or cope in a learning environment. These children are regarded as vulnerable rather than troublesome, and all stakeholders have a duty to explore this vulnerability and provide appropriate support in a timely manner. We recognise that there is no "one size fits all" approach to understanding behaviour management, and that responses need to be personalised to the very specific needs of each individual child.

Right to feel safe at all times

All children and staff have the right to feel safe at all times whilst in school. It is an expectation that there is mutual respect between all members of the school community, including parents. This includes understanding that bullying, discrimination or harassment of any description is unacceptable and attracts a zero-tolerance attitude. Even if it occurs outside normal school hours, this type of behaviour will be dealt with in accordance with the sanctions laid out in the following policies: Behaviour; Anti-bullying; E-safety and Child Protection.

Inclusivity and Equality

The Lea Primary School and Nursery is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy, and promoted in the day-to-day running of the school. The SEND, Mental Health and Wellbeing, and Behaviour policies are reviewed and developed in agreement with the Hertfordshire Emotional Wellbeing Strategy.

What are our School Values and Golden Rules?

Our School Values of 'Kindness', 'Respect', 'Ambition' and 'Pride', alongside our Golden Rules, underpin the workings of our school. They are displayed in all classrooms and common areas. Rewarding pupils for modelling our school values and recognising effort in their work is important in maintaining their motivation, and contributes towards supporting positive mental health and well-being.

Golden Rules

Do be gentle

Do listen to people

Do look after property

Do be kind and helpful

Do be honest

Do work hard

What do we mean by prosocial behaviour?

Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people. We believe that positive experiences create positive feelings, which, in turn, creates positive behaviour.

At The Lea, we teach and promote pro-social behaviour through:

- Building rapport/relationships
- Role modelling
- Reward and positive reinforcement
- Verbal praise
- Consistency
- PSHE and RSE lessons
- Scripts and routines
- Positive phrasing
- Planning
- Comfort and forgiveness

The following rewards are used for following the Golden Rules and modelling school values:

- Verbal praise that focuses on effort; body language (smile, thumbs-up, nod). Teachers use phrases to explain what was 'done well'.
 - "I really liked..."
 - "Good thinking – you considered all the evidence"
 - "I am proud because..."
 - "You have really impressed us by..."
- Stickers; star of the day; stamps; certificates; whole class awards e.g. marble in the jar; extra play-time.
- Sharing with the class – catching and highlighting good behaviour,
 - "Thank you – [that action] was kind of you"
 - "Thank you for listening carefully to your partner."
 - Well done for walking so sensibly – you thought about the safety of others around you.
- Sharing and celebrating with other adults known to pupils.
- Head teacher stickers and notes home
- Celebration Assembly; Star of the Week; Head teacher Awards, Attendance Awards, individual team point awards and whole school team points

How do we support all learners?

It is the responsibility of all adults within the school environment to ensure that class and school rules are followed and that all children behave in a responsible manner. All adults have high expectations of the children and they make every effort to ensure that all children behave to the best of their ability, recognising where individual pupils, particularly those with Special Educational Needs, may need reasonable adjustments to be made. While not solely used for pupils with difficult behaviour, we may suggest pupils who have difficulties recognising and regulating their emotions use Zone of Regulation, which develops their awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.

What happens if a Golden Rule is broken ?

The school employs a number of sanctions in response to broken rules, and to ensure a safe and positive learning environment.

It is important that sanctions are as immediate as possible and the following are the consequences for children who are unable to follow the Golden Rules, in the classroom or at playtime.

- Missing some or all of playtime or lunchtime, supervised by class teacher or Teaching Assistant. This includes an opportunity for teaching the right behaviour to pupils, and a time for reflection.
- Time spent in Reflection. Members of the SLT run a daily “reflection time” from 12:20pm in which they will meet with children and facilitate a time of reflection in relation to any instance which requires this. If a child is involved in 3 incidents which require a lunchtime reflection over a two-week period, the parents will be called in to discuss the behaviour further, including outlining the strategies the school will put in place to support the development of prosocial behaviour
- The Head teacher may determine that a pupil whose behaviour has not met the expected standards during school-organised, or school-related activities (e.g. visits, inter-school matches and performances) may not be chosen to represent the school in a future event.

Children who disrupt the learning of other children or behave inappropriately will be given a warning, and then moved away from their peers. The adults in the classroom will remind the child of expected behaviour. Quick breaks, which will often involve some form of physical movement, may be offered or directed. This gives the child an opportunity to ‘reset’ their thinking and to understand why a behaviour is inappropriate.

If the behaviour continues, then a member of the Senior Leadership Team will be called and the child will take part in an immediate Reflection time, and work either in another classroom or in the Head teacher’s office.

What do we mean by anti-social behaviour?

Anti-social behaviour can be characterised as behaviour that causes, or is likely to cause, harm to an individual, the community or to the environment. Anti-social behaviour can be categorised as difficult or dangerous. Dangerous behaviours are assessed using a Steps risk calculator.

If a child displays difficult behaviour in class, the class teachers will deal with the incident themselves, using the school’s agreed sanctions. They may seek advice and support from the Step-On tutors, Mental Health Leads and the Senior Leadership Team if this behaviour continues. This includes using Early Prognosis (Appendix 1), Anxiety Mapping (Appendix 2) and Roots and Fruits (Appendix 3); these are tools we may use to identify triggers, and to develop a deeper understanding behind the behaviour, so staff are better able to support the child.

If there are concerns about the behaviour of a child in school, the class teacher will contact the child’s parents/carers and meet to discuss the situation.

For certain incidents, children may require more time for reflection – this can be given by the class teacher or member of staff dealing with the incident.

The role of the Parents

We expect parents to work with the school to set high standards of behaviour. We are dedicated to working with parents to support this; parents are encouraged to contact/seek advice from the Class Teacher in the first instance if they are concerned. If required, this can be escalated through the SENCo and the Senior Leadership Team to ensure there is a full circle of support around the pupil involved.

What happens if difficult behaviour continues?

For those few children whose behaviour continues to cause concern, the Senior Leadership Team will meet with the classroom adults to identify difficulties and create a bespoke action plan; this includes scripts, outlining balanced choices offered to the pupil to help them manage their feelings and actions; establishing routines; physical changes within the environment to support and promote prosocial behaviours. We will work with parents and any outside agencies involved. Staff work very closely with parents in supporting children who may be experiencing difficulties.

e.g.

Action	Choice/response from adult	Other
In the morning, when <i>Name</i> comes into the classroom, class teacher greets them and escorts them into the room. Put things away together, then sit at <i>Name</i> 's desk to set expectations for the day and go through visual timetable.	<p>"Good morning, <i>Name</i>. Let's put your things away and have our morning chat!"</p> <p>"This is what we are going to do today."</p> <p>"This is what will make me happy today..." (Behaviour expectations).</p>	Any changes to the timetable will be indicated to <i>Name</i> and/or dad as soon as possible, preferably the day before or during this meet and greet.
Create a separate workstation, where <i>Name</i> also keeps their jigsaw puzzle (a Zone of Regulation choice).	When <i>Name</i> is in a co-operative mood/happy, say: " <i>Name</i> , you can work at the table or at your workstation. Which one?"	If <i>Name</i> is not happy/appears unsettled/clearly about to escalate, no choice. " <i>Name</i> , we will go to your workstation."
During whole class teaching/carpet time/partner talk time, TA sits with <i>Name</i> and partner; engages them deeply in the lesson.	<p>Whiteboard and pen available.</p> <p>"<i>Name</i>, can you write that down /draw that /think of an answer/ what do you think?"</p> <p>"Excellent. Show me another."</p>	<p>If <i>Name</i> shouts out, TA reminds them:</p> <p>"Thank you, <i>Name</i>, remember to write this down first and then hold your hand up."</p> <p>Teacher ignores behaviour.</p>

Dangerous Behaviour - the use of Reasonable Force

Dangerous behaviour is assessed using a Steps risk calculator; we would judge behaviour to be dangerous if the predicted outcome would involve medical treatment. On the very few occasions when pupils are at risk of injuring themselves, injuring others or seriously damaging property, there may have to be a physical intervention to remove them from the situation.

Staff have had Hertfordshire Steps training. Step On is de-escalation approach that uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Where a child is exhibiting dangerous behaviour, a Risk Reduction Plan (Appendix 4) may be introduced. This is shared with parents and all staff.

See the policy for ***Restrictive Physical Intervention***

How does the school keep records relating to behaviour?

The school uses an electronic program called CPOMS to keep records concerning behaviour. On CPOMS, categories have been created to help track different types of behaviour. These categories are: discrimination (including homophobic and/or racist); internal exclusion; reflection incident; sexual violence and sexual harassment; suspension; verbal or aggressive incidents against peers or staff.

Behaviour which causes the Midday Supervisory Assistants concern is dealt with as soon as possible, using a restorative conversation script, is reported to the class teacher and recorded on CPOMS as necessary.

Records of all bullying and racist incidents are kept on CPOMS. The Head teacher also keeps a record of any child who is suspended for a fixed period of time or who is permanently excluded.

Fixed Term Suspension and Permanent Exclusion

At The Lea we promote positive behaviour and early intervention. We do not wish to suspend or exclude any child from school, but sometimes this may be necessary.

If there is no improvement in the child's behaviour (and where they are in breach of the school's behaviour policy), or for a serious, one-off incident of violence or demonstrating extreme intolerance, a fixed term suspension may be implemented. In the case of an extreme one-off incident, the school and governing body may consider a permanent exclusion.

If there is no improvement and other children are being put at risk on a repeated basis, permanent exclusion will be considered.

Parents have the right to an appeal process against exclusion where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors strongly believe that the exclusion sanction, particularly those that are permanent, will only be used as a last resort.

The Governing Body must consider the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- the suspension would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

The Governing Body will establish a Governors' Disciplinary Committee of at least three members to consider the appeal.

If the Governors' Disciplinary Committee decide that a pupil should be reinstated they will give the appropriate direction to the Head teacher (who is under a duty to comply with it), and inform the parent and Local Authority of their decision.

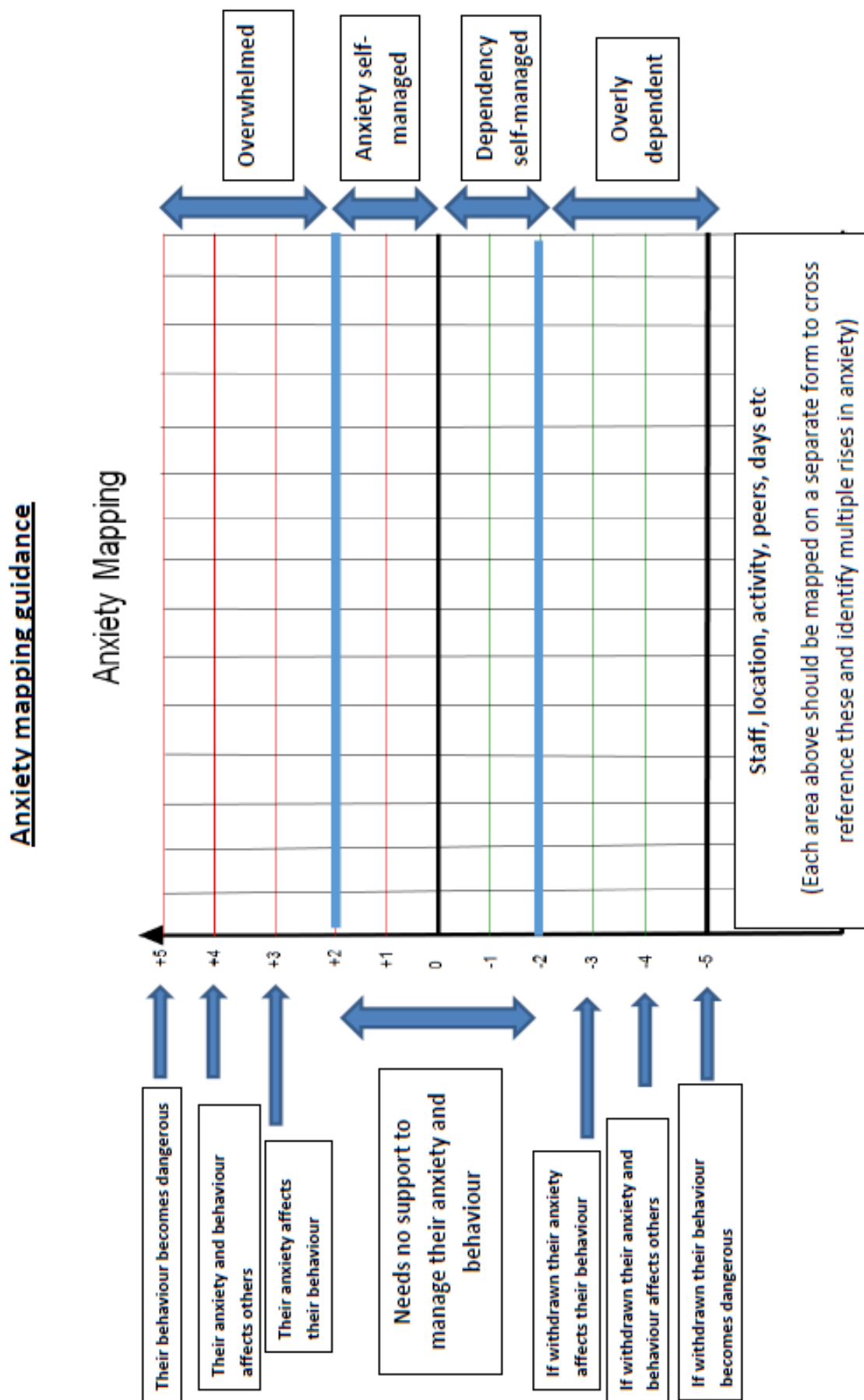
For further information regarding exclusions, please refer to the website link provided: <https://www.gov.uk/government/publications/school-exclusion>

Steps – Early Prognosis (Guidance)

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by policy. Consider each of the components below within the context of the described behaviour – speak to the child, other members of staff, other professionals and parents/carers who may have information to add.

<p>Context (home and school)</p> <p>All behaviour occurs within a context.</p> <p>A behaviour might be acceptable in one context but unacceptable in another.</p> <p>Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.</p> <ul style="list-style-type: none"> • What do we know about the pupil's current experiences? • Where is the behaviour happening? • Is there anything in the home situation of the pupil which may be impacting on their behaviour? Has something recently changed? • Are there particular children, staff or family members involved? • Is there an 'obvious' trigger with an obvious solution? 	<p>Diagnosis</p> <p>Some behaviours are associated with a particular diagnosis.</p> <p>There may be proven strategies to meet the need of such a behaviour.</p> <p>The environment or context may need to change rather than the behaviour.</p> <ul style="list-style-type: none"> • Does the pupil have a known diagnosis? • Is the pupil undergoing investigation for a particular diagnosis? • Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?
<p>Function</p> <p>All behaviour has a function.</p> <p>Function is what the behaviour is communicating.</p> <p>A behaviour may have more than one function.</p> <ul style="list-style-type: none"> • Sensory – meeting a known or unknown need (occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?) • Escape or avoidance (occurs due to perceived demand or threat, or when asked to do something?) • Attention (leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?) • Tangible gain (enables access to a person, situation or item they prefer?) 	<p>Cultural expectations</p> <p>Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.</p> <p>Every culture has a set of 'norms' many of which may be unwritten.</p> <p>School cultural expectations may need to be explicitly taught.</p> <ul style="list-style-type: none"> • Is there anything in the family or community culture of the child that should be considered? • Take into account expectations and priorities within the family or community relating to behaviour, sexuality, gender and social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations. • Are there unspoken school or staff cultural expectations which should be explored?
<p>Hypothesis: What is this snapshot telling you? What is your professional opinion?</p> <p>Action: What will you put into place to meet this pupil's needs?</p>	

Appendix. 2. Analysis tool to explore anxiety triggers and behaviours.

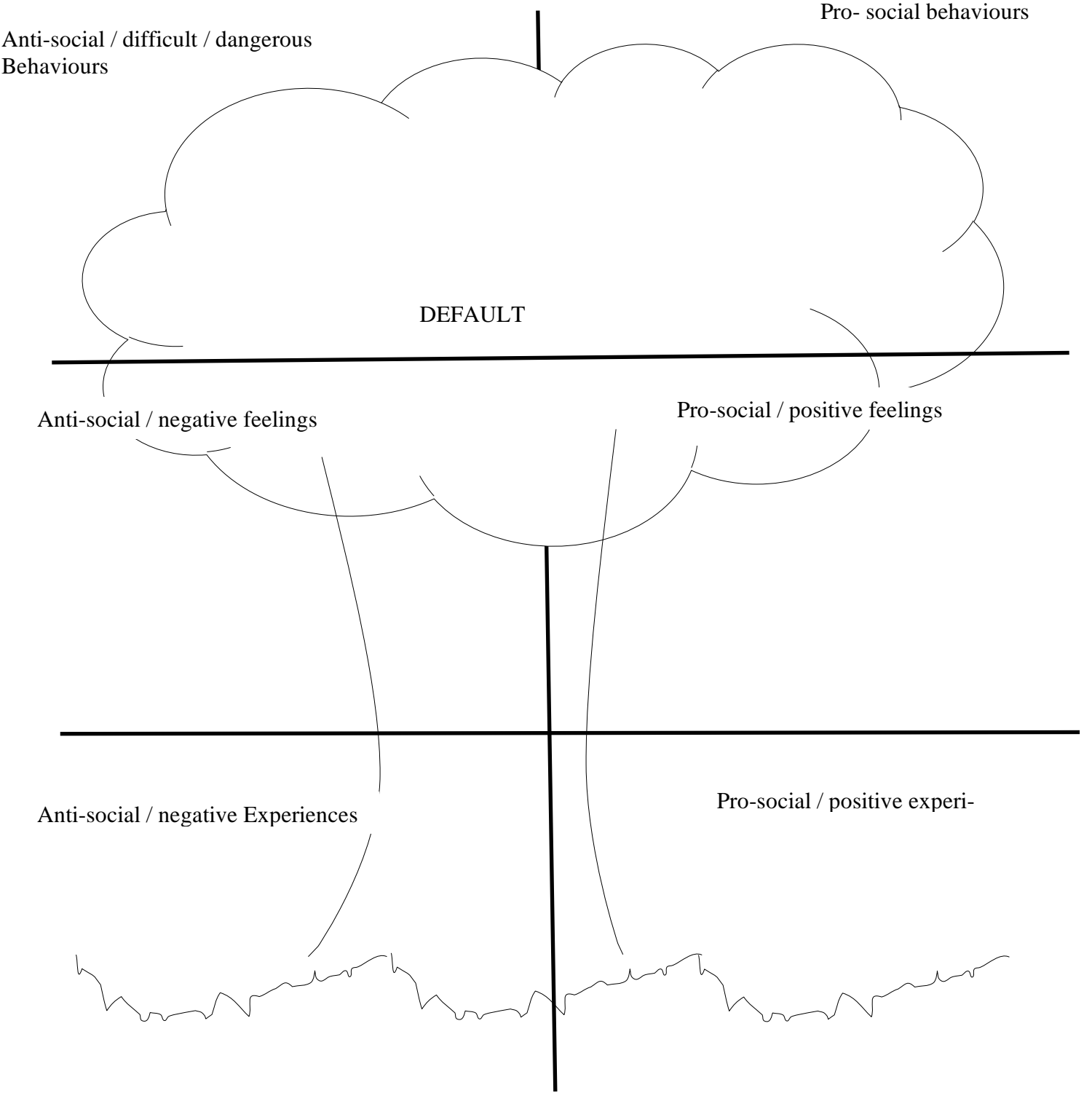


Unitfordshire Centre 2010

Appendix 3: Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Example Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....