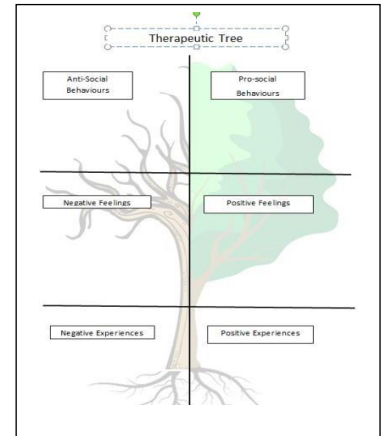


Leechpool Primary School Behaviour Policy



Related documents
Anti-Bullying Policy
Special Educational Needs and Disabilities Policy (SEND)
Use of Reasonable Force Guidelines
Teaching and Learning Policy
Single Equality Plan (incorporating Equalities and Racial Equality)

Purpose of the Policy

This behaviour policy uses some therapeutic approaches for learning and should be the plan for all children. In addition to this, some children may require an Individual Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

See Appendix 1 for a glossary of definitions.

Policy Principles

Planning and managing children's behaviour creates a link between children's mental health and behaviour. This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of our school community

Aims of this policy and behaviour approach at Leechpool

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a whole school approach within their classdynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners
- To continue to have no exclusions

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our Schools' vision:

'Breathing life into learning ...to be the best we can be'

What is Therapeutic Thinking?

An approach to behaviour that prioritises the valued experiences and feelings of everyone within the dynamic. How we use a therapeutic approach at Leechpool school;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model some therapeutic practices with all children, adults in school and parents or visitors from outside

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Autumn 2024

Next review: September 2025

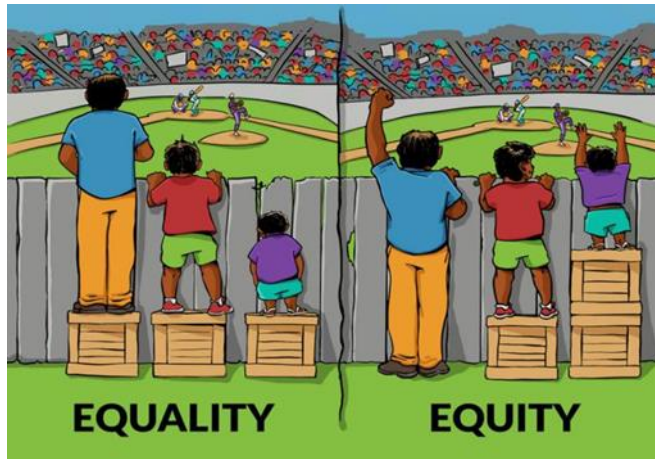
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- Our language is chosen carefully from a school script (Appendix 2) to be outcome and resolution focused rather than emotive.

At Leechpool, we firmly believe that;

**Positive experiences create positive feelings.
Positive feelings create positive behaviour.**

Inclusive settings create equality by striving to provide the same positive experiences for all children, and equity by differentiating support and resourcing to remove the relevance of difference.



Golden Rules

The Golden Rules are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Golden Rules and are re-visited at regular intervals and used in assemblies.

In addition to our Golden Rules, we have also our 6Rs which should guide all stakeholders as to the behaviour we do and don't expect to see at Leechpool. These are referenced to regularly in assembly and whole class discussion.



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How can we teach valued behaviour?

We recognise that all behaviour is a form of communication. We understand that when children are finding it difficult to maintain valued behaviours there is a reason for this and therefore plan strategies to try and identify and support these.

Valued behaviour is positive, helpful, and values social acceptance. As a school we aim to teach, model and celebrate valued behaviour. This is taught discretely in our PSHE curriculum and is reinforced in all curriculum areas and throughout the school day.

Through our 6Rs, we aim to build positive relationships, have high expectations, be very consistent, show an interest in children as individuals, listen to the point of view of others, give children responsibility, maintain dignity and self-esteem, treat others with respect, stay calm and rational.

Relationships	Staff to invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more supportive you can be.
Role modelling	This is key – for e.g. we have to show pupils how to ‘play kindly and share’ by playing with them. Staff are role modelling at all times.
Consistency	Everybody holding and modelling the same expectations.
Routines	Consistency but with flexible thinking, referring to individual circumstances and immediate possible actions.
Prioritising valued behaviour	Really valued in every child – thanking them and acknowledging when they have made a good choice.
Planning alternatives to antisocial behaviour	Knowing the children and planning ahead.
Reward and positive reinforcement	Should be given freely and unexpectedly, not as a form of bribery.
Feedback and recognition	Give feedback when something has not been asked for – don’t just celebrate the things that are expected e.g. sticker for holding the door open – this should be the norm.
Comfort and forgiveness	Creating a safe environment where we acknowledge individual feelings and can apologise so that we can move forward. Understanding and know that we will do it differently.
Ignoring	Unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
Positive language	Tell children what you would like to see, not what you don’t e.g. Please walk rather than don’t run.
Restorative Practice	Follow up the behaviour, it’s impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

West Sussex Ordinarily Available Inclusive Practise is used to provide reasonable adjustments for all children as needed. We work as a team to find the adjustments needed to support each child.

All children are welcomed to every session with positivity regardless of previous behaviour. Classrooms are calm and purposeful learning environments. Strategic raised voices are used where necessary. Adults have established systems to gain children’s attention, such as

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clapping/show me 10/eyes on me, so as to avoid having to shout over the class noise level.

Where the teacher is positioned in the classroom will have a significant impact on their effectiveness. Adults will move around the room and when working with a group or individuals always sit where they can see the rest of the class.

Adults will continually scan the whole classroom, commenting on valued behaviour, "I like the way you are working together on the painting table, well done."

Positive reinforcements are used to highlight children showing valued behaviours during carpet time, when lining up etc., which then encourages others to display the same behaviours.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

We do not have public methods of tracking behaviour that risk creating negative feelings such as traffic lights or negative points. Children cannot publicly see the judgement of staff. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates in class are private and not given publicly to compare).

Rewards

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces etc) are not effective in the long term and should only be a short-term prop. **Rewards should not be used as bribes.** We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise. Motivation and achievement are raised when children and adults are praised, encouraged, valued and their self-esteem is high. We use a number of reward systems to develop and sustain this. These are:

- Verbal and written praise
- Non verbal – thumbs up, smiles
- Dragon tokens – **maximum of 3 at one time.**
- Showing work and sharing successes and achievements with other teachers and pupils
- Notes home
- Displaying good work
- Headteacher golden book.
- Responsibility within the school.
- Whole class rewards - each class has to collect a given amount of class animals (20) for demonstrating working together. This leads to a whole class reward such as a party, parachute games or cinema time. Maximum of 45mins – 1 hour.
- Stickers - we limit the amount of stickers we use as we want children to be verbally praised for what they achieve. **Any stickers given need to be purposeful and explicitly given.**

Whole class

- Verbal and written praise
- Class reward
- Head Teacher class rewards

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Detrimental Behaviour

Unsocial behaviour: Not enjoying or feeling the need to behave sociably in the company of others, but not to the detriment of others. Generally unsocial is quiet non-compliance that does not negatively impact on other pupils learning. Extroverts often communicate their negative feelings with high levels of interaction, introverts communicate their feelings through quiet non-compliance. As a staff we strive to interpret unsocial behaviour as a communication of negative feelings which we can then support. Example of unsocial behaviour that only impacts that child:

- Lack of concentration/focus on work
- Ignoring/not following instructions first time
- Unintentional or inappropriate use of equipment

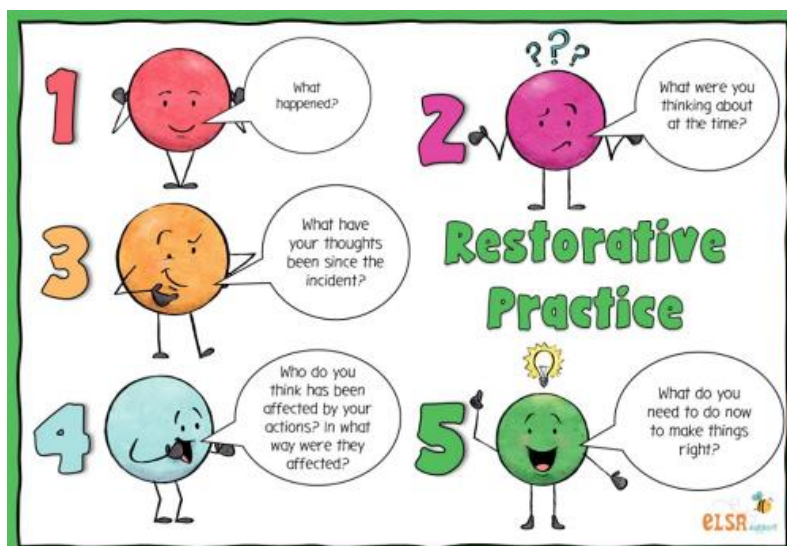
When the frequency is low and only impacts that learner, we provide time and space for that child to talk. We work to build stronger relationships with them in class. Where the problem is ongoing, we engage our Learning Mentor to help unpick any difficulties. When these behaviours are being seen during class input times, adults will quietly move over to the child or take them somewhere quiet to ask if they are ok, rather than shouting across the room. Asking the child if they are ok, shows the child that they are not in trouble and that the adults care, which then opens up a safe space for a discussion to unpick the behaviours shown.

Difficult behaviour: Behaviour that is anti-social, but not dangerous. This could be shouting out to the extent that others cannot learn.

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Dangerous behaviour is that which is detrimental and will predictably result in injury or harm. 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.

Any of the difficult, detrimental or dangerous behaviour will be met with an agreed script (Appendix 2) by all staff. Once the child is calm a range of strategies will be used to help unpick what has happened. If the situation was unable to be diffused, staff should remove the child from the situation with an adult and talk to the child about the situation. We call this Restorative Practice.



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Consequences

These are a logical, explainable response to a detrimental behaviour. A consequence is a logical outcome of something occurring earlier. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

Some examples of consequences could be:

- Having some quiet time out for some of playtime (maximum 5 minutes)
- Have some time to reflect – this may in a quiet space in the classroom or just outside the classroom.
- Repairing the situation eg. If tipped things on floor then tidying them up
- Missing some of their playtime by staying in (maximum 5minutes)
- Apologising to the person involved
- Writing a sorry letter
- Seeing the Phase Leader to discuss next steps
- Seeing the Assistant Head to discuss next steps

Everyone is responsible for:

- Being positive role models and following the 6Rs.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting valued behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to meet the needs of individual children

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The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against due to race, religion, culture or protected characteristics and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of behaviours throughout the school.
- Ensuring that the recording (CPOMS) and monitoring of incidents of a serious nature take place in a timely manner, and discussing with staff what steps are being taken to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

- Using positive behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through embedding with children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Following and adapting a programme of Religious Education and PSHE (including Circle Time when appropriate) to promote valued behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording incidents in CPOMS in a timely manner, where a child's behaviour is deemed to have a serious effect on themselves and others
- Representing the school positively at external events.

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Parents are responsible for:

- Accepting, contributing and supporting the school's behaviour approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- To engage positively with the school to ensure two-way communication.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for themselves, each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.
- Representing the school positively at external events.

Reporting Behaviour Incidents

Incidents of serious or dangerous behaviour – to be reported to SLT when they occur, and recorded on CPOMS on the same day. If staff have been hurt, then an accident form must be completed on the day from the School Office.

Other incidents of behaviour – recorded on CPOMS.

Bullying

In some circumstances, repeated anti-social behaviour towards another child may need to be dealt with using our Anti-Bullying policy. This may be linked to cyberbullying, prejudice-based and discriminatory bullying.

We use this document with all pupils to talk through what has happened and to plan next steps.

anti-bullying alliance		Is it bullying?
Rude <ul style="list-style-type: none">• Unintentional• Hurtful• One-off	Mean <ul style="list-style-type: none">• Intentional• Hurtful• One-off	Bullying <ul style="list-style-type: none">• Intentional• Hurtful• Happens more than once, even when you ask them to stop or show that you're upset.
Always tell an adult in school.		

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Playtime and Lunchtime behaviour

Most behaviour can be dealt with by the Lunchtime Supervisors in the moment. The class teacher will be informed of any detrimental behaviour that occurs at playtimes or lunchtimes to help build a picture for that child. All issues should be dealt with by the class teacher first. With serious incidents, the Lunchtime Supervisors will go to the Phase Leader/Assistant Heads but will also inform the class teachers so everyone is aware.

Exclusion

Leechpool Primary School will only consider excluding pupils once all other alternatives have been exhausted.

Internal exclusion will be considered where behaviour systems are not helping to change the pattern of behaviour. This will be at the discretion of the Head and parents will be informed.

In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

Use of reasonable force

In the vast majority of situations, even of dangerously detrimental behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Staff will be trained in Team Teach – we currently have 2 members of staff Team teach trained.

Partnership with parents

We work closely with our parents to ensure the consistent approach of the behaviour policy.

- All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of strategies for individual pupils.
- Parents will be informed, where appropriate, and invited to meetings with outside professionals.
- Parents will be informed of all incidents of dangerous detrimental behaviour and their consequences.

Monitoring, Assessment and Evaluation

- Individual plans and risk assessments will be evaluated by each teacher and Assistant Head teachers.
- The Boxall assessment may be used as a form of measuring progress for pupils with difficult or dangerous behaviour
- Pastoral care notes, plans and evaluations will help measure progress of the behaviour displayed
- The school's Inclusion Lead will report to governors the impact of the approach.

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APPENDIX 1 Key Definitions to Inform Our Policy

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour.

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

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

Unsociable 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 detrimental feelings.

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

Difficult: Behaviour that is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context.

Dangerous: Behaviour which is detrimental and will predictably result in injury or harm. 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.

Conscious: Behaviours that are the result of thought and planning, a behaviour a child is unwilling to contain.

Subconscious: Behaviours which are present without any thought or planning, a behaviour the child is unable to contain.

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

Extrovert: Extroverts are naturally collaborative and competitive; they tend towards social interaction. Extroverts seek and are motivated by public recognition.

Externalising: Natural response to unhelpful feelings is to act on the world around you, this can lead to physical and verbal responses that effect the wellbeing of others.

Internalising: Natural response to unhelpful feelings is to withdraw from the world around you, this can impact the wellbeing and opportunity of the individual concerned. Such as refusal to communicate, self-isolation, school refusal, self-harm etc.

Consequence: A logical, explainable response to a valued or detrimental behaviour. A consequence is a logical outcome of something occurring earlier. A conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

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.

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.

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

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

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.

Equality: Equality is affording people the same, equal status, rights, and opportunities. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity: Equity is the differentiated measures to provide equal opportunities. At Leechpool, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.

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APPENDIX 2 Scripts to be used by all staff

	Explanation	Examples
Positive Phrasing	Clear, uncomplicated unambiguous instructions delivered with clarity. They need to allow for take uptime - an opportunity for the child to think, process and consider.	Stand next to me. Put the pen on the table. Walk in the corridor. Stay sitting in your chair. Walk with me to the library. Who else can I see sitting well at their desk? Can you tell me.../show me? Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions I can see you want to fiddle with the pen/rubber when we are listening – it may be/is distracting others.
Limited Choice	Often followed directly from positive phrases and compliments.	Where shall we talk – here or the library? Are you going to work on your own or with a group? Are you starting your work with words or pictures? I wonder if we will be faster at the table or book corner? You can choose to do this now or later. When you are ready to return it, you can give it to me or put it in the box. I can see there is something wrong. Do you want to come inside and talk to Mrs X or Mr Y?
Disempowering the behaviour	Relies on managing the audience, including adults. Observe from a distance, tactically ignore if possible with no verbal communication.	I can see you are angry, I am here to help. You talk and I will listen. Come with me and do a job. I can see something has happened... You can listen to the instructions/story from there. Ignore and speak later to individuals. I can see you are not happy at the moment. When you are ready to speak to me properly I will listen. (then ignore until they are ready).

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Stand next to me.

Put the pen on the table.

Walk in the corridor.

Stay sitting in your chair.

Walk with me to the library.

Who else can I see sitting well at their desk?

Can you tell me.../show me?

Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions

I can see you want to fiddle with the pen/rubber when we are listening - it may be/is distracting others.

Positive Phrasing



Where shall we talk - here or the library?

Are you going to work on your own or with a group?

Are you starting your work with words or pictures?

I wonder if we will be faster at the table or book corner?

You can choose to do this now or later.

When you are ready to return it, you can give it to me or put it in the box.

I can see there is something wrong. Do you want to come inside and talk to Mrs X or Mr Y?

Limited Choice



Disempowering the behaviour

You talk and I will listen.

Come with me and do a job.

I can see something has happened...

I can see you are angry, I am here to help.

You can listen to the instructions/story from there.

Ignore and speak later to individuals.

I can see you are not happy at the moment. When you are ready to speak to me properly I will listen. (then ignore until they are ready).



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