



## **Longmeadow Primary School Behaviour Policy**

<b>APPROVED BY GOVERNORS</b>	<b>September 2020</b>
<b>TO BE REVIEWED BY</b>	<b>September 2021</b>

# BEHAVIOUR BLUEPRINT FOR THE LONGMEADOW WAY



## Our Three Rules (The 3 R's):

- Be Ready
- Be Responsible
- Be Respectful

## Visible Consistencies (The Longmeadow Way):

- We meet and greet
- We follow up
- We support through being calm and consistent

## RECOGNITION AND REWARDS:

- Marvellous Me
- Certificates and phone calls home
- Recognition board
- Role model and outstanding
- Awards assemblies

## The 5 Pillars

- Calm, consistent adult behaviour
- Separating children from their behaviour
- Relentless routines
- First attention to positive behaviours
- Using reflect, repair, restore

## Relentless Routines:

- Wear school uniform
- In lines when moving around the school in classes
- Walking when moving around school

## 30 second script:

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.....(discuss and frame positive behaviour)

That's the (child's name) I need to see now.

Thank you for listening.

## Stepped Sanctions:

1. Reminder of rule
2. Warning
3. Last Chance
4. Time out
5. Restorative conversations

## Restorative Conversations:

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?
7. How can we do it differently in the future?



***At Longmeadow we believe everyone has the right to feel safe. Feelings are feelings but behaviour is chosen.***

## **OUR INTENT FOR BEHAVIOUR**

At Longmeadow, we want everyone in our school community to display prosocial behaviours in and around our school. This is our aim for behaviours and attitudes at our school. We do this through using our Behaviour Blueprint for The Longmeadow Way (previous page).

We are committed to showing 'the Longmeadow Way' through:

**Our Values:** Learning, Passion and Success

**Our Rules:** Be Ready, Be Responsible, Be Respectful

### **FIVE PILLARS OF BEHAVIOUR**

The five pillars of behaviour underpin all the work that we do:

- Calm, consistent adult behaviour
- Separating children from their behaviour
- Relentless routines
- First attention to positive behaviours
- Using reflect, repair, restore

### **VISIBLE CONSISTENCIES**

At Longmeadow we subscribe to a set of visible consistencies that permeate our practice and inform our behaviour blueprint:

- we meet and greet
- we teach routines
- we support
- we build emotional currency and relationships
- we praise in public (PIP) and reprimand in private (RIP)
- we promote positive behaviour choices
- we offer positive school experiences to promote prosocial behaviours
- we level our behaviours and our consequences
- we promote self-regulation
- we follow up

### **CERTAINTY IN ADULT BEHAVIOUR**

- Calm and consistent communication from all adults in the school
- Reminders of the high expectations of '*the Longmeadow Way*'
- Use of scripted conversations
- Remind the child of examples of their good behaviour and achievements
- Pass on and model the positive three school rules:
  - Be Ready
  - Be Responsible
  - Be Respectful
- Allowance of take up time
- Use of recognition boards in all lessons

## **RECOGNITION AND REWARDS**

- Certificates sent home
- Marvellous Me
- Mrs Howley's Wonder Wall
- Positive phone calls made by members of school staff (2 per week minimum)
- Names on the role model and outstanding sections of the recognition ladder in all classes
- Awards assemblies on Fridays (led by phase lead)
- Meet and greet the school community
- Meet children as part of Mrs Howley's (Headteacher's) Bonus Ball to gain their views
- Murphy time

## **Our Behaviour Approach**

At Longmeadow, we seek prosocial behaviour choices from children, adults and our community. A prosocial behaviour is a positive interaction that allows a person to positively integrate into society. The reverse of this is anti-social behaviours. These are behaviour choices that are socially unacceptable.

### Prosocial Behaviours

Please see appendix 2 of this policy (level 0) for examples of prosocial behaviours. This is not an exhaustive list.

### Anti-social Behaviours

Please see appendix 2 of this policy (levels 1 to 5) for examples of anti-social behaviours. This is not an exhaustive list.

## **Behaviour off of School Site**

Subject to the school's behaviour policy, the teacher may apply a consequence to a pupil for any anti-social behaviour when the child is:

- taking part in any school-organised or a school-related activity or
- travelling to or from school or
- wearing school uniform
- or in some other way identifiable as a pupil at the school

Or anti-social behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- could adversely affect the reputation of the school

## **MANAGING ANIT-SOCIAL BEHAVIOUR – THE BEHAVIOUR PATHWAY**

A simple 'Behaviour Pathway' has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates. This is supplemented by a tiered support system.

The Longmeadow Way aims to provide the right support at the right time, in order to encourage prosocial behaviour choices and the best provision for children with a focus of reintegration.

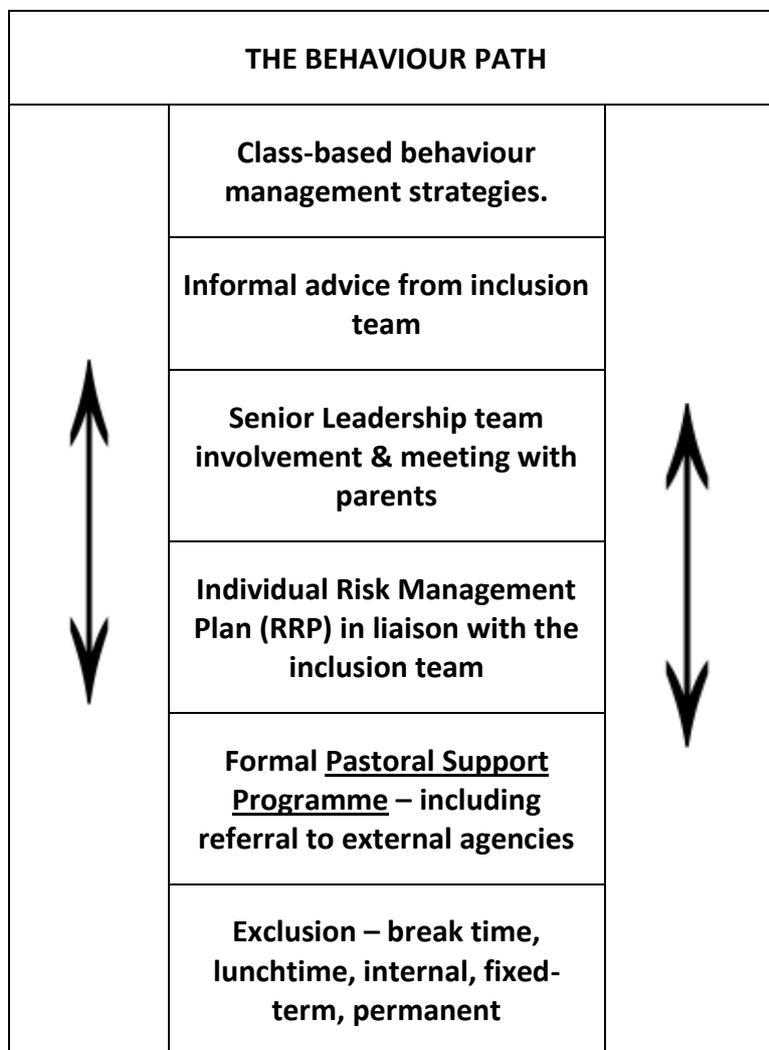
Staff, parents and pupils should all be aware of and refer to the behaviour pathway at all times to manage undesirable incidents of behaviour that occur in school.

**SEVERE CLAUSE: This does not affect the Headteacher's right to take immediate action in the case of any serious incident.**

### **SEVERE CLAUSE: DEALING WITH SERIOUSLY UNSAFE BEHAVIOURS**

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's anti-social behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Where a child needs to be safely held, members of staff work within the guidance of our **Restraint and Restrictive Intervention Policy**, following the Herts Step On approach. In these cases, a pupil may lose the right to proceed through our tiered support system and the relevant support strategy will be applied immediately.

A Safety & Support Plan will be completed where there is evidence of ongoing risks of unsafe behaviours.



### **RECORDING INCIDENTS**

Incidents are recorded when the behaviour has escalated beyond the point of normal classroom management techniques or has developed in frequency. It will always be recorded when the behaviour has escalated to a point where support from the Inclusion Team or Senior Leadership Team is required. The school uses an information management system (CPOMS) to record incidents in a consistent format.

Incidents which happen at lunchtime are reported to the class teacher and/or the inclusion team, who make the decision whether it is appropriate to record on CPOMS.

### **POLICY HISTORY / REVIEW**

The governing body will monitor and review this policy annually in line with its annual policy review cycle. This policy was framed around behaviour carried out by Pivotal Education and training. It will be reviewed termly until policy and practice has become established.

## Longmeadow's Tiered Support System

<p><b><u>Tier 1</u></b></p> <p>Class based behaviour management – class teacher and class TA.          Adaptations to curriculum/environment/timetable.          Mediation between pupils/parents.          Use of school scripts/school behaviour policy/discussions with inclusion team.          Class adults to complete behaviour observation form.          Roots and Fruits/Anxiety Mapping completed with parents.          Mostly Lv1 + Lv2 behaviours</p>	
<p><b><u>Tier 2</u></b></p> <p>Inclusion Team – Lv3 behaviours          Risk Reduction Plan completed with parents.          Use of scripts (from RRP).          Observation and support from Inclusion Team (including behaviour observation form).          Evidence of advice implemented.          Tier 2 outreach.</p>	<p>Class Teacher involved;</p> <p>Clear CPOMS Chronology which shows support and strategies.</p>
<p><b><u>Tier 3</u></b></p> <p>Senior Leadership/Phase Leader involvement          Tier 3 Pastoral Support Plan completed (to reduce the risk of exclusion).          Tier 3 outreach.          Parental involvement essential.          External agencies referral (police etc.)          Close monitoring from senior staff including regular meetings.          4 weekly PSP meeting (teacher to attend)</p>	<p>Parent Meetings</p>
<p><b><u>Tier 4</u></b></p> <p>Headteacher involved.          Exclusion – fixed term/permanent.          Tier 1/2/3 provision is in place and provision is strong.          Mostly Lv5 behaviours.          Safety and Support Plan/RAMP</p> <p>Longmeadow use exclusion to change provision for children and reintegrate.          The school does not use exclusion as a punishment.</p>	

The school community should use the Behaviour Pathway, alongside the school's tiered support system to manage anti-social behaviour in school.

## APPENDIX 1 – STAFF SCRIPTS

### Staff Lanyards:

#### De-escalation script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and .....

#### 30 Second Script

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.....(discuss and frame positive behaviour)

That's the (child's name) I need to see now.

Thank you for listening.

### Displayed around school:

#### Positive phrasing

Stand by me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the library

Stay seated in your chair

#### Negative phrasing

Stop being silly

Be good

Don't throw the pen

Stop running

Don't talk to me like that!

Calm down

#### Limited choice

Where shall we talk, here or in the library?

Put the pen on the table or in the box

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

## APPENDIX TWO – BEHAVIOUR HIERARCHY CHART

		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
		Prosocial Behaviours		Anti-Social Behaviours			
BEHAVIOUR DESCRIPTOR	TREATMENT	<b>Ready – Responsible – Respectful</b>	<b>TIER 1</b>	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>	<b>TIER 4</b>
	REFUSAL	Sitting respectfully Listening / Participating Following instructions Being in register order Being honest Wearing correct uniform Following the 3 Rs	Not sitting on chairs properly Not listening Making a poor effort Not following uniform policy	Initial refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself	Leaving the classroom without permission, but staying within supervision of adults Refusing to do work/avoiding work Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble	Leaving the classroom without permission, not staying within the supervision of adults Refusing to follow any instruction from any member of staff	Leaving the school site without permission
	VERBAL	Calm, indoors voice Positive / respectful language to others Manners Greeting others	Calling out Interrupting Inappropriate chattering	Answering back/ Interrupting rudely Swearing to make people laugh Name calling / Unkind remarks Insulting families or loved ones	Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly	Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident	Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.
	DAMAGE	Caring / Showing respect to others and their property Treating the environment with respect	Interfering with the property of others Accidental damage to school or personal property	Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items	Defacing others' work Deliberately damaging school or personal property	Proven stealing of school or personal property Substantial damage to school property	Arson Serious deliberate damage to school or personal property
	DISRUPTION	Respecting others' right to learn / Listening carefully Praising friends' effort Reminding others to show the 3 Rs	Distracting others Fiddling with things Not sitting on carpet properly	Encouraging others to misbehave by laughing at their poor behaviour choice	Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice	Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion	Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate
	PHYSICAL	Respecting others' physical space Kind hands and feet Asking before touching	Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	Play-fighting, leaving an injury	Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking Spitting on things	Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking Spitting at someone	Deliberate serious wounding Causing injury Sexual misconduct (Brooks tool)
	SUBSTANCE ABUSE						Smoking Alcohol or substance abuse Inappropriate use of prescribed drugs Possession of illegal drugs Drug dealing
	BULLYING	Acts of kindness Telling adults about others' unkind behaviour Respectful manners Helping others Including others in games Celebrating differences					Monitoring for bullying with regular targeted behaviour incidents from one child to another
<b>Reflect, repair, restore should be complete for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.</b>							
POSSIBLE ACTIONS	<i>N.B. Action is decided by the adult to reflect the circumstances and behaviour.</i>	Adaptations and Mediation Non-verbal reminders – adult proximity, hand on shoulder, smile, thumbs up/down, frown  30 second script.  Effective communication with parents.	Roots and Fruits Anxiety Mapping Controlled choices Do / Re-do work at another time Change of position in the classroom Loss of privileges, e.g. part of breaktime, lunchtime. (This is individual for different children.) Discussions with parents/inclusion team. Behaviour Observations.	Individual classroom resources, e.g. own table, individual timetable, calming space Parents MUST be informed Removal of privileges, e.g. miss break/club Removal from classroom Working restoratively / mediation Refer to Inclusion Team for support	Refer to external agencies (with SENCO) Formal meeting: parents and Phase Leader Internal exclusions No trips / parental supervision for trips Individual risk management plan Safety and support plan Changes to curriculum / timetable Possible part-timetable Possible increased adult support Structured lunchtime	External exclusions – fixed term or permanent Pastoral support plan Headteacher meeting with parents Formal recording with Herts CC	
RESTORATION	<p>Calming time with school dog Time with site manager Complete Learning Support Profile Analyse pupil's curriculum: provide significant differentiation Restorative practice Mediation between pupils Choice points Class assembly time / PSHE lessons</p>		<pre> graph LR     A[Anxiety Mapping] --&gt; B[Roots and Fruits]     B --&gt; C[Risk Reduction Plan]     C --&gt; D[Pastoral Support Plan]     D --&gt; E[Safety &amp; Support Plan]             </pre>			<p>Unpick pupils' environment, e.g. RAG-rate areas with them Pupil / group / classroom conferences Unpick school rules Pictorial representation of school expectations, e.g. Communicate in Print Parental conference Phase leader / headteacher assembly Collaborative behaviour contract Reflect, repair, restore with class teacher / TA Create posters / social stories</p>	

