

**Longmeadow Primary School**

**Behaviour Policy**

Policy Agreed: September 2017

**Longmeadow Primary School – Behaviour Management Policy**

**RATIONALE:**

Everyone has the right to feel safe at school and to be in a safe and secure environment. We use a therapeutic approach to behaviour management, underpinned by the belief that it is everyone’s responsibility to create positive experiences for every member of the school community throughout each day.

**AIMS:**

* To promote **pro social behaviour** to enable children and staff to develop trust, respect, courtesy and consideration for each other
* Maintain a positive environment where all members of our community feel happy, safe, secure, and respected
* Understand what behaviour might be communicating
* Use de-escalation and preventative strategies (Appendix 1)
* Manage difficult or dangerous behaviour and situations

**ENCOURAGING PRO-SOCIAL BEHAVIOURS**

The aim for all stakeholders at Longmeadow is to maintain pro-social behaviours within school at all times. This will be managed by:

* Planning accessible, lively and engaging lessons
* Developing positive, professional relationships with all
* Modelling the behaviour you want to see
* Planning for consistent praise and reward to engage and motivate at an age appropriate level
* Positive phrasing / language of choice / use of de-escalation scripts (Appendix 1)
* Recognise that ‘stable’ behaviours are different for different children
* Speak to others as you would wish to be spoken to
* Recognising that behaviour is a choice with an effect
* Analysing and understand the behaviour
* Comfort and forgiveness, each day is a new day
* Using a reflect, repair and restore model

**CLASS BASED BEHAVIOUR MANAGEMENT STRATEGIES**

* Tactical Ignoring
* Teacher proximity
* Non- verbal signals
* Eye contact
* Rule reminders
* When-then direction
* Redirection
* Give choices
* Refocus
* Focused questioning
* Allow take-up time
* Partial agreement

**UNDESIRABLE BEHAVIOURS:**

At Longmeadow Primary School, we consider the following behaviour to be unacceptable:

* **Physical assault –** includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
* **Verbal abuse and threatening behaviour -** includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
* **Persistent Disruptive Behaviour –** includes challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
* **Bullying –** includes ‘**behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally’**.
* **Racist abuse –** includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
* **Sexual Misconduct –** including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
* **Drug and alcohol related –** including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
* **Damage –** to school or personal property to any member of the school community, vandalism, arson, graffiti.
* **Theft –** including stealing school property, personal property, extortion.

A useful **Hierarchy of Behaviours/ Sanctions** (Appendix 2) has been developed by staff to clearly map the severity of different undesirable behaviour choices and what sanctions may be used in response to them.

**MANAGING UNDESIREABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY**

A simple ‘Behaviour Path’ has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates.

The aim is always to provide the right support at the right time, in order to encourage positive behaviour choices and swift reintegration into the main classroom.

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.**

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| **THE BEHAVIOUR PATH** | | |
| http://static.graphemica.com/glyphs/i500s/000/012/530/original/2195-500x500.png?1275331318 | **Class-based behaviour management strategies.** | http://static.graphemica.com/glyphs/i500s/000/012/530/original/2195-500x500.png?1275331318 |
| **Informal advice from inclusion team** |
| **Senior Leadership team involvement & meeting with parents** |
| **Individual Risk Management Plan (IRMP) in liaison with the inclusion team** |
| **Formal Pastoral Support Programme – including referral to external agencies** |
| **Exclusion – break time, lunchtime, internal, fixed-term, permanent** |

**THE BEHAVIOUR PATHWAY EXPLAINED:**

**STEP 1 - CLASS-BASED BEHAVIOUR MANAGEMENT STRATEGIES**

*See encouraging pro-social behaviours outlined above.*

**STEP 2 - INFORMAL ADVICE FROM INCLUSION TEAM**  
Class teacher will approach the inclusion team for more individualised advice relating to behaviour displayed from a child / group of children. At this point the child’s parents will be informed of the discussion. The outcome of the discussion will be recorded on CPOMs.

**STEP 3 - SENIOR LEADERSHIP TEAM INVOLVEMENT & MEETING WITH PARENTS**

Behaviour is becoming more serious or happening on a more frequent basis advice will be sought from more senior members of staff. If this level of intervention is required a formal meeting with parents will be arranged to discuss how to move forward. Meeting to be recorded on CPOMs.

**STEP 4 - INDIVIDUAL RISK MANAGEMENT PLAN (IRMP) IN LIAISON WITH THE INCLUSION TEAM**

Children who are displaying behaviours that require over and above the normal class based behaviour management systems will require an individual risk management plan (IRMP: Appendix 2). This plan will be written by the inclusion team, alongside parents, to plan the best way in which to manage an individual child’s behaviours and the risks these may present when they are at school.

**STEP 5 - FORMAL PASTORAL SUPPORT PROGRAMME – INCLUDING REFERRAL TO EXTERNAL AGENCIES**

When a child at Longmeadow displays behaviours that place them at risk of exclusion, either internally or externally, a pastoral support plan will be put into place (Appendix 3). This is a formal, 16 week programme supported by the inclusion team, written alongside parents, that provides targeted support for children at risk of exclusion. This will be regularly reviewed and will include more regular meetings between senior staff and parents. This will also usually involve referral to agencies from outside the school.

**STEP 6 - EXCLUSION – BREAK TIME, LUNCHTIME, INTERNAL, FIXED-TERM, PERMANENT**

Exclusion is a rarely-used sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict adherence to procedures in the Hertfordshire Exclusions Guidance (CSF 3941)

Guidance is available from the following link: <http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

**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 unsafe 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 in our Physical Intervention Policy, following the Herts Step On approach. In these cases, a pupil loses the right to proceed through the ‘Behaviour Path’ 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 behaviour has escalated beyond the point of normal classroom management techniques or has developed in frequency. It will always be recorded when behaviour has escalate 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.

**REVIEW:**

The governing body will monitor and review this policy annually in line with its annual policy review cycle.

**APPENDIX 1 – DESCALATION SCRIPT**

**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 …..**

**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

**Please / thank you**

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?

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|  | | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **SANCTIONS** | | **Non verbal / verbal rule reminders**  **Sanctions linked to class-based systems** | **Formal recording on CPOMs** | **Provision planned with the Inclusion Team**  **Formal record on CPOMS**  **Inform Parents** | **Senior Leadership involved with provision planning**  **Meeting with parents**  **Individual Risk Management Plan** | **Pastoral Support Plan**  **Consideration of exclusion**  **Headteacher Involved** |
| **BEHAVIOUR DESCRIPTOR** |  |  | * Persistent Level 1 behaviours | * Persistent Level 2 behaviours | * Persistent Level 3 behaviours | * Persistent Level 4 behaviours |
| **REFUSAL** | * Not sitting on chairs properly * Not listening * Making a poor effort * Not following uniform/jewellery 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** | * 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** | * 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** | * 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** | * 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 by biting * Sexual misconduct |
| **SUBSTANCE ABUSE** |  |  |  |  | * Smoking * Alcohol or substance abuse * Inappropriate use of prescribed drugs * Possession of illegal drugs * Drug dealing |
| **BULLYING** |  |  |  | * Monitoring for bullying with regular targeted behaviour incidents from one child to another | * Proven and persistent bullying |
|  | **Consequences** | * ***Classroom Choices Chart*** * Non-verbal reminders – adult proximity, hand on shoulder, smile, thumbs up/down, frown | * Controlled choices – Do work at another time * Change of position in the classroom * Re-do work * Loss of privileges – e.g. part of breaktime, lunchtime. This is individual for different children | * Own individual resources within the classroom (i.e. own table / individual timeline etc) * Parents MUST be informed * Removal of privileges – loss of entire break time / no clubs / * Roots and fruits completed / anxiety mapping * Removal from classroom * Individual space to calm down * Working restoratively – mediation between children * Possible referral to pastoral support team for 1:1 support | * Referral to external agencies in liaison with the SENCo * Formal meeting with parents * Internal exclusions * No trips / parental supervision for trips * Individual risk management plan completed with someone from SLT and inclusion team * Safety and support plan completed * Changes to curriculum / timetable * Possible part-timetable * Possible increased adult support * Structured lunchtime | * External exclusions – fixed term or permanent * Pastoral support plan completed * Headteacher meeting with parents * Formal recording with Herts CC |
|  |  | ***Reflect, repair, restore should be complete for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.*** | | | | |