



Longmeadow Primary School
Behaviour Policy

APPROVED BY GOVERNORS	September 2018
TO BE REVIEWED BY	September 2021

BEHAVIOUR BLUEPRINT



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:

- Positive phone calls home
- Certificates home
- Role model and outstanding
- Awards assemblies

Relentless Routines:

- Wear school uniform
- In lines when moving 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 behavior is chosen.

SCHOOL BEHAVIOUR POLICY

At Longmeadow, we know the behaviours we want our children to show and the behaviours we want our school community to display. We refer to this as '*the Longmeadow way*'. We do this through following our 'Behaviour Blueprint.'

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

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:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

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 follow up
- we teach routines
- we support
- we build emotional currency and relationships
- we praise in public (PIP) and reprimand in private (RIP)
- we level our behaviours and our consequences
- we promote self-regulation

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

RECOGNITION AND REWARDS

- Certificates sent home
- 5 positive phone calls made a week by each member of the school staff
- Positive names on the role model and outstanding sections of the behaviour ladder in all classes
- Awards assemblies on Fridays
- Meet and greet the school community
- Meet children as part of Mrs Howley's (Headteacher's) Bonus Ball to gain their views

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** – Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of race, religion, gender or sexual orientation
- **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.

Subject to the school's behaviour policy, the teacher may apply a consequence to a pupil for any misbehaviour 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 misbehaviour 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

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.

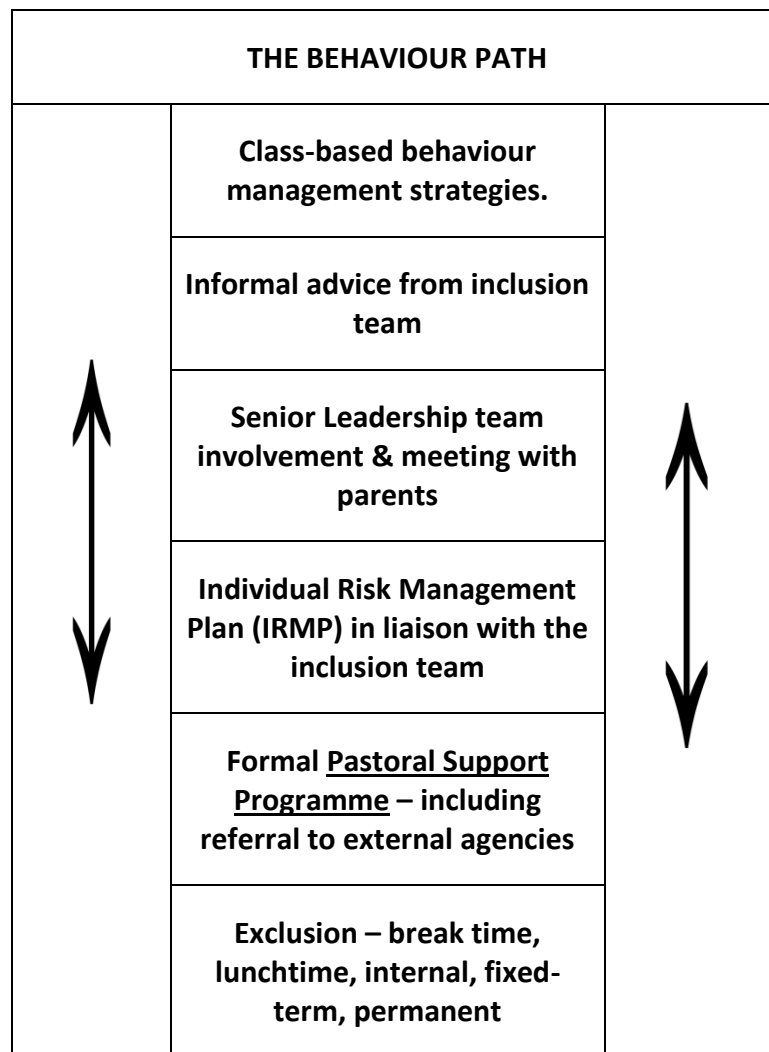
MANAGING UNDESIREABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY

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.



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.

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?

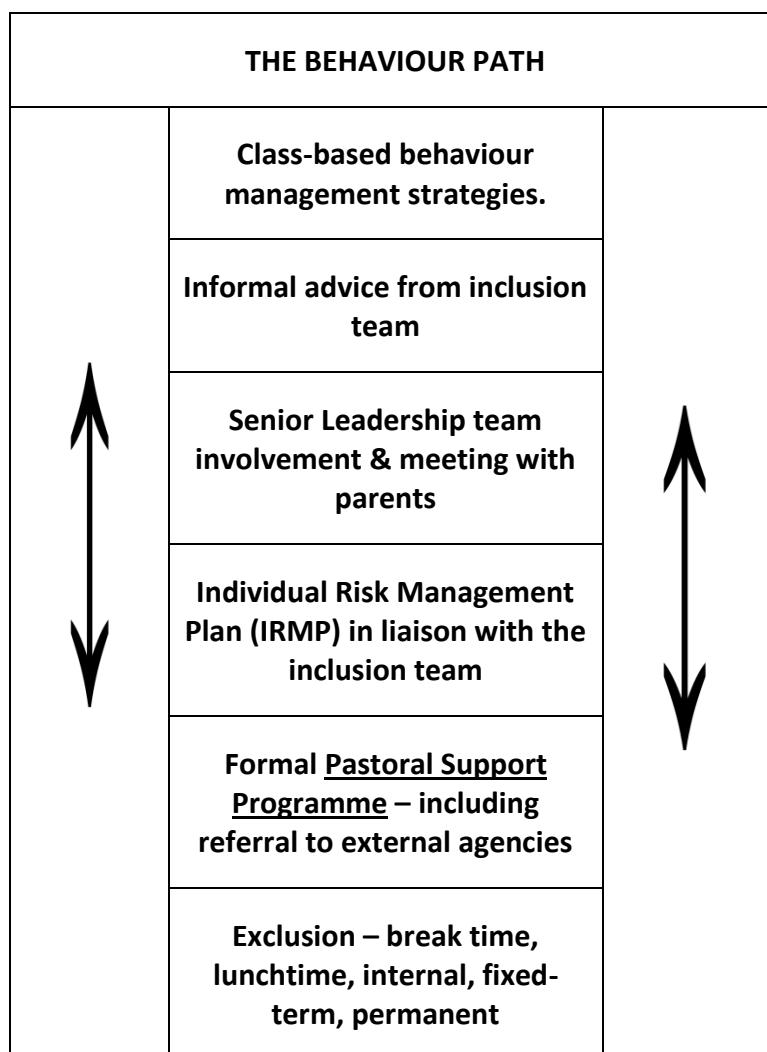
Are you going to sit on your own or with the group?

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
ACTIONS		Ready – Responsible – Respectful	Non verbal / verbal rule reminders Sanctions linked to class-based systems	Formal recording on CPOMs	Provision planned with the Inclusion Team Inform Parents	SLT involved with provision planning Meeting with parents IRMP / S&SP	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	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 by biting 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
Reflect, repair, restore should be complete for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.							
POSSIBLE CONSEQUENCES		Classroom Choices Chart Non-verbal reminders – adult proximity, hand on shoulder, smile, thumbs up/down, frown	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.)	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	
RESTORATIVE CONSEQUENCES	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;"> <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> </div> <div style="width: 35%; text-align: center;"> <pre> graph LR A[Anxiety Mapping] --> B[Roots and Fruits] B --> C[Individual Risk Management Plan] C --> D[Pastoral Support Plan] D --> E[Safety & Support Plan] </pre> </div> <div style="width: 30%;"> <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> </div> </div>						

APPENDIX THREE – 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

The 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 of 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.