



# **Behaviour Policy**

**READY, RESPECTFUL, SAFE**

**Date of Completion: May 2023**

**Date of Next Review: November 2024**

**Governing Body Approved: 24<sup>th</sup> May 2023**

**Version 1.0**

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## Introduction

At Longthorpe, we believe that all members of our school community have the right to learn and feel safe at all times whilst in school and we recognise the importance of creating positive relationships and knowing our pupils as individuals, in order to allow them to children to unlock their potential and develop academically, socially and emotionally. Staff build caring and empathetic relationships to create sustained pro-social feelings within our children. This is achieved through daily, positive interactions with all members of the Longthorpe community as well as specific activities such as circle time, assemblies, PSHCE, reflection time etc. We provide children with a safe enabling environment where they feel valued, supported and heard.

In order to achieve this everyone should be: READY, RESPECTFUL, SAFE. We follow a therapeutic approach to supporting pro-social behaviour and convey to children that whatever their behaviour, we do not reject them.

In creating this policy, we have considered other documentation including: Keeping Children Safe in Education, SEND code of practice and Mental Health and Behaviour in Schools.

**All members of staff and volunteers are responsible for:**

- Promoting a supportive and high-quality learning environment and modelling high levels of behaviour.
- Holding others to account who display poor levels of behaviour.

## Consistency

Consistency is integral to our therapeutic approach to behaviour. Pupils benefit from a consistent approach as it means, regardless of the behaviours, they will get the same calm and predictable reaction from any member of staff.

## Role Modelling

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and **positive phrasing** when interacting with pupils and each other. Raised voices will only be used when necessary e.g. to prevent a danger or harm.

Pupils are responsible for:	Parents are responsible for:
- Their own behaviour both inside school and out in the wider community - Reporting any unacceptable behaviour to a member of staff	- The behaviour of their child(ren) inside and outside of school.

It is important to note that we have a duty of care to all pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults, or the education of other pupils, the Head Teacher and Governors reserve the right to suspend or exclude pupils who put others at risk, in accordance with the DfE guidance.

## Pro-Social Behaviours

To encourage prosocial behaviours adults should use the following strategies:

Prosocial behaviours	All staff
Listening to others and sharing ideas	Use positive tone and body language.
Children are ready to learn, respectful towards others and behaving in a safe manner.	Staff greet on the gate and at the door. Use positive affirmations and praise towards the child. (Notice the good)
Using the specified spaces and equipment	Promote good organisational skills
Participating in adult-led activities	Share achievements with parents
Working independently where appropriate	Provide opportunities for children to achieve some tasks independently at their level. Praise and unexpected rewards.
Stopping at an agreed, appropriate signal	Use a consistent approach to the signals.
Walking around school. Listening to others and sharing ideas	Positive phrasing: wonderful walking
Acknowledging own feelings and knowing some ways to get support/ self-support	Provide check in routines/worry boxes/ safe spaces/ zones of regulation

## Unsocial Behaviours

Adults should try to interpret unsocial behaviour as a communication of negative feelings and help the young person to communicate their feelings in a pro-social way.

Examples of unsocial behaviours	Expected responses/ ways to support
Refusal to line up	Quiet conversation, limited choices
Refusal to talk to partner/ begin learning	1:1 conversations, swap partner, opportunity to write down issue. Limited choices.
Wandering alone/ refusal to come in	Limited choices. If refusal continues, go in, keep watching and repeat "I am here to help, shall we go to...."

## Anti-social Behaviours

Anti-social behaviour is difficult or dangerous behaviour.

Difficult behaviours include continually calling out, not listening to adults and being rude and disrespectful.

	Anti-social behaviour	Response	Consequence
<b>Low Level</b>	<ul style="list-style-type: none"> <li>Impacting on other learners and teacher e.g. calling out, tapping pencils,</li> <li>Repeated not listening to adults, appears to be conscious behaviour</li> </ul>	Use scripted responses where appropriate, praise when correct behaviours are presented Meet at break, discuss with parents	Discuss strategies to help child, help card, reminders of class expectations. Consider using reward system. Record on incident log as yellow. <b>Reflect, Repair, and Restore</b>
<b>Difficult</b>	<ul style="list-style-type: none"> <li>Being rude or disrespectful.</li> <li>Unkind behaviour to peers or adults</li> </ul>	As above. Ensure you are calm, consider swapping adults. Use emotionless response to rudeness	Break/lunch time: See educational consequences Use a protective consequence if appropriate

	<ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Repeatedly causing distractions and upset in the learning or playground environment</li> </ul>	<p>Suggest/ direct time out/reset to calm. Use the den. Read Red Beast. Use Red Beast box where appropriate. Divert attention</p>	<p>For unkind behaviour: use restorative justice/ conversation/ reflection sheet Consider use of SEMH intervention Record on incident log as amber Inform parents, unless instructed otherwise by SLT <b>Reflect, Repair, and Restore</b></p>
	<b>Anti-social behaviour</b>	<b>Response</b>	<b>Consequence</b>
<b>Dangerous behaviours would predictably result in imminent injury or harm to themselves or others</b>	<ul style="list-style-type: none"> <li>• Persistent name calling</li> <li>• Deliberate physical harm to another or themselves</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Damage to property</li> <li>• One off incident causing significant physical or emotional harm ie racist/ protected characteristic/bullying/ medical attention needed</li> </ul>	<p>Divert child's attention Use strategies on individual risk reduction plan If necessary use positive handling to keep the child and others safe Inform members of SLT and complete necessary paperwork (Red Book and letter home)</p>	<p>Educational consequences to take place Use a protective consequence if appropriate Internal seclusion to enable learning consequence to take place to allow child to reflect and restore relationships Follow guidance in Responding to Prejudice-related Incidents Policy if appropriate Fixed term suspension or exclusion may be considered in line with DfE guidance Record on incident log as red Inform parents, unless instructed otherwise by SLT <b>Reflect, Repair, and Restore</b></p>

## Strategies and Tools

Behaviour management and responses need to be **personalised** and designed to meet the **specific needs** of each individual child/young person, their age, and any **exceptional circumstances** that affect the learner.

The following strategies may be used to support children to exhibit pro-social behaviours:

a) **Zones of Regulation** – see Appendix A for further information.

b) **Rewards and Positive Reinforcement such as:**

- giving verbal praise and positive feedback;
- communication with parents/carers to highlight pro-social behaviours;
- role modelling to peers throughout the school;
- allocation of responsibilities and roles;
- acknowledgement of demonstrating school values;
- incidental rewards and praise including the use of house points, Dojos and phone calls/ emails home

### c) Positive Phrasing

At Longthorpe, we disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear instructions delivered with clarity, usually with a 'please' or 'thank you'.

In a high level, dangerous situations, the positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor.'

**Limited choices** often follow directly from positive phrases; e.g. 'Child A, we are going inside. Do you want to walk on your own or with me? On your own or with me, Child A?' Please see Appendix A for more examples.

It is important to be aware of positive body language and not to overwhelm the child with too many words, from one adult voice at a time. To enable change, we need to understand the child/young person's behaviour not just suppress the behaviour.

### d) Scripts and Routines

At Longthorpe, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time. In order to disempower the behaviour, we use the de-escalation script:

**Child's name ...**

<ul style="list-style-type: none"><li>• I can see something has happened</li><li>• I am here to help</li><li>• Talk and I will listen</li></ul>	<ul style="list-style-type: none"><li>• Come with me and.....</li><li>• We need to keep you safe.</li><li>• I care about you</li></ul>
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## Individual Risk Reduction Plans

Learners, whose behaviour place themselves and others at a risk of harm, must have individual risk reduction plans. These are overseen by the Phase Lead/Deputy/Head (in conjunction with SENDCo/Class teachers/HLTA/TAs), who will ensure that they are reviewed and updated to reflect changes and progress.

## Educational Consequences

These may include:

- third person role play to understand peer/adult feelings
- Home/ school communication
- social stories
- behaviour related research to understand how and why actions have impacted others
- restorative meetings
- completing or redoing tasks to the expected standard for the child during play or lunch time: not the whole session: still allow for a movement break
- modelling pro-social behaviours to younger peers

## Protective Consequences

These are actions taken by staff to ensure all children and adults feel safe in the school environment. These may include one or more of the following (not an exhaustive list):

- limited, designated outside space to play in
- limited access to outside space
- removal from the playground / classroom
- additional support given at break and lunchtimes, differentiated teaching space or learning

- calm room/space
- removal from an area

We expect all children to be Ready, Respectful, Safe, including those on the SEND register. However, this may be more difficult for some children at certain times. In order to support children meet these expectations, additional measures may include:

- Regular meetings between teacher and parents/carers
- Access to 'reset time'
- Home – school contact book
- Setting specific targets to reduce incidents of anti-social behaviour
- Boxall Profile
- 5 point behaviour scale:
- STEPs Tools see glossary
- Incident log for behaviour to analyse patterns
- Involvement of external agencies

## Physical Intervention and Positive Handling

All staff should attempt to use the de-escalation strategies before the use of **physical intervention** (STEPS), however in line with DfE Guidance, all members of staff have the legal right to use reasonable and proportionate force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

'Positive handling' means that staff members are able to physically **guide, escort, touch** or prompt children in appropriate ways at the appropriate times. It is extremely important that staff understand and appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so. The relevant paperwork must be completed when necessary.

See Appendix A for more information.

## Anti-social Behaviour Outside of School

Teachers have the power to challenge pupils for misbehaving outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education Guidance. This means that under the behaviour policy teachers may discipline pupils for misbehaviour when the pupil is:

- being educated off site
- taking part in any school-organised or school-related activity or
- travelling to or from school
- 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
- poses a threat to themselves, another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

## Monitoring and review

This policy will be reviewed annually by SLT, SENDCo and the Local Academy Committee.

## Appendix A

### Zones of Regulation

At Longthorpe, we utilise 'The Zones of Regulation' which is geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in different states called "zones," with each of four zones represented by a different colour. Through teaching, children learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

### Examples of positive phrasing

<ul style="list-style-type: none"><li>• Stand next to me</li><li>• Put the pen on the table</li><li>• Walk in the corridor</li><li>• Switch the computer screen off</li></ul>	<ul style="list-style-type: none"><li>• Walk with me to the library</li><li>• Stay seated in your chair</li><li>• Wonderful walking</li><li>• Super Sitting</li></ul>
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### Limited Choices

<ul style="list-style-type: none"><li>• Where shall we talk, here or in the library?</li><li>• Put the pen on the table or in the box?</li><li>• I am making a drink, orange or lemon</li></ul>	<ul style="list-style-type: none"><li>• Are you going to sit on your own or with the group?</li><li>• Are you starting your work with the words or a picture?</li></ul>
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### Physical Intervention and Positive Handling

#### Guiding and escorting

Sometimes it may be necessary to guide children, for example, if causing disruption to others' learning and will not follow an instruction to take a 'time out' of class. All staff must use the same script, although the order may be changed. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down. The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be the child pushing back.

A more assertive escorting position occurs by standing side by side with the child and placing the mitten on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on an appropriate form (Bound and Numbered Red Book) along with an explanation of the reason for it and what other strategies had been tried first.

**Physical restraint** may be appropriate in the following situations (not an exhaustive list):

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running in a corridor in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an instruction to leave the classroom

Physical restraint should be performed only if absolutely necessary and should be recorded on an appropriate form (Bound and Numbered Red Book) along with an explanation of the reason for it and what other strategies had been tried first.