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 therapeutic approaches for learning and should be the plan for the majority of children. In addition to this, some children may require a Therapeutic 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.

Our policy is underpinned by the principles of **Therapeutic Thinking.**

What is Therapeutic Thinking?

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

When we use a therapeutic approach;

➢ 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 therapeutic practices with all children, adults in school and parents or visitors from outside
➢ Our language is chosen carefully from a school script 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.

Therapeutic Tree
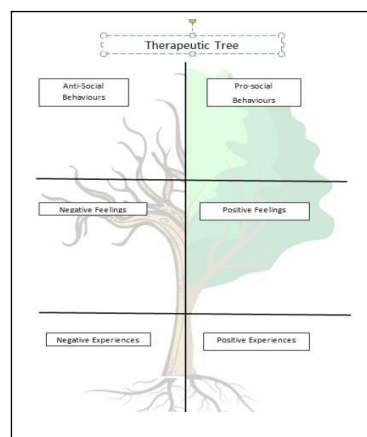
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Behaviour Policy

Key Definitions to Inform Our Policy

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour.

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

Pro-social 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 determent of others. This includes quiet communication of anti-social feelings.

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

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

Dangerous: Behaviour which is anti-social 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 anti-social 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 anti-social 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 pro-social or anti-social 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 pro-social 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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Inclusive settings create equality by striving to provide the same pro-social experiences for all children, and equity by differentiating support and resourcing to remove the relevance of difference.
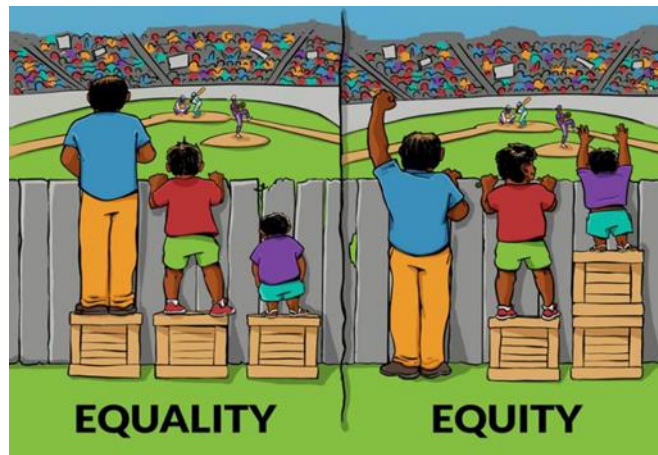
Policy Principles

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 therapeutic approach at Leechpool primary

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- 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'

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Behaviour Policy

How can we teach pro-social behaviour?

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

Pro-social behaviour is positive, helpful, and values social acceptance. As a school we aim to teach, model and celebrate pro-social 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 - 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 therapeutic you can be
- **Role modelling** - this is key – for e.g. we have to show them how to 'play nicely' by playing with them
- **Consistency** not equality
- **Routines** - but with flexible thinking referring to individual circumstances and quick wins
- **Prioritising prosocial behaviour** - really valued in every child – thanking them, proximal praise
- **Planning alternatives to antisocial behaviour**
- **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** - understanding and know that we will do it differently tomorrow
- **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 chimes or a small bell, 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

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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 pro-social behaviour, "I like the way you are working together on the painting table, well done."
Positive reinforcements are used to highlight children showing pro-social 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 have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publically 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
- Dragon tokens
- Showing work and sharing successes and achievements with other teachers and pupils
- Notes home
- Displaying good work
- Headteacher certificates or stickers.
- 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.
- 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
- Extra playtime
- Class reward
- Head Teacher class rewards

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Unsocial behaviour

Unsociable behaviour is not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of anti-social feelings. 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.

Anti social behaviour

Anti-social behaviour is behaviour evidenced as difficult or dangerous that causes harm to an individual, a group, the community, or the environment.

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

Dangerous behaviour is that which is anti-social 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.

Anti-social behaviour will be met with an agreed script. 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.
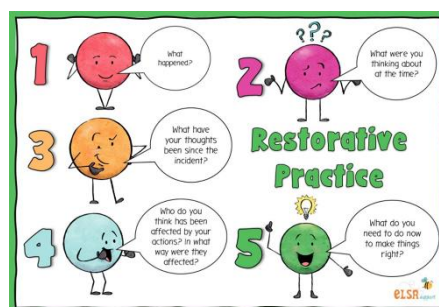
Everyone is responsible for:
- Being positive role models and following the 6Rs.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.

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- 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 pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children

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Behaviour Policy

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 race, religion, culture or other individual need 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 therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps 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 therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming 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 in the shape of "Rights and Responsibilities" (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.
- Planning a programme of Religious Education and PSHE (including Circle Time when appropriate) to promote pro-social 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 serious incidents in CPOMS when needed, where a child's behaviour is deemed to have a serious effect on themselves and others

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Parents are responsible for:
- Accepting, contributing and supporting the school's codes of behaviour and therapeutic 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.
- 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 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.

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.

Reporting Behaviour Incidents
Incidents of serious or dangerous behaviour – to be reported to SLT and recorded on CPOMS on the same day.

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.

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Playtime and Lunchtime behaviour

Most behaviour can be dealt with by Midday Meal Staff in the moment. The class teacher will be informed of any antisocial 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. Serious incidents go to the Phase Leader/Assistant Heads

Exclusion

Leechpool Primary School does not exclude pupils.

Internal Inclusion 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 informed.

Use of reasonable force

In the vast majority of situations, even of dangerously anti-social 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.

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 therapeutic 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 anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation

- Individual therapeutic plans 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 therapeutic approach
- The school's therapeutic lead will report to governors the impact of the approach.

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