



Behaviour Management Policy
February 2019

Respect for all

At Lodge Farm Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Lodge Farm in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

At Lodge Farm, all adults and pupils have a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

At Lodge Farm, all staff working with our children receive training in behaviour support. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Rationale

At Lodge Farm it is recognised that appropriate behaviour is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person including spiritual, moral, social and cultural education. Within our school community we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

A description of desired behaviour

We believe that **everyone** within the school community has the right to be respected from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities - to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment. Children are encouraged to take on these responsibilities and also be responsible for their own behaviour. Children are also encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

Common Expectations

It is important that all colleagues in all areas subscribe to similar high standards and praise children who meet the following expectations;

In the Classroom

- Coming in and going out sensibly
 - Calm, quiet movement around the room
 - Staying on task
-

- Knowing when it is appropriate to talk or be quiet
- Respect for others' space and right to work
- Listening to each other and adults - no calling out
- Caring for property (school's and others') and the classroom
- Keeping the room tidy - sharing the tidying up

Around the School

- Walking quietly at all times
- Waiting at doors
- Open doors for others
- Knocking on office doors
- No barging or pushing
- Waiting for adults to stop speaking
- Looking after the school environment/property.

In Assembly

- Entering in silence - singing to the Assembly song is acceptable
- Silence throughout (unless asked to participate)
- Respect others' space (no touching)
- Exit quietly

In the Playground children are expected to:

- Walk out sensibly on dismissal
- Not to eat until in the playground
- Use litter bins
- Not to come into the building unless called in for lunch or with permission
- Be kind to one another - to respect others space and safety
- Be gentle with one another - no violent or aggressive games
- Look after and be responsible with playground equipment
- Look after their own and other children's property
- Help others
- Listen to all members of staff and show courtesy to all staff
- Walk calmly to their class line when called

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy). A calm, engaging, well ordered

learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with rewards and consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done by...

- Praise from adults and peers
- Stickers
- Rewarding of house points (Ks2) and rainbow points (Ks1). House points and rainbow points are collected from each class and celebrated during the Thursday assembly.
- Showing learning to other classes, teachers, assistant heads or the Head.
- Learning and achievements being displayed around the school.

A Therapeutic Approach

- At Lodge Farm we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to *understand* the reason *why* a young person is presenting problematic behaviour and change the circumstances in which the behaviour occurs.
- Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.
- The Hertfordshire Steps 'Roots and Fruits' (see appendix) exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. We are then able to use this to provide positive experiences which will lead to positive feelings which will in turn result in positive behaviour.

Consequences and Sanctions

At Lodge Farm, adults have the responsibility to use consequences, which where possible have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies.

Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Consequences will take one of two formats;

Protective consequences

- Removal of a freedom to manage harm.

Educational consequences

- The learning, rehearsing or teaching so the freedom can be returned.
-

Some examples of appropriate consequences are as follows;

Difficult behaviour	Possible consequence
Calling out or talking over adults	<p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> If an educational consequence has not had an impact, the child may be removed from the class table and sat elsewhere to minimise disruption. The child may re-join their class table after they have proven that their behaviour can improve. This may need to be graduated.
Learning not completed	<p>Protective consequences</p> <ul style="list-style-type: none"> The child will be given the next appropriate time to complete their learning. This could be during registration, assembly or a break time. If it is at break time, it is important that the child does not lose the whole of their break time.
Unkind behaviour in the classroom	<p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from sitting with peers until they have shown that they can be kind towards their peers. This time may be given back to the child gradually e.g. 5 minutes one lesson, 10 minutes the next until the freedom can be restored in full.
Unkind behaviour outside	<p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from the playground until they have shown that they can be kind towards their peers. This time may be given back to the child gradually e.g. 5 minutes one day, 10 minutes the next until the freedom can be restored in full.
Hurting a child in the classroom	<p><i>The consequence will be dependent on the level of intent or harm caused. If accidental and low level then an educational consequence may be more appropriate. However, if harm was caused intently then protective consequences will be necessary.</i></p> <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from being with peers until they have shown that they can behave appropriately towards their peers. This time may be given back to the child gradually e.g. 5 minutes one lesson, 10 minutes the next until the freedom can be restored in full.
Hurting a child outside	<p><i>The consequence will be dependent on the level of intent or harm caused. If accidental and low level then an educational consequence may be more appropriate. However, if harm was caused intently then protective consequences will be necessary.</i></p>

	<p>Educational consequences</p> <ul style="list-style-type: none"> • Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> • The child will be removed from being with peers outside until they have shown that they can behave appropriately towards their peers. This time may be given back to the child gradually e.g. 5 minutes one day, 10 minutes the next until the freedom can be restored in full.
Swearing	<p>Educational consequences</p> <ul style="list-style-type: none"> • Research language and why it is considered hurtful or offensive. If use of the language is a habit, a new word could be chosen for the child to use as a replacement. <p>If language is a persistent problem then a protective consequence may be needed e.g. withdrawal from the playground.</p>
Damage to school property or the environment	<p>Educational consequences</p> <ul style="list-style-type: none"> • The child will spend their time, with an appropriate adult, fixing the damage or ordering the necessary replacements.
Damage to a peer's property or the environment	<p>Educational consequences</p> <ul style="list-style-type: none"> • If possible, the child will spend time, with an appropriate adult, fixing the damage. • If the item is not fixable, then the child could spend time either researching the cost of the item or talking to the child about why the item was important to them. The child needs to understand the impact their behaviour has had. • Class teacher should inform both parents of the incident. <p>If this is a recurring behaviour then protective consequences should be used.</p> <p>Protective consequences</p> <ul style="list-style-type: none"> • The child will be have the privilege of walking freely through the school or area (if damage is occurring in the same place) removed until they have proven that they can do so without causing damage to property. This privilege will be given back in stages.
Stealing	<p>Educational consequence</p> <ul style="list-style-type: none"> • Discuss with the child why they are stealing e.g. hunger or need for resources at home. Ensure that this need is met. • Discuss this impact this behaviour has had e.g. causing hunger for another child. • Ensure that the item is returned or food is provided for the child who has been stolen from. Where possible, involve the child who has stolen in this process. <p>If stealing continues, then protective consequences will be necessary.</p> <p>Protective consequence</p> <ul style="list-style-type: none"> • The child will be have the privilege of walking freely through the school or area (if stealing is occurring in the same place) removed until they have proven that they can do so without stealing. This privilege will be given back in stages.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g.
 - *"Stand next to me"*
 - *"Put the toy on the table"*
 - *"Walk beside me"*

- Limited choice e.g.
 - *"Put the pen on the table or in the box"*
 - *"When we are inside, lego or drawing"*
 - *Talk to me here or in the courtyard"*

- Disempowering the behaviour e.g.
 - *"You can listen from there"*
 - *"Come and find me when you come back"*
 - *Come down in your own time"*

- Use of a De-Escalation Script e.g.
 - *Use the person's name - "David"*
 - *Acknowledge their right to their feelings - "I can see something has happened"*
 - *Tell them why you are there - "I am here to help"*
 - *Offer help - "Talk to me and I will listen"*
 - *Offer a "get-out" (positive phrasing) - "Come with me and...."*

Physical intervention

There are situations when physical intervention may be necessary. Two members of staff, Alexa Simpson and Jessica Brosnan, are trained by Hertfordshire Steps in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

For more information, please see our Physical Intervention Policy.

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans (see appendix). These are overseen by the senior leadership team, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Parents

The parent / school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the weekly newsletter and they are always welcome to visit the school. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or barriers to learning arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour at school.

Parents are invited to come into school to discuss their child's behaviour at every step.

COMPLAINTS

If there is a grievance from a parent/guardian that a child has not been dealt with fairly or appropriately by a member of staff, the matter should first be referred to an assistant head for the relevant key stage and then to the Headteacher. If required, the matter may then be referred to the governors using the school's complaints procedure.

If complaints and grievances are found to be vexatious in nature, the Headteacher may seek external advice and follow the guidance provided.
