CULTURE FOR LEARNING (BEHAVIOUR) POLICY

Committee Responsible	Local Governing Body
Lead Staff Member	Headteacher
Approved by	Board of Trustees
Date Approved	8th June 2020
Version	1
Review Date	Summer Term 2021

To be read in conjunction with:

- **Anti-Bullying Policy**
- **Complaints Policy**
- **Positive Handling Policy**
- **SEND Policy**
- **Safeguarding Policy**
- **Equal Opportunities Policy**
- **SRE Policy**

Contents

"Be the Change"
Compassion, Honesty, Aspiration, Nature, Generosity, Equality

Policy Outline

Vision:

Lakelands Primary School pupils will be motivated learners with a sense of pride and strive to do their very best, whatever their background or starting points. Each child has an individual personality and our dedicated staff will help to develop their confidence and self-esteem. Pupils will know about the importance of community and the values that underpin this; mutual respect, positive relationships and helping others. They will be responsible global citizens, equipped with the knowledge and skills to be forces of positive change in the world. They will leave our school in Year 6 ready for their next step as confident and compassionate members of society.

Policy Statement:

At Lakelands Primary School, we believe in a therapeutic approach to behaviour. All members of the Lakelands Primary School community are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Children are continuously learning about acceptable behaviour and need guidance and support to help them make positive choices. The policy is based on school's core values with a heavy emphasis on respectful behaviour and building positive relationships with all members of the school community.

Policy Aims:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To ensure that fixed-term exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.

Purpose of the Policy:

To provide simple, practical procedures for staff and learners that:
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

3

Roles of Lakelands Primary School Community

The role of the pupil:
- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

The role of the staff:
- To meet and greet all children at the door or in the playground.
- To refer to being ready, respectful and safe.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To recognise that each child is an individual, and to be aware of their (special) needs.
- To model positive behaviours and build relationships with pupils, parents/carers and other members of the Lakelands Primary School community.
- To provide a challenging, interesting and relevant curriculum that meets the needs of all learners.
- To create a safe and calm environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To use a visible board that recognises positive behaviour throughout the school day.
- To remain calm when tackling challenging behaviour, give 'take up time' when going through the steps and express clearly that it is the behaviour and not the child of which we disapprove.
- To recognise that a child may need time to calm down, in a safe place, after an incident, before any meaningful discussion can take place
- To consistently challenge unsocial behaviour, retain ownership and engage in reflective dialogue with learners.
- To use restorative actions which directly link to the original anti-social behaviour
- To use the electronic recording system, CPOMS, to record and monitor unsocial behaviours.

The role of the parents:
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations and to support the children in their understanding of these rules and expectations.
- To respect our school values and our ethos.
- To inform the class teacher of any change in circumstances that may impact on the child's behaviour.
- To approach the school to help resolve any issues of concern.

The role of the governors and Trust:
- To review the behaviour policy.
- To monitor the effectiveness of the behaviour policy.
- To challenge/support the school's policy and practice.

Systems

The following systems are in place across the school to both encourage positive behaviour and also manage unsocial and/or dangerous behaviours.

i.   School expectations

All members of the Lakelands Primary School community are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We expect children to:
- arrive in the school on time each day
- support their own learning and the learning of other children by behaving well
- talk to each other in a polite and courteous way
- listen to each other carefully and try to see each other's point of view
- show respect for others and their personal space
- be tolerant of and respect each other's culture and background
- take responsibility for their own behaviour – acknowledge the impact of their action(s) and make an effort to 'put things right'
- respect their own and each other's property, personal belongings, school belonging and equipment
- respond respectfully to teaching and support staff and parent(s)/volunteers working in the school and on school visits
- move around school in an orderly and safely manner.

Unsocial behaviours include anything which means that a member of our school community feels unsafe or distressed or behaviour that hinders their learning. The following are some examples of unsocial behaviour:
- ridicule, name calling or verbal abuse of any kind but especially sexist, racist, homophobic, religious or ability/disability name-calling
- deliberate acts of aggression
- bullying; threatening, picking on, excluding or intimidating another person (see Anti-Bullying Policy)
- stealing, destroying or damaging property
- swearing or using offensive and insulting language anywhere on the premises
- leaving the classroom, school building or grounds without permission
- stopping others from learning or interfering with others' learning
- refusing to follow a reasonable instruction

ii. Whole school behaviour approaches

<u>Recognition Boards</u>

- These are targeted around learning attitudes. The behaviour that is chosen to be celebrated should raise the expectation for all children and not simply something they can already do well.
- Names and tallies go on the board to recognise pupils who demonstrate the desired learning behaviour. These are **not removed** when a child demonstrates disruptive behaviour. Instead the steps for dealing with disruptive behaviour must be followed (see Appendix 1) and a different response must be given.
- Recognition boards are refreshed for every session in EYFS and KS1 and are used persistently to catch learners demonstrating the right learning behaviours.
- Pupils are recognised for effort, not achievement and should be for everyone.
- These are then translated into house points.

<u>Rewards</u>

We acknowledge that rewards do not influence long-lasting change in behaviour and that a focus on this can often lead to the reward rather than the activity or behaviour we are trying to encourage. A heavy rewards-based culture can simply create an even greater reliance on rewards. Instead, we are aiming for children to develop intrinsic motivation - the desire to engage in an activity for its own sake and because of the satisfaction it provides.

Rewards may include:
- Telling someone what you noticed and appreciated about their work or behaviour
- Publicly sharing special achievements through celebration assemblies (recorded on CPOMS)
- Remembering something positive that someone did and reminding them
- Informal feedback to parents/carers on meet and greets
- Phone calls/postcards home – these are given after five days of going 'over and above' for pupils who show consistent, fantastic behaviour throughout the week (recorded on CPOMS)
- Pupils with positive notes are invited to 'Hot Chocolate Friday' with the Headteacher.
- A certificate from the Headteacher following achievement over time (recorded on CPOMS)

<u>Steps for dealing with disruptive behaviour</u> (see Appendix 1)

At Lakelands Primary School, we actively avoid sanctions or consequences where a child is made to feel shame or humiliation. For this reason, practices such as traffic lights on walls and weather charts are not used. Behaviour is improved by building children's self-esteem and helping them to believe that they can make the right choices, that they are kind and they are capable of behaving well. We deal with incidents of disruptive or unsocial behaviour in a way that avoids shame and punitive responses and punishments. We celebrate and praise in public and reprimand in private. We aspire to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

The ethos of the school is one of collaboration, support and mutual respect. For that reason, it is important that all staff feel empowered to challenge disruptive behaviours. Evidence suggests that pupils do better where they have strong relationships with staff as it is these staff who will be able to support them at the times of most difficulty. The steps staff will follow are outlined in Appendix 1.

iii.   Learning about behaviour

Through our pastoral curriculum (SMSC and SRE) children are frequently involved in stories, assemblies, planned activities, learning opportunities and games which teach them about appropriate ways of behaving.

We help children to:
- recognise right from wrong
- take responsibility for their actions
- follow good examples
- share and take turns
- learn and play co-operatively
- use resources wisely and carefully
- help others
- know when to report problems to adults who can help
- solve small problems for themselves.

We also talk with children, either individually or as a whole class, about acceptable behaviour. The group will engage in discussions about types of behaviour which are causing difficulty for an individual child or group of children. The teacher uses this time to teach children specific strategies for problem solving and managing conflict.

These might include:
- taking turns at speaking
- learning how to listen to other peoples' views
- knowing the difference between 'telling tales' and 'reporting concerns'
- making it safe for all children to express their views

iv.   Difficult and dangerous behaviour

The recognition boards, rewards systems and steps outlined in Appendix 1 of the Culture for Learning Policy should be sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to difficult behaviour. Schools should seek to understand this behaviour and meet the needs of these pupils. All responses to difficult behaviour should be consistent, respectful, calm and logical, and where possible, in private.

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:
- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy

It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Dangerous behaviour in the school context encompasses behaviour that is generally:
- likely to result in imminent harm to others or self (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including significant destruction of property and the environment
- self-harming, including head banging, scratching, hitting, kicking, biting and poking, striking another adult / pupil with an object.

Most pupils do not display dangerous behaviour, however, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Best practice expects that Individual Behaviour Plans will be used to prevent dangerous behaviour; assess, plan, do and review. This will ensure that effective 'adult response plans' are in place for those children requiring them. The key to the success of any plan is that it is fully discussed, understood and implemented consistently by all staff, pupils and parents / carers.

When faced with potentially dangerous behaviour, we will attempt to de-escalate it. The use of a 'script' is advised. The pupil should be spoken to calmly, assertively and respectfully at all time. Simple de-escalation phrases are recommended: for example;
1. Name (Use the pupil's name)
2. I can see there's something wrong (acknowledge their right to their feelings)
3. I'm here to help (tell them why you are here)
4. Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved).
5. Come with me and we can…… (give them an 'out' to withdraw from the situation)

During this period, the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible and difficult or dangerous be behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation. As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice.

Children who are physically or verbally violent towards another pupil or staff member are referred straight to the Headteacher and the behaviour is recorded. All bullying (including racist and homophobic) incidents are also referred to the Headteacher and are recorded on CPOMS. This will involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the unsocial behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Other sanctions for difficult, dangerous and bullying behaviours may include:
- loss or privileges (missed playtimes will be referred to time IN for restorative conversations to take place as opposed to time OUT)
- repeating unsatisfactory work until it meets the required standard
- doing a job for an adult under supervision e.g. tidying up (whilst calming down), linked to unsocial behaviour

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude. The Headteacher can exclude a pupil from the school on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

v. Individual behaviour plans and wider pastoral support

For pupils on the SEN register requiring additional or on-going behaviour support, an individual behaviour plan will be drawn up by the Headteacher, in consultation with the class teacher and any external agencies working with the child and their family. The behaviour support plan will be reviewed and monitored as part of the on-going SEN support. The behaviour plan will take into account any individual special educational needs or disabilities that may impact on behaviour. Responses to particular behaviours will take into account advice from specialist support services. The class teacher and Headteacher will communicate the individual behaviour plan to parents/carers and all adults working with the child to ensure a consistent response is maintained.

We are aware that all staff dealing directly with those concerned need to know which children have Children in Care (CiC) status. A child's behaviour is very likely to be affected by a CiC episode. We are aware that we need to monitor the behaviour of these children and support appropriately.

We recognise that for some children our behaviour system may not be sufficient. For some children their choices can and impacts on their own and others' learning, safety and well-being. For these children we will adopt an individual course of action to help the child learn how to behave appropriately.

These children will have an Individual Behaviour Plan agreed with the child and their family. This will identify specific risks, triggers, targets for improvement and support to be provided by the school and home. It may also include:
- 1:1 or group support by a teaching assistant or learning mentor
- assessment by an Educational Psychologist
- referral to mental health services or other external professionals

vi. Out of school behaviour

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any unsocial behaviour when children are:
- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or is in some way identifiable as a pupil of Lakelands Primary School
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on the way to and from school and on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Positive communications with peers by those who use digital devices to communicate via text, social media and apps designed for the purpose of communication
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behaviour expectations for pupils on the school premises apply to offsite behaviour.

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. If staff are with pupils when there is unsocial behaviour (such as on a school trip), the steps outlined in Appendix 1 will be followed. The time out place will need to be supervised. When the pupils return to school, the behaviour will be logged on CPOMS, parents will be informed and a reparation meeting will take place with the class teacher and Headteacher.

Any sanctions that are decided upon would be relative to the behaviours and would be clearly communicated to the parents/carers.

vii. Positive Handling

Any teacher or teaching assistant may need to take reasonable steps to prevent injury or damage to property, or to maintain order (Section 93 and 95 Education and Inspections Act 2006). In some exceptional circumstances it may be necessary for staff to use physical intervention in order to keep children safe. In these instances, any action taken by staff must be reasonable and proportionate. Any incidents involving restraint will be recorded on CPOMS and parents/carers will be informed. At Lakelands Primary School, any child who is likely to need this level of intervention will have an individual behaviour plan with agreed intervention strategies. Consideration will be given to making changes to the environment and altering routines to reduce risk of incidents. Staff will use strategies to defuse and de-escalate the situation such as focusing on a diversion, continuing to offer reassurance and maintaining clear communication. Staff at Lakelands will use a whole team approach in circumstances that need physical intervention. Whenever possible, two people will remain to deal with any incident involving physical restraint. Staff will ensure that the intervention is:

- in the best interests of the child
- absolutely necessary
- reasonable and proportionate

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

viii.   Transitions

For pupils entering Reception, where they have been offered a place, teachers will aim to meet the pupils and parents/carers before starting school (either in their homes or in previous settings).

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Support will be offered to pupils with specific needs during these periods. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

ix.   Managing allegations

In Essex, every school must work in accordance with statutory guidance and the Essex local procedures in respect of allegations against an adult working with children in a paid or voluntary capacity. Essex SET Procedures (ESCB, 2019) require that where an allegation against a member of staff is received, the Headteacher or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils, parents and HR. The school should not carry out any investigation before speaking to the LADO.

x.   Professional development and support for staff

At Lakelands Primary School, we believe that great professional development leads to great pedagogy. Staff will be trained on how to use the behaviour policy, in particular how to hold restorative and therapeutic conversations when challenging disruptive behaviour. It is important that staff feel empowered to deliver these conversations. Evidence suggests that pupils do better where they have strong relationships with staff as it is these staff who will be able to support them at the times of most difficulty. The Headteacher will deliver support by standing alongside staff members and delivering on the spot coaching, where necessary. Staff can also access support to improve their practice, through training providers such as Juniper Education. Key members of staff will be trained in proper use of restraint by external providers.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

Appendix 1 – Steps to dealing with difficult behaviour

Steps	Actions	Example
Redirection	Gentle encouragement, a 'nudge' in the right direction	"Come and sit on the carpet so that you are ready for your learning." "Come and sit at your table so that you are ready to eat your lunch."
Reminder	A reminder of the expectations (ready, respectful, safe) delivered privately wherever possible. Reminders can repeated if necessary. De-escalate and decelerate behaviours where reasonable and possible and take the initiative to keep things at this stage.	"I noticed that you are…"
Warning	A clear, verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Offer a positive choice to do so.	In private: "It was the rule about...that you broke. Please think carefully about what you are going to do next."
Time out in class	Give the pupil a chance to reflect away from others **in the classroom.** Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.	In private: "You have chosen to have a time out because…" After time out: "Do you remember this morning/last week when you…..? That is the behaviour I need to see now,"
Time outside of class	At this point the learner will be referred internally and will work in an alternative classroom or space (preferably in partner class first). Where a child has had to be removed from a lesson, their parents will be informed and will be logged on CPOMS.	In private: "You have chosen to leave the classroom because…"
Repair	A restorative meeting should take place before the next lesson. If this is unsuccessful the teacher should call on support from the Headteacher (or senior leader) who will support the reparation process. This will take place at transition points such as playtime or lunchtime, in order to minimise further disruption to learning.	- What happened? - How were you feeling at the time? - How do you think other people felt? - How do you feel now? - How can we fix this? - What can we do differently next time?

Appendix 2 – Culture for Learning Blueprint

Rules:	Visible Consistencies:	Over and above recognition:
• **Be ready** • **Be respectful** • **Be safe** **Relentless Routines** • **Meet and Greet** • **1,2,3 Transitions** • **Fantastic Walking**	• **Kind and positive interactions** • **Calm voices, positive body language and face** • **All adults addressing behaviour** • **Take up time** • **Meet and greets** • **Recognition boards** • **Fantastic walking**	• **Hot chocolate with the HT** • **House points** • **HT award** • **Phone call/postcard home** • **Celebration assemblies** **Sanctions** • **Loss or privileges (missed playtimes will be referred to time IN for restorative conversations to take place as opposed to time OUT)** • **Repeating unsatisfactory work until it meets the required standard** • **Doing a job for an adult under supervision e.g. tidying up (whilst calming down), linked to unsocial behaviour**
Stepped boundaries: 1. **Reminder** 2. **Warning** 3. **Time out in class** 4. **Time out of class** 5. **Repair discussions (with Headteacher to support if necessary)** **Headteacher to intervene if behaviour becomes dangerous.**	**Microscripts** - **(WIN) I wonder, I imagine, I notice…** - **Do you remember when…(positive)** - **What do you need from me to help you?** - **The right choice would be to….** - **You have chosen to…** - **When you're ready, I'm here.** - **I care about you.**	**Restorative Questions:** - **What happened?** - **How were you feeling at the time?** - **How do you think other people felt?** - **How do you feel now?** - **How can we fix this?** - **What can we do differently next time?**