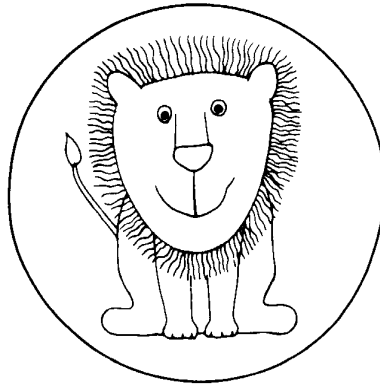




Linslade Lower School

Behaviour Policy

Governor Approval: March 2025
Review Cycle: Triennial

Policy review chronology:

October 2016		Approved
November 2019	Added 1.10 SEN Changed Golden rules to school rules Added safe space guidelines in appendix.	Approved
November 2022	Section about exclusion has been removed. A separate Suspension and Exclusion Policy has been adopted in line with new DfE requirements.	Approved
March 2025	Updated to reflect Therapeutic Thinking training and adoption across the school	Approved

BEHAVIOUR POLICY

1. A Therapeutic Approach

We believe in using a therapeutic approach to teach children to understand behaviour and the impact it has on themselves and others. Positive behavior management, as well as pupil well-being, is central to our school ethos and essential for achieving high standards of teaching and learning.

2. Ethos

At Linslade Lower School we provide a safe, happy and nurturing learning environment in which everyone is cared for, respected and valued. We work consistently, collaboratively and co-operatively with each other and the community.

We aim to:

- understand the world in which each child lives
- teach children to understand that their behaviour has an impact on themselves and others
- help children achieve self-regulation, tolerance and respect
- provide an environment where pupils feel safe, are happy and that supports learning
- be consistent in our approach

3. Expectations

Our 4 fundamental rules are: • We are safe • We are kind • We are respectful • We are try our best	
Our super six learning powers • Resourcefulness • Collaboration • Creativity • Determination • Reflection • Commitment	Our half termly values • Honesty • Kindness • Friendship • Respect • Responsibility • Caring

4. Teaching and Encouraging Positive Behaviour

We promote a positive climate at Linslade Lower School by explicitly teaching the behaviour curriculum, showing a consistent approach to behaviour and motivating children to make positive choices. Some examples are:

- Positive relationships
- Role modelling
- Consistency
- Clear routines
- Flexible thinking linked to individual circumstances
- Positive and proximal praise
- Rewards and positive re-inforcement (given freely and unexpectedly, not as a bribery)
- Feedback and recognition
- Understanding, comfort and forgiveness
- Positive, non-judgemental use of language
- Restorative practice and de-brief conversations
- Protective and educational consequences
- The fundamental rules, super six learning powers and school values will be displayed throughout the school
- Time will be spent promoting and developing children's understanding of these rules, powers and values and they will be revisited regularly throughout the school year in PSHE and assemblies
- Behaviour agreements/charter in each classroom
- PSHE and circle time will be used to develop children's self-esteem and their understanding of other people's feelings and point of view
- Jigsaw PSHE will be used to promote social and emotional development and enable children to keep safe
- The Behaviour Curriculum will be taught explicitly and woven through every day school life

5. Restorative Practice

Restorative de-brief and conversations are used to repair and rebuild relationships and to develop children's ability to reflect and explore their experiences, feelings and behaviours. Restorative practice promotes compassion and understanding and aims to repair and prevent difficult situations. Questions to ask as part of a restorative de-brief:

- What happened? What were you thinking about at the time?
- What have your thoughts been since the incident?
- Who has been affected by what has happened? In what way?
- What needs to happen now to put things right? What have you learnt?

6. Protective and Educational Consequences

Protective consequences are solely actions to ensure no further harm occurs in the short term. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. These are achieved through restorative practices and the responses by adults to difficult behaviours.

7. Types of Behaviour

Pro-social Behaviour Pro-social behaviour is positive, helpful, and intended to promote social acceptance.	
Examples of Pro-social behaviour: - Good listening and looking - Managing and looking after resources - Being ready to learn - Using Super Six Learning Powers - Demonstrating the School Values - Being able to self-regulate or to ask for help if needed - Sharing, turn-taking and helping others - Being a good role-model - Being polite and using good manners - Inviting others to play - Inspiring and engaging others - Choose it, use it, put it away - Respect personal space and property - Being aspirational	Examples of responses and rewards: - Specific praise - Tidy Ted points - Classroom Leos rewards - Leos Pride Certificate - Leaps in Learning Certificate - Saying thank you - Values tree - Golden Time - Opportunities to undertake 'jobs' - Opportunities to have further responsibilities (play leaders, playtime buddies, assembly monitors, milk and fruit monitors)
Difficult Behaviour Behaviour which is detrimental, or anti-social, but not dangerous	
Examples of difficult behaviour - Calling out or interrupting others - Making silly noises or disrupting others - Not completing, or destroying work - Choosing to move out of seat /learning area / classroom - Refusing to return to class / enter school - Damaging property - Rough play / pushing/ play fighting - Answering back - Using inappropriate words - Not co-operating - Refusing to join in with learning activities - Climbing or hiding	Examples of responses and consequences - Follow the 1,2, 3 rule giving 1st reminder, 2nd reminder and then a consequence - Using positive phrasing to de-escalate - Purposeful ignoring - Limited choices given with 'take up' time - Re-teach valued behaviours and school rules - Restorative debrief conversations - Social stories or circle time activities - Complete missed learning - Assist with tidying / cleaning linked to behaviour - Lose some playtime to reflect - Stay with adult at playtime - Individual behaviour plan - Inform headteacher - Inform parents
Dangerous Behaviour Behaviour which will imminently result in injury to self or others	

Examples of dangerous behaviour	Examples of responses and consequences
• Leaving school grounds • Throwing furniture/ equipment • Damage to school property • Physical behavior with intention to harm	• Increased staff ratio • Limited access to playtimes • Escorted in social situations • Safe learning space • Suspension or exclusion • Reintegration meeting

8. Persistently difficult or dangerous behaviour

When a child's behaviour gives cause for concern i.e. repeatedly refuses to comply with the behaviour policy, or an incident compromises the safety of others, the matter is referred to the Headteacher. The Headteacher will investigate the incident(s) and take appropriate action. A record of referrals is kept in the Headteacher's office.

Parents are informed as soon as a child's behaviour gives cause for concern. Working with parents on agreed behaviour targets enhances the chance of success.

Children who exhibit challenging behaviour will have a behaviour plan with clear targets; this will be shared with the school team, child and parents. Where appropriate available additional support will be given to children to work on the plan. This plan will link to the Behaviour Curriculum and targets will be chosen to aid the child's next stage of behaviour development.

A safe space strategy can be implemented for children who experience extreme emotional upset or behaviour that is a risk to themselves or others, the guidelines for using the safe space are in appendix 1.

9. Prohibited measures

Adults must not:

- use corporal punishment
- deprive children of food or drink
- use 'punishment' clothing
- impose fines
- carry out intimate physical searches

10. Additional needs /SEND

This policy applies to all pupils however for those pupils with additional needs and those with SEND reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc. This could also include the use of a safe space (appendix 1), additional adult support, advice from external agencies, social and emotional intervention, behaviour support plan. Appropriate sanctions will be used. This list is not exhaustive. The individual's parents will be kept informed and updated on a regular basis.

11. Suspensions and Exclusions

See Suspension and Exclusion Policy for current details.

12. Reporting and Recording

Data relating to this policy will be reported to governors each term as part of the Headteacher's report.

Records of children's behaviour will be kept to support applications for extra support and funding and also to look for trends in triggers and types of behaviour.

13. Anti-bullying

Statutory Duty

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Definition:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber (use of text messages, email, message boards etc)

Signs of bullying:

All staff must be alert to the signs of bullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school.

Managing incidents of bullying:

Prevention – prosocial, consistent behaviour management will promote a positive ethos that will help to limit the incidence of bullying.

Planned opportunities will exist within PSHE and assembly to raise the awareness of the nature of bullying and the school policy towards it.

Action – if bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.

The member of staff will:

- listen to the child
- inform the Headteacher on the same day

The Headteacher will:

- speak to the pupils concerned and will record information and action in the 'incident file'.
- inform all staff at the staff briefing of the incident and action.
- inform the parents of the children concerned
- appropriate sanctions may be used.

Pupils

When speaking to the pupils involved staff should do so calmly and discreetly.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience
- reassuring them that they are safe
- offering continuous support from a named member of staff
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- establishing why it happened
- establishing the wrong doing and the need to change
- supporting the making of prosocial behaviour choices

Pupils who have bullied may be set behaviour targets.

It may be necessary to involve outside agencies in order to receive further advice and support.

Parents will be informed if this is the case.

14. Use of force to control or restrain pupils

The use of force to control or restrain pupils is not a regular feature of our practice; however it is important to have a policy in the rare event that the need to restrain should arise. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned.

Minimising and managing incidents

The need to use force to control or restrain a pupil is minimised by:

- having a consistent approach to behaviour management
- creating and maintaining a calm and safe environment
- employing resources that promote the development of social and emotional skills e.g. Jigsaw
- knowing the children well and meeting their individual needs
- pre-empting difficulties
- de-escalating potentially difficult situations
- identifying problems at an early stage and working with parents and other agencies to improve the situation.

The use of force to control or restrain pupils is only used:

- to prevent a child from significantly injuring themselves or others
- to prevent serious damage to school property
- when the risks involved in doing so are outweighed by the risks involved in not using force
- the chances of achieving the desired result by other means are unrealistic

Before using force:

- show care and concern by acknowledging unacceptable behaviour and requesting alternatives use negotiating and reasoning.
- give clear directions for pupils to stop
- remind them about rules and likely outcomes
- remove any audience or take vulnerable pupils to a safe place
- make the environment safer by moving furniture and removing objects which could be used to injure
- using positive guidance to escort pupils to somewhere less pressured
- ensure that colleagues know what is happening and call for help

When using force:

- a clear oral warning must be given to the pupil that force may have to be used
- adults should calmly talk the child through what is happening
- staff may only use the minimum force necessary to achieve the desired result.
- where possible, force should not be used unless or until another responsible adult is present to support, observe and call for assistance.
- as soon as is practicable the headteacher must be informed
- there should not be an 'audience' of adults or children – if necessary remove the rest of the class /group

Staff authorised to use force:

- all teachers and staff who are authorised by the headteacher to have control or charge of pupils automatically have the statutory power to use force - **but may only use the minimum force necessary to achieve the desired result.** The trained staff should be called for at the earliest opportunity.
- visitors, volunteers and those without control or charge of pupils are not authorised to use force and should immediately notify the member of staff in charge of the class / group / child.
- One member of staff has completed the Positive Handling training for positive handling.

Following an incident:

- the headteacher must be informed as soon as it is practicable
- an incident form will be completed by all adults present
- when they are calm, the child will be spoken to for their version of events
- the parent will be informed
- the other children may be distressed so will need an explanation and reassurance
- children who have required restraint will have a risk assessment and individual positive handling plan and behaviour plan
- it may be necessary to inform other agencies e.g. children's services, behaviour team
- on return to class the child will have a 'fresh start' and the incident will not be referred to again. It will be necessary to discuss the behaviour plan

Complaints and allegations

- complaints will be dealt with in accordance with the school complaints policy
- allegations will be dealt with in accordance with the Local Authority 'allegations against staff' procedure

15. Dissemination, monitoring and review

Dissemination

- The behaviour policy will be discussed with new staff as part of their induction.
- Training needs will be identified through existing monitoring systems and performance management.
- Staff will be given regular opportunities to discuss issues relating to behaviour management.

Monitoring and evaluating

- The headteacher will monitor behaviour incidents annually and analyse records with regard to age, gender and ethnicity.
- Staff will regularly evaluate impact of responses and consequences with children.
- Staff will review behaviour management practice annually.

- Parents and pupils have an opportunity to make comments about behaviour in the regular surveys.

Review

The policy will be reviewed by the governing body triennially.

1. Governing Body's General Principles

To develop a sense of community based on shared values, mutual respect, courtesy and consideration towards others and our environment.

To achieve this, we will:

- have a clear and easily understood code of behaviour (School Rules)
- establish and maintain a calm and orderly atmosphere
- nurture children's self esteem
- encourage children to develop self-discipline, self-control and a sense of responsibility
- foster a caring attitude towards people and property
- encourage prosocial behaviour through praise and reward
- discourage difficult behaviour through suitable, proportionate sanctions
- ensure those who work in or visit our school are role models and exhibit behaviour in keeping with this policy and the ethos of the school

Appendix 1

‘Safe Space’ Guidelines for use.

A safe space has been created in school for children who are experiencing extreme emotional upset who are at risk of harming themselves or others.

The safe space will provide a calm environment free from stimulation that will enable the child to calm down away from the glare of their peers.

It is important that all school staff understand when, how and why the safe space is used and that it is used consistently and according to these guidelines. Failure to do so will compromise its effectiveness and may contravene the law.

It is extremely important to note that use of the safe space is **not** a punishment and should never be referred to as such to the children or among staff. It is a safe space for calming down.

Who will use the space?

The space has been created for children who are experiencing extreme emotional upset who are at risk of harming themselves or others; they are likely to be angry and may be aggressive. Staff will be aware that the child can exhibit this behaviour.

When will it be used?

The space will be used as part of the strategy to manage their behaviour. Parents will have been informed that it is part of the strategy. Children will have been introduced to the strategy when they are calm.

When a child is experiencing an extreme emotional upset an adult will suggest they go to the ‘safe space’. See the ‘how’ procedure.

Children will only be in the safe space for as long as it takes to calm down. An adult will remain with them.

When a child has visited the safe space a record should be made. See the ‘how’ procedure.

At no time should a child be locked into a room or left unaccompanied.

How to use the safe space:

1	When a pupil has been identified as having emotional outbursts that are potentially dangerous to themselves or others the parents should be informed and a behaviour strategy plan should be written. The SENCo and Headteacher should be involved in this decision and the writing of the plan.
2	When the child is calm they should be talked through the plan and what to do if they are angry. They should be shown the safe space and its use should be explained. <i>‘If you are angry /upset you can choose to come to this room to calm down. If you are angry and upset but haven’t chosen to go to the room a grown- up will remind you to come to this room. It is a safe space where you can calm down. When you are calm you will be able to return to your class.’</i>
3	If a child chooses to go to the safe space a teaching assistant should go with them, if none is available a message should be sent to the school office so that an adult is available to supervise them.
4	If a child is having an extreme emotional upset and hasn’t chosen to go to the safe space a TA (or if one is not available the Headteacher) should speak to

	the child calmly reminding them that they can go to the safe space to calm down. <i>'remember you can go to the safe space to calm down ' or</i> <i>'It would help you to calm down if you went to the safe space.'</i> The child should be accompanied to the safe space.
5	If a child will not leave the classroom the trained 'team teach' staff should be called (Hazel Farlam). They will manage the exit from the classroom but will not remove to the safe space. Once away from the classroom they will remind the child they can go to the safe space. If the child still refuses they will issue an instruction that they are taking them there. <i>'I am taking you to the safe space so that you can calm down.'</i>
6	Once in the safe space an adult should remain with the child. The child should not be spoken too as, when distressed, they will not be able to process what you say. The adult should remain calm and quiet and periodically remind the child <i>'I need you to calm down, when you are calm we can talk about why you are upset'</i>. You will need to describe what calm behaviour is: <i>'I will know you are calm when you are using a quiet voice'</i> <i>'You can show me you are calm by sitting / standing still and quietly'</i> <i>'I will know you are calm when you are breathing slowly' etc.</i>
7	When the child is calm thank them for calming down, if it is appropriate ask why they were upset. Explain why their behaviour was inappropriate and unacceptable. Remind them of the correct action to take rather than getting angry. Tell them they can go back to class. Prepare them for how to enter the classroom. Go with them and help them settle i.e tell them to tell the teacher they are back, settle them in the right place, help them find the activity they should be doing.
8	Record that they were in the safe space (see form). Tell parents they were in the safe space and why.

Record for the safe space.

(pupil name) went to the safe space today (dd.mm.yy).

Because

They were in the safe space for _____ mins.

When they had calmed down they returned to class.

A member of staff has listened to the reasons they were upset and has reminded them about the appropriate way to resolve a problem.

Record for the safe space.

(pupil name) went to the safe space today (dd.mm.yy).

Because

They were in the safe space for _____ mins.

When they had calmed down they returned to class.

A member of staff has listened to the reasons they were upset and has reminded them about the appropriate way to resolve a problem.