



Leverington Primary Academy

Positive Behaviour Policy

September 2023

At Leverington Primary Academy, we believe that all children and adults should be respected, valued and encouraged to be the best they can be. We work towards creating well-rounded, caring, confident individuals who aspire to achieve their full potential.

We hope to achieve this by creating a safe, inclusive and engaging learning environment that encourages challenge and growth and allows all children to flourish.

At Leverington Primary Academy, our core values sit at the 'heart' of our community, curriculum and underpin everything we do.

H – Happiness: We value the happiness of all those in our school community.

E – Excellence: Excellence drives our choices, our effort and our vision.

A – Aspirations: We are ambitious in our aims for all pupils.

R – Resilience: We don't give up; we try our best, even when things seem tough.

T – Teamwork: We understand that we are stronger together.

We believe that all children have the right to an education in a safe, secure and nurturing environment that is inclusive of all learners and their needs. Our therapeutic approach to behaviour allows all children to be as equally important. We have high expectations of everyone in the school community with regards to learning and behaviour and expect everyone to be polite, kind and hardworking.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Therapeutic Thinking (formerly known as Cambridgeshire Steps). All staff have been trained in this approach in September 2023 and forms a part of the induction process for new staff starters. It is also reviewed annually as part of refresher training. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Therapeutic Thinking.

Pro-social behaviour

Definition: Pro-social behaviour is relating to behaviour which is positive, helpful, and values social acceptance.

At Leverington Primary Academy, 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.

As a school, we have developed formal written agreed responses to how we respond consistently to pro-social behaviour. Adults respond directly to the explicit pro-social behaviour shown. Dojos are given to reward collaborative work, both in and out of the classroom, and for demonstrating pro-social behaviour. These can be given to individuals or whole classes.

Some examples are: picking up litter, holding a door open, putting their hand up, helping others, listening to others in a group, showing readiness, responding to requests, showing polite manners, being a pro-active citizen.

The agreed script for this is: "Thank you (name) for (pro-social behaviour) and why". For example:

- "Thank you, Fred, for holding the door open to help me. You may have a team point."
- "Thank you, Fred, for helping Olive zip up their coat. It helped her. You may have a team point."
- "Thank you, Fred, for including Olive in your game, it made her feel happy. You may have a team point."
- "Thank you, Fred, for working well with your group, you listened and took turns. You may have a team point."

As well as dojos, all adults should use our Stars system to reward pro-social behaviours, both in and out of the classroom. Our 'Diamond Learner Awards' which are given out weekly will celebrate pro-social behaviour linked to our school values.

Children are encouraged to identify their own and others' strengths and to recognise and value diversity. Children are encouraged to value their efforts and those of others.

Good models of behaviour are highlighted and reminders of expectations of behaviour are regularly given. There is an emphasis on positive reinforcement through verbal praise and positive body language which encourages children to behave well and work hard. All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles.

The achievements of individuals are celebrated in many ways throughout school, such as:

- Class dojos and Star cards
- Diamond Learner Awards
- Recognition of our core values
- Displays of work
- Sharing success with the school community through achievement assemblies
- Use of Showbie as a communication tool with parents, sharing positive work and effort
- Praise postcards to parents
- Discussions with parents – often brief verbal comments at the end of a particularly good day
- Annual school report to parents, as well as half termly reports
- Social media and news articles sharing successes.

Supporting all learners

At Leverington Primary Academy, we have consistent approaches across school which support all children to have behaviours for learning and pro-social behaviours that benefit the dynamic.

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, as well as more structured PSHE lessons.

A calm, engaging, well-ordered learning environment with opportunity to grow is conducive to good behaviour. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the class and school rules. Individual strategies will therefore need to be implemented to support them. This may include:

- Differentiation of task or outcome
- The use of clear targets with specific rewards
- Alternative rewards or consequences
- Use of external agencies.
- Reasonable adjustments within the classroom, e.g. allocated space to complete tasks, use of timers to show expectations.

It is responsibility of the class teacher, with support from the SENDCo or SLT as appropriate, to ensure these reasonable adjustments are made as and when necessary to support learners.

Unsocial behaviour

Definition: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Some children may demonstrate unsocial behaviours. Unsocial behaviours are not anti-social, as they are not at the detriment of others. Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on the learning of other children. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. All staff in school should strive to interpret unsocial behaviour as a communication of negative feelings and therefore differentiate or support as appropriate.

Examples of unsocial behaviour:

- Not completing work.
- Refusing to take part in an activity.
- Not wanting to sit on the carpet during carpet time.

Expected responses to all anticipated unsocial behaviour:

- Praise positive behaviour from other learners. *E.g. "Thank you Pete, I can see you are trying your hardest." "Well done Daniel, you are sitting nicely on the carpet."*
- Give a positive reminder of class expectations.
- Give a limited choice.

It is the responsibility of all staff to ensure the expected responses are used consistently when dealing with examples of unsocial behaviours. These responses are essential in ensuring to allowing introverts and internalisers to communicate their anti-social feelings. All adults in school should use the responses consistently.

Anti-social behaviour

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

Anti-social behaviour can be defined as difficult or dangerous, causing harm to an individual, a group, the community or the environment. Anti-social empowered behaviour needs to receive as little interaction as possible from the adults while waiting to empower (interact positively) with any pro-social behaviour as soon as it is evident.

Difficult behaviour

Definition: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

At Leverington Primary Academy, adults have the responsibility to use consequences which 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 to the harm caused that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will:

- Praise positive behaviour from other learners. Ignore the child and give their attention and praise to those who are demonstrating positive behaviour.
- Acknowledge whether an individual has their own risk reduction plan.
- Give a non-verbal warning, e.g., changing position in the classroom to be nearer the child to regain their attention.
- Give a positive reminder of the class expectations which need to be adhered to.
- Give a limited choice and hide an instruction behind the choice.
- Disempower the behaviour.
- Set a time limit for the child to be out of class.
- If behaviour becomes dangerous, follow the procedure for dangerous behaviours.

If difficult behaviour persists, staff will use their professional judgement on informing parents/carers and SLT.

Examples of difficult behaviours are:

- Defiance/disrespect/non-compliance, e.g. lying, repeated reluctance to engage in learning, non-completion of an acceptable amount or quality of work
- Disruption (talking while teacher is talking; loud voices/noises indoors)
- Inappropriate/derogatory verbal language, e.g. swearing, name calling
- Harassment/teasing/taunting
- Physical contact – non-serious but inappropriate, e.g. rough play
- Property misuse/damage
- Late due to partial truancy

Adults' responses to difficult behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing, e.g.
 - *Fred, stand next to me.*
 - *Fred, put the pen on the table.*
 - *Fred, walk in the corridor.*
 - *Fred, walk with me to the library.*
- Limited choice, e.g.
 - *Fred, put the pen on the table or in the box.*
 - *Fred, are you going to sit on your own or with the group?*
 - *Fred, talk to me here or in the courtyard.*
- Disempowering the behaviour, e.g.
 - *Fred, you can listen from there.*
 - *Fred, come and find me when you come back.*
 - *Fred, we will carry on when you are ready.*
- Use of a de-escalation script, e.g.
 - *Use the person's name, ("Fred")*
 - *Acknowledge their right to their feelings: "I can see something is wrong".*
 - *Tell the why you are there: "I am here to help".*
 - *Offer help: "Talk to me and I will listen."*
 - *Offer a 'get out' with positive phrasing: "Come with me and..."*

When dealing with difficult behaviour, all adults should avoid the following as it will make the situation worse and are likely to contribute to the negative feelings associated with anti-social behaviour:

- Negative phrasing
- No choice or open choice
- Empowering behaviour
- Escalating scripts
- Escalating body language, e.g., too close, blocking the path, eye to eye, aggressive gestures, overbearing.

Dangerous behaviour

Definition: That which is anti-social and will predictably result in imminent 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

At Leverington Primary Academy, we place pupil safety and safeguarding as paramount. Behaviour that is defined as dangerous will be dealt with accordingly.

Examples of dangerous behaviours are:

- Abusive language that would be considered threatening or discriminatory
- Disruption (sustained loud talk, yelling or screaming)
- Sustained out of seat behaviour (tantrums, throwing things across the classroom)
- Physical aggression, e.g. smacking, pushing, punching another child; using equipment/toys to hurt another child
- Forgery/theft
- Property misuse/damage becomes unsafe
- Absconding (child has not been in the classroom for 15 minutes)
- Actions considered criminal behaviour

Staff need to be aware that dangerous behaviours may quickly escalate by the use of their own body language towards the child.

Staff should:

- Stand outside of an outstretched arm or at a good distance.
- Stand to the side of the child.
- Show relaxed hands, e.g. no pointing or hand gestures.
- Be at a level alongside the child.

Once a dangerous behaviour has occurred, the Headteacher needs to be made aware immediately and the incident should be logged on Arbor. The parents/carers of the children involved should also be informed of the incident that has taken place.

Consequences

All adults in our school have the responsibility to use consequences which have a relation to the behaviour and, as a result, help the pupil to learn and develop positive coping strategies. Staff must ensure that consequences are reasonable, proportionate and necessary. They must relate to behaviour being corrected. They must also be used once the child has had time to calm down following an incident occurring.

We use two types of consequences: educational and protective.

Educational consequences: The goal is to stop children's misbehaviour and help them make more constructive choices – a way to help the child learn from the behaviour, e.g., make apologies, put right what went wrong.

Protective consequences: To keep everyone safe, e.g., child to be supervised in an area of school to protect others, child to learn or play somewhere away from others to protect them or child to be internally excluded from their classroom to keep the child safe. Protective consequences will stay in place until staff are satisfied that the pupil has partaken in the educational consequence and learnt from their behaviour.

Removal from the classroom may be used as a response to serious misbehaviour. They will be given sufficient to regain calm in a safe space, and it allows them to continue their education in a managed environment.

Clear communication is vital between all staff involved, as well as parents and carers. It is important that the class teacher is directly involved in the follow-up and follow through of disruptive behaviour by any pupil so that the relationship can be repaired and restored.

Examples of educational and protective consequences

Education consequences (You break it, you need to help fix it):

Children to take responsibility for fixing, as best they can, any problem or mess they have created:

- A child knocks into another > apologise and help them up.
- A child knocks over someone's dinner tray > apologise, help clean it up and offer to go back and get another tray of food.
- A child hurts another child's feelings > apology of action by writing a note/drawing a picture, including inviting them to join in with a friendly activity.
- Conflict with peers > Restorative conversation together with a trusted member of staff.
- Pupil wastes learning time, avoiding learning > Make up the time at another point during the day or the task goes home to be completed.
- A child speaks rudely to an adult > apology of action by writing/drawing a picture, including offering to do a job for them to show that they are sorry and can be trusted.
- Child throws furniture/rips up work/ruins displays > fix what they have broken (this may require adult support).

Protective consequences:

Children may need consequences that keep them and/or others safe:

- A pupil waves scissors around > loses the chance to use scissors.
- Child plays unsafely on the field/climbing equipment > must play in a different area of the playground.
- Child messes about in the line, as a result hurts others > child must walk with an adult until they can be trusted.
- Unacceptable use of the internet/not looking after equipment > lose the privilege to use the internet/equipment for a period of time until they can be trusted.
- Child fighting/intimidating in the cloakroom or toilets > has to be accompanied by an adult for a couple of days, until they can be trusted on their own.
- Child fighting at playtime/engaged in rough play > child must play in a different area of the playground, accompanied by an adult, until they can be trusted to play/join in sensibly.
- A child continues to hurt others in the classroom > child has to work away from their peers, until they can be trusted to be safe in the classroom.
- A child continues to hurt others at playtime/lunchtime > a child must complete quiet activities indoors until they can be trusted to be outside again.

Sometimes touch/physical responses might be used to calm a child in a heightened situation.

Appendix – Safe touch policy, Physical intervention

If a difficult or dangerous behaviour has occurred, staff involved and those familiar with the child will take time together to reflect on the situation.

Following a behaviour incident, the staff involved will take time to complete a restorative debrief with the children involved. This establishes an authentic connection and ensures the child feels safe to reflect on the incident and restore relationships. Staff should use their knowledge of individuals when deciding when best to complete the restorative discussions; different children will need longer recovery time until they are happy and comfortable to talk.

The Graduated Response to managing behaviour (appendix) will be used to assess the behaviour/s observed and the appropriate analysis will be completed, using the Therapeutic Thinking toolkit.

Unforeseeable behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

If these behaviours do occur, staff will assess the incident and decide whether a change to policy is needed, or if an individual plan needs to be written to prevent the behaviour or respond to it if it should occur again.

Recording, Reporting and Communication

Staff should record any incidents of dangerous behaviour on the incident logging form and Arbor. If there are consistent difficult behaviours displayed by an individual, these should also be recorded on the form and Arbor. It is important to record the nature of the incident, as well as any follow-up work that was completed in the form of educational consequences. The log must be factual and only describe what has actually happened. Depending on the severity of each incident, a call may be made to parents by the class teacher in the first instance.

Staff will not log every incident, just as we do not reward all of the right choices children make. This will be based on staff's professional judgement.

Communication with Parents/Carers

During the school day, staff will be sought to play the role of the parent. In this role, they give care, support and guidance. However, we understand the importance of parents/carers being made aware if their child is making poor choices or showing difficult or dangerous behaviours.

Contact with parents will be done privately and ideally prior to the end of the school day. It will not be done on the playground or in front of an audience, and in most instances will be carried out by the class teacher. A note of the conversation will be added to the incident log. The purpose of this discussion is to inform the parents of the issues and to seek their support at home to help address it. Staff must make it clear that we are not passing judgement on parents or pupils but seeking their support to work together to tackle it.

Suspension and exclusions

Dangerous incidents or persistent displaying of anti-social behaviour may result in a suspension. Incidents that include compromising the safety of themselves or others or causing harm to themselves or others may also result in a suspension. Suspensions are used to show what we deem to be unacceptable behaviour in school. Permanent exclusions can be used for serious incidents, but only as a last resort.

These decisions are not made lightly and can only be made by the Headteacher. In the absence of the Headteacher, the Assistant Headteacher (following consultation with the CEO) can also make the decision to exclude. Parents are informed of the decision and reasons for the exclusion first via telephone, and then followed up with a letter. Parents have the right to make representations to the governing body.

All suspensions are recorded on Arbor and shared directly and immediately with the Local Authority, Chair of Governors and CEO.

A re-integration meeting is held by the Headteacher with the parents and child on their return to school. It is important that parents attend this meeting to discuss the plans school has in place to reintegrate the child successfully and avoid further suspensions.

The individual needs of the pupil are assessed, and any risk reduction plans that are in place are reviewed and differentiated accordingly to support the pupil with a successful return. Further support from outside agencies may be necessary.

Policy review

This policy was agreed by the CEO.

Policies will normally be reviewed every 3 years, unless otherwise stated.

This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

Appendix

Appendix 1 – Graduated response

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p style="text-align: center;">Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <input type="checkbox"/> Function of behaviour <input type="checkbox"/> Health and wellbeing <input type="checkbox"/> Context <input type="checkbox"/> Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 2 – Safe Touch Policy

Safe Touch Policy



At Leverington Primary Academy, we adopt a Safe Touch policy. This means that as a member of staff, you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is important that all staff and parents understand this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch?

We may need to physically touch, guide or prompt pupils if they require personal care, assistance with writing, eating, dressing, etc. At other times, it may be appropriate to hug a child to offer comfort. Physical contact may be used to avert danger to the pupil or other people.

How do we use touch?

Hand-holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. In addition to this, some children with additional needs may hold hands with their trusted adults for reassurance. This is acceptable when the hand holding is compliant.

Hugging

If a child is distressed or requires comfort, a 'school hug' can be used; this is a sideways-on hug with the adult putting their hands on the child's shoulders. Sometimes younger children may come in for a front-on hug; in this case, staff would re-position them to the side, ensuring the child does not feel rejected. E.g. "Ooh careful, you nearly knocked me over." (Re-position).

Lap-sitting

At our school, we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hug or hand-hold. If a child attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you, if it is appropriate.

Physically separating a child from their parent

No pupil should be physically separated from their parent if they are upset or distressed. Parents will be offered the opportunity to take their child to the school office, where they will be encouraged to take the time needed to calm their child down. When the parents feel the child is ready to go in to school, a member of school staff will take them in. If it takes longer than half an hour, the parent will need to take the child home.

Carrying

No pupil should ever be carried in school by a member of staff. If a child is refusing to move, this is where the script from our behaviour policy will be used. There is no expectation for the child to be moved, until they feel ready to do so themselves.

Appendix 3 – Incident logging form

Date of incident:	Time:
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Name of pupil:	Location of incident:
Staff involved:	Description:
Description of incident:	
Follow-up actions, including protective/educational consequences:	
Have parents been informed? Yes/No	
Signed:	Date: