

# Long Lane Primary School

## Positive Behaviour Policy

Date	Description
Nov 23	Approved by Operations Committee
Dec 23	Shared with staff, pupils and parents

<b>Review Schedule</b>	Annually
<b>Next Review</b>	July 2025

## STATUTORY

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

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected and accepted
- ✓ We all are responsible members of our school community

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'*

EYFS September 2014

## Intent

**In creating an inclusive culture, we choose to adopt a therapeutic approach. Therapeutic thinking is:**

*'An approach to behaviour that prioritises the pro-social experiences and feelings of everyone in the dynamic.'*

*That builds an intrinsic motivation to behave in a pro-social way and instills values and positive beliefs in children.*

**It recognises that:**

*'Trauma is not just an event that took place in the past, it is also the imprint left by that experience on mind, brain and body.'*

*Not all children display behaviours externally, but some internally and that there are close links between behaviour and anxiety/SEND*

*Children need to learn specifically about behaviour, how and why we behave prosocially...*

*They will not get it right all the time but we believe that every behaviour incident (unsocial or anti-social) has a root cause and is a learning opportunity.*

**In fostering trusted relationships in school, we will secure:**

*'Momentary interactions with people, where the person feels heard, feels safe and in that interaction, they feel respected. It is not necessarily the words you say, it's the presence you gave.'*

*A sense of belonging for all children where 'Everyone is welcome' and 'There is a place for everyone'.*

*Positive approaches to conflict resolution, anti-bullying (child on child abuse), keeping safe and happy, playing a positive part in society (role models)*

## What is Therapeutic Thinking?

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

When we use a therapeutic approach;

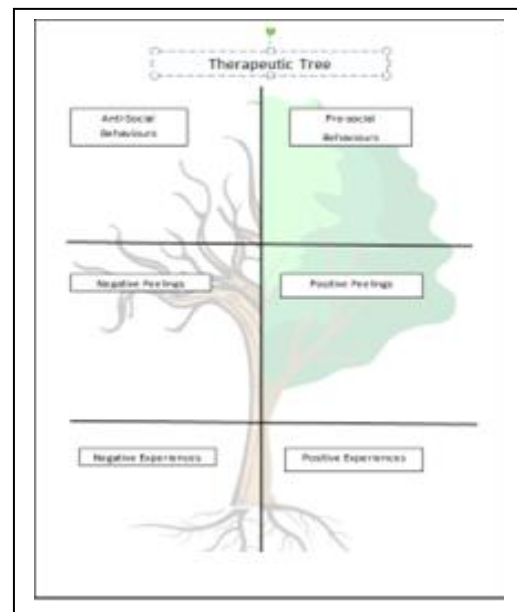
- ✓ we analyse behaviour rather than moralise about it
- ✓ we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- ✓ we model therapeutic practices with all children, adults in school and parents or visitors from outside
- ✓ Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

At Long Lane School we firmly believe that;

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.

**Dynamic Definition** - *The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.*

*Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by.*



The relationships people have with each other and the study of how these relationships can change.

The way in which people react to each other in a particular situation.

The interactions of people when they are grouped with others through either choice or circumstance.

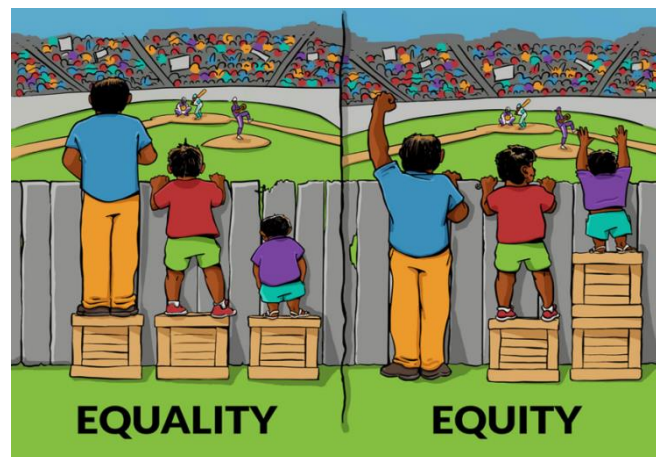
*Therefore, through well-planned therapeutic interventions using an equity model, the whole community will benefit.*

### Aims:

- To promote the inseparable link between teaching, learning and behaviour.
- To ensure the positive environment for safe learners
- To promote children's self-discipline and a sense of personal pride in themselves, their school, and their community.
- To create an environment in which children and staff are happy and feel safe.

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- To develop a consistent approach to supporting difficult<sup>1</sup> and/or dangerous<sup>2</sup> behaviour which protects all other children and adults.
- To develop children's self-regulation<sup>3</sup> skills that are not dependent on external rewards and to develop an understanding that behaviour is their own responsibility (intrinsic values and self-awareness).
- To secure a clear understanding for all staff and children regarding the procedures for addressing and applying the consequences for anti-social<sup>4</sup> behaviour.
- To create a calm learning environment where children strive to be the best they can be.
- To teach pro-social<sup>5</sup> behaviours through positive role models, clear and consistent boundaries, encouragement, and recognition.
- To use educational and protective consequences<sup>6</sup> to support an understanding of pro-social choices and the consequence of anti-social actions.
- To encourage consideration for others within and outside of the school community and understand how their actions may affect others.
- To ensure there is a culture within Long Lane Primary School that values all children; allowing them to feel a sense of belonging where children can seek emotional and well-being support from practitioners.



**Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

**Equity is giving everyone what they need to achieve success.** At Long Lane School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

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<sup>1</sup> **Difficult behaviour** is essentially **that which inhibits the performance of others**. Left alone it will get worse, affect more people and continue to incur hidden costs for the organization in which it occurs. Most difficult behaviour is accidental, but it can also be the result of intentional thought (*see Appendix 1*).

<sup>2</sup> **Dangerous behaviour** is defined as behaviour that presents an imminent danger of physical harm to self or others. (*see Appendix 1*).

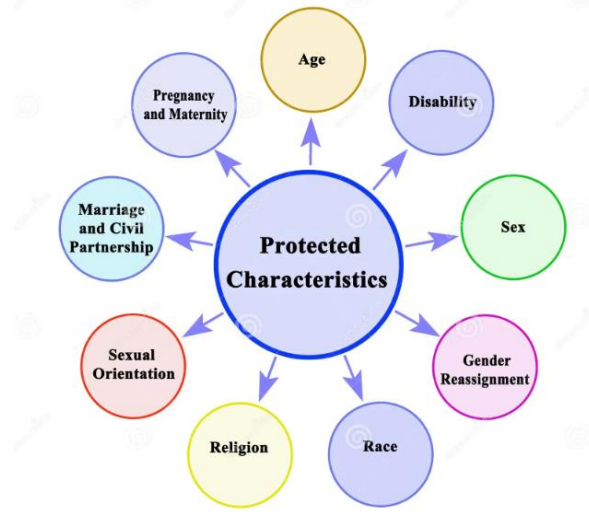
<sup>3</sup> **Self-regulation** involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.

<sup>4</sup> **Anti-social** is any behaviour or act by a person or group likely to cause others harassment, alarm or distress or which causes a nuisance to the community or impact on the environment. (*See Appendix 1*).

<sup>5</sup> **Pro-social** is any voluntary behaviour or act intended to benefit another person, consisting of actions which benefit other people or society as a whole, such as helping, sharing, donating, co-operating and volunteering. (*see Appendix 2*)

<sup>6</sup> **Protective consequences** are removal of freedom to manage harm. **Educational consequences** is the learning, rehearsing or teaching so the freedom can be returned (*see Appendix 4*)

We acknowledge the 9 protective characteristics;



## Types of Behaviours

### Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Examples;

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

### Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

- ❖ Leaving their desk without permission
- ❖ Leaving the carpet during input/story without permission
- ❖ Refusing to complete the work set
- ❖ Refusing to get changed for PE
- ❖ Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- ❖ Rocking on their chair
- ❖ Calling out/talking to a friend

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- ❖ Not listening or responding to instructions
- ❖ Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

### **Antisocial Behaviour** (some are referred to as 'dangerous')

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

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

<b>Antisocial Behaviours</b>	<b>Dangerous Antisocial Behaviours</b>
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by shouting, banging, making noises	Hitting
Throwing small equipment	Kicking
Leaving the classroom without permission	Fighting
Damage to property/pushing over furniture	Biting
Stealing	Punching
	Throwing furniture
	Physical or verbal bullying (see Bullying Policy for definition)
	Self Harm

*It is important not to group unsocial behaviour with antisocial behaviour.*

*The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.*

*It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.*

*Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help*

### **Conscious and Sub-conscious Behaviour**

**Subconscious behaviour** - unable to moderate or self-regulate

**Conscious behaviour** - unwilling to moderate or self-regulate

We believe that behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

## How can we Teach About Behaviour?

- **Relationships** (*invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be*)
- **Role modelling** (*this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them*)
- **Consistency** (*not equality*)
- **Routines** (*but with flexible thinking referring to individual circumstances and quick wins*)
- **Prioritising prosocial behaviour** (*really valued in every child – thanking them, proximal praise*)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery*)
- **Feedback and recognition** (*give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)*)
- **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
- **Planned Ignoring or distraction** (*unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours*)
- **Positive language** (*tell children what you would like to see, not what you don’t e.g. Please walk rather than don’t run*)
- **Restorative Practice and Reflection** (*follow up the behaviour, it’s impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences*). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
- Advocacy of the school values
- **Consistency of therapeutic language**, scripted where appropriate
- **Ensuring consistent Routines**
- **Planning alternatives to anti-social behaviour** e.g., pro-social ways of accessing rest breaks for those who need to leave the classroom
- **Feedback and recognition** (*decide what this will look like in your context*)
- **Praise and encouragement** are widely used in managing children's behaviour to promote positive self-esteem.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

## Consequences of Behaviour

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

**Protective** – This is a protective consequence for all parties involved. We are aiming to protect the victims and any other child, adults or property that has been affected by the behaviour. Protective consequences are short term to ensure safety and give time for restorative and preventative measures to be in place.

**Educational** – This is the educational provision that is put into place in order to ensure that the child(ren) understand why the behaviour is anti-social or dangerous and how it affects others. Educational consequences take a longer period to be effective.

## Responsibilities

The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining prosocial behaviour in the school, which will include making rules and provision for enforcing them.

### The Headteacher will:

- Implement the school's Therapeutic Behaviour Policy
- Maintain an up to date working knowledge of Therapeutic Thinking
- When reviewing other school policies, ensure they align with the Therapeutic ethos and culture, particularly with links to safeguarding (child on child abuse/online safety), school attendance (avoidance/anxiety)
- Ensure that staff maintain an up to date working knowledge of Therapeutic Thinking and have tools to support a consistent approach across the school
- Budget appropriately for sustainable therapeutic practices
- Model therapeutic practices and language
- Support staff to model therapeutic practices
- Encourage pro-social behaviour and respect for others
- Improve Therapeutic practices through effective observation, reporting and monitoring systems
- Review the impact of Therapeutic Thinking on progress, attendance, and exclusions over time
- Address behaviour considered to be dangerous, pro-socially and in a prompt, open and transparent manner, to provide protection to all members of the school community



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- Share information with those directly involved with the child so that they may further support them

### **Staff will:**

- Follow the school's policy and practice on Therapeutic Thinking
- Maintain an up to date working knowledge of Therapeutic Thinking
- Model therapeutic practices and language
- Provide transparent information verbally with those directly involved or in written form on CPOMS<sup>7</sup> to describe both pro-social and anti-social behaviours accurately and factually, avoiding the use of emotive language
- Treat all children fairly and with respect and encourage them to show respect for others
- Endeavour to raise children's self-esteem through adopting pro-social practices
- Create a safe, pleasant, stimulating environment, physically and emotionally
- Develop an awareness of recommended strategies, language, approaches, and scripts to ensure equity
- Plan interesting and challenging lessons that keep students engaged and encourage good behaviour
- Support children to embrace alternatives to a traditional curriculum to help them learn better (small garden approach<sup>8</sup>)
- Actively teach about behaviour and how to become a good citizen with intrinsic morals and values, teaching tolerance and acceptance

### **Children will:**

- Work to the best of their ability, and allow others to do the same.
- Show respect for the school and wider community, their learning, and their environment.
- Communicate and co-operate with other children and adult.
- Know how to seek support and advice when needed.
- Learn how to take responsibility for their own behaviour and work to develop internal discipline and self-regulation.
- Accept support for recovery time and engage in debrief if an anti-social experience occurs.

### **Parents/carers will:**

- Support the Therapeutic ethos, practices, and decisions of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Work with staff to help their child to learn how to self-regulate
- Recognise and understand the context and need for equity in the school and the benefits it can have for all.
- Encourage their child to complete any work sent home as part of an educational consequence.

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<sup>7</sup> **CPOMS** is an online system where all staff record behaviour/SEN/ meetings with parents ( It stands for **Child Protection Online Management System**)

<sup>8</sup> A **small garden** approach is a planned and controlled limited experience which provides a safe and successful starting point on which to develop prosocial behaviours. They are rarely small gardens!

**Governors will:**

- Maintain an up to date working knowledge of Therapeutic Thinking.
- Support the Headteacher and senior leaders when reviewing and redeveloping school policies so that they align with Therapeutic Thinking.
- Apply sound financial planning to ensure capacity for therapeutic approaches including small gardens and alternative provisions.
- Model therapeutic practices.
- Monitor, review and evaluate the Behaviour Policy.
- Monitor data on exclusions by protected characteristics.
- Conduct visits to understand the Therapeutic culture of the school.

## **Reporting Behaviour Incidents**

Incidents of serious or dangerous behaviour (**Appendix 8** please see behaviour stages) – to be reported on SIMS/CPoms and SLT informed the same day

Other incidents of behaviour – recorded on an incident form or record of discussion form and attached to CPoms or timeline of child in CPoms

Serious incidents (stage 3 or 4), even if dealt with, should be reported to SLT the same day and parents informed.

## **Exclusion**

**The Executive Head Teacher and Deputy head teachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.**

When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof. The head should accept something happened if it is more likely to have happened than it did not happen.

### **Internal Inclusion (or small gardens)**

Will be considered where behaviour systems are not helping to change the pattern of behaviour and where other pupils need to be protected from this behaviour. This will follow a conversation with parents.

### **External**

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

*In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.*

**Bullying:** please refer to the Anti-Bullying policy.

## **Use of Reasonable Force**

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. We have a 'hands off' policy

and would only use any form of restraint in the event of danger to self. Our strategy for ensuring the safety of others is to remove all pupils to a safe environment where they can continue learning with minimal disruption and distress. Staff are trained to de-escalate and in the event of this failing SLT will manage the situation and remove staff from the area.

## **Partnership with Parents and Outside Agencies**

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.

Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

We are supported by a number of agencies with extreme behaviours and early support for anxiety such as; *Therapeutic Thinking Team, Emotional Health Academy, our own Family Support Worker and ELSA, Camhs, Icollege outreach.*

## **Policy Statement**

Our palpable school ethos of caring, supporting and striving to succeed underpins everything we do at Long Lane Primary School. Our aim is for every child to understand they have the right to feel safe, valued, respected, and to learn.

All staff support children through positive learning experiences that aim to promote self-esteem and self-worth, recognising potential and effort. They strive to develop positive relationships with the children and to develop the use of positive behaviour management strategies. Children are supported to take responsibility for their actions and develop an understanding of other people's feelings.

We recognise that all behaviour is communication and therefore we aim to respond to this in a way that promotes pro-social feelings. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour. We foster good relationships with families in order fully support children.

Severe incidents involving dangerous behaviour may lead to fixed term exclusion so that the school may put a plan into place. Exclusions will only be used as a last resort, and we will follow West Berkshire Local Authority procedures involved in permanent and fixed-term exclusions.

### **Guidance and procedures**

Guidance for implementation of this policy is attached.

### **Other Linked Policies**

Child Protection and Safeguarding

Attendance

Online Safety

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