

Long Lane Primary School

Positive Behaviour Policy

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

Review Schedule	Annually
Next Review	July 2025

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;

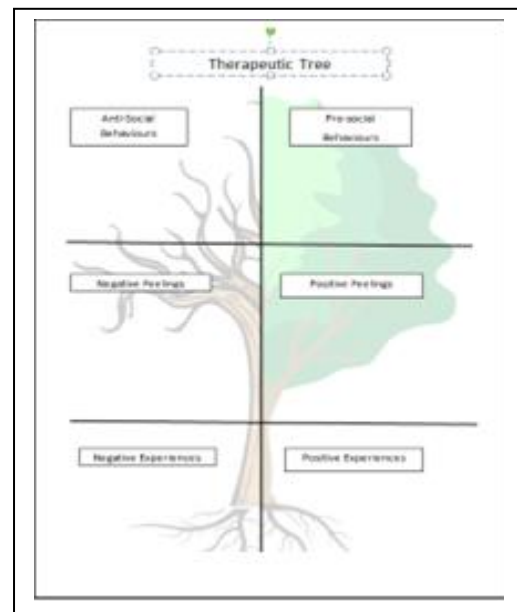
- ✓ we analyse behaviour rather than moralise about it
- ✓ we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- ✓ we model therapeutic practices with all children, adults in school and parents or visitors from outside
- ✓ Our language is chosen carefully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

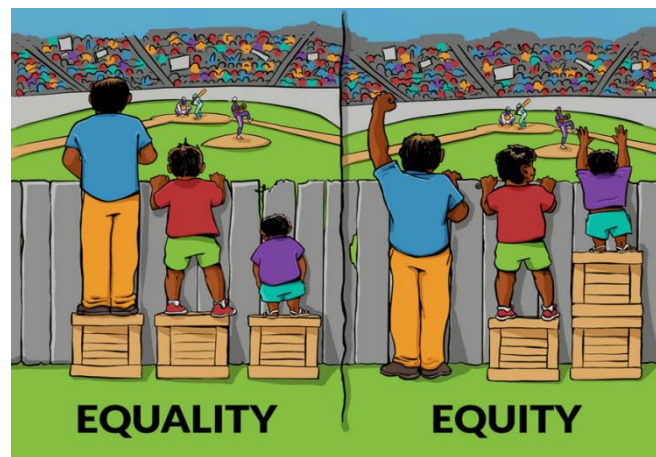
Therefore, through well-planned therapeutic interventions using an equity model, the whole community will benefit.

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 difficult¹ and/or dangerous² behaviour which protects all other children and adults.
- To develop children's self-regulation³ 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-social⁴ behaviour.
- To create a calm learning environment where children strive to be the best they can be.
- To teach pro-social⁵ behaviours through positive role models, clear and consistent boundaries, encouragement, and recognition.
- To use educational and protective consequences⁶ 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.

¹ **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).

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

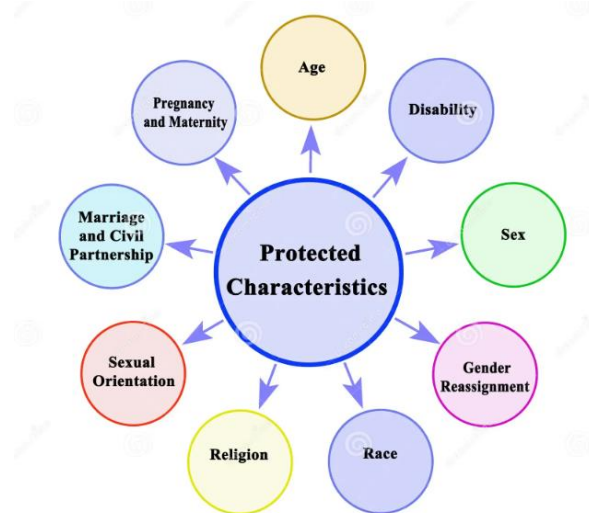
³ **Self-regulation** involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.

⁴ **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).

⁵ **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)

⁶ **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
- ❖ Not listening or responding to instructions

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❖ 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.

Antisocial Behaviours	Dangerous Antisocial Behaviours
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 CPOMS⁷ 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 approach⁸)
- 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.

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

⁸ 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. However, it may be

necessary to use restraining techniques if a child/adult is in immediate danger or if there is significant damage to property, danger to others. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

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.

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Appendix 1**Behaviour Policy Procedures and Guidelines****Risk factors**

[‘Mental health and behaviour in schools’](#) (DfE, p.14) identifies **risk factors** such as:

- social disadvantage,
- family adversity
- cognitive or attention problems

It also recognises that children exposed to **multiple risks (ACES)** are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour).

Protective factors

Long Lane Primary School understands that risk factors can be counterbalanced by **protective factors** and that, to promote positive mental health, it is important that the school uses these protective factors to enable children to be **resilient** when they encounter problems and challenges.

Protective factors in our school include:

- ✓ Clear policies on behaviour and bullying (links to child on child abuse in safeguarding)
- ✓ Staff code of conduct
- ✓ Encouraging children to share problems (making them feel valued and listened to)
- ✓ A culture of promoting good mental health (supporting early identified help, working with parents and outside agencies)
- ✓ Good child to teacher/school staff relationships
- ✓ Promoting upstanders and speaking out where there is discrimination, bullying or conflict
- ✓ Positive classroom management and calm transitions
- ✓ Positive peer influences eg. Peer Mentors, lunchtime buddies, House Captains, Sports Ambassadors
- ✓ Positive friendships eg. ELSA friendship groups
- ✓ Effective safeguarding and Child Protection policies
- ✓ Understanding our role in, and being part of, effective multi-agency working

Learning from anti-social behaviour

At Long Lane Primary School there are two types of consequences which are used in tandem:

1. Protective consequences (definition)

Removal of, or limited, freedom to manage harm to self or others

These are actions taken by staff to ensure all children and adults feel safe in the school environment. These may include:

- An increased staff ratio and specific staff support given at break, and work requiring completion to be completed at break times or sent home and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space

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- Being accompanied in social situations
- Differentiated teaching space
- De-escalating language
- Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

Protective consequences are further supported through the process of recovery, revisit, reflect and repair, which provides an opportunity for the children to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices.

2. Educational consequences (definition)

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

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the effect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition. Children are supported through the process of revisit, reflect and repair, which provides an opportunity for the children to learn from the experience.

These may include:

- Third person role play to understand peer/adult feelings
- Social stories
- Completing or re-doing tasks to the expected standard for the child, to be completed at break times or sent home
- Modelling pro-social behaviours to younger peers
- Reflecting to understand how and why actions have impacted others
- Restorative meetings with child and parent/carer
- Assisting with repair or the planning for repair

As a school, we align our practices with West Berkshire's Therapeutic Thinking approach to ensure that our children receive provision matched to their individual needs.

School exclusions

Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child.

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or one-off disciplinary offence, and these can include:

- Serious actual or threatened violence against another child or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon
- Bullying; it is not tolerated at any level and may result in exclusion if it persists

Equity statement:

In keeping with Long Lane Primary School's Equality Statement, we are an inclusive setting which believes that promoting equality of opportunity does not mean all children should be treated the

same. We focus on what an individual child **needs** to succeed which may not be the same as other children.

For additional information please see the school equality statement

Preventing bullying statement:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.” (Anti-Bullying Alliance)

Children are encouraged to seek the help and advice of adults to support them with any concerns around bullying. Children are encouraged to care for the well-being of themselves and to have empathy for their peers. Children are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion.

We deliver anti-bullying learning through the schools aims and objectives, values, and ethos via:

- Modelling pro-social behaviour
- Supporting and promoting our school values
- PSHE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Protective behaviours, where deemed necessary
- The broader taught curriculum

Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary.

For additional information please see the school's Anti-bullying Policy.

Positive reinforcement

All staff have high expectations of all our children which means both achievement and behaviour. They will adopt a positive approach to behaviour management. Once the children have contributed to the formulation of the rules, and all staff and children have agreed them, we believe that giving positive feedback to the children is important to reinforce good behaviour and to encourage others in appropriate pro-social behaviour. Children need to be caught getting it right.

Here are some practical **examples** of how we ensure that we give positive feedback to your children at Long Lane Primary School:

- Use of Verbal cues– eg, ‘That’s it!’, ‘Well done’, ‘Great’, ‘Thank you’. Remain calm and polite, be positive, praise those getting it right
- Use of Non-verbal cues– eg smile, thumbs up, high-five. Show that as an adult you are aware: physical proximity, eye contact, hand signals, (a finger to the lips or raised hand), head shake
- House points
- Praise stamps/stickers for encouragement
- Positive message sent home
- Star /Legend - when the adults have noticed children getting it right!
- Good News assembly
- Whole class rewards

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- Modelling self-regulation
- Movement breaks/ quiet times

Consistency within school is extremely important and a major factor for supporting good choices and teaching children good habits. Therefore, all adults will use the same approaches for managing children's behaviour:

- In class and assemblies, as part of QFT, staff will employ the following strategies to gain the attention of the class/group or whole school.
 1. A raised hand and then wait for all to join- followed by fingers on lips if needed.
 2. Followed by verbal cues if needed:
 - 1,2,3 eyes on me (children reply - 1,2,3 eyes on you)
 - Flat tire (Shhhh!)
 - Hocus Pocus (Everybody focus)
 - Hands on top (That means stop)
 - Are you focussed? (Yes, I am)
 - Zip it, lock it (Put it in your pocket)
- Establishing and maintaining expectations when moving about in the school building
 - Reminders to walk as they set off
 - When forgotten, a positive reminder, 'I can see that x is walking very nicely, thank you' OR a reminder 'Remember to walk, thank you'.
 - Educational consequence – explain why it is expected and then ask the child to retrace their steps showing the adult how they can walk nicely
- Establishing and maintaining breaktime, playtime and lunchtime routines
 - A hand bell will be rung to end all playtimes, breaktimes and lunchtimes.
 - 1. First bell signals that everyone must stop.**
 - 2. Second bell signals that children must tidy up**
 - 3. Third bell signals that children must walk into the building safely and quietly**
 - All adults will use non-verbal signs, **this will be a raised hand followed by hands in lips if needed**, to ensure the children are then ready to move
 - Teachers or member of staff of duty from that class will collect children from the playground promptly at the end of breaktimes, leading the children from the front
 - Teachers or HLTA taking the class will collect children from the playground promptly at the end of lunchtimes, leading the children from the front. Lunchtime staff will then follow from the rear.

The school operates a house point system. On starting school, the children will be assigned a house colour: red (Phoenix), blue (Griffin), yellow (Unicorn) or green (Dragon), which they keep throughout their time at Long Lane.

The house captains (two from each house) who are Year 6 children, will be appointed by staff at the start of the academic year. Staff members will collaborate using the following values⁹ to decide:

- *Leadership*: Driving achievement whilst maintaining harmony.
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- *Humility / Modesty*: Not putting oneself above others. Letting achievements speak for themselves
- *Fairness*: Treating everyone in a similar way. Being just and without bias.
- *Citizenship*: Being socially responsible and loyal.
- *Self-regulation*: Controlling one's emotions and actions according to one's values.
- *Kindness*: Doing things for others without requiring reciprocation
- *Love of learning*: Constantly developing skills and knowledge.

Children can be given, by an adult, points for their house by demonstrating the 'Secrets of Success'¹⁰. They can also be given points by taking part in school activities such as sports days, and for representing the school in sporting and non-sporting events outside school hours.

- Once a child has completed 100 house points (Juniors) or 50 house points (Infants) a certificate will be sent home. Teachers know their classes best and can choose how to facilitate this, but it is recognised that this needs to be explained to the children.
- Special enamel star badges will be given to children who reach a thousand milestone (1000, 2000, 3000, etc.) which they can wear with their uniform.

At the end of each week, each class will share their achievements during our good news assembly.

The School Rules

These School Rules will be displayed in each classroom and be used as a reminder to all children

- We are gentle – *We don't hurt others*
- We listen – *We don't interrupt*
- We are kind, helpful and polite – *We don't hurt anybody's feelings*
- We follow instructions - *We can learn new things and stay safe*
- We move sensibly about the school- *So we stay safe*
- We are honest – *We always tell the truth*
- We look after our property and other people's property - *We don't damage things*

Sentence stems / script for staff to use from Emotion Coaching

Step 1: Recognising the child's feelings and empathising with them.

What is/are the feeling(s)?

Step 2: Labelling and validating the feelings

Labelling Look for physical and verbal signs of the emotion being felt Take on the child's perspective Use words to reflect back the child's emotion and help the child young person to label the emotion.	Empathising - validating Affirm and empathise with the emotion, allow to calm down "I'm sorry that happened to you, you must feel very"
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¹⁰ Work hard, Concentrate, Try new things, Improve, Don't give up, Push yourself, Understand others

<p>“You seem angry to me” “I can see you’re feeling angry” “I can tell you are angry...” “The way you are feeling is making you angry” “You’re angry about...” “You look kind of angry...”</p>	<p>“I can see that you get angry when that happens/when I do this” “I would feel angry if that happened to me” “I would feel angry too” “That would make me angry” “I understand why you are angry” “It’s normal to feel angry about that” “It’s OK to feel angry about that”</p>
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Step 3: Limit Setting (if needed)

- Separate Emotion from the Behaviour
- Clarify what is an acceptable expression of emotion (i.e., behaviour) and what is not – set the limit
- Allow to calm down

<p>Limit Setting (if possible, try and use limits stated positively to help maintain the sense of calm) “... the rules are that we...” “...stay in the playground, the field is far away and I can’t see if you are ok” “... Take the ball outside if you want to play with it. Something might get broken if you play with it inside” “... these are the rules that we have to follow” “... doing that is not OK...” “... you need to play in a friendly way. Make sure Max has a turn too” “... Be sure to ask first before you borrow something from your friend.”</p>

Step 4: Problem Solving

3 parts – exploring, problematizing, solutions (or any other version of problem solving)

<p>a. Exploring: Exploring the feelings that give rise to the problem/behaviour/situation – be specific. Child might need to think about what they were trying to achieve with their behaviour, what did they want to stop or start. “How were you feeling when that happened?” “What did it make you feel like?” “Have you felt that way before?” “What were you trying to achieve by.....”</p>

<p>b. Problematising¹¹: Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions Empower the Child to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.</p>

¹¹ Make into or regard as a problem requiring a solution. Collins dictionary definition.

“Let’s think of what you could have done instead”
“Can you think of a different way to deal with your feelings?”
“I can help you to think of a different way to cope”
“Can you remember feeling this way before and what you did”
“Have you thought about doing this instead?”

c. Solutions

Agreeing possible solutions – scaffolding suggestions where appropriate

“Try and do this next time you feel like this”
“Let’s decide what you will do next time you feel like this”
“Do you think doing that would be more helpful for you and others?”

Swearing (Anti-social moderate)

The class teacher may inform parents when their child is overheard by an adult or admits to using inappropriate words or gestures. They will then discuss this with the child, complete a reflection conversation to work out the other choices they have.

Fighting (Dangerous major)

The safety of all children is paramount and should any child be involved in a fight then action should be taken to separate those involved as quickly as possible and make the situation safe. To further diffuse the situation each child should be sent to a safe space to ‘cool down’ away from the situation or other children moved to safety if necessary. Following a restorative conversation with both children and facilitated by an adult, a reflection roadmap should be completed and then shared with parents.

Appendix 2 – Anti-social behaviours

Minor

Moderate

Major

Anti-social behaviours

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.

- Talking
- Giggling
- Distracting others
- Arriving late on purpose
- Improper uniform without explanation
- Showing off
- Only working with friends
- Not paying attention

- Making noise/shouting
- Clowning around
- Harassing
- Quarrelling
- Non-participation
- Cheating
- Loses temper
- Swearing
- Littering



Difficult behaviours

- Leaving the room without permission
- Non-participation
- Misusing equipment
- Unsporting behaviour

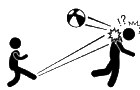
- Talking back to an adult
- Stealing
- Interfering with others' work
- Purposeful rule breaking
- Dishonesty
- Tantrums
- Blaming others

- Bullying
- Criticising
- Ridiculing
- Threatening behaviour (intimidation)
- Screaming excessively

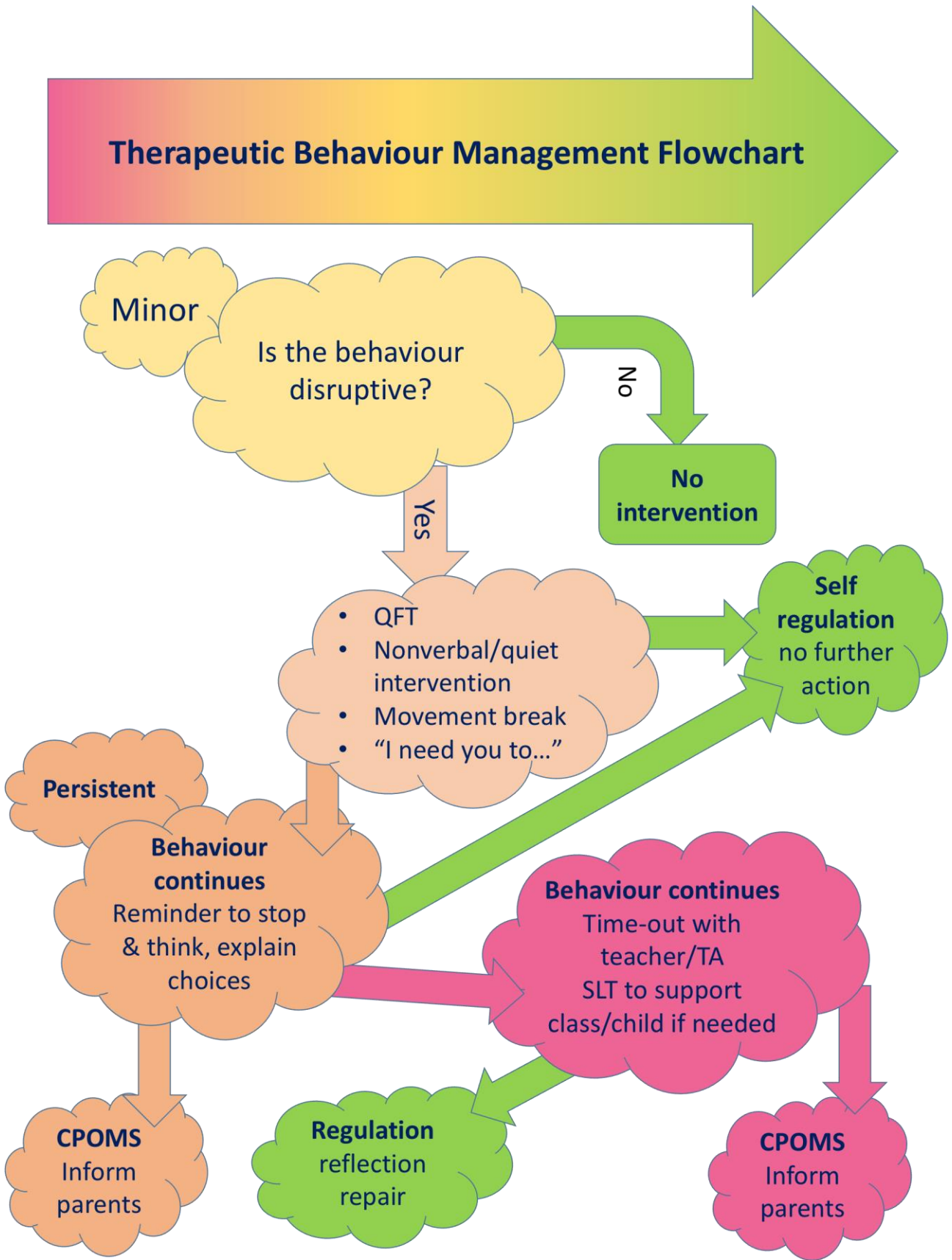


Dangerous behaviours

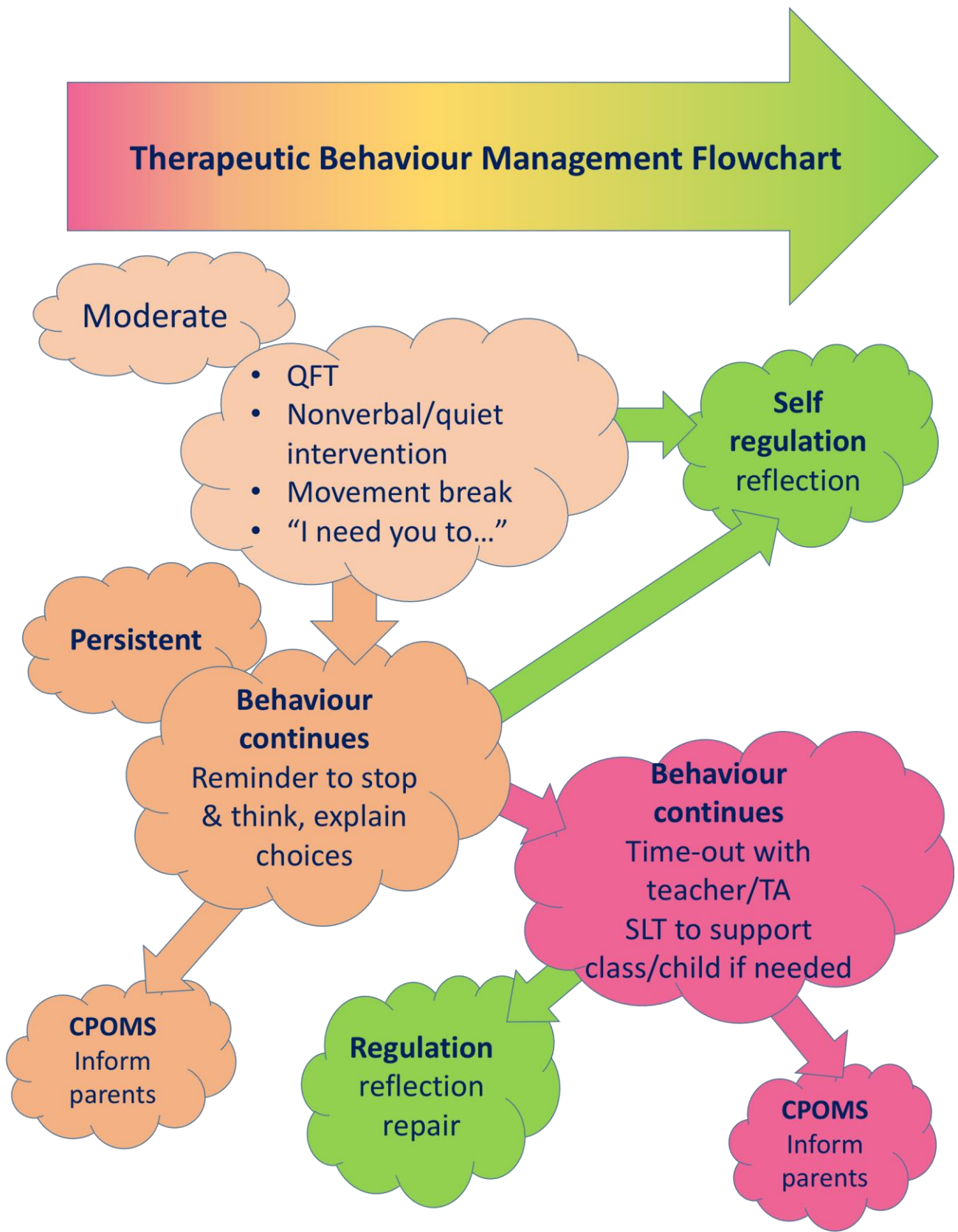
- Aggression
- Dangerous conduct
- Breaking equipment
- Running wildly around space
- Unsafe actions eg object throwing
- Hitting others
- Fighting



Appendix 2 continued -MINOR



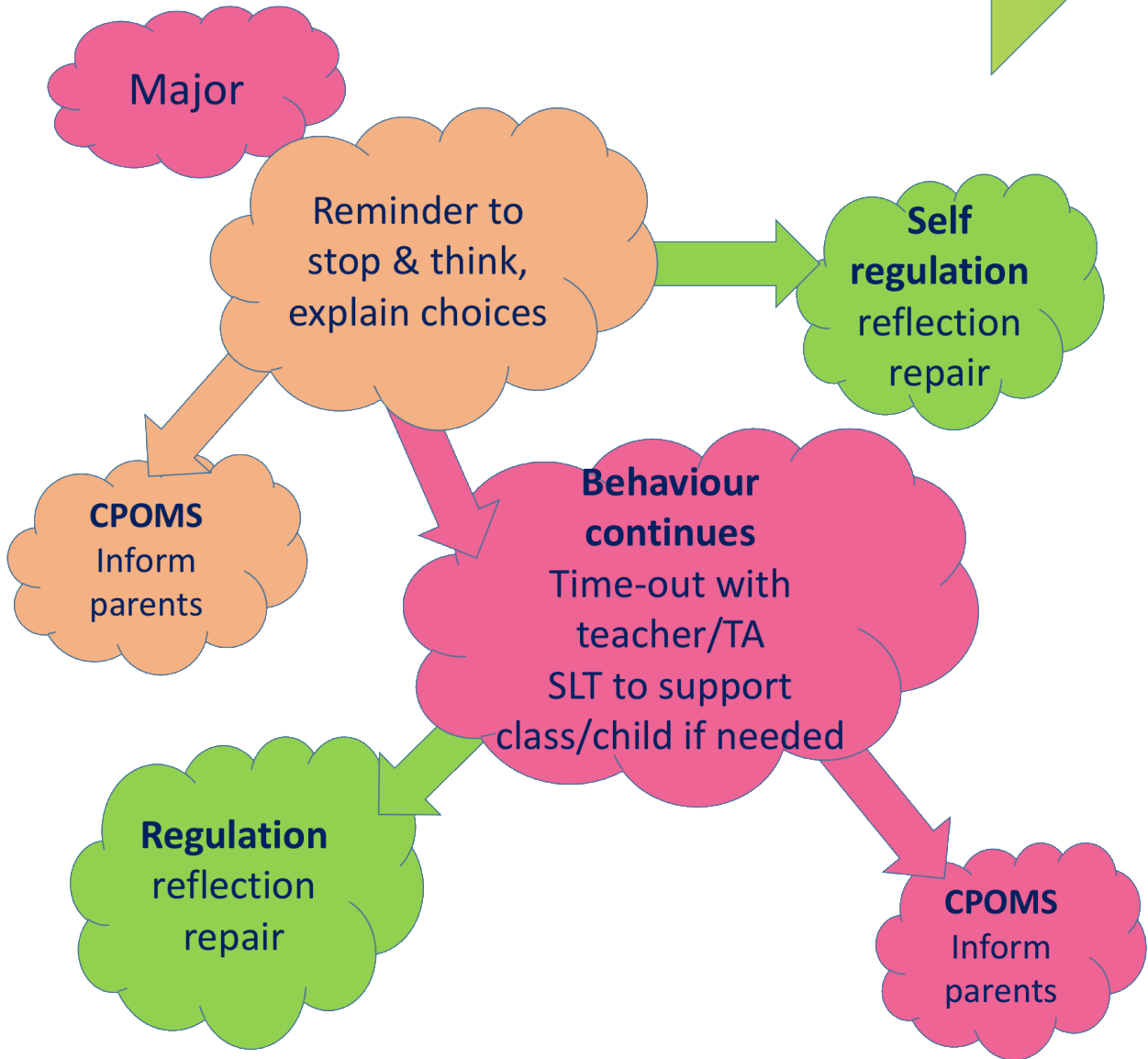
Appendix 2 continued- MODERATE



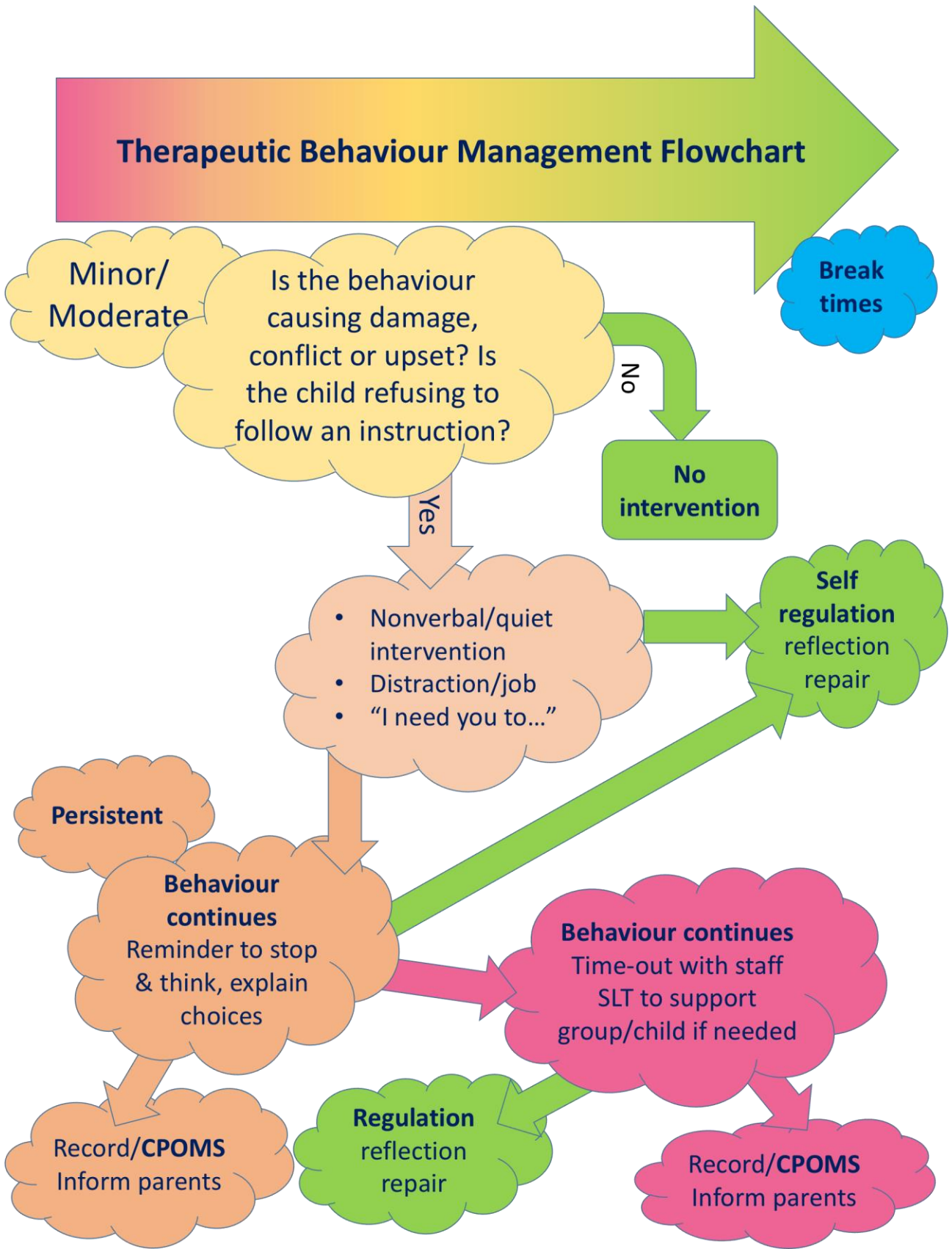
Appendix 2 continued – MAJOR



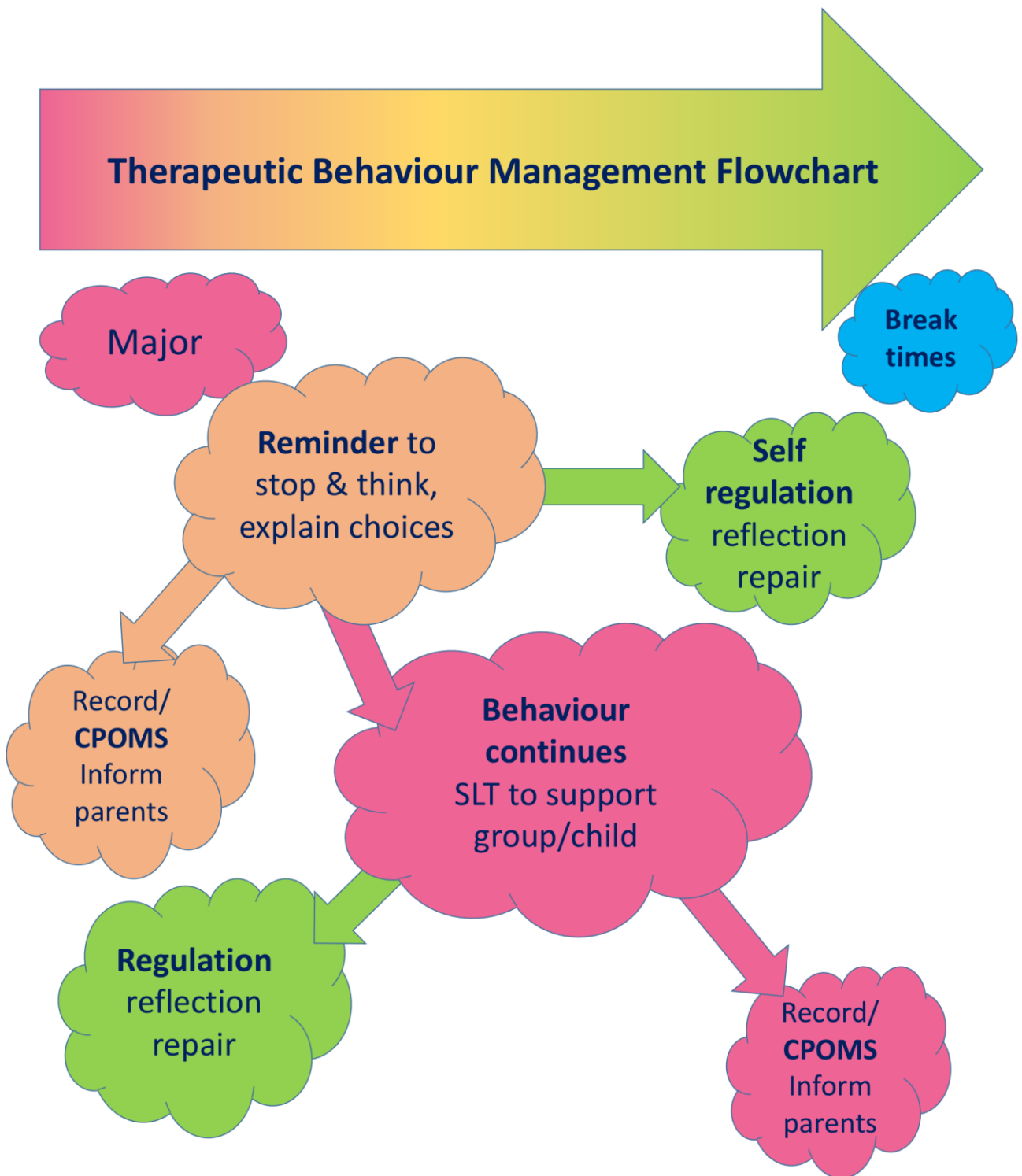
Therapeutic Behaviour Management Flowchart



Appendix 2 continued – BREAKTIMES- MINOR/MODERATE



Appendix 2 continued -BREAKTIMES - MAJOR



Appendix 3 – Pro-social behaviours

Pro-social behaviours

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.



Sharing

Sharing

-Using communal resources or offering a scarce resource to others eg a toy
-Giving to others part of a prize or reward received for a performed task.

Co-operating

-Offering support for the development of a task or reaching a common goal.

- Taking turns
- Respecting personal space
- Being a good sport and a good loser
- Asking permission
- Staying on task
- Sharing ideas
- Respecting the opinions of others
- Compromising
- Resisting peer pressure
- Problem solving



Helping

- Offering information
- Teaching others
- Explaining strategies for performing a task or game
- Collaboration with others in an activity
- Looking for a lost object
- Organising the classroom
- Continuing an activity started by a peer or adult

- Helping others
- Asking for help
- Waiting patiently
- Being a good friend
- Staying on task
- Staying with a team or group
- Sharing ideas
- Negotiating
- Conflict resolution



Comforting

- Caressing, hugging
- Finding help for another child
- Encouraging verbally.
- Expressing concern for others' problems
- Non-aggressive behaviours that try to avoid mocking, fighting or taking things away from another child

- Praising others
- Celebrating successes
- Being a good friend
- Being kind
- Complimenting others
- Recognising the difference between expected and unexpected behaviours
- Recognising feelings of oneself and others

Obeying society's rules and complying with social convention

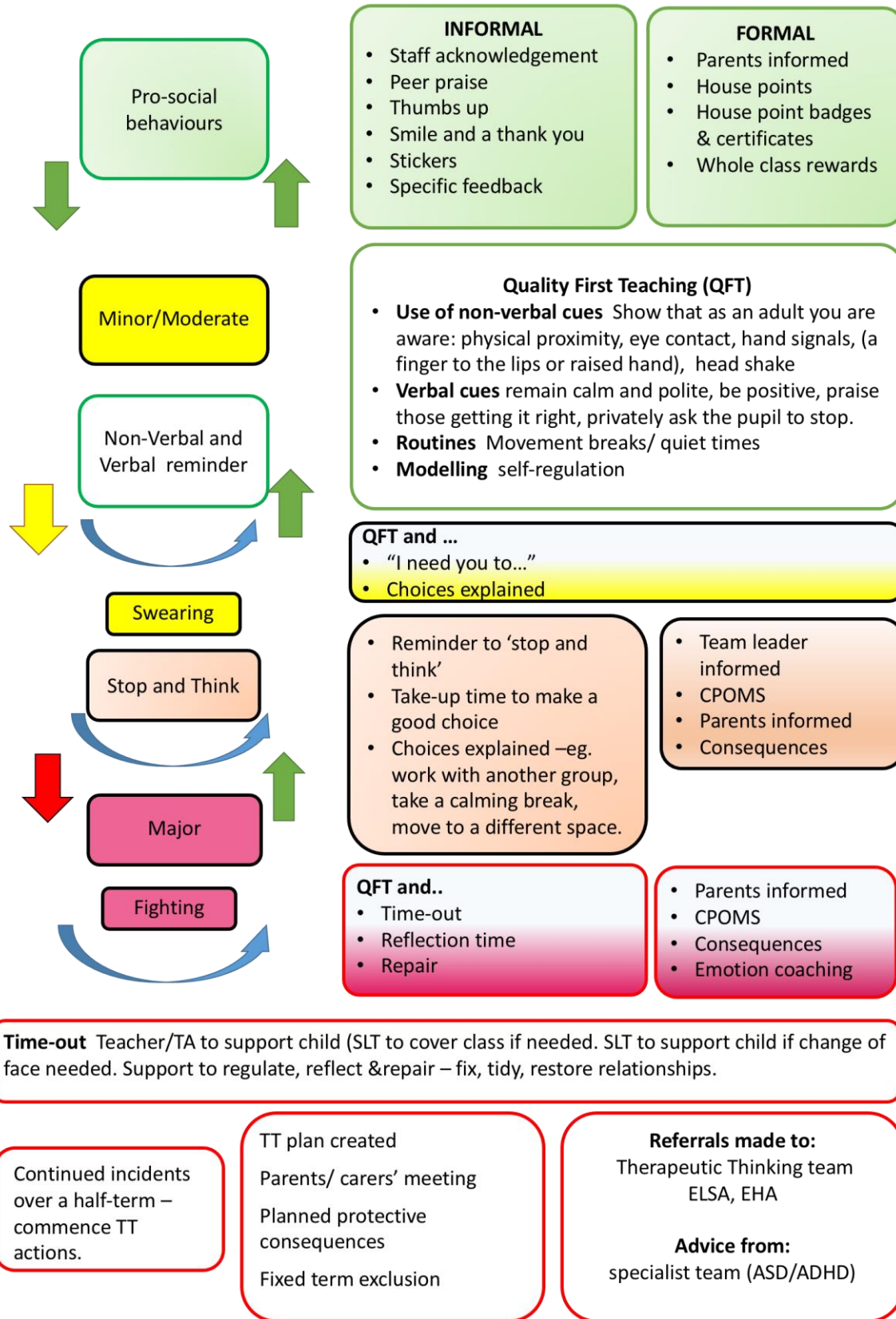
Using good manners
Making eye contact
Accepting no as an answer
Thinking before speaking
Understanding that my actions impact others.

Accepting differences
Listening actively
Following instructions
Learning to forgive



Appendix 4

Positive Behaviour Management - Long Lane Primary School



Appendix 5



Protective consequences:
Removal of freedom to manage harm

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion



Educational consequences:
The learning, rehearsing or teaching so
the freedom can be returned



- Completing tasks
- Rehearsing and practising
- Assisting with repairs or the planning for repairs
- Educational opportunities
- Research the real world implications
- Conversation and exploration

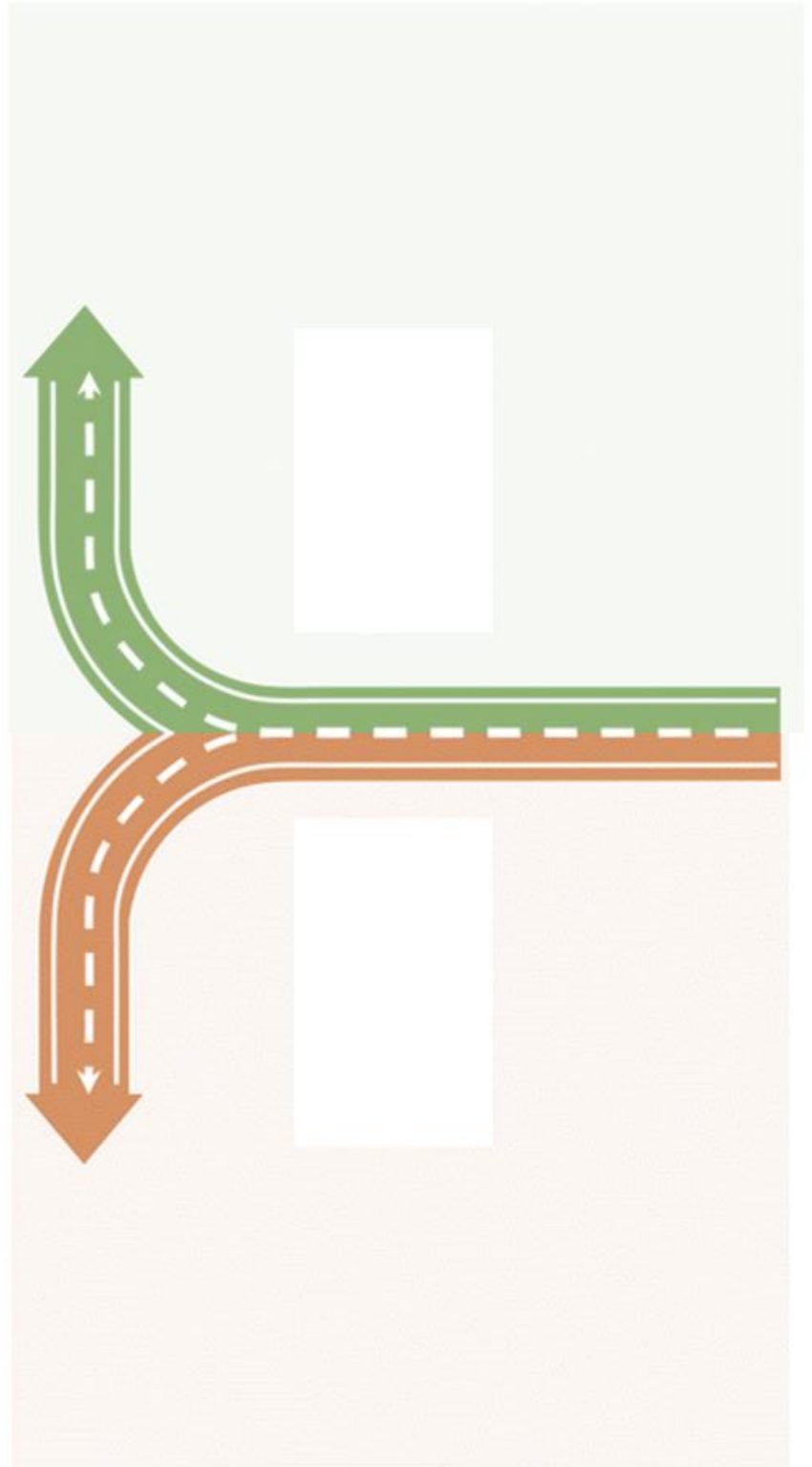
Appendix 5 - Reflection Roadmap



Name _____ Date _____



Where did it happen? 	Your feelings
Who was there? 	The other person/people's feelings



Appendix 6 - Restorative and Reflective Conversations for Behaviours and Conflict

Sequence of Unpicking an Incident	Scripted Language
<p>Phase 1: Regulate</p> <ul style="list-style-type: none"> • Calm and control the situation • Employ suitable calming techniques/activities for individuals • Wait and observe for the child to regulate and calm 	<p><i>'When you feel calm we will have a chat'</i> <i>'Let's find a safe space and then we can think about it'</i> <i>'How about you draw what happened while we calm down?'</i> <i>'You have a space there and you have a space there. I can see you need some time before we talk.'</i> <u>Reassure pupils that all will be listened to</u></p>
<p>Phase 2: Relate</p> <ul style="list-style-type: none"> • Warm, friendly, expressive face • Calm reassurance that we will listen to everyone's point of view • Positive body language • Be attentive and in tune • Acknowledge feelings and meet body language • Ask non-threatening/confrontation questions (non-biased or related to incident) 	<p>The key to this is to distract or to get a quick bond with the pupil <i>'I can see that you need some time to gather your thoughts.'</i> <i>'Are you safe now you are near an adult?'</i> <i>'Is anyone hurt? Shall we get some medical attention first?'</i> <i>'I love your coat.'</i> <i>'Let's have a sit down, I can see you are sad about this'</i></p>
<p>Phase 3: Set the ground rules</p> <ul style="list-style-type: none"> • Explain that both "sides" will be heard, uninterrupted • Explain that everyone will listen to what has been said • Prime prosocial behaviours- we will be honest; we will be brave (even if we don't want to); we will listen (even if we disagree) • Explain that your role is to establish what happened and to keep everyone safe, not to punish, blame or assume anything. • Always try to emphasise that this is about resolving the situation and that we are here to keep everyone safe and not to blame each other. This part will ensure that they trust you and should bring down the tension. It should also encourage honesty. 	<p><i>'Everyone will get a chance to talk.'</i> <i>'I will need to write everything down so that we can learn from this and make sure that it doesn't happen again.'</i> <i>'I would like everyone to use their listening ears, even if they don't hear what they think is true. It is important that everyone feels heard, no interruptions.'</i> <i>'It is my job to listen to everyone and see what happened. Then we will look at any mistakes and learning that needs to happen.'</i> <i>'It is really important that we say exactly what happened and not what we think happened. '</i> <i>'It's ok to be honest because we are not trying to blame anyone, we all make mistakes, it's how we deal with them that matters.'</i></p>
<p>Phase 4: Establish the events</p> <ul style="list-style-type: none"> • Listen to everyone involved- take it in turns • Clarify what has been said- "Is that right, did you go over to the playground?" • Be prepared to have "grey areas" • Paraphrase and reiterate the facts • Try to establish the chronology of the event by asking questions – what happened before this? How long ago was that? 	<p><i>'Does everyone agree with this? Can anyone think something different might have happened?'</i> <i>'You say that this happened but how is that possible if...?'</i> <i>'I can see that this happened and then you said that, but what could they have felt like for them to get that angry and hit you'</i> <i>'Where were you when it happened, did anyone else see what happened?'</i> <i>'Where was the nearest adult?'</i> Keep revisiting the chronology (maybe even drawing this so that it is visible) to establish the</p>

	<p>events and then deal with any gaps or parts that don't make sense.</p>
<p>Phase 5: Respond to the challenging behaviour</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? How were you feeling? Why was this? • Did you act this way because of how you were feeling? • What have you thought about since? How have you felt since? Why? • Who has been affected by your choice? In what way? • Is that what you wanted to happen? (e.g. did you want that person to feel sad?) • What do you think needs to happen to make things right? • Do you need any help to achieve this? • Make sure that children are not holding onto grudges of the past, scapegoating, or even prodding and poking to get someone to react? 	<p><i>'so if you said nothing and then he hit you, that sounds strange. Are you sure nothing else happened?'</i></p> <p><i>'Can you think of a point where this could have been avoided?'</i></p> <p><i>'Do you think this was the best action, now you are looking back at it?'</i></p> <p><i>'Is there a possibility that you judged this wrong?'</i></p> <p><i>'Do you think that this may have been an accident?'</i></p> <p><i>'Let's not hold onto things that have happened in the past. Everyone deserves the chance to change and they haven't really done anything today?'</i></p> <p><i>'Do you think you acted in anger rather than how you should have?'</i></p> <p><i>'Could you have done anything that might have provoked this behaviour?'</i></p> <p><i>'Do you think you would have got this reaction if you'd...?'</i></p>
<p>Phase 6: Label the behaviours</p> <ul style="list-style-type: none"> • This is the point at which you use the poster for '4 stages of behaviour' and 'labelling behaviour' • Ask children to look at the different types of behaviour and label which they think this is on this occasion – mean, rude, conflict, bullying • Explain different types if necessary and question their choices if there is a lack of understanding or they are still upset • When it has been decided – help the children to formulate what happened factually so they can relay to parents or teacher what has happened 	<p><i>'Can you show me which behaviour type you think this is?'</i></p> <p><i>'Do we all agree with this?'</i></p> <p><i>'Why have we decided this behaviour?'</i></p> <p><i>'Would this change if it happened again or was repeated behaviour?'</i></p> <p><i>'Let's not include things that have happened more than a year ago, let's stick to current situations.'</i></p>
<p>Phase 7: Respond to the victim</p> <ul style="list-style-type: none"> • What impact has this had on you and others? • How have you felt since this happened? • What did you think/feel when it happened? • What do you think needs to happen to make things right? 	<p><i>'Can you see how your actions/words/behaviour have impacted on other people?'</i></p> <p><i>'Can you tell everyone how this made you feel?'</i></p> <p><i>'What would need to happen to make sure it doesn't happen again?'</i></p> <p><i>'What do you need him/her to do to make you feel safe and happy again?'</i></p>
<p>Phase 8: Closing and moving forward</p> <ul style="list-style-type: none"> • What do we need to do to move forward? • How can we avoid this happening again? (explore the root of the behaviour rather than the incident itself) • Avoid encouraging the perpetrator to "say sorry" if the perpetrator hasn't developed empathy or understanding of the incident, the impact this had and why it occurred. • Discuss, plan and initiate educational and protective consequences- "Obviously you'll need to to help you to calm down." 	<p>Make sure that all children feel safe and are happy with the way this has been dealt with – this will reduce further resentment and help children to let go and explain fairly to parents.</p> <p>Maybe go through the consequences (lessons to be learned) poster – <i>What should we do to protect everyone? What should we do to educate everyone? What could we do to prevent this happening again?'</i></p> <p><i>'Do you want me to help you to explain this at home?'</i></p> <p><i>'How are we going to repair this situation and build back this relationship?'</i></p>

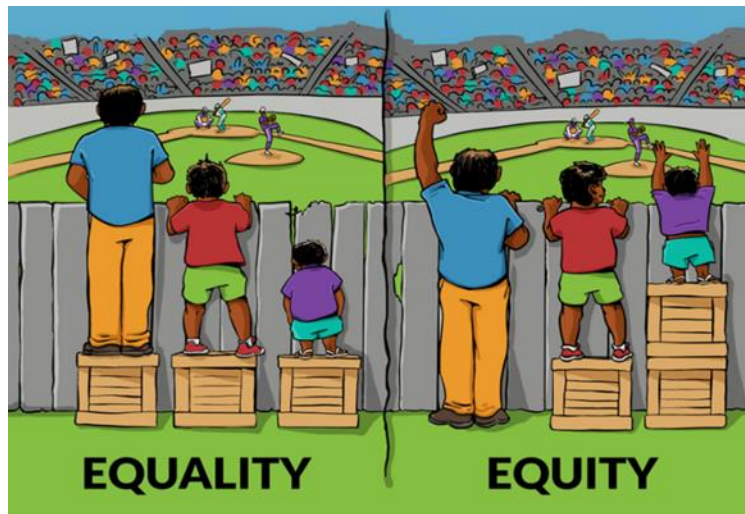
<ul style="list-style-type: none">• Check the victim and perpetrator (or all parties of conflict) feels there has been a resolution to the incident...• <u>'Do you feel that this has been dealt with fairly?'</u>• <u>'Can you explain what happened to parent/carer with all the parts in the right order?'</u>• <u>'Do you now feel safe?'</u>	<p><i>'I will let all the adults know how we have resolved this and what we are going to do'.</i></p> <p>Tell children what the protective and educational consequences will be and write this down.</p>
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Appendix 7 – Therapeutic tools for pupils and staff

Therapeutic Thinking

Working with pupils Guidance

Explaining Therapeutic Approach and Resolving Conflict



Equality – Giving everyone exactly the same
Equity – Giving everyone what they need to succeed and accomplish their goals

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

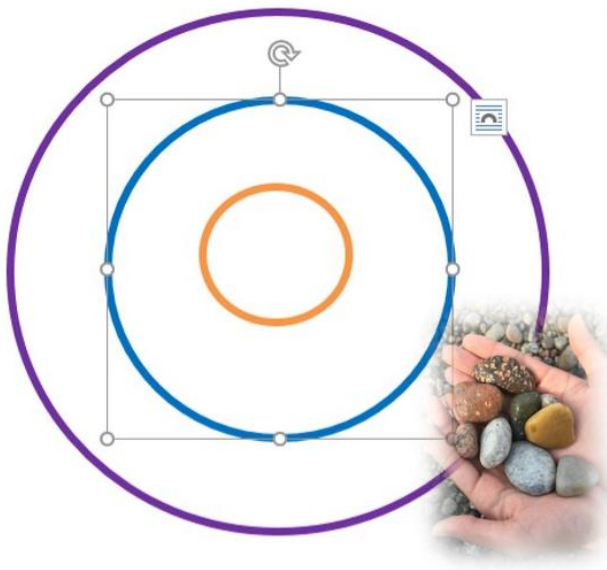
Stages of Behaviour

Stage of Behaviour	Action	
1	Misunderstandings, minor infringements, reinforcing rules and expectations, low level disruption, attention seeking, one off incident	Always unpick the incident Listen to everyone and ask restorative questions It is an opportunity for the child(ren) learn Consider the educational and protective consequence Articulate the restoration for the victim(s) and check that they feel safe and happy moving forward Stage 4 incident triggers Reflection Behaviour Meeting and ongoing follow-up support
2	Unsocial behaviours, such as refusal, persistent low level disruption, friendship issues, disputes and disagreements, rudeness, easily diffused reactions to anxiety, isolated incidents- not patterned or persistent	
3	Persistent and/or repetitive, escalating, anti-social behaviour affecting other people but not reached dangerous levels	
4	Dangerous, highly antisocial behaviours e.g. an incident where child(ren)/adults are not safe and situation has/is escalating (physical or verbal) A child who is displaying high levels of anxiety or distress	

STATUTORY

<p>Above Water</p>	<p>My behaviours and actions – What will I be doing?</p>	<p>My behaviours and actions – What will others be feeling?</p>		<p>Consequences of actions</p>
<p>Struggling</p>	<p>Listening to adults Completing work Accepting instructions Choosing Working independently</p>	<p>Happy Safe Able to learn Friendly calm</p>	<p>Privileges and praise Fun and joy Support/Choices Friends to work/play with</p>	
<p>DANGER ZONE</p>	<p>Arguing , Shouting Kicking, biting Glaring – looking with a cross face Grabbing Crying and screaming Turning over furniture Screwing or tearing things up Damaging property</p>	<p>Scared or frightened Shocked and surprised Disappointed Anxious and on edge Very unsafe unfriendly</p>	<p>Isolated for protection of self and others (SLT) No choice of work Little support with work Quiet to calm Working on emotions (Regulate, relate, reflect, repair)</p>	

The Ripple Effect of our Feelings and Actions



- When you drop a pebble into water, the impact of the pebble pushes the water out to create ripples and those ripples can move or affect the other things in the water.
- Just as the pebble creates a ripple effect so do our actions and words. They make a ripple that reaches and moves other people around us and they are affected by what we have chosen to do.

STATUTORY

Appendix 7 – Staff Guidance tools

[Therapeutic Thinking Staff Guidance.docx](#)

Appendix 8 – Stages of Behaviour for Staff

[Behaviour stages May 20211.docx](#)

Appendix 9 – Pupil assembly and learning tool (Therapeutic Approach)

[The Right Shoes for Everyone revised.pptx](#)

Appendix 10 – Incident Reflection Form

[Reflective Incident Form Master.doc](#)