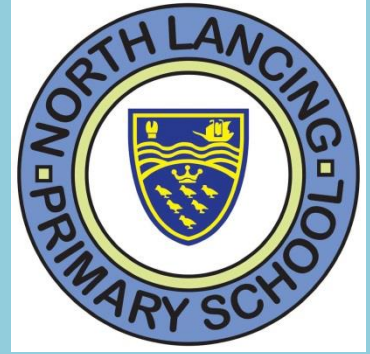# NORTH LANCING PRIMARY SCHOOL

Behaviour Policy 2024-25

To be reviewed annually

North Lancing Primary School
Behaviour Policy

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

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of independence, collaboration, resilience, perseverance and individuality with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'.** These rules are applicable to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

• To create a culture of exceptionally good behaviour: for learning, for community, for life.

• To ensure that all learners are treated fairly, shown respect and good relationships are promoted.

• To avoid giving learners attention and importance for poor conduct.

• To help learners take control over their behaviour and be responsible for the consequences of it.

• To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

• To promote community cohesion through improved relationships.

• To ensure that excellent behaviour is a minimum expectation for all**.**

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

· Recognise behavioural norms

· Positively reinforces behavioural norms

· Promote self-esteem and self-discipline

· Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice:**

1	2	3	4	5
Consistent Calm Adult behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow Up
← → The 5 Pillars of Pivotal Practice →				

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.

2. Refer to 'Ready, Respectful, Safe'.

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.

5. Use a visible recognition mechanism throughout every lesson (Recognition boards)

6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

8. Never ignore or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Be calm and consistent

Recognition and rewards for effort

At North Lancing, recognition is focussed on effort and applies equally to each child. We recognise and reward learners who go 'over and above' our standards. Our staff understand that at North Lancing Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Recognition includes positive messages for behaviour that is 'over and above. This may take the form of:

1) **Face to face recognition.** Children who demonstrate the three core rules will be acknowledged throughout the school day

2) **A positive note home.** The Headteacher will write and send a postcard home.   The postcard will outline how the child has gone 'over and above' the school rules.

3) **A fabulous phone call**. Class teachers will make at least one fabulous phone call home. Again, these will outline how the child has gone 'over and above' the school rules.

4) **Hot Chocolate Superstars.** Weekly, children who consistently go 'over and above' the school rules and values are invited to share a hot chocolate (with a range of yummy toppings) and a chat with the Head or Assistant Heads.

Other rewards and recognition of achievement include, stickers, merits, good manners awards and tidy cloakroom champion certificates.

Managing Behaviour

Engagement with learning is always our primary aim at North Lancing Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps will always be gone through with care and consideration, taking individual needs into account where necessary. Pupils are encouraged to make good behaviour choices through recognition of desired behaviours. Learners will be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating.

Staff will use the steps in behaviour for dealing with poor conduct. These steps will be applied consistently throughout the school. Pupils will be aware of the steps and know what to expect next. It is the aim that learners will correct their behaviour before requiring time out.

Step actions to manage escalating behaviour

1) Reminder of the rules – keep it simple
2) Caution – think carefully about your next step – state consequence
3) Last chance – offer a positive choice – remind of good behaviours in the past. Two minutes after class to discuss.
4) Time out of class – keep it short
5) Repair – talk later

30 second script for managing escalating behaviour:

There is no one correct script. Scripts should be adapted to context and for the age of pupil. Scripts should last no more than 30 seconds and should be delivered privately to an individual to avoid public attention.

1) I noticed you are… (having trouble getting started/struggling to get going/wandering around the classroom).
2) It was the rule about… (lining up/staying on task/bringing … into school) that you broke.
3) You have chosen to… (move to the back/catch up with your work at lunchtime).
4) Do you remember last week when you… (arrived on time everyday/got that positive note home)?
5) That is who I need to see today.
6) Thank you for listening (Then give the child some 'take up' time).

Restorative Practice

North Lancing Primary uses restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Wherever possible, poor behaviour is dealt with privately to avoid any form of humiliation. Every effort is made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Issues will be addressed appropriately and promptly. Decisions regarding consequences will be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. A restorative conversation will always take place after unacceptable behaviour. This will take place when all parties are calm and ready.

Restorative Conversations

Restorative conversations also follow a script. Depending on the age of the pupil, the following questions will be discussed.

1) What happened?

2) What were you thinking at the time?

3) What have you thought since?

4) How did this make people feel?

5) Who has been affected?

6) How have they been affected?

7) What should we do to put things right?

8) How can we do things differently in the future?

Lost learning

Any learning missed as a result of unacceptable behaviour is expected to be made up. In the main, this is usually only two or three minutes of learning. Wherever possible, lost learning will be made up during the school day. Where it is not possible to make up during the school day, work will be sent home to complete. A standard explanatory note will accompany any lost learning home so that parents know why work has been sent home to complete. Lost learning work is expected to be returned to school the next day.

Triage

Triage is a no blame environment and addresses the question, 'how do we get this pupil ready to learn'. Students stay in triage no more than one lesson. Triage is a chance to meet the needs of the pupil. There are three choices of triage at North Lancing:

1) A self-regulating space (A calm space where pupils can breathe and compose their emotions)

2) Talk, support and reset (a one to one coaching conversation)

3) A quiet space to study (a place where pupils can show a readiness to learn)

Consequences

The overwhelming majority of behaviour management in school is proactive and will impact positively on the good behaviours the overwhelming majority of children demonstrate in school, out of school and online. However, we recognise that when negative (unsocial and anti-social) behaviours are demonstrated, clear and consistent action is required to manage these behaviours and maintain a safe and positive learning environment.

When responding to negative behaviours, the following principles are key in deciding on the consequences necessary.

Consequences for negative behaviour must:

- seek to support the victim (where there is one)

- ensure children get the opportunity to reflect on their behaviour and make steps to restore the consequences of their actions
- reduce the risk of the behaviour repeating itself
- relate to the behaviour (for example a child would not be sent to supervised play for refusing to complete work)
- be focused on positive outcomes for all – not based on punishment
- take into consideration multiple factors
    - previous incidents
    - complicating factors – SEND / trauma / ACEs
    - mitigating factors – eg what happened before the incident
- be communicated with parents – typically where the consequence is beyond an informal / minor action (eg corrective word / timer)
- not be humiliating or degrading by design or by accident e.g. listing children's names on the white board with a sad face – this is public humiliation

When deciding on consequences for incidents of negative or anti-social behaviour, many factors need to be taken into consideration. None of these are designed to excuse the behaviours but to support identification of the most appropriate and effective strategies to enable high quality reflection and restoration whilst reducing any future risks. Natural consequences are best, e.g. clean up the mess made, put right what went wrong, fix what was broken.

Types of consequences

Educational consequences (reflection)

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. They are designed to educate and support high-quality reflection.

Restorative consequence

Restorative consequences are actions taken that enable the child to make steps towards putting things right. They support both the perpetrator (to move on and rebuild relationships) and the victim (to know that action is taken; that they feel supported by adults in acknowledging the behaviour will not be accepted; to support them feeling safe and happy moving forward).

Protective consequences

Protective consequences are actions taken by staff in response to incidents of negative / antisocial behaviours. Their purpose is to ensure all pupils and adults feel safe within a positive learning environment with a primary focus on reducing the risk of repeated behaviour.

Serious incidents

Serious incidents require immediate triage. Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

· Fighting

· All forms of bullying

· Racist, sexist or homophobic comments

· Repeated inappropriate name calling

· Using abusive/offensive language

· Physically striking adults/peers

Community Payback

North Lancing Primary believes that, in general, suspensions and exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. In some instances of serious behaviour, community payback will be used rather than suspension. Children will be expected to give some of their time to benefit the school community, for example helping set out equipment for a lesson or club, assisting with grounds maintenance, organising and arranging resources. Community payback benefits the school and provides pupil reflection time.

Suspensions

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of North Lancing Primary School agree with this stance and all policies and

procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT/Teacher will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Positive Handling

At North Lancing Primary School a number of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to positively handle children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

North Lancing Primary School

Behaviour Blue Print

Relentless Routines				
1. Fantastic walking	2. Legendary Lines	3. Signal for stop	4. Eyes on me	5. Tremendous Transitions

Visible Consistencies	Rules	Over and Above
• Meet and Greet • First Attention to best conduct • Calm and caring	• Ready • Respectful • Safe	• Values • Effort • Initiative
Stepped Sanctions	**30 Second Intervention Script**	**Restorative Conversations**
1) Reminder of the rules – keep it simple 2) Caution – think carefully about your next step – state consequence 3) Last chance – offer a positive choice – remind of good behaviours in the past. Two minutes after class to discuss. 4) Cool off - Time out of class – keep it short 5) Repair – restorative talk later	1) I noticed you are… (having trouble getting started/struggling to get going/wandering around the classroom). 2) It was the rule about… (lining up/staying on task/bringing … into school) that you broke. 3) You have chosen to…(move to the back/catch up with your work at lunchtime). 4) Do you remember last week when you… (arrived on time everyday/got that positive note home)? 5) That is who I need to see today. 6) Thank you for listening (Then give the child some 'take up' time).	1) What happened? 2) What were you thinking at the time? 3) What have you thought since? 4) How did this make people feel? 5) Who has been affected? 6) How have they been affected? 7) What should we do to put things right? 8) How can we do things differently in the future?

Triage		
A no blame environment to address the question, 'how do we get this pupil ready to learn'. Students stay in triage no more than one lesson. Triage is a chance to meet the needs of the pupil.		
A self-regulating space	**Talk, support and reset**	**A quiet space to study**
A calm space where pupils can breathe and compose their emotions	A one to one coaching conversation	A quiet place where pupils can show a readiness to learn

Recognition		
A positive note home	**A fabulous phone call**	**Hot Chocolate Superstars**
The Headteacher will write and send a postcard home outlining how the child has gone 'over and above' the school rules.	Class teachers will make at least one fabulous phone call home outlining how the child has gone 'over and above' the school rules.	Weekly, children who consistently go 'over and above' the school rules and are invited to share a hot chocolate with the Head or Assistant Heads.

Behaviour Policy – Educational Consequence Chart

A restorative, scripted conversation will take place in all instances with the adult involved

in the incident. The following educational consequences should be applied:

Disrespectful Behaviours:			
Incident	**Consequence**	**By Whom**	**CPOMS**
Disrespectful towards adult	Immediate re-do: try again in a respectful way.	TA/Class Teacher	N/A – unless significant
Persistently disrespectful towards adult	Act of kindness to member of staff. Phone call home.	Class Teacher/SLT	Category - Behaviour
Not following adult instruction	Immediate re-do: try again in a respectful way.	Class Teacher	N/A – unless significant
Persistently not following adult instruction	Act of kindness to member of staff. Phone call home.	Class Teacher/SLT	Category – Behaviour
Disturbing others property	Tidy classroom at time inconvenient to them.	Class Teacher	N/A – unless significant
Damaging others work	Act of kindness towards victim in own time.	Class Teacher	N/A – unless significant
Damaging school property	Repair or replace. Restriction of property use. Phone call home.	Class Teacher	Category - Behaviour
Damaging other's property	Repair or replace. Phone call home.	Class Teacher	Category - Behaviour

Verbal Behaviours:			
Incident	**Consequence**	**By Whom**	**CPOMS**
Bad Language	Act of kindness towards victim.	Class teacher	Category - Behaviour
Repeated Bad Language	Act of kindness towards victim. Practice alternative responses. Phone Call Home.	SLT	Category – Behaviour/ Parental Contact
Name calling	Reminder of kind words. Act of kindness towards victim.	TA/Class Teacher	Category – Behaviour
Repeated name calling	Phone call home. Letter of apology in own time. Social story.	Class Teacher/SLT	Category – Behaviour /Possibly Bullying
Racist language/behaviour	Phone call home. Reporting to governors and LA. Education session.	SLT/Head	Category – Behaviour/Racism
Persistent antagonising of others orally	Social story reflecting on outcomes of actions in own time. Phone call home.	Class Teacher/SLT	Category – behaviour/ Possibly bullying
Antagonising others orally	Social story reflecting on possible outcomes of actions in own time.	TA/Class Teacher	Category - Behaviour

Physical Behaviours:			
Incident	**Consequence**	**By Whom**	**CPOMS**
Rough Play	Short timeout spent with adult on duty to reset. Restorative discussion.	Adult on Duty	N/A
Persistent Rough Play	Playtime spent in another zone. Social story. Phone call home.	SLT	Category - Behaviour
Small physical disagreement	Joint restorative discussion or joint social story together if required.	TA/Class Teacher	N/A
Larger physical disagreement	Joint social story together. Phone call home.	Class Teacher/SLT	Category – Behaviour/ Parental contact
Retaliation	Mediation between parties. Joint social story together.	TA/Class Teacher	Category – Behaviour
Persistent antagonising of others physically	Social story reflecting possible outcomes of actions in own time. Phone call home.	Class Teacher/SLT	Category – behaviour/ possibly bullying
Hurting others (one off)	Act of kindness towards victim in own time.	TA/Class Teacher	N/A or behaviour if significant.
Persistent hurting of others	Act of kindness towards victim in own time. Phone call home.	Class Teacher/SLT	Category - bullying

Unsafe Behaviours:			
Incident	**Consequence**	**By Whom**	**CPOMS**
Not lining up properly	Practice in own time. Line order.	TA/Class Teacher	N/A
Running in the corridor	Practice in own time (2mins max)	Class Teacher.	N/A
Throwing things	Tidy classroom at time inconvenient to them.	Class Teacher	N/A
Climbing on school property	Complete risk assessment in own time (attached). Practice safe behaviour.	TA/Class Teacher	Category - Behaviour
General unsafe behaviour	Reminder of safety. Practice safe behaviour.	TA/Class Teacher	N/A
Repeated unsafe behaviour	Reminder of safety. Complete risk assessment in own time (attached).	Class Teacher/ SLT/Head	Category - Behaviour
Leaving the classroom without permission	Complete risk assessment in own time (attached) + lost learning at home.	Class Teacher. SLT if repeated.	Category - Behaviour
Using equipment at weapons	Complete risk assessment in own time (attached). Phone call home.	Class Teacher	Category - Behaviour

Disruptive Behaviours:

Incident	Consequence	By Whom	CPOMS
Calling out/disrupting learning	Move seat. Time out in partner room. Lost learning taken home.	TA/Class Teacher	Category – Behaviour / Learning
Refusal to complete work	Lost learning to be taken home and note sent via StudyBugs.	TA/Class Teacher	Category – Behaviour/ Learning
Reprimanding peers	Immediate re-do: tell TA/teacher (not peer). Move seat.	TA/Class Teacher	N/A

Safeguarding Behaviours:

Incident	Consequence	By Whom	CPOMS
Inappropriate touching of others	Phone call home. NSPCC PANTS work revisited. PANTS work link sent home.	SLT/Head	Category – behaviour / safeguarding
Exposing private parts	Phone call home. NSPCC PANTS work revisited. PANTS work link sent home.	SLT/Head	Category - behaviour
Threatening behaviour	Protective consequences. Act of kindness towards victim in own time. Social story.	TA/Class Teacher	Category - Behaviour
Persistent threatening behaviour	Protective consequences. Phone call home. Practice safe behaviour. Social story. Potential suspension.	SLT/Head	Category – Behaviour / Potential Suspension
Bullying	Protective consequences. Phone call home. Potential suspension or exclusion.	Head	Category – Bullying/ Suspension

- Victims of any inappropriate behaviour should be informed of how the incident has been followed up. This will help children to feel they have been listened too.

- Where possible, acts of kindness should be recorded.

- Where possible, risk assessments or social stories should be recorded (photograph or scanned to CPOMS)

- In some instances, whilst education consequences and learning take place, protective consequences may be implemented. Protective consequences are necessary measures to manage the risk of harm. On occasion protective consequences may limit freedoms. Protective consequences are only temporary. Children will be helped to understand and accept the need for any protective consequences.

Educational Consequences

'You can't teach children to behave better by making them feel worse. When children feel better they behave better.' Pam Leo

What is behaviour?

All behaviour is communication. All behaviour has a function. Behaviour elicits feelings. Some behaviour creates helpful feelings in self and other. This is valued behaviour. Helpful feelings might include empathy, value, joy, happiness, collaborative, supported, secure, engaged, excited, successful and safe.

Other behaviour, creates unhelpful feelings in self and others. This is detrimental behaviour. Unhelpful feelings may include: anger, anxiety, shame, fear, negativity, failure, isolation and insecurity.

Conscious and sub-conscious behaviour

Behaviour is not always a choice. Subconscious behaviour is behaviour that chooses the child and is present without any thought or planning, triggered by overwhelming feelings. Subconscious behaviour is behaviour a person is unable to contain, moderate or self-regulate.

Conscious behaviour is a result of thought and planning; a behaviour chosen in order to secure a desired outcome or meet a specific need. The child chooses the behaviour. In this instance, the belief system needs to be challenged and pupils need to be taught the skills to be able to choose to behave differently.

The difference between subconscious and conscious behaviour is that subconscious behaviour is unable to moderate or self-regulate and conscious behaviour is unwilling to moderate or self-regulate.

Aims at North Lancing

At North Lancing, we strive for all children to demonstrate valued behaviour. When children demonstrate unhelpful behaviour, we provide educational consequences with a view to helping children learn valued behaviour and understand how to achieve it.

Protective consequences

In some instances, whilst education consequences and learning take place, protective consequences may be implemented. Protective consequences are necessary measures to manage the risk of harm. On occasion, protective consequences may limit freedoms. Protective consequences are only temporary. Children will be helped to understand and accept the need for any protective consequences.