



Lodge Farm Primary School

Behaviour Policy

Reviewed: July 2024

The Lodge Farm Way

At Lodge Farm, pupils know that school is a safe and positive environment for them to flourish, and consistency in behaviour expectations will help them continue to achieve this. Every member of the school community feels valued and respected, and each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure, and respected.

Aims of this policy

- Promote pro-social behaviour to enable children and staff to develop trust, respect, courtesy and consideration for each other
- Manage difficult or dangerous behaviour
- Understand what behaviour might be communicating
- Use de-escalation and preventative strategies
- Maintain a positive environment where all members of our community feel happy, safe, secure, and respected.

Pro-social behaviour

Our six school values embody the pro-social behaviour we wish to see in our children. We encourage:

Passion: take enjoyment from your learning and share your interests

Respect: listen to others, care for property and speak courteously

Integrity: be honest, be a good friend and do not be afraid to admit when you are wrong

Determination: try your best, do not give up and be resilient

Empathy: show care, kindness and sensitivity towards others

Pride: take pride in our achievements and in our school

Strategies to support pro-social behaviour

In the first instance, it is the class teacher's responsibility to develop strategies to manage behaviour positively within the classroom. All children are reminded to 'show us 5':

Show me 5:

Eyes Looking - Children will look at the adult who is speaking. This may also include times when children need to watch a video or a demonstration for example.

Ears Listening – Children will listen to the person who is speaking and think about what they are listening to

Mouth Closed – Children will speak when directed in a lesson. They will not interrupt and talk will be purposeful. Children will move around the school, including their classrooms, in a calm and quiet manner.

Hands Relaxed – Children's hands will be relaxed when listening to someone speak, or when they are moving around the school.

Brains Alert – Children will think about what they are seeing and hearing, and engage fully in activities. Children will be active in lessons, asking and answering questions.

Individual phases have their own class-based praise & reward systems that will engage and motivate children at an age-appropriate level. We award House Points to those who demonstrate our school values. We focus on giving process praise ("You have worked so hard on that and it shows. That is a great piece of learning."), instead of intelligence praise ("Wow, that is a great score, you are clever."). In addition to this, during celebration assembly each week, one child is selected to receive the Lodge Farm blue rosette. This is awarded by the class teacher to a child who has shown excellent learning behaviours in relation to our school values.

The following strategies are some examples of what may be used to encourage pro-social behaviour choices in daily provision:

- Plan for good behaviour by ensuring that all lessons are accessible, lively and engaging
- Lessons will provide a suitable level of challenge
- Teachers attend to the lesson 100% of the time, aiming for 100% engagement
- Teachers will actively teach class routines to ensure slick transitions
- Separate the (undesirable) behaviour from the child
- Use the language of choice
- Keep the focus on primary behaviours
- Actively build trust and rapport
- Model the behaviour that you want to see

- Always follow up on concerns ensuring that any consequences given are educational and appropriate
- Work to repair and restore relationships
- Movement breaks
- Tactical ignoring
- Teacher proximity
- Non- verbal signals
- Eye contact
- Rule reminders
- When-then direction or describing the behaviour seen
- Redirection
- Give choices
- Refocus
- Focused questioning
- Allow thinking time

The de-escalation script is used where appropriate:

- (Name)
- I can see something has happened
 - I'm here to help
 - Talk and I will listen
 - Come with me and...

Positive phrasing is used where appropriate:

Stand next to me
Put the pen on the table
Walk in the corridor
Switch the computer screen off
Walk with me to the library
Stay seated in your chair
Please / thank you

Negative/ambiguous phrasing is avoided:

Stop being silly
Be good
Don't throw the pen!
Stop running!
That's not very nice!
Don't talk to me like that!
Calm down!

Limited choices are given:

Where shall we talk, here or in the library?
Put the pen on the table or in the box
I am making a drink, orange or lemon?
Are you going to sit on your own or with the group?
Are you starting your work with the words or a picture?

Strategies for a few children

When the full range of everyday, class-based behaviour management strategies fail to encourage pro-social behaviour, staff may need to get support from outside the classroom. The first avenue of support is from other staff within their phase, using pre-agreed preventative and reactive strategies.

Senior Leadership Team involvement

Where there is frequent intervention from staff, or where a more serious incident occurs the leadership team will meet with parents to discuss escalation of the child's behaviour.

Strategies for exceptional individuals

Individual Risk Management Plan / Individual Provision Plans

An individual child may require their own plan to support them with making pro-social behaviour choices. These plans identify existing pro-social behaviours; anxiety/difficult behaviours; and crisis/dangerous behaviours and the planned

strategies to respond to these. Alongside this support, school will consider if a request for an Education, Health and Care Plan (EHCP) needs assessment should be made.

Pastoral Support Programmes

A Pastoral Support Programme is a formal, 16-week programme that provides targeted support for children at risk of exclusion. This will usually involve referral to agencies from outside the school. This will be used when meaningful and appropriate.

DSPL 2 services

Lodge Farm is part of a local tiered system for behaviour support within the locality. For children with specific social, emotional, and mental health needs, school may refer to the board for a Tier 2 Hub School to support and provide strategies. If the DSPL 2 panel decide that further support is required, school can refer to Larwood Outreach Support (Tier 3). This is to seek further specific strategies and advice tailored to the individual. In some circumstances, Tier 3 is able to step up this provision to Tier 4 in order to provide a sixteen-week respite place at a local provision (The Willow Centre).

Suspensions and Exclusion

Exclusion is a rare sanction within the school behaviour policy. The decision to suspend or exclude is taken very carefully and will be based upon strict adherence to procedures in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Dealing with seriously unsafe behaviours

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Staff will take steps to remove other children from the location or attempt to make an area safe by clearing it from objects. In exceptional circumstances, referrals may be made to other authorities, for example, the police or Children's Services.

Recording incidents

The school uses an information management system (CPOMS) to record incidents in a consistent format. CPOMS will be used to identify where behaviours become persistent or there is an unexpected change in behaviours.

Supporting the behaviour policy

Parental involvement

The parent / school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the weekly newsletter and they are always welcome to visit the school. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or barriers to learning arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home, such as bereavements, which might affect a child's behaviour at school. In cases where a child exhibits difficult behaviour, and this is repeated, parents will be asked to attend a meeting with the class teacher and/or a member of SLT. Communication cards/logs may be implemented as a result of this meeting. Parents are invited to come into school or call/email the school to discuss their child's behaviour at every step.

Review

The governing body will monitor and review this policy in line with its annual cycle of policy review.

Appendix 1 – Anti-social behaviour

At Lodge Farm Primary School, we consider the following behaviour to be unacceptable:

- **Persistent Disruptive Behaviour** – includes challenging behaviour, disobedience, persistent violation of the school rules.
- **Physical assault** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** - includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Bullying** – includes **‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally’**.
- **Racist abuse** – includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual Misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and alcohol related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.



What happens if I make the right behaviour choice?

- I may be praised by an adult
- I may be given a house point or sticker
- I may be rewarded with a certificate or the Blue Rosette
- I may be asked to share my learning in assembly
- I may be asked to share my learning with staff
- My learning may be shared with a member of the Senior Leadership Team
- My learning may be displayed in class or in the Headteacher's office
- I may be invited for a hot chocolate with the Headteacher

What happens if I make the wrong behaviour choice?

- (1) An adult will remind me what I should be doing, and I will get a warning.
- (2) If I continue with the behaviour, I will be given a final warning.
- (3) I will spend time out of my own classroom and must complete my work in another class with an adult and my parents/carers may be told.

OR

- (4) For my safety and/or the benefit of others, I will be removed from the classroom and spoken to by a member of the Senior Leadership Team. My parents will be asked to come into school.

Appendix 3 – Behaviour Chart

Stage	Examples of behaviour	Rewards and Consequences
Pro-social behaviour	We notice and acknowledge positive behaviours such as upholding the values of Lodge Farm (Pride, Passion, Respect, Integrity, Determination and Empathy).	Rewards: House Points, Headteacher's award, a special privilege (e.g. first up for lunch, helping the teacher, supporting younger children), 5 minutes free choice, blue rosette in celebration assembly, postcard home or other suitable rewards.
Stage 1 anti-social behaviour	This is day-to-day behaviour that is managed by any member of staff, e.g. calling out, tapping, swinging on chairs, not stopping what they are doing when the adult asks for their attention, stopping other children from learning, running in the corridor, being too noisy in the dining hall, not lining up as instructed (quietly and one behind the other), getting involved in other children's arguments, snatching toys from children.	Consequence: non-verbal reminders, e.g. a look or a tap on the table to redirect focus. Verbal reminder by any member of staff stated in a positive way, e.g. "walking, thank you." Or "Tapping your pencil on the table in stopping the children from concentrating so we need to stop that, thank you." A few minutes of reflection during playtime or lunchtime. Child will continue with any missed learning during this time or complete a reflection activity.
Stage 2 anti-social behaviour	Persistence in relation to any Stage 1 behaviours. Refusing to follow adult instructions, wandering around the classroom during learning time, refusing to enter the classroom, arguing with an adult (which is different to giving an explanation in a reasonable way), shouting across the classroom, passing notes during learning time, name calling, saying unkind words, one-off swearing that is not directed at a person, pushing and shoving.	Consequences: loss of 5 minutes playtime or lunchtime to make up for lost learning time or to reflect on consequences or behaviour with a member of staff. Child given limited choice, e.g., "Stop talking where you are or you will move to another seat." Child gives a verbal or written apology. Informal contact with parents, e.g. mention at pick-up, phone call or email. This will be recorded on CPOMs.
Stage 3 anti-social behaviour	Persistence in relation to any Stage 2 behaviours. Physical violence (hitting, kicking, pinching, scratching, pulling hair) against a child, spitting directly at a person, making fun of children with special needs or disabilities, swearing, damaging or breaking school or other people's property, graffiti, spreading rumours about another child, provoking or goading another child, telling lies.	Consequences: loss of 10 minutes playtime or lunchtime to make up for lost learning time or complete unfinished learning at home. A protective consequence such as limited access to outside space. Educational consequence, such as social stories. Assisting with repairs or cleaning graffiti. Discussion with Phase Leader or member of Behaviour Team to reflect on consequences of behaviour. Child gives a verbal or written apology. Parents must be informed through a meeting or phone call. The behaviour and discussion with parents will be recorded on CPOMs. SLT discussion with class teacher to consider: Roots and Fruits, Anxiety Mapping, Predict and Prevent Planning, Risk Management Plan, referral to outside agency.
Stage 4 anti-social behaviour	Persistence in relation to any Stage 3 behaviours. Racism, bullying, physical violence against a member of staff or visitor, throwing items that could harm, leaving (or attempting to leave) the school grounds without permission, biting.	Consequence: immediate removal of the child from the scene. Parents attend a meeting with the class teacher and member of SLT. A protective consequence such as limited access to outside space. Educational consequence, such as social stories. Child gives a verbal or written apology, where appropriate. Behaviour at Stage 5 is likely to lead to a suspension. SLT discussion with class teacher to consider: Roots and Fruits, Anxiety Mapping, Predict and Prevent Planning, Risk Management Plan, referral to outside agency.
Stage 5 anti-social behaviour	Persistence in relation to any Stage 4 behaviours. Extremely dangerous or violent behaviour against another pupil or a member of staff/visitor, false accusation against a member of staff.	Consequence: immediate involvement of the Headteacher. Parents contacted straight away. Behaviour at Stage 5 is likely to lead to a suspension or permanent exclusion. Child gives a verbal or written apology, where appropriate.