




Lodge Farm Primary School

Behaviour Management Policy

Reviewed: June 2022

Next review: June 2023



WE SHOULD TRY TO TURN OUT PEOPLE WHO
LOVE LEARNING SO MUCH AND LEARN SO WELL
THAT THEY WILL BE ABLE TO LEARN WHATEVER
NEEDS TO BE LEARNED.

JOHN HOLT

Respect, Responsibility and Resilience for All

At Lodge Farm Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Lodge Farm in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

At Lodge Farm, everyone has the responsibility for their part in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn, be resilient and therefore develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

At Lodge Farm, all staff working with our children receive training in behaviour support. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure they respect the learning and safety of others.

Staff commitment

School staff will challenge the behaviour of any pupil or adult which involves physical violence or abuse, threats, verbal abuse, theft or damage to personal or school property. This includes all forms of bullying, homophobia or racism.

Actions by staff are taken based on important principles:

- It is the inappropriate behaviour that is rejected, not the child
- Adults will de-escalate to keep the situation calm
- A child's success at reducing inappropriate behaviour should be acknowledged
- Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.

It is our professional responsibility to challenge inappropriate behaviour and we should not deal with incidents in a personal way.

Common Expectations

It is important that all colleagues in all areas take responsibility for and are proactive in teaching and maintaining high standards. When observed, teachers must praise children who meet the following expectations, which underpin our values of respect, responsibility and resilience;

In the Classroom

- Washing hands before entering and leaving the classroom
- Coming in and going out sensibly
- Calm, quiet movement around the room
- Staying on task
- Knowing when it is appropriate to talk or be quiet

- Respect for others' space and right to work
- Listening to each other and adults – no calling out
- Caring for property (school's and others') and the classroom
- Keeping the room tidy

Around the School

- Walking quietly
- Waiting at doors
- Open doors for others
- Knocking on office doors
- Being respectful of others' personal space
- Waiting for adults to stop speaking
- Looking after the school environment/property.

In Assembly

- Entering in silence – singing to the Assembly song is acceptable
- Silence throughout (unless asked to participate)
- Respect others' space
- Exit quietly

In the Playground

- Walking sensibly in the line out to the playground
- Remain in their play zone
- Being kind to one another – to respect others' space
- Not to eat until in the playground
- Using litter bins
- Not to come into the building unless called in for lunch or with permission
- Being kind to one another – to respect others' space and safety
- Looking after and being responsible with playground equipment
- Only use approved school equipment
- Looking after their own and other children's property
- Helping others
- Listening to all members of staff and showing courtesy to all staff
- Walking calmly to their class line when the first bell rings
- Standing silently in the line on the second bell
- Walking silently in the line, led by the teacher, back into the classroom

Inclusive Approach

Aims: Our behaviour strategy is aimed at keeping all children and staff safe, whilst improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Therapeutic Approach:

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

Inclusive:

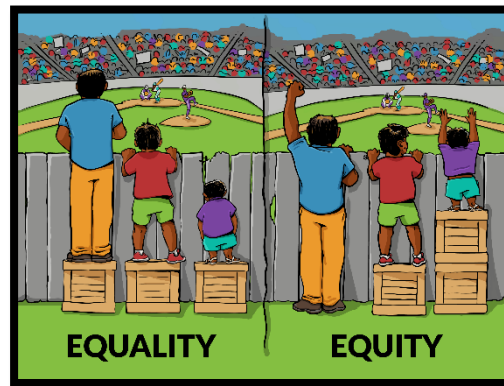
We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

- To create change we need to understand, not simply suppress the behaviour
- Working with students' experiences and feelings creates an internal discipline, which results in long-term change
- Internal discipline teaches behaviour, external discipline controls it

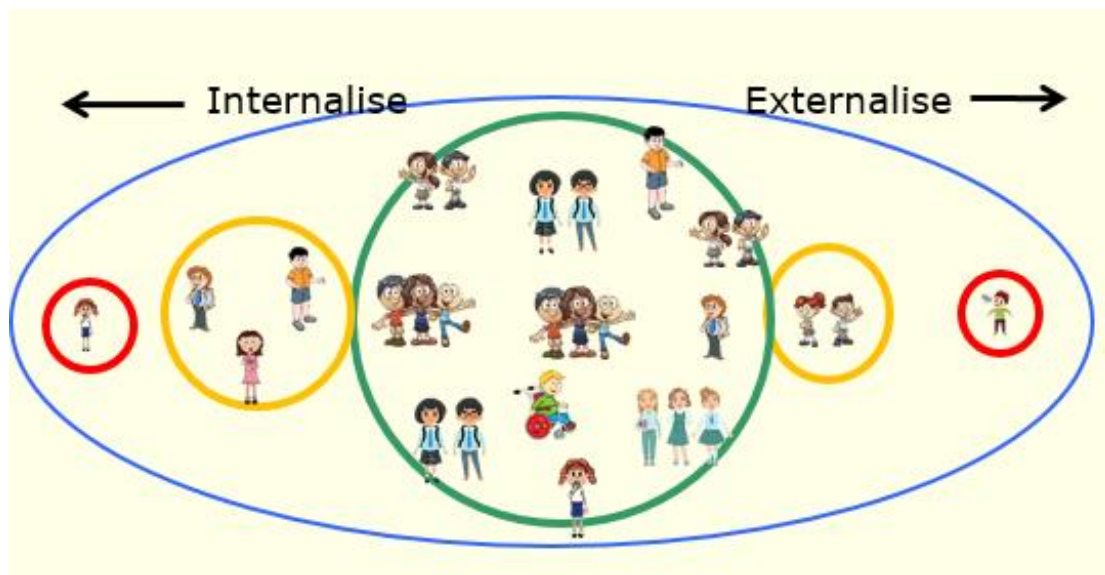
*Negative experiences create negative feelings
 Negative feelings create negative behaviour
 Positive experiences create positive feelings
 Positive feelings create positive behaviour*

Equity:

All staff accept equity of support. Equity is giving everyone what they need, at that time, to be successful.



Inclusion



Successful inclusion relies on the phrase "different for different"
Inclusion is evident where there is maximum differentiation

Levels of differentiated need

Young people may be within any of the circles:

The green circle represents most students. The majority of these students have similar needs, which can be met through a well-constructed policy to support their behaviour. Most of them will never need to be subject to any consequences for anti-behaviour in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience. Although all students may at times behave contrary to the will of the adults, the majority (the green circle) represents students who present very little risk of harm to themselves others or property. This group are often called the **SAFE LEARNERS**.

The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from our planning as their behaviours do not trouble us. However this group represents the students who are internalising their behaviour, they may have mental health issues and may be self harming in some way. Some children's internalising behaviour is masked by high academic output.

The one or two young people in the orange circle on the right are much more noticeable as these students display behaviours that harm other people. They externalise their behaviour and can become a risk of harm to themselves, others and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the classroom. Externalisers are often kinaesthetic learners who become bored with the classroom environment.

Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included. The behaviour of this student may be linked with a

condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

Preventative behaviour management approach

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy). A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with rewards and consequences and the use of outside agencies. Risk management plans (see page 16) will be shared and should be followed by all staff when interacting with the relevant child.

Praise, Reward and Celebration (before a crisis)

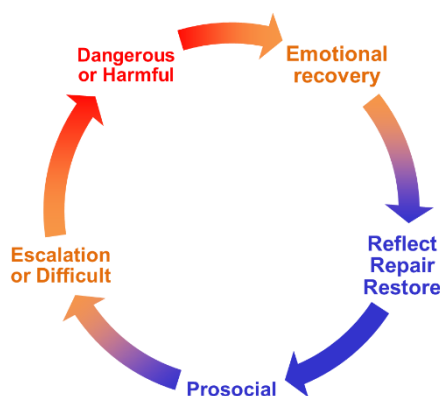
Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done by...

- Praise from adults and peers
- Stickers
- Rewarding of house points (Ks2) and rainbow points (Ks1). House points and rainbow points are collected from each class and celebrated during assembly.
- Showing learning to other classes, teachers, assistant heads or the Head.
- Learning and achievements being displayed around the school.
- Communication with parents.

De-escalation

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies



Staff will take opportunities to build positive relationships with children in order to recognise triggers and know that child well.

Reflect, repair and restore (after the crisis)

We aim to put the repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

The purpose of reflect, repair and restore is to re-visit the experience with a student that is calm, relaxed and reflective. They will be able to retell and explore the story/event with a changed set of feelings. During the incident,

a student's behaviour may be influenced by feelings of anger, frustration or disappointment etc. Time must be given for the child to calm before reflect, repair and restore (time varies from child to child).

Strategies

| |
|--|
| Pro-social behaviour stage |
| <ul style="list-style-type: none"> - Verbal recognition, positive praise, facial expressions (e.g. impressed, pleased, excited), thumbs up, stickers, house points, see HT/AHT, certificates, communication with parents. |
| Prevent escalation |
| <p><u>Positive phrasing:</u></p> <ul style="list-style-type: none"> - Stand next to me, thank you - Put the pen on the table, thank you - Walk in the corridor, thank you - Switch the computer screen off, thank you - Walk with me to the library, thank you - Stay seated in your chair, thank you - Use the railings safely, thank you - Remember, we walk from assembly silently, thank you <p><u>Using limited choice:</u></p> <ul style="list-style-type: none"> - Where shall we talk, here or in the library? - Put the pen in the box or on the table. - I am making a drink for us. Orange or lemon? - Are you going to sit on your own or with the group? - Are you starting your work with words or a picture? <p><u>Disempower the behaviour:</u></p> <ul style="list-style-type: none"> - You can listen from there - Come and find me when you come back - Come back into the room when you are ready - We will carry on when you are ready - Distraction until calm, e.g. walking to somewhere else, jobs, have a drink to cool down etc. |
| Harm/crisis point |
| <p><u>De-escalation script (which is displayed on staff lanyards and in staff areas of the school):</u> (Name), I can see something is wrong. I am here to help. Talk and I will listen. Come with me and...</p> |
| Emotional recovery |
| <ul style="list-style-type: none"> - Different children will need varying lengths of 'cool down' time - Cool down times can take place in a variety of locations and personalised according to need |
| Reflect, repair, restore |
| <p>After a behaviour incident, once the child is calm, relaxed and ready to reflect, the pupil will be supported to re-visit the incident and explain their account of what happened and why.</p> <ul style="list-style-type: none"> - What happened? - How were you/others thinking/feeling? - Who has been affected and how? - How can we repair relationships? - What have we learnt and how can we respond differently next time? - What protective and educational consequences need to be put in place? |

Types of behaviour

Pro-social behaviour, including:

Only using their own or approved equipment
 Enabling good learning for self and others
 Taking responsibility for what you say and do
 Being kind to others and yourself
 Looking after property
 Showing respect towards others
 Making sensible, safe choices
 Listening to others
 Holding the door open for others
 Thinking about how others might feel
 Saying please and thank you and showing good manners

Low-level behaviour, including:

Chatting during quiet times, calling out, swinging on chairs, wandering around classroom, talking when others are talking, fussing and fidgeting, making noises, distracting/interrupting others, making faces/gestures.

Anti-social behaviour, including:

Repeating any of the above when already asked not to, pushing/shoving, answering back/mumbling under breath, spoiling someone's work, name-calling, refusing to follow instructions, breaking/damaging property on purpose or through careless actions, throwing (or threatening to throw) small objects, put-downs.

Dangerous/crisis behaviour (these must always be recorded on CPOMS), including:

Persisting in any of the above when asked to stop, wandering around the classroom, swearing, leaving the classroom without permission, stealing, hitting/kicking/punching, physically fighting, throwing (or threatening to throw) objects to hurt someone.

The following incidents must always be reported to SLT: Gender incident, Homophobic incident, Racist incident, Religious incident, Repeated/targeted abuse towards persons, SEND associated incident/bullying, Cyberbullying.

Classroom Behaviour Management

| | | Action Taken | | Parents Informed | CPOMS |
|---------|----------------------------|--|---------------|------------------|-------|
| Stage 1 | Acknowledge good behaviour | Personalised behaviour strategies (e.g. pick and choose what is best suited for the child), praise, thumbs up, stickers, visit to AHT/HT, examples of good behaviour being acknowledged, informing parents/carers. | Class teacher | | |
| | Reminder of expectations | <ul style="list-style-type: none"> Praise those who are doing the right thing Use distraction techniques to refocus the child Check that the child is positively engaged with the activity – adaptations/support put in place Stop the class to issue a reminder of expectations | | | |
| Stage 2 | Verbal reminder | <ul style="list-style-type: none"> If the low level behaviour continues, the teacher issues a verbal reminder, e.g. "(Name), we are listening now, not talking. Thank you." | | | |

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|---------|------------------------------------|--|----------|--|---|
| Stage 3 | Separate verbal reminder | <ul style="list-style-type: none"> If the low level behaviour continues still, the teacher will speak to the child separately and explain what is expected of them. Remind them of consequence if they continue. | | | |
| | Sensible consequence | <ul style="list-style-type: none"> If it carries on again, then speak to the child and explain that as they have continued with their behaviour, they will need to [for example]: sit by themselves away from their peers/move away from the key person that they are being silly with/have the equipment they are not using properly removed. | | | |
| Stage 4 | Learning break | <ul style="list-style-type: none"> If behaviour still continues, a learning break will be issued. The child will be asked to leave the classroom and attend their Buddy Class (KS2 – 10mins, KS1 and EYFS – 5mins). Where possible, an adult will escort the child to the Buddy Class. The class teacher will decide if the child will spend the time continuing with their work, carrying out Buddy Class work or quiet reflection. Upon the child's return, the teacher should welcome them (level of public attention dependent on the child) and ensure that they know what they are doing and are praised for all pro-social behaviours exhibited. | C/T /AHT | Parents informed if CT deems it necessary, e.g. this keeps occurring | ✓ |
| Stage 5 | Contact behaviour team | <ul style="list-style-type: none"> If stage 4 continues, or the child is non-compliant, a member of the behaviour team or SLT should be contacted via walkie talkie so that they can de-escalate the situation using the de-escalation script. The child will be taken to a member of SLT where they will be supervised in their reflection time. If they refuse to leave the room, the other children will be removed and a member of SLT will remain with the child. <ul style="list-style-type: none"> If behaviour is of a serious nature (serious verbal/physical abuse, theft, physical violence towards persons or property, persistent bullying) a learning break for the rest of the lesson may be issued so that repair and restore work can be carried out after an investigation of the incident by SLT. | C/T /SLT | ✓ | ✓ |
| Stage 6 | Contact AHT/HT | <ul style="list-style-type: none"> If there is a risk of serious harm (physical or emotional) to the child or others, HT, ASH or ASn must be contacted immediately, via walkie talkie or the Office. If a child is putting themselves or others at risk of significant harm this stage must be implemented immediately. If this stage is reached and behaviour has continued, a behaviour plan will be considered by SLT. If a plan is deemed necessary, this will be shared with parents. | SLT | ✓ | ✓ |
| Stage 7 | Internal/external exclusion issued | <ul style="list-style-type: none"> For an internal exclusion, parents will be informed by phone and reintegration meeting arranged. For external exclusions, parents will be informed formally by phone and letter and reintegration meeting arranged. This will be reported to the Local Authority. SLT and class teacher to agree strategies to support the child upon their return to school. These will be shared with parents at a reintegration meeting. | HT/ASn | ✓ | ✓ |

Playground Behaviour Management

| | | Action Taken | | Parents Informed | CPOMS |
|---------|--------------------------------------|---|----------|--|-------|
| Stage 1 | Acknowledge good behaviour | Personalised behaviour strategies (e.g. pick and choose what is best suited for the child), praise, thumbs up, stickers, visit to AHT/HT, examples of good behaviour being acknowledged, telling parents/carers. | MSA | | |
| | Reminder of expectations | <ul style="list-style-type: none"> Praise those who are doing the right thing Adults will draw the child's attention to the behaviour and remind them of expectations, e.g. "(Name), remember that we sit down to eat our lunch. Thank you." | | | |
| Stage 2 | Verbal reminder | <ul style="list-style-type: none"> If the behaviour continues, the MSA issues a verbal reminder, e.g. "(Name), we walk into school without running. Thank you." | | | |
| Stage 3 | Sensible consequence | <ul style="list-style-type: none"> If it carries on again, the MSA will speak to the child and explain that as they have continued with their behaviour, they will need to [for example]: have the equipment they are not using properly removed/stop playing the game and play something else etc. <p>If behaviour is of a serious nature (serious verbal/physical abuse, theft, physical violence towards persons or property, persistent bullying) then stage 4 (or 5 during morning play) may be started immediately</p> | | | |
| Stage 4 | Lunchtime Behaviour Supervision Post | <ul style="list-style-type: none"> If behaviour still continues, the child will be told to go to the corridor next to the Nook. The member of staff on duty will speak with the children to de-escalate the situation. They will decide if the child is able to re-join the playground after repair and restore or if they need more time to calm or a protective consequence to be off the playground. If the child has demonstrated more serious physical violence and threats towards other pupils or adults or persistence in anti-social behaviours, SLT will investigate this. Children who have been sent here will have the incident recorded on CPOMS and their class teacher will be alerted. In more serious cases, parents may be informed. First aid forms will be issued as well in cases of physical violence. | C/T /AHT | Parents informed if supervisor deems it necessary, e.g. this keeps occurring | ✓ |
| Stage 5 | Contact SLT | <ul style="list-style-type: none"> If behaviour continues or the child is non-compliant, a member of SLT should be contacted via walkie talkie so that they can de-escalate the situation using the de-escalation script. <p>If behaviour is of a serious nature (serious verbal/physical abuse, theft, physical violence towards persons or property, persistent bullying) stage 5 may be started immediately.</p> | C/T /SLT | ✓ | ✓ |

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|----------------|---|--|------------|---|---|
| Stage 6 | Contact AHT/HT | <ul style="list-style-type: none"> If there is a risk of serious harm to the child or others, HT, ASH or ASn must be contacted immediately, via walkie talkie or the Office. <p>If a child is putting themselves or others at risk of <u>significant</u> harm this stage must be implemented immediately.</p> <ul style="list-style-type: none"> If this stage is reached and behaviour has continued, a behaviour plan will be considered by SLT. If a plan is deemed necessary, this will be shared with parents. | SLT | ✓ | ✓ |
| Stage 7 | Internal/external exclusion issued | <ul style="list-style-type: none"> For an internal exclusion, parents will be informed by phone and reintegration meeting arranged. For external exclusions, parents will be informed formally by phone and letter and reintegration meeting arranged. This will be reported to the Local Authority. SLT and class teacher to agree strategies to support the child upon their return to school. These will be shared with parents at a reintegration meeting. | HT/ASn/ASH | ✓ | ✓ |

Consequences and Sanctions

At Lodge Farm, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Consequences will take one of two formats;

Protective consequences

- Removal of a freedom to manage harm.

Educational consequences

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

Some examples of appropriate consequences are as follows;

| Difficult behaviour | Possible consequence |
|---|---|
| Calling out or talking at an inappropriate time | <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> If an educational consequence has not had an impact, the child may be removed from the class table and sat elsewhere to minimise disruption. The child may re-join their class table after they have proven that their behaviour can improve. This may need to be graduated. If they wish to remain away from others, this is acceptable. |
| Learning not completed | <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be given the next appropriate time to complete their learning. This could be during registration, assembly or a break time. If it is at break time, it is important that the child does not lose the whole of their break time. Check that the child is confident in what they have been asked to do. Follow up action: monitor the child the following day/lesson to ensure that they know what to do and that they are on track. |
| Anti-social behaviour in the classroom | <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from sitting with peers until they have shown that they can be kind towards their peers. This time may be given back to the child gradually e.g. 5 minutes one lesson, 10 minutes the next until the freedom can be restored in full. |

| | |
|---------------------------------------|--|
| Anti-social behaviour outside | <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from the playground until they have shown that they can be kind towards their peers. This time may be given back to the child gradually e.g. 5 minutes one day, 10 minutes the next until the freedom can be restored in full. |
| Hurting a child in the classroom | <p><i>The consequence will be dependent on the level of intent or harm caused.</i></p> <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from being with peers. |
| Hurting a child outside | <p><i>The consequence will be dependent on the level of intent or harm caused.</i></p> <p>Educational consequences</p> <ul style="list-style-type: none"> Discuss behaviour with the child about what should be different and what will happen if their behaviour does not change. <p>Protective consequences</p> <ul style="list-style-type: none"> The child will be removed from being with peers outside. |
| Swearing and name calling | <p>Educational consequences</p> <ul style="list-style-type: none"> Research language (where appropriate) and why it is considered hurtful or offensive. If use of the language is a habit, a new word could be chosen for the child to use as a replacement. <p>If language is a persistent problem then a protective consequence may be needed e.g. withdrawal from the playground.</p> <p>*If the name calling is of a racist or homophobic nature, SLT must be informed as soon as possible.</p> |
| Damage to property or the environment | <p>Educational consequences</p> <ul style="list-style-type: none"> The child will spend their time, with an appropriate adult, fixing the damage (e.g. cleaning writing off the table) or ordering the necessary replacements. |
| Incomplete homework | <p>Class teacher will monitor and ask the child to hand their homework in the following day(s). We understand that the child is not in control of their own time in the evenings and as such, cannot enforce the completion of homework during the school day. Class teacher will discuss with the child's parents if homework is repeatedly not handed in.</p> |

Supporting pupils with differentiated need

Whole school behaviour plan:

| Whole school behaviour plan overview | | | |
|--------------------------------------|---|--------|---|
| Stage | | Number | % |
| Stage 3 | Risk Management Plan in place, overseen by Behaviour Lead (outreach support/1:1/part-time timetable/reintegration plan) | | |
| Stage 2 | Risk Management Plan in place, overseen by Behaviour Lead | | |
| Stage 1 | Class level behaviour support | | |

| | Y6 | Y5 | Y4 | Y3 | Y2 | Y1 | R | N |
|---|----|----|----|----|----|----|---|---|
| 3 | | | | | | | | |
| 2 | | | | | | | | |
| 1 | | | | | | | | |

- The whole school behaviour strategy is reviewed termly by teaching staff.
- It is shared with all staff so that adults in the school are aware of personalised behaviour strategies and use these consistently for pupils, including at playtimes and when moving around the school.

In order to analyse behaviour accurately, the following incidents are recorded on CPOMS by the class teacher. Where necessary, follow up actions are recorded by SLT:

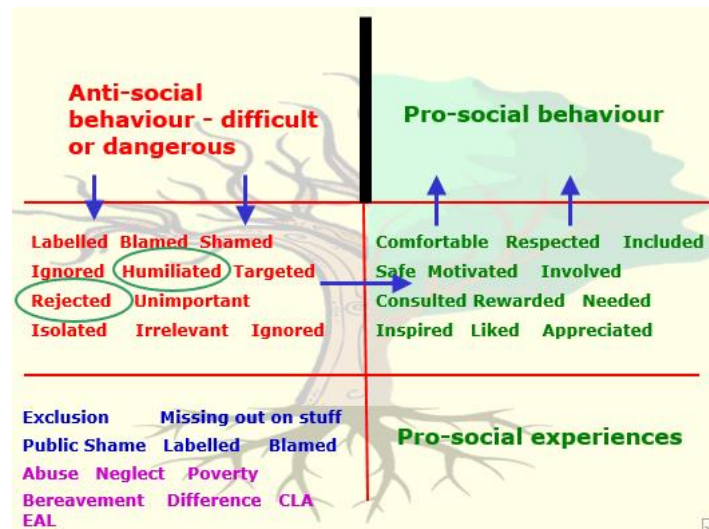
| Classification on CPOMS | Requires immediate SLT intervention |
|--|-------------------------------------|
| Verbal abuse (pupil) Verbal abuse (staff) | |
| Physical abuse (pupil) Physical abuse (staff) | |
| Leaving the school site or classroom | |
| Defiance and persistent refusal and disruptive behaviour | |
| Damage to property | |
| REPEATED/TARGETED PHYSICAL ABUSE TOWARDS PERSONS | ✓ |
| RACIST INCIDENT | ✓ |
| RELIGIOUS INCIDENT | ✓ |
| HOMOPHOBIC INCIDENT | ✓ |
| SEND ASSOCIATED INCIDENT/BULLYING | ✓ |
| GENDER INCIDENT | ✓ |
| CYBERBULLYING | ✓ |

Risk Management Plans

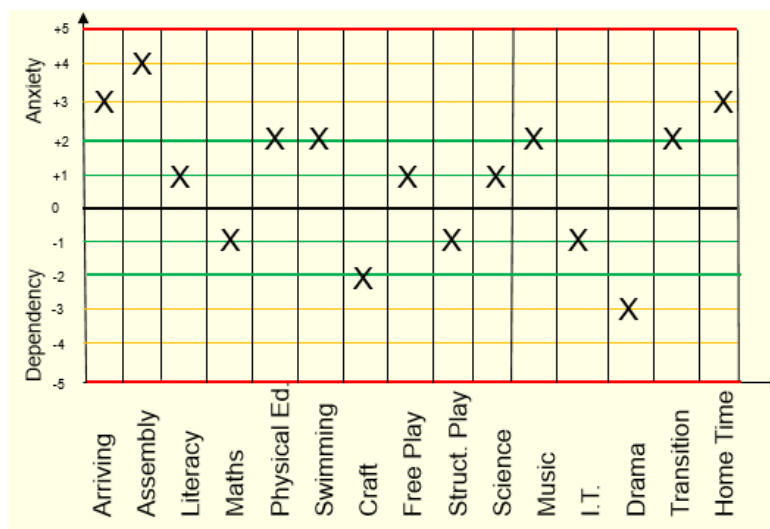
- Teachers will identify behaviour concerns to SLT
- Roots and Fruits and Anxiety Mapping will be completed by the class teacher
- Risk Management Plan will be completed (with support from SLT) and shared with child and parents/carers
- Personalised behaviour strategies will be put into action
- Risk Management Plans will be shared with relevant staff
- Plans are reviewed on a half termly basis or more often if needed
- Boxhall profiles/SDQs are completed when needed to help inform behaviour plans

| | | | |
|---|--------------------------|-----------------------|--------------------|
| Name | DOB | Date | Review Date |
| Photo | Differentiated measures. | | |
| Pro social behaviours | | Strategies to respond | |
| Anxiety behaviours (DIFFICULT) | | Strategies to respond | |
| Crisis behaviours (DANGEROUS) | | Strategies to respond | |
| Debrief Notes (reflect, repair and restore) | | | |

Roots and Fruits



Anxiety Mapping



Recognising and rewarding the achievements of pupils

Praise

As a staff we give praise based on what we value, for example, resilience; respect; and responsibility. 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.").

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 fortnightly newsletter and they are always welcome to visit the school. The school also keeps parents informed regularly about their child's progress through reports, virtual 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 call/email the school to discuss their child's behaviour at every step.

Management of serious incidents

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and can be informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting/phone call is held with the parents and child on their return to school. Behaviours that results in exclusion may include:

- Physical/verbal abuse or threats
- Leaving the school site
- Defiance and persistent refusal
- Serious physical violence towards persons or property
- Repeated violence towards persons or property
- Persistent disruptive behaviour

These incidents will be recorded on CPOMS and parents will be informed.

There may be occasions where the school will offer an internal exclusion. This means that the child will come to school but will not interact with their peers. They will enter and leave the school via the Office, carry out their learning in a separate room to their peers and remain inside during playtimes. This will be discussed with the child's parents.

Racial/Homophobic/Gender/Religious/SEND targeted incidents

Any form of these abuses will be reported to a member of SLT and recorded on CPOMS. Once investigated, any serious incidents involving the above are reported to the Governors and the Local Authority. They will also be reported to parents.

Harmful sexual behaviours

Sexual harassment; online sexual abuse; sexual violence, including sexualised language

Any forms of harmful sexual behaviours (HSB) will be investigated immediately by a member of SLT and recorded on CPOMS. Safeguarding procedures will be followed (see Safeguarding Policy September 2022) including Records of Concern submitted and the use of Brook's Traffic Light to assess level of need. Where appropriate, a Risk Assessment Management Plan (RAMP) will be put in place and agreed with the child's parents. This will outline all protective measures that will be implemented in order to protect every child. Sanctions for Harmful Sexual Behaviours may include permanent exclusion.

Complaints

If there is a grievance from a parent/carer that a child has not been dealt with fairly or appropriately by a member of staff the matter will first be referred to an Assistant Head and then the Headteacher. If you are still dissatisfied, the matter will be referred to the governors using the school's complaints procedure.

If complaints and grievances are found to be vexatious in nature, the Headteacher may seek external advice and follow the guidance provided.

Hertfordshire Steps

Lodge Farm has adopted the 'Hertfordshire Steps' approach to behaviour management. Three members of staff are currently trained as Steps tutors and use this training to inform the rest of the staff through staff meetings and training. The Steps tutor training is renewed annually and tutors attend network meetings and consultations with the Steps team and other schools.

The training covers a range of areas of behaviour management, including conflict de-escalation; calm body language; and reflect, repair and restore procedures.

All staff are aware of and use the de-escalation script, which is as follows:

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

All staff use the same script, albeit sometimes in a different order. The script can be used repeatedly with no variation until the child has been persuaded to leave the situation and calm down. The script is carried on staff badges for easy reference.

Example Scenarios

1. A child calls out in a lesson and talks on their table when the class is working silently.
 - Reminders of expectations, acknowledge good examples of behaviour
 - Verbal warning
 - Separate behaviour warning (speaking quietly to the child and reminding them of consequence)
 - Moving child away from their peers
 - Buddy class for 10 minutes
 - Follow behaviour stages
2. A child refuses to leave the classroom when told to go to their Buddy Class
 - Look at the trigger and ensure fairness and consistency have been applied
 - Use walkie talkie to radio a member of SLT
 - Follow behaviour stages
 - Record on CPOMS
3. A child refuses to come in after break
 - Ensure the child is safe, direct an adult to supervise from a distance.
 - Call for a member of SLT using a walkie talkie
 - Use the de-escalation script so that the child has the opportunity to voice what is wrong
 - Record on CPOMS

Restrictive physical restraint (see Reducing the need for restrictive in schools policy)

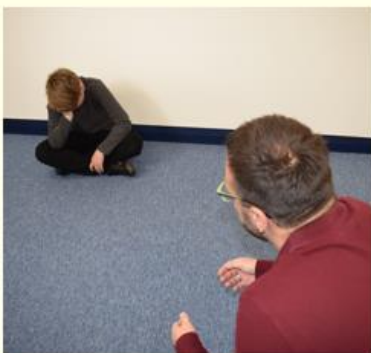
Very occasionally incidents may occur where a child needs to be positively handled (see below) to prevent themselves or others from serious harm. In non-immediate threat situations, the child's parents/carers will be called and asked to remove their child. If the threat to the child or others is deemed immediate, the other children will be removed from the room while the child's parents/carers are phoned.

If a child presents a foreseeable risk, the school should prepare a Risk Management Plan for them and seek advice from the Hertfordshire Steps Team. They will have an individual risk assessment carried out, written in conjunction with their teacher(s) and, where possible, parents/carers.

For staff who have not received the training, there may be occasions where they need to use restraint, e.g. to stop a child from running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

Positive handling

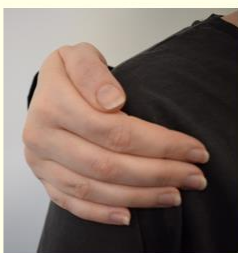
De-escalating body language



Outside of an outstretched arm
Good distance
Standing to the side
Relaxed hands
Managing your height

'Mittens'

Closed mitten



- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping can cause bruising

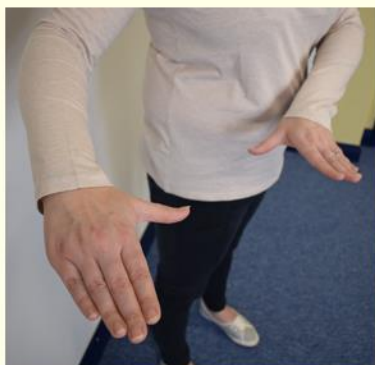
Open mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to the floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping can cause bruising

Guiding and escorting (for trained members of staff)

Open mitten escort (to support, guide and escort)



Sometimes it may be necessary to guide children. The most risk-free way is to form a 'mitten' shape with the fingers and thumb just above the child's elbow. The elbow should NOT be held so that the child is free to move away. The force exerted can be only from the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' above both elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the chance of the child turning and lashing out.

absolutely necessary and should be recorded along with an explanation of the reasons for it and other strategies that had been tried first.

Both guides and escorts should only be performed if

Individual Risk Management Plan

| | | | |
|--------------|-------------|--------------|---------------------|
| Name: | DOB: | Date: | Review Date: |
|--------------|-------------|--------------|---------------------|

| | |
|--------------|---|
| Photo | Risk reduction measures and differentiated measures (to respond to triggers) |
|--------------|---|

| | |
|--|------------------------------|
| Pro social / positive behaviour | Strategies to respond |
| Anxiety / DIFFICULT behaviours | Strategies to respond |

| | |
|--|------------------------------|
| Crisis / DANGEROUS behaviours | Strategies to respond |
| Post incident recovery and debrief measures | |

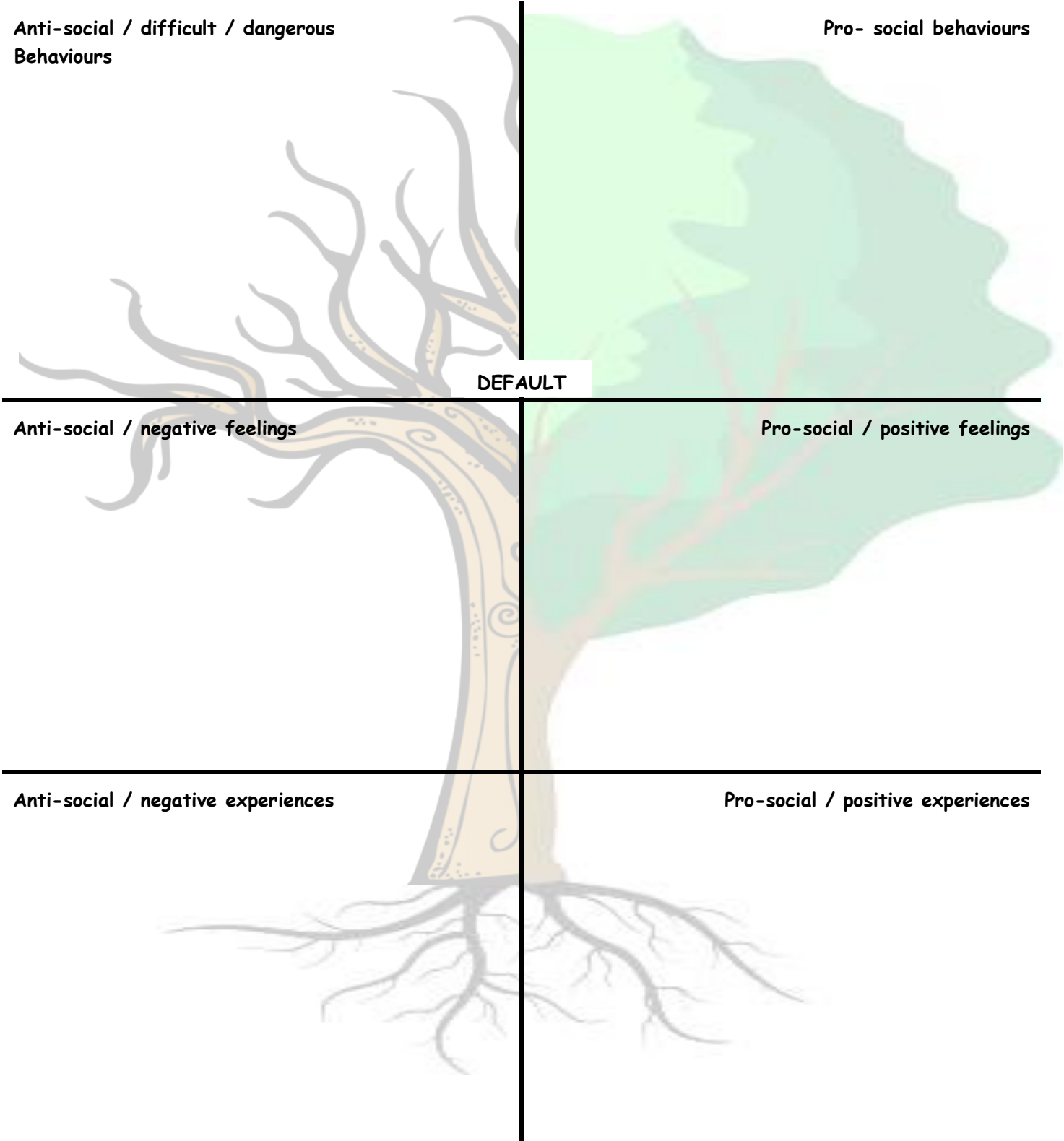
Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

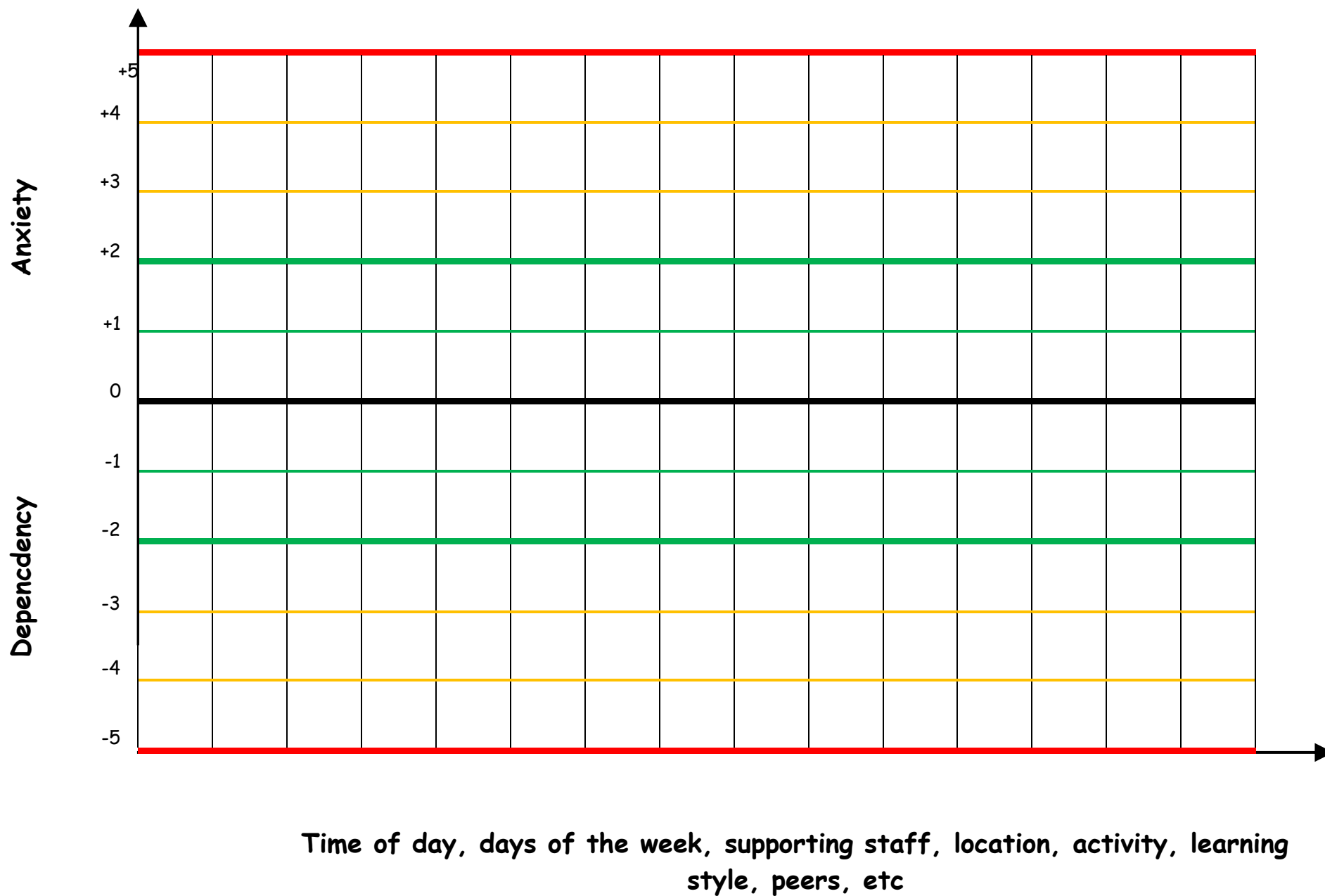
Signature of Young Person.....Date.....

Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |



Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

| | Score | Staff/Location/Activity/Peer/Time <u>Predict it</u> | Evidence of action <u>Prevent it</u> |
|-----------------------------|-----------------------------|--|--|
| Raised Anxiety | +2 - +5 | These items overwhelm the pupil 1. 2. 3. 4. 5. | Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5. |
| | +2 | These items run the risk of overwhelming the pupil 6. 7. 8. | Monitoring needed 6. 7. 8. |
| | 0 | | |
| Increased dependency | -2 | These areas run the risk of developing an over reliant 9. 10. 11. | Monitoring needed 9. 10. 11. |
| | -2 - -5 | These areas have developed an over reliance 12. 13. 14. | Differentiation needed to reduce this over reliance 12. 13. 14. |