

Larkrise Primary School



Behaviour Policy

Ratified by the Governing Body: February 2025
Review Date: *February 2026*

Behaviour Policy

Throughout this policy 'we' refers to the whole school of teaching and non-teaching staff, volunteers and governors, as well as children and their parents and carers. It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside of the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of

behaviour expected in school. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and 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 and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our CYP and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

General Expectations

We have high expectations for our CYP, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where CYP are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.

- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the CYP know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and lunchtimes

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. CYP will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the CYP so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our CYP's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

At Larkrise Primary School, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

We classify behaviour into 3 types: Pro-social, Anti-social dangerous, and Anti-social difficult.

Pro-social behaviour is defined as:

Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social dangerous behaviour is defined as:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

Anti-social difficult behaviour is defined as:

Behaviour that violates the rights of another person. Behaviour that is anti-social, but not dangerous.

The following are examples of the types of *pro-social* behaviours that we see in school and how adults respond:

Behaviour	Typical Response
Walking in the corridor	"Thank you for walking in the corridor"
Holding a door open for someone	"Thank you, allow me to return the favour!"
Using please and thankyou	"You're welcome"
Walking a child to first aid	"Thank you for helping your friend, it's good to know that we're being looked after when we're poorly "

Helping a child who is lost	<i>"Well done for helping your friend, it helps to know where you're going"</i>
Helping a peer to understand work	<i>"Thank you for helping your friend - it helps everyone when we help each other"</i>
Inviting another child to play in a game	<i>"Well done for helping your friend, I'm sure they'll enjoy being involved"</i>
Using good morning and good afternoon	<i>"Good morning" or "good afternoon" back</i>
Helping an adult carry equipment through the school	<i>"Thank you for helping - you've made my job much easier!"</i>
Supporting a peer when they are upset	<i>"Well done for helping your friend, I'm sure they will feel better for it"</i>

We may choose to recognise pro-social behaviour in some of the following ways;

- Positive end of day chats with parents and carers
- Phone calls home
- Positive postcards
- Teacher's own class based rewards such as dojo points, stickers, raffle tickets, class prizes □
Recognition as 'Star of the week'
- House points

All of these strategies MAY be used at the discretion of the staff at Larkrise but the MOST POWERFUL strategy is children understanding their own behaviour. Staff are trained to help children to understand their pro-social, anti-social difficult and anti-social dangerous behaviours and will have conversations with children as and when these occur.

In spite of these rewards, we encourage children at Larkrise to be intrinsically motivated and increase their own independence, therefore these rewards will be utilised less by staff as the children get older.

The following are the Anti-social behaviours that we see in school and how adults will respond:

Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See flowchart at the end of the policy).

Behaviours	<i>Adult Response</i>
Running in the corridor	<i>"Walking in the corridor, thank you!"</i>
Climbing on top of cupboards	<i>Use of de-escalation script</i>
Screaming and shouting	<i>Use of de-escalation script</i>
Swearing at children	<i>"NAME kind words, thank you" Educational consequence around swearing.</i>

Swearing at adults	<i>Use of de-escalation script. Logical consequences.</i>
Punching children	<i>Use of de-escalation script, use of steering, guiding, escorting away. Logical consequences (see below)</i>
Kicking children	<i>As above</i>
Punching adults	<i>As above</i>
Kicking adults	<i>As above</i>
Rough play	<i>"NAME safe play, thank you" logical consequences (see below)</i>
Refusing to work	<i>Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for.</i>
Refusing to listen to adults	<i>Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated.</i>

De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...



De-escalation body language

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



Following the above, if there is a need for further action then this would take the form of consequences.

Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that longterm behavioural change will occur without this.

We separate consequences into two types:

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

For a consequence to be valid, there should be a clear reason for our response. Perhaps we should be able to say, 'Obviously, this needs to happen...'

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	<p>Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that.</i></p> <p>Reflection support during breaktime or lunchtime with trusted adult.</p> <p><i>I can see there's something wrong (acknowledge their right to their feelings) I'm here to help and listen. Tell me what happened</i></p>
	<p><i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i></p>
<p>Relatively higher impact Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<ol style="list-style-type: none"> 1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by telephone by SLT member. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. 9. If response leads to Fixed-term exclusion – parents/carers also notified in writing. Reintegration meeting to be held directly after fixedterm exclusion.

When there is a need for a serious consequence, these times will be fully investigated by a member of the leadership team and will result in one of the following:

- Phone call home
- Letter
- Meeting or conversation with parent/carer
- Internal exclusion
- Fixed term exclusion

-Permanent exclusion (consistent breaches of the behaviour policy/one-off significant events)

Important documents that will be referred to;

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/school-exclusion>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour and Discipline in Schools - A guide for headteachers and school staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf)

Role of parents

We believe that the role of parents is vital in supporting and reinforcing the school's positive behaviour policy. We ask that parents in the first instance speak to their child's class teacher if they have any concerns regarding their child's behaviour or if they believe their child is being affected by the behaviour of another child. Should the matter not be resolved to the child's or parent's satisfaction then we ask parents to make arrangements to further discuss their concerns with a member of the leadership team.

The Essex Steps Therapeutic approach is used across 8 counties and the flowchart below brings together every process used to analyse and respond to difficult or dangerous behaviours. The school will follow the following flowchart, kindly reproduced from original work carried out by our Hertfordshire colleagues.

All of the documents referred to within the flowchart are accessible from the school if they refer to your child or if you should need any further explanation.

Appendices

1.Flowchart of behaviour intervention

2.Risk Calculator

3.Conscious behaviour checklist

4.Subconscious behaviour checklist

5.Anxiety Mapping

6.Predict and Prevent mini plan

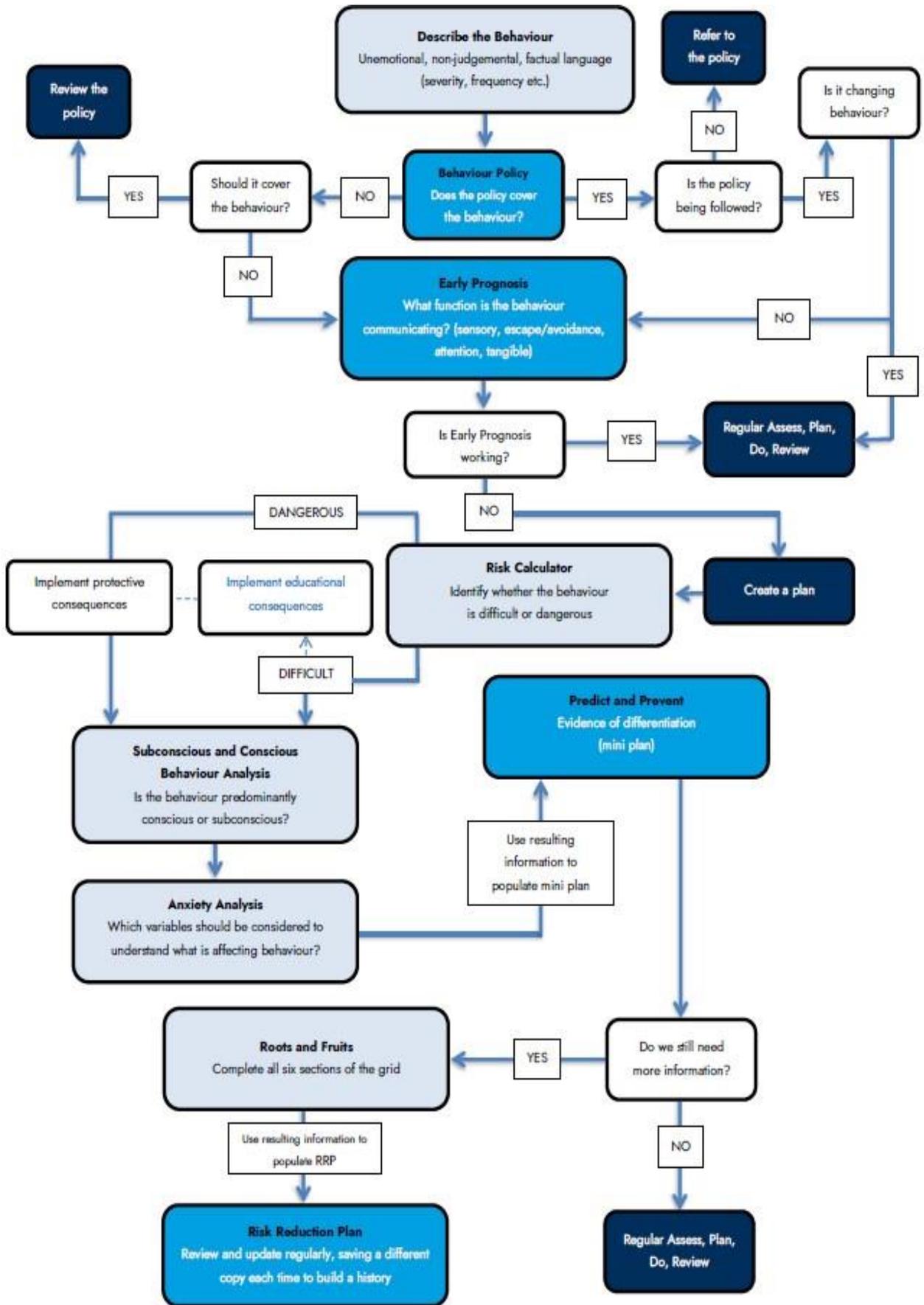
7.Roots and Fruits Analysis

8.Risk Reduction Plan

9.Touch Policy

10.Supporting, Guiding and Escorting examples

Flowchart of behaviour Intervention



Conscious Behaviour Checklist

Question	Response
What is the desired outcome of this behaviour? (Perceived gains)	
What is the motivation to behave antisocially? (Why do they believe antisocial behaviour will be successful)	
Why is there no motivation to behave prosocially? (Why do they believe prosocial behaviour will be successful)	
What are the expected consequences? (Why does the child choose the behaviour, when they are aware of the consequence?)	

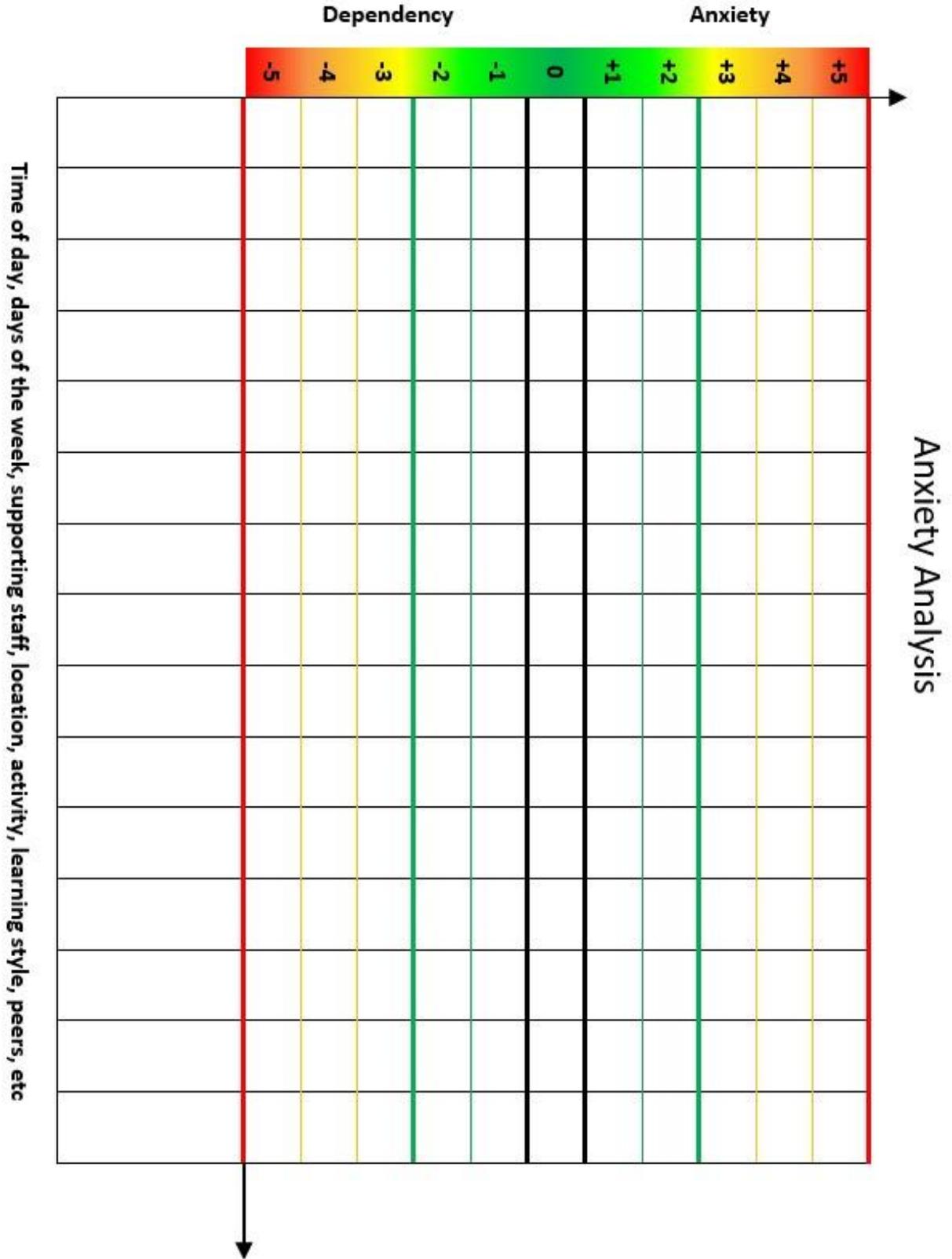
How can I impact on the child's beliefs or values?	
--	--

Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	

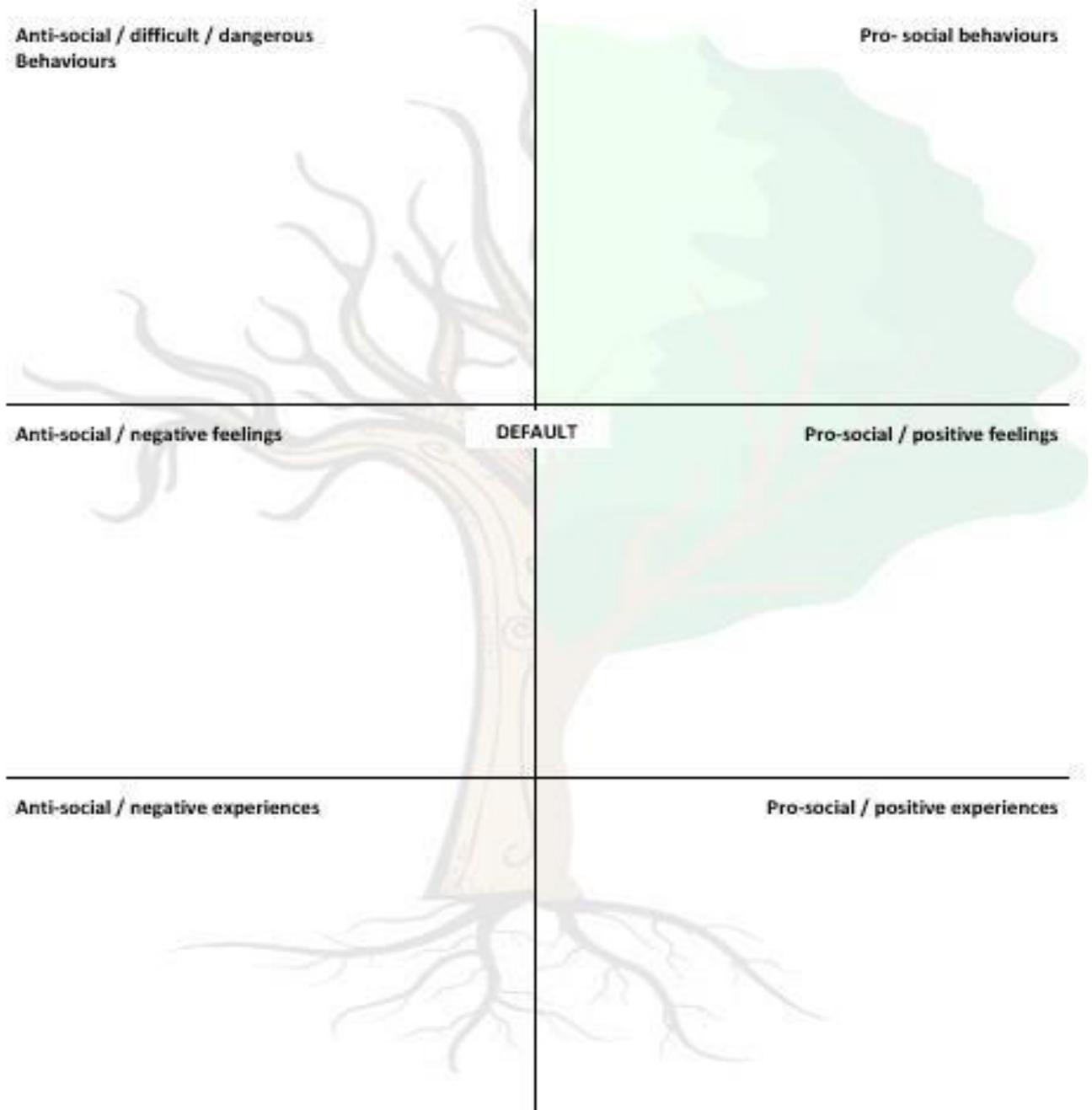
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

Anxiety Mapping



Therapeutic Tree (Roots and fruits)

Name	
Supporting Staff	
Date	
Review Date	



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm /Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g., hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g., disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.

3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan.

Risk Reduction 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 I Carer..... Date

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

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present).

Within Larkrise School, this means that as a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Larkrise school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.

Hugging can be used either standing or seated.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in crisis or distress ask that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm, if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

Parents/carers will be made aware of this statement when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Guiding, Escorting and Supporting

Closed mitten



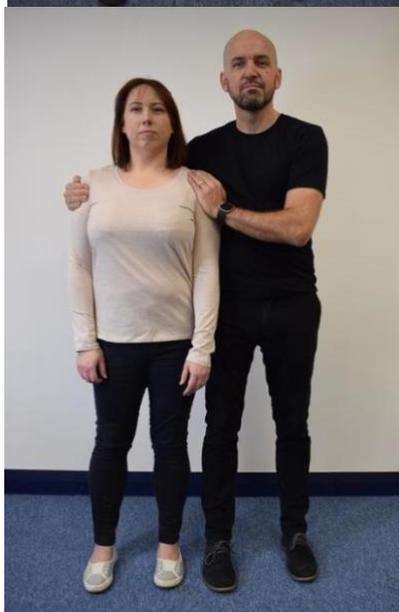
Closed mitten (used to draw a student close)

Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Offering an arm (to support, guide or escort)



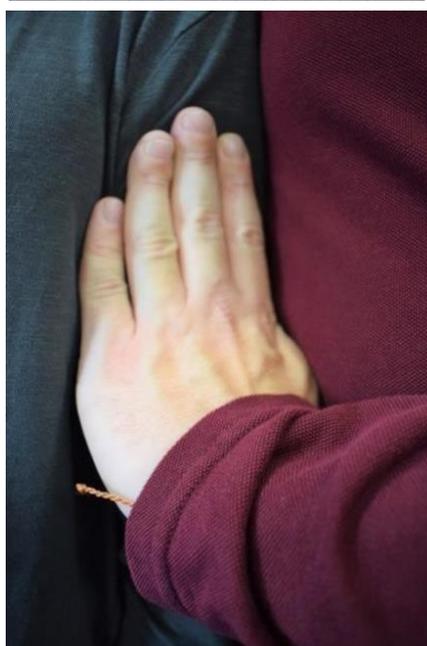
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite • Draw elbow in for extra security **Supportive hug (to support, guide or escort)**



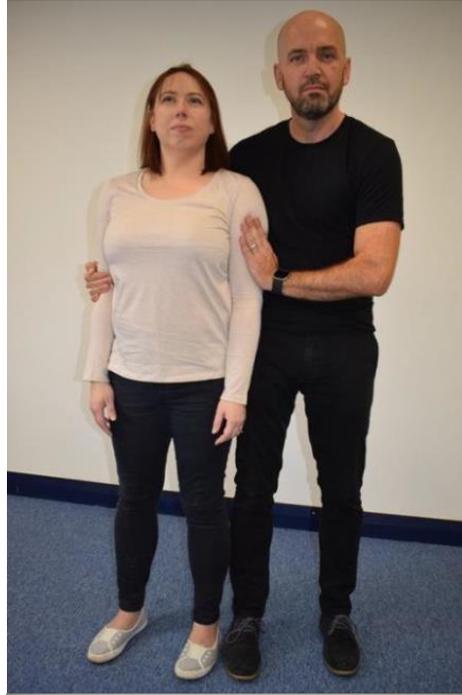
To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)



Supportive Arm (continued) and paired supportive arm



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security
- **Open mitten**



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)



- Palm parallel to the floor

- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script

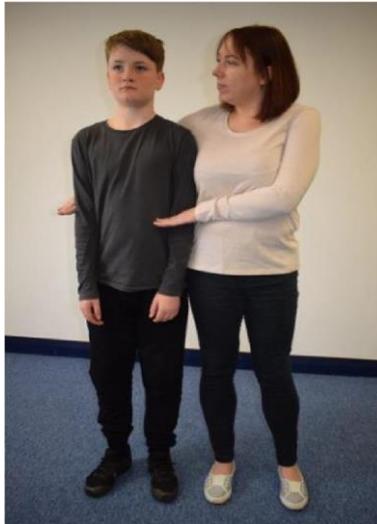
Open mitten guide (to communicate) Open mitten guide paired

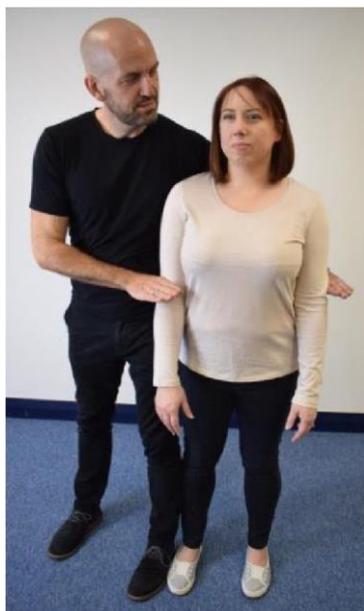


-
-

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)





- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.