

BEHAVIOUR POLICY LEIGHTERTON PRIMARY SCHOOL

Review date: Bi-Annual

Date	Signed (Chair of Governors)	Signed (Headteacher)

LEIGHTERTON PRIMARY SCHOOL

Behaviour and Discipline Policy

At Leighterton Primary School all pupils are expected to behave in a responsible manner showing consideration, courtesy and respect for other people at all times. We aim to create a positive atmosphere based upon a caring community, in which every individual feels a valued member. We are continuously striving for an environment which fosters sensitivity to the concerns of others and which encourages everyone to take moral responsibility for their own actions.

Our Behaviour Policy is based on positive behaviour management and on the belief that “Children have a right to learn and teachers have a right to teach”.

Leighterton Primary School has a number of agreed codes of behaviour, but the primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Aims

We aim:-

- to develop self-discipline in children
- to maintain a calm, orderly environment in which effective learning can take place
- to cultivate an ethos which produces in pupils an acceptance and recognition of responsibility for their own decisions and actions, together with the consequences
- to develop children’s sense of self-esteem, and ability to manage feelings by a variety of methods
- to recognise the role of adults in the school in modelling good behaviour

Expectations

We expect everyone in our school to:

- have high expectations of behaviour
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible
- behave in a safe manner at all times
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated

Rules

Our SMART Code of Conduct underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:-

- ✓ For reasons of safety.
- ✓ Respect for others and their property.
- ✓ For the smooth running of our school

SMART CODE

Speak politely and listen carefully

Make school enjoyable for everyone

Act safely

Respect and care for each other

Tell someone your worries

Our rules will:

- ✓ ensure that everyone can learn, enjoy and achieve;
- ✓ help make everyone feel valued and safe;
- ✓ protect the learning environment;
- ✓ protect the possessions of others
- ✓ help everyone to understand about expected behaviour;
- ✓ set the boundaries for acceptable behaviour, which if crossed mean there will be consequences

The teacher is a facilitator who shares the responsibility for learning with the child. S/he does this by creating a structure using rules and routines which encourages each child to take responsibility for his/her learning and behaviour. The child learns that there are consequences to the choices s/he makes. The child has the right to be safe, respected and to receive an education. The teacher has the right to feel safe and valued.

Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- ✓ Staff praise children when they see good behaviour.
- ✓ Staff focus on the positive behaviour they see.
- ✓ Staff tell children clearly what is expected of them.
- ✓ Children remember what is expected of them.
- ✓ School and classroom rules are consistent, fair, and kept.
- ✓ Rules are regularly reviewed with staff and children together.
- ✓ Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- ✓ Staff regularly inform children's parents of good behaviour or achievement

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✓ When children have worked hard on a task and produced excellent work this is displayed as an example.

✓ In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.

Rewards

A child's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their self esteem.

- Verbal praise
- Team points
- Table points
- Discussing what they have done well with their class
- Stickers
- Star charts
- Raffle tickets (KS2)
- Class reward
- Reading Certificates
- Commendation certificates
- Star of the Week assembly (everyone recognised at least once a year)
- Note/Phone call home

Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

Whilst bearing in mind that individual children's age, experience, character and any additional needs must be taken into account, we encourage all children to understand their inappropriate behaviour and its effect on others and themselves. Any inappropriate behaviour is clearly identified and explained. At all times we describe the behaviour as inappropriate and NOT the child as being bad.

There may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a consequence.

Categories include:

- disrupting other children's learning and enjoyment;
- violent behaviour or hurting others;
- deliberate offensive language (including racial abuse);
- deliberate rudeness;
- name calling;
- vandalism;
- disregard for school rules and procedure;
- theft;

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- bullying;
- sexual harassment;
- drug related behaviour;
- carrying a weapon

Challenging behaviour is dealt with as follows:

- Dangerous behaviour is dealt with immediately.
- Behaviour is dealt with immediately (non-confrontational manner).
- Parents are involved to gain their support towards improving behaviour.
- The whole Leighterton team (teachers, teaching assistants, lunch break supervisors, administration and breakfast and after school club) are actively involved in praising positives and supporting behaviour improvement.
- The SMART Code is referred to as the positive code of conduct / guide for all behaviour.
- Children are warned about their behaviour and given the chance to change their behaviour / make amends.
- After a reflection on their behaviour, the chance of reparation is offered, e.g. by an apology to re-establish a positive relationship.
- Repeatedly challenging behaviour is analysed. For those children needing support in managing and changing their behaviour, an Individual Behaviour Plan will be drawn up.

Members of staff will complete a Concerns Form directly after a Behaviour Incident to provide an accurate record of what occurred.

Actions to take where staff have concerns about a child

If staff have concerns about a child, they should act **immediately**. They should follow our school's Safeguarding policy and **speak to the DSL** (or deputy) about what action to take, including whether a referral needs to be made. Page 14 has a diagram illustrating this process.

If the DSL or deputy is not available, they should:

- **Not delay** taking action
- Consider speaking to a member of your school's senior leadership team and/or take advice from local children's social care
- Share any action taken with the DSL or deputy as soon as is practically possible

This is in accordance with Keeping Children Safe in Education (September 2018).

Bullying

The definition of bullying is:

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‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

‘Bullying is the physical or verbal abuse of another individual so that their safety, confidence and happiness is diminished.’

This School makes a clear statement that bullying is unacceptable. We deal with bullying swiftly and effectively. This includes bullying based on a pupil’s special needs, race or gender. We encourage parents and children to alert us to bullying if and when it occurs. (Anti-bullying Policy)

Consequences are age appropriate and situation dependant and may be:

- Non-verbal communication
- Describe the behaviour that is expected
- Reminder about the expected appropriate behaviour
- All children’s names written on the board. If a child is not meeting the class expectations or behaviour code, their name is rubbed off. They are able to earn their name back on to the board.
- Verbal reminder, with reference to the SMART Code
- Verbal reminder, with choices explained
- Move the child to another place in the room and explain that the activity must be completed
- Child to complete a 4Ws form (Appendix 1). If the 4Ws form is not completed in school, it will be sent home
- Parents are informed
- Report to the Head
- Loss of privileges – break/lunch time, clubs, trips, visitors
- Involvement of the Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Suspension or exclusion. Suspension may be the first response to extremely challenging behaviour. (DfE 2012)

Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisor to oversee this. The role of staff at lunch time, is to follow the agreed school rules.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and request that the child remains at home at lunchtimes for a limited period as part of a behaviour plan.

Leaving the classroom or school grounds without permission

If a pupil leaves a class, we will establish where he or she has gone. Adults must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no

longer on school premises parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. The use of physical intervention is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting him/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. We use the minimum of force for the minimum amount of time and follow the guidelines laid down by the DfE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using Social and Emotional Aspects of learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

(DfE Guidance, The use of force to control and restrain children) See also Positive Handling Policy

During COVID-19 pandemic, no positive handling will take place.

Safeguarding Children

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard. (Safeguarding Policy)

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any consequences or support. (Special Educational Needs Policy)

Children with behaviour as an additional need

- Follow Behaviour Support guidance
- Individual Educational Plan (IEP) targets to be in place.
- All staff, including School Meals Supervisory Assistants (SMSAs) to be aware of these pupils, their targets and any special arrangements.
- A copy of 'arrangements' sheet for particular pupils, to be kept in file and supply teacher's file.
- 'Talking time' for designated pupils.
- Records to be kept

Referral procedures to other agencies e.g. BSS, EPS, CAMHS

Communication with Parents

Parents are expected to support the school in the application of its rules (see Home School Agreement)

Parents have a right to know how their child behaves in school, whether that behaviour is good or inappropriate. When either good or inappropriate behaviour is displayed parents will be informed: good behaviour will be reported whenever possible and inappropriate behaviour whenever it causes concern.

Searching and Confiscation

The Headteacher has a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline. (DfE 2012)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance (DfE 2012) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate the police may be involved.

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Appendix 1

Leighterton Primary School 4 W's Form

Name.....

Class.....

Think back to what happened

What did I do?	What rule was broken?
What is my side of the story?	What do I need to do to put it right?

Discussed with:

Date:

Any further action: