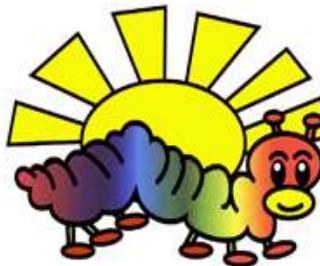


LEA C OF E PRIMARY and PRE SCHOOL



Behaviour Policy

Written by:	SMT in consultation with staff.
Ratified by Governors (Date)	February 2017
Date for Review	February 2019
Signed Chair of Governors	D. Howell
Signed Head Teacher.	D. Atkinson / S.A Vines

This policy has been considered by a member of the SMT, in order to ensure that it does not have an adverse effect on race, gender or disability equality

Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ Complaints policy
- ❖ PHSE and SMSC
- ❖ Exclusions Policy (To be updated Spring 2017)
- ❖ Anti-Bullying Policy (To be updated Spring 2017)
- ❖ Child protection / Safeguarding Policy and procedures
- ❖ The recording of racial incidents

(Signed Copy can be seen in School)

Our Vision

Motto 'Everyone Counts'

"Our school will provide a happy, healthy, secure and stimulating learning environment where all are inspired to achieve their very best. Teaching and learning should be fun and nurture a life long journey of discovery. Our school and pre-school will actively promote Christian Values through our relationships with pupils, parents, colleagues and the wider community."

SCHOOL RULES *Be Respectful Be Polite Be Kind Be Safe.*

Context:

At Lea C of E Primary School and Pre School we have high levels of expectation of behaviour for all pupils, regardless of their starting point or background. We aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Body, Parents, Executive Head Teacher, Head of School, Teachers, Teaching Assistants, Home Links, Office Staff, Lunchtime Supervisors, Caretaker and anyone else working on site.

Aims of our policy

- ❖ To promote a happy, safe, secure and stimulating environment, within an atmosphere of Christian love and understanding, this encourages the development of each child to reach their full potential.
- ❖ To promote a Christian ethos and to create a positive learning atmosphere where children are praised for good behaviour and every member of the school/pre-school community is treated fairly and feels valued and respected.
- ❖ To have a form of positive discipline that allows children to feel safe, happy and secure.
- ❖ To increase pupils' self-esteem, and encourage them to be responsible for their own behaviour, always considering the 'Right Choice' of action.
- ❖ To give a plan of action to all staff for dealing with poor behaviour and bullying incidents.
- ❖ To work with parents to maintain high standards of pupil behaviour.

'The behaviour of the children is excellent. This is because it is founded on high expectations and aspirations which are rooted in the school's Christian character.' **SIAMS Report 2016**

'Behaviour is good. Pupils' very enthusiastic attitudes create a positive learning community where they care for and support each other well. Pupils and their parents believe that the school is a very safe place.' **Ofsted 2014**

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Equal Opportunities

We will treat all children equally and fairly, regardless of age, gender, race, ability and disability, using positive praise and encouragement wherever possible. Children with ongoing behaviour difficulties will be supported through our SEND procedures. This may involve liaison with outside agencies.

Promoting and Rewarding Good Behaviour

We promote an environment that encourages good behaviour through;

- ❖ Praising and reinforcing good behaviour.
- ❖ Encouraging sharing and negotiating.
- ❖ Making sure staff, volunteers and students set good examples.
- ❖ Discussing the rules of our group with the children.
- ❖ Helping children understand the effects of their behaviour on others, linking to 'Rights Respecting'.
- ❖ Helping children to challenge bullying, harassment and name calling.
- ❖ Encouraging responsibilities e.g. helping with tidying up, respecting toys and equipment.
- ❖ Reassuring children that they are always valued as individuals even if their behaviour may be unacceptable.

We reinforce, praise and reward good behaviour, effort, positive and caring attitudes and making good choices through;

- ❖ Congratulating effort and achievement (staff and children)
- ❖ Catching the children behaving well.
- ❖ Working together as a class to define 'Class Charters' in the autumn term.
- ❖ Addressing worries through 'Circle Time' activities.
- ❖ Giving children team points in school. (There are 4 teams in school and any member of staff can award team points. Up to 3 team points can be awarded at one time)
- ❖ Issuing 'Well Done' certificates for demonstrating positive attitudes and behaviour, promoting good behaviour in others and excellent work or effort.
- ❖ Using class reward system to further promote good behaviour, e.g. use of 'Golden Time'.

We celebrate our achievements and team points through;

- ❖ Awarding our 'Well done Certificates' in Well Done assembly each week in school, where examples of their best work may be shown.
- ❖ Giving certificates for achievements in swimming, sports and other organised events.
- ❖ On a regular basis, one pupil receives the 'Citizen of the Week' award, linked to our School Values, to be nominated by other children in the school.

Responsibilities.

Responsibilities of Teaching Staff and Teaching Assistants

- ❖ To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- ❖ To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- ❖ To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- ❖ To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing, **building and maintaining** positive relationships with parents and carers.
- ❖ Ensure that school systems and structures are followed consistently and pupils are treated fairly.
- ❖ To investigate behaviour incidents rigorously and ensure closure on all incidents.
- ❖ To keep behaviour records in line with this policy.
- ❖ For every child to receive regular verbal praise and positive written praise through the school Marking Policy.
- ❖ To model and teach emotional literacy to help children interact positively and deal with issues through PSHE lessons / Circle time sessions.

SLT Responsibilities

- ❖ To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- ❖ The SLT will not take over or deal with the behaviour issue, unless it is of a more serious nature.
- ❖ The SLT will keep a record of more serious Behaviour Incidents in the EEYORE file, held in the Head of School's office. (Everyone's Evidence of Youthful Outbursts and Records of Events!)
- ❖ Where necessary, send behaviour letters home and run meetings with parents alongside class teachers.
- ❖ To assist teachers in investigating and recording behaviour incidents in line with this policy.

Executive Head Teacher and Governor Responsibilities

- ❖ The Executive Head Teacher and Governors will ensure the Positive Behaviour Policy is implemented in school.
- ❖ The EHT will be involved in serious cases that may involve exclusion.
- ❖ The EHT will report all bullying or racist incidents to the Local Authority on a termly basis.

Dinner Supervisor and Playtime Staff on Duty Responsibilities

- ❖ To follow the **Staff Handbook** that outlines their roles and responsibilities.
- ❖ To follow this Positive Behaviour Policy.
- ❖ Supervisors and Playtime supervisors are responsible for the behaviour of pupils at lunchtimes and playtimes, and are supported by the Class teachers and SLT.
- ❖ To liaise with class teachers regarding lunchtime / playtime behaviour.

Parents Responsibilities

- ❖ To work in partnership with the school / pre-school and support the systems and structures related to behaviour management, so children receive consistent messages about how to behave at home and at school.
- ❖ Where necessary, to have regular discussions with the class teacher and other appropriate school / pre-school staff about their child's behaviour.
- ❖ To support reasonable sanctions where required and be supportive of the school / pre-school's action.
- ❖ To attend parents' evenings, and activities that support their child's learning.
- ❖ To be aware of the events taking place in school via the newsletter and website.
- ❖ If parents / carers have any concern about the way their child has been treated, they should initially contact the class teacher / key worker. If the concern remains, they should contact the Head of School / Executive Head Teacher, Pre-School supervisor. If this matter remains unresolved please follow the schools' complaints procedure.

Adult Handling of Misbehaviour

Adult handling of behaviour must be consistent and at a level appropriate to the child's understanding and maturity. When handling misbehaviour it is important to;

- ❖ Recognise that children are learning to deal with a range of emotions and feelings, acknowledge those feelings and work with children to find constructive solutions.
- ❖ Work towards distraction and early intervention to avoid misbehaviour.
- ❖ Explain to children why the behaviour is unacceptable.
- ❖ Avoid damaging children's self-esteem e.g. by humiliation or segregation (we never send children out of the room to be entirely on their own - they may be asked to sit in the central area to reflect on their actions)
- ❖ Avoid discussing children's behaviour with staff or parents in front of them or others.
- ❖ Help children to find solutions to conflict and make 'Good Choices'.
- ❖ Be consistent in applying agreed procedures.

Sanctions

The purpose of sanctions at Lea C of E Primary School is to give children the opportunity to change their behaviour and remove barriers to learning. It is vital that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, **not the child him/herself**. Teachers make these sanctions explicit to pupils although there is some flexibility in enforcing

these sanctions depending on the, severity or frequency of the child's behaviour. On occasions, it may be appropriate to diffuse a situation by using time out in another class.

Lea C of E Behaviour Sanctions flow chart.

1. *Child made aware of his / her misbehaviour. Reminded of School Rules / Class Charter, 'Good Choices' and expectations at 'Lea School / Lea Pre School.'*

2. *Verbal warning given.*

Typical low level misbehaviour, including not on task, disturbing class, not following instructions in timely manner, answering back, chatting when not appropriate, not sharing, being too rough in play. (EYFS)

3. *Name noted on the board.*

Typical behaviours including persistence of level 2 worries, deliberately not completing tasks, not co-operating, e.g. scribbling, name calling.

4. *Sad face next to names - Reflection Time. (In classroom 12 – 12:15)*

*For further misbehaviours, along similar lines 1, 2 or 3 sad faces on the board, indicating 5,10, 15 mins. of Reflection Time at lunch time. (Or time more appropriate to the age of the child.)
Typical behaviours including persistence of level 3 worries, children arguing, telling lies, refusal to work.*

(Fresh start after lunch to 12 noon the following day)

5. *Instant Reflection Time, in Central Area, for longer period of time. Note kept by the class teacher.*

Typical behaviours include further persistence within day of level 4, total disruption of class activity unauthorised leaving of the class, aggressive behaviour, isolated act of violence (kick, push, punch etc.), swearing and verbal abuse, stealing in class. Teacher notes incident. Parents / carers will most likely be informed.

6. *Referral to Head of School / Executive Head (Incident recorded in EYORE book)*

Typical behaviours include further persistence within week of level 5 behaviours, repeated incidents of bullying, Racial, homophobic or similar abuse, vandalism of school or other's property, regular fighting / physical behaviour, extremist behaviour or attitudes, more severe isolated act of violence.

Possible reporting to parent, depending on incident. Informal chat before / after school to indicate concerns.)

7. Yellow Behaviour Card

If a child continues to misbehave, or indeed is in the EEYORE book 3 times in 2 weeks, then a yellow behaviour chart will be introduced, in consultation with the class teacher and parent / carer. This will be a daily behaviour chart, which is shared with the parent / carer on a **weekly basis**. The aim being to support behaviour improvement but also to be a record of incidents of misbehaviour. More serious incidents of misbehaviour will continue to be recorded according to the Sanctions Chart Level 5 onwards.

The card should be filled in for each session by whoever is teaching the child and includes a mark for break and lunchtime behaviour, which is done by the class teacher, after break and during registration after lunch.

8. Red Behaviour Card

Where the Yellow Card does not have the desired impact, and no improvement is noted after 2 weeks, then a red behaviour chart will be introduced, in consultation with the class teacher and parent / carer. This will be a daily behaviour chart, which is shared with the parent / carer on a **daily basis**. The aim is to support behaviour improvement but also to be a record of incidents of misbehaviour. More serious incidents of misbehaviour will continue to be recorded according to the Sanctions Chart Level 5 onwards. Parents / carers need to be informed that their child is at serious risk of exclusion. Sanctions of the next stage in the policy will also be made clear. (Internal exclusion).

Further notes for Level 7 and Level 8

In some cases, where behaviour is poor, either as continuous low level or more serious, school trips and memorable experiences may be reviewed. This may result in risk assessments being carried out and/or children not being taken.

The school can refuse to allow pupils to take part in special events or trips, if staff have concerns about the safety of the child or indeed of other children following prior behaviour incidents. This matter should be discussed with the Head of School prior to decisions being made.

Class TAs should be kept informed at all times, and if Yellow or Red Behaviour cards have been issued, it is important that **all school** staff are aware of the situation and try to particularly re-enforce positive behaviour management / distraction techniques with the child.

The Class teacher in consultation with the SLT will decide when the child does not require the card anymore.

Reasonable Force (Positive handling)

UNDER GENERAL CIRCUMSTANCES, no member of staff should attempt to restrain a child who is being violent. In this situation, the rest of the class should be evacuated to another area, and a staff member should remain close at hand to observe the child until the class teacher and or / Head of School / Executive Head Teacher arrives to deal with the child. The supervising staff member can observe the child from outside the classroom if they believe the child will try to harm him/her.

However, if a child's behaviour is likely to harm another, or him/herself, then a member of staff may decide to restrain the child using reasonable force. You do not need training, or permission if a child's safety is in question. E.g. You may use reasonable force to prevent a child from leaving the school grounds if you believe that the safety of the child is at risk. See DFE guidance (www.education.gov.uk).

However, we do have staff members who are 'Team teach' trained, (February 2017) should there be the need to remove a child if they are at risk and keep them safe. PHP's (Positive Handling Plans) will be put in place for pupils who the school has identified as being at risk of needing to be restrained.

Home/School agreements

These will be signed by the Head of School, pupil and parent at the beginning of every year. For Pre School and Reception pupils, they will be included in the induction pack. Teachers will share what is expected from pupils before pupils are asked to sign.

Bullying

The school uses **S.T.O.P (Several Times on Purpose)** as a way of helping staff and parents identify bullying. We are also aware that extreme behaviour may mask other difficulties. (e.g. family difficulties, learning problems, domestic violence, physical abuse, neglect.) Bullying involves the **persistent** physical, verbal or emotional abuse of another child or children. We take bullying very seriously.

In summary, if a child bullies another child or children:

- ❖ we intervene to stop the child harming the other child or children;
- ❖ we explain to the child doing the bullying why her/his behaviour is inappropriate;
- ❖ we give reassurance to the child or children who have been bullied;
- ❖ we help the child who has done the bullying to say sorry for her/his actions;
- ❖ we make sure that children who bully receive praise when they display acceptable behaviour;
- ❖ we do not label children who bully;
- ❖ when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and

- ❖ when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

(See Anti bullying policy for further details.)

The role of the SENCO

Where poor behaviour continues, the child may well be placed on an IPP (Individual Provision Plan) involving the SENCO at school, in consultation with the parents / carers. Support from external services may be requested.

SENCO and class teacher would liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher/key worker may discuss the needs of a child with the education behavioural support team or educational psychologist who may suggest additional strategies to use.

The school/pre-school will endeavour to work with both pupils and parents to avoid a fixed term exclusion. However, if an exclusion is deemed necessary then a formal letter will be issued to advise parents of the decision.

If a child's behaviour continues to disrupt a class or school life and all avenues of support have been tried, and all reasonable adjustments have been made for children with specific special needs, then a permanent exclusion may be considered.

All staff have the responsibility of implementing the Behaviour Policy.

Exclusions

- ❖ All exclusions follow DfE guidance on exclusions from Maintained Schools
- ❖ Level 6 behaviour may result in a fixed term exclusion being imposed by the school.
- ❖ This will be decided by the Head of School / Executive Head Teacher, **and will only be considered when there is clear evidence that all other sanctions and systems have been followed.**

The following incidents will result in immediate fixed term exclusion:

- ❖ If a child is repeatedly violent, aggressive to others or consistently fail to uphold the schools values.
- ❖ Possession of a weapon.
- ❖ Serious assault on a member of staff.
- ❖ Serious assault on another pupil.
- ❖ If a child has made a malicious allegation against a member of staff, or a visiting teacher.

Initially, these exclusions may take place as internal exclusions to start and then move onto, off site if necessary. Three fixed term off site exclusions, may result in a permanent exclusion, however, support for the child and family will be put in place where this is the case.

Only the Head of School / Executive Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school or pre-school. A child may be excluded for a fixed period or permanently.

See exclusion policy for further details regarding exclusions. (To be updated)

Contacting the Police or other Security Agencies

Any behaviour that has criminal implications may result in the police becoming involved. The Executive Head Teacher / Head of School, will decide on the appropriate course of action in this case.

Behaviour linked to radicalisation and extremism should be brought directly to the attention of senior staff / Child Protection Officer (CPO) who will decide the best approach. This could involve police, Prevent, Social Services or utilising guidance in the Channel Agenda



Staff and Visitors. Tips for promoting good behaviour



**AN EXCELLENT TEACHER INSPIRES,
CARES AND UNDERSTANDS THEIR PUPILS... AND THEIR PUPILS KNOW IT!**

- ❖ Be calm.
- ❖ Always aim to **DIFFUSE** a situation, not **IGNITE** it!
- ❖ It's not personal! Don't get angry or upset. Stay calm and caring.
- ❖ Positive reinforcement, pick on good behaviour.
- ❖ **REWARDS** are always more effective than **SANCTIONS**.
- ❖ Always give children a 'way out' of their behaviour pattern.
- ❖ Don't zoom through our system. They are there as a guide and to ensure consistency and fairness.
- ❖ SMT are there to support you, but they will not intervene with everyday behaviour issues.

MOST IMPORTANTLY...

- ❖ Think about **why!** There's **always** a reason why a child misbehaves. They are **not** adults; they do not have our vocabulary or ability to explain their feelings.
- ❖ Build **positive relationships** based on **care, trust & high expectations** and 99% of any behaviour problems will disappear.
- ❖ Keep smiling! 😊
- ❖ Any worries ... please ask.