



Behaviour Policy

This policy should be read in conjunction with:

- ✓ Child Protection Policy
- ✓ Special Educational Needs and Disability policy
- ✓ Anti- bullying policy
- ✓ Behaviour and discipline in school – Advice for headteachers Jan 2016
- ✓ Exclusions Policy (& Exclusions from Maintained Schools, Academies and Pupil Referral Units in England , DfE -Jan 2015)
- ✓ Guidance on Use of Reasonable Force in Schools (DfE March 2012)
- ✓ Ensuring good behaviour in school –a summary (DfE 2012)
- ✓ Mental Health and behaviour in Schools (DfE 2014)
- ✓ Attendance policy
- ✓ The Prevent duty (DfE June 2015)
- ✓ Fundamental British Values (DfE 2014)

Rational

This policy has been developed by the whole staff and pupils as response to the need to set down clearly the expectations for all members of our school community. The training that went alongside the development of this policy aimed to include all groups of children within our school and to further develop the relationships that exist. This policy is based on **consistency, follow through and positive relationships**. We recognise that good behaviour is linked closely to good teaching and learning, along with providing pupils with a safe and caring environment. We recognise the role which school plays in supporting children to be resilient and mentally healthy and work with children’s experiences and feelings to create an internal discipline which results in long term change to behaviour.

“The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn” (Ensuring good behaviour in school –a summary DfE 2012).

In accordance with 2010 Equality Act this policy acknowledges the schools legal duties under the act, in respect of safeguarding and of pupils with Special Educational Needs. We acknowledge our duty to make reasonable adjustments regarding pupils with disability.

We believe in a positive approach to discipline, using praise to recognise and acknowledge effort and significant achievement. Pupil’s views are sought through a questionnaire and pupil voice is incorporated into all evaluations. Any issues, including feeling safe, are addressed through circle work following the SEAL programme and incorporating Fundamental British Values programmes.

During circle time we aim to build pupils' resilience to radicalisation by enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, it aims to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments, thereby assisting their personal, social and emotional development and understanding of the world. This also helps the children to recognise appropriate behaviour and strategies which they can use independently.

Rewards and sanctions

We have a clear system of rewards and sanctions which all staff follow consistently and of which children are aware. These are proportionate and fair dependent upon the pupil's age and needs

Aim

At Lambton Primary School we aim to provide a safe, happy, well ordered community in which children can be valued as individuals. We seek to provide an atmosphere in school where parents, staff, governors and children can work together in a spirit of cooperation.

Objectives

- 1) All members of the school community will have a clear understanding of the school code of conduct and their role within it.
- 2) That leadership will model the behaviour which we want to see from staff, and equally all staff, regardless of their role, will model the behaviour we wish to see from children.
- 3) To establish clear expectations for behaviour so that children are able to make responsible decisions about their behaviour.
- 4) There is a consistent approach to behaviour management across the school.
- 5) Rewards and sanctions are used consistently to reinforce the school code of conduct.
- 6) Support plans are in place for children who find following the code of conduct a challenge.
- 7) Guidelines are in place for the use of physical restraint in school as set out by the DfE.
- 8) The school SENDCo to ensure that all adults working in school understand their responsibilities to children with special educational needs and disabilities (SEND) and what to do if they are concerned about a pupil.

Expectations

We have a clear set of Lambton Primary Rights and the school's Lambton acrostic poem was devised by the School Council and is reviewed each year. This and the Lambton Primary Rights are used each day in the classroom. At the start of each school year and at regular intervals throughout, classroom 'rules' are devised/ reviewed with the children and displayed clearly in each room. These may vary slightly from class to class.

The Learning Environment

In order to make a learning community it was agreed that in all aspects of school life there must be

- 1) Clear rules and directions which define the limits of acceptable and unacceptable behaviour and that all staff must teach the children to consistently follow the rules.

- 2) Children will be rewarded for following the code of conduct and rules. A variety of rewards will be used including praise, certificates, house points, golden time and stickers.
- 3) Children will know the consequences if they choose not to follow the code of conduct.

The Code of Conduct

It was agreed that the code of conduct would set out the roles and responsibilities of all members of the school community in terms of their rights and responsibilities

All children have the right to

- Learn
- Be safe
- Be treated with fairness and respect
- Be listened to

All Staff have the right to

- Be safe
- Be treated with fairness and respect by children, parents and colleagues
- Carry out their roles and responsibilities
- To be listened to

All Parents have the right to

- Know that their children are safe
- Know that their children will be treated with fairness and respect
- Be listened to
- Be informed about their children

The Responsibilities

Pupil Responsibilities

- To follow the school rules
- To follow instructions from adults in school
- To sort out difficulties without making things worse
- To always do your best and let others learn

Adults in School Responsibilities

- To create a safe and stimulating environment
- To treat everyone with consistency and respect
- To communicate effectively with children, parents and colleagues

Parents Responsibilities

- To reinforce the school rules with their children
- To get children to school on time, ready to work and appropriately dressed
- To share information and concerns with school
- To treat all children and adults in school with respect

The agreed code of conduct will be sent to all members of the school community on an annual basis and will be displayed prominently in all areas of the school including the after school club. Staff will agree the rules with their class on a termly basis and refer to the code of conduct through the day when discussing children's behaviour.

Rewards for following the code of conduct

As a school we recognise that it is important to recognise and reward appropriate behaviour. Some aspects such as politeness and good manners will be rewarded with instant praise orally.

Children will be rewarded both individually and collectively for achieving targets set e.g. achieving academic targets, keeping the cloakroom tidy.

Individually they will be rewarded for:

- ✓ achieving 10 house points
- ✓ Star of the week scheme
- ✓ Super Star of the week

A range of rewards are used reflecting the age of the children:

Early Years

- Immediate praise within the context
- Stickers
- Jewels in the jar
- Head teacher's award from the Sparkle Box
- Individual certificate: Star of the Week, presented at the celebration assembly on a Friday with a letter sent home informing the parents the reason for award
- A photograph of the children who receive a Star of the Week is displayed on a board in the hall
- Class award shared by all e.g. choice of activity, golden time, fruit or snack.

Key Stage 1/2

- Immediate praise within the context
- Stickers
- House points resulting in a prize from the Headteacher for every 10 house points achieved.
- Super Star award achieved for a single piece of work. This is given by the Headteacher on an individual basis. The child's name is recorded in the Sparkle Book and a certificate is given with a note home to inform parents of the achievement at school.
- Group or class award e.g. pebbles in a jar, table points leading to a shared reward
- Individual certificate: Star of the Week, presented at the celebration assembly on a Friday with a letter sent home informing the parent of the reason for the award.
- A photograph of the children who receive a Star of the Week is displayed on a board in the hall
- Class of the Week presented on a Monday in assembly for the class who have the lowest number of children receiving warnings in the previous week
- Class award shared by all e.g. choice of activity, golden time, fruit or snack.
- Pen licence and certificate presented to children, by the Deputy Headteacher, to children who have achieved a high standard of handwriting.

Consequences of inappropriate behaviour

There are occasions when children fail to meet the expectations set for them. The consequences of inappropriate behaviour must consistently be addressed through assembly times, PSHE, pastoral groups.

Children must be clearly aware of the impact of their inappropriate action on others:

- Preventing others from learning
- Not respecting others
- Preventing others from being or feeling safe

All staff should follow the guidelines for actions when children demonstrate inappropriate behaviour. It is a whole school responsibility to follow the guidelines at all times not just class teachers in their area. This policy covers all staff for all areas of the school

Early Years

- Traffic light system – green = following the rules, amber = you need to think about your behaviour red = time out.

Key Stage 1/2

- A quiet visual or oral reminder
- A first warning
- A second warning
- A third or written warning is recorded on the back of the warning sheet
- A 4th warning children must miss 5 minute of their break time and recorded on the back of the warning sheet
- All time out must be recorded on the back of the warning sheet and signed by the adult
- If the behaviour continues when returning to the task a 5th warning should be issued and the child will be sent to one of the middle managers if deemed applicable
- Children who receive 15 warnings or more in a week will be sent to rules reminder on a Friday afternoon instead of going to their Golden Time
- If a child misses Golden Time, parents/guardians will receive a yellow letter stating how much time their child missed and why. Parents/guardians will be asked to fill in a reply form to ensure receipt of the letter.
- Another yellow letter will follow if a child misses Golden Time two weeks in a row.
- If a child misses three consecutive weeks, parents/guardians will receive a red letter and will be asked to make an appointment or ring to talk to their child's class teacher.
- Loss of privilege e.g. playtime, golden time, play equipment turns etc.
- Children who do not return homework or do not bring in PE kit will receive a written (third) warning, immediately.
- If children stay in a playtime they are the responsibility of the person imposing the action and should not be left unsupervised in any part of the building
- Parents may be asked to discuss behaviour with the class teacher or a member of the management team
- Visual stimulus, if required, should be used to remind children of the expectations e.g. traffic light cards, drawings, time out cards
- Children who are involved in violence towards others receive an automatic 5th warning

- Frequent displays of inappropriate behaviour or incidents involving a violent act should be referred to a member of the management team and the incidents recorded on an incident form and a copy given to the headteacher
- Behaviour targets included on Learning Plans
- The head teacher may impose a period of in school exclusion where children work away from their class for a period of time
- For a small percentage of children who do not respond staff will be expected to complete a Focus on Behaviour checklist. This involves monitoring children's behaviour against a set of criteria and will form the basis of a behaviour support plan and may involve intervention from outside agencies.
- Children who have behaviour targets may have individual reward sheets to promote positive behaviour.
- **Lunchtime**- it is important that at lunchtime staff follow the same policy which is adopted by all staff during the school day. Lunchtime staff should reward children with house points and follow the code of conduct by giving warnings when necessary. Children should be encouraged to stay with the dinner staff for a short period of time, to think about their behaviour, before being given a warning.
- **Racist incidents or hate incidents**- any racist incident are recorded by the headteacher, parents informed and records kept centrally: held by the head teacher.
- If a child reacts in an extreme way posing a threat to themselves, others or damaging property then de-escalating strategies, script and body language are considered and the following guidelines/advice should be referred to.

Bullying

Bullying occurs from time to time and may take many forms, including intimidation and on occasion physical aggression and violence. Children are encouraged to tell a member of staff if they are being bullied or know someone is. A parent leaflet is available and the school holds the Anti-Bullying Gold Charter Mark. This aspect of behaviour management is covered fully in the anti-bullying policy; however it is not seen as a separate entity as it is an integral part of the schools ethos.

Liaison with Parents/Carers

It is vital that we work in partnership with families, both to address any behaviour concerns at home and school and to offer advice and support if necessary.

The class teacher will keep the parent/carer informed of any pupil behaviour which is deemed inappropriate or escalating, and cannot be dealt with through the school's behaviour strategies. A home school –book may be set up to ensure daily dialogue regarding behaviour.

School staff will also inform parents/carers when behaviour has been good and requires special recognition.

Working in partnership with other agencies

School will intervene early for those pupils who show signs of any problems; however we also recognise that there are occasions where we cannot, by ourselves, resolve all the behaviour issues that some pupils may have, therefore it is essential that we work in partnership with other agencies and professionals, including KS1 & 2 Pupil Referral Units, Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and GPs. If interventions have not been successful or additional support is required that it may be appropriate to refer through the Strengthening Families Pathway.

Staff guidance and training

INSET training is given as required to newly appointed staff and as changes are made in legislation. Pupil discipline is discussed regularly at staff meetings and where there may be a particular problem, advice can be given to a teacher or member of the support staff team.

All staff receive and sign for a copy of the behaviour policy yearly or sooner if updated. Regular monitoring of the class behaviour files is carried out by the SLT.

De-escalation strategies

At Lambton Primary School we believe that de-escalation strategies should be used by all staff.

De-escalation is a way of managing and defusing an incident in a calm and controlled way. It is a clear, set response which is non-confrontational and allows the child and (adult) a 'way out'. Body language is very important.

Body language

- ✓ avoid escalating body language such as:
- ✓ standing too close, toe to toe, eye to eye,
- ✓ blocking the path,
- ✓ aggressive gestures, over bearing.
- ✓ use De-escalating body language such as:
- ✓ good distance
- ✓ sideways stance
- ✓ leaving an open door
- ✓ relaxed hands
- ✓ managing height

Verbal response

Planned scripts are useful e.g. "Kind words please Mary!..... Reading first and then.....!We'll talk about this later."

1. Avoid **negative** phrasing such as "Stop being silly!..... Don't talk to me like that!Don't throw those scissors!..... Stop running!"
2. Use **positive** phrasing such as "Finish your work, thank you..... Walk please..... Kind words, DarrenCome with me, thank you".
3. Allow an element of choice. Avoid **no** choice e.g. "Stop shouting now! Get in here now"
Offer either **open** choice e.g. "Would you like to join us for a story?" or **limited** choice "Shall we talk here or in the library?Either talk to me here or think about it in my room.....Quiet words inside or be noisy outside.....Legodrawing?.....Storytime, are you sitting here or there?"
4. An example may be a child who is unwilling to join the rest of the class during story. The following steps are clear.
 - Use **positive phrasing** – "Come join us for a story'.
 - **Give a limited choice** "Would you like to sit on the chair or bean bag for the story?"
 - **Disempower the behaviour** "You can listen to the story from there!
 - **Consequence** "I will talk to you about this, on your own, after the lesson"

De-Escalation Script

- Use the person's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Tell them what they can do
- Offer a 'get out'

For example,

- Timothy, I can see something has happened.
- I am here to help
- Talk and I will listen
- Come with me Lucinda and.....

Re-framing. For example,

- So you feel that Norman is winding you up all the time. It sounds like this gets you angry. I also hear you feel no one listens to your side.

Listen to facts and feelings

- Use open questions to draw out information
- Remain non-judgemental
- Encourage vocabulary of feelings
- Observe emotions
- Consider better choices for next time

Restorative questions

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- If it was your job to make this better what would you suggest?

Managing behaviour at lunch times

- Lunchtime supervisory assistants must apply a consistent approach and follow the school's behaviour strategy as outlined in this policy.
- The warning system should be used.
- Should any child require 'time out' they must stay with the lunchtime supervisory assistants for the allotted period of time. They should not be placed 'on the wall'.
- In the event of a serious incident (physical fight etc) the lunchtime supervisory assistants must send for help immediately.
- They should **not** physically intervene.
- Lunchtime supervisory assistants must use de-escalation techniques to try to diffuse the situation.
- The lunchtime staff will inform teachers at the end of the lunchtime of any incidents.
- All lunchtime supervisory assistants have been provided with the behaviour policy.

Advice from Department for Education July 2013

If the danger is still apparent, then physical restraint may be used following the Department of Education guidance relating to the legislation Education Act 1996 and the Education and Inspections Act 2006 – **The use of reasonable force**. If restraint is used parents must be immediately informed and an incident report form completed. It may be appropriate at this stage for parents to sign an agreement form for restraint to be used.

The use of reasonable force

It is not illegal to touch a pupil and there are many occasions when physical contact is necessary e.g. to demonstrate a move in PE, to give first aid or to comfort a distressed child. Guidance from DfE March 2012 advises that all members of school staff have a legal power to use 'reasonable force'.

'Reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. At Lambton Primary School we recognise that at times 'reasonable force' may be used to either control or restrain.

'Reasonable in the circumstances' means using no more force than is needed. Examples of control and restraint are taken from the DfE guidance. (see guidance)

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as gently leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances e.g. when pupils are fighting and refuse to separate without physical intervention.

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and the individual circumstances. Staff must also take into account any special needs which the child may have. Where possible no member of staff should try to resolve a situation unaided by another member of staff, even if only to act as a witness.

The school currently has four members of staff [Claire Spencer: Deputy Headteacher, Nicola Douglass: SENDco, Debbie Dyson (TA) and Carole Wallbank (TA)], who are trained in TEAM TEACH.

Schools can use reasonable force to:

- Remove disruptive children from a classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil from leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil from harming themselves through physical outbursts.

In the event of serious incidents school will always inform parents and the incident documented.

Records should include:

- The name(s) of pupils involved
- When and where the incident took place
- Why the force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force
- The nature of the force and the pupil's response
- The outcome of the incident; and
- A description of any injuries suffered by the pupil or others and /or any property damaged during the incident.

The Head Teacher will consider a fixed term or permanent exclusion. (see attached exclusions policy)

Monitoring and Evaluation

This policy will be reviewed in line with the Governors' programme of policy review. This review will assess its implementation and effectiveness and will include a review of the number of reported serious incidents and the documentation of both class teachers and the head teacher.

This review will take place on a termly basis in the form of the headteacher's report to governors and will include monitoring to see if incidents are gender or disability related and reported to the governing body as part of the Head teachers report

Ratified by Governors 19.9.18

Next review Autumn 2019

Exclusions Policy

Rationale

This policy is an appendix of Lambton Primary Behaviour Policy; it deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve a very important aim;

To ensure the safety and well-being of all members of the Lambton Primary School community, and to maintain an appropriate educational environment in which all can learn and succeed.

A guide to the law (*section 51A Education Act 2002 and School discipline (pupil Exclusions and Reviews) England Regulations 2012*)

1. The headteacher of a school can exclude a pupil on disciplinary grounds. The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.
2. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may, in effect, be "extended" by issuing a further fixed period exclusion or a subsequent permanent exclusion may be issued. It would, however, be unlawful to impose a fixed period exclusion for an indefinite period of time.
3. A fixed period exclusion does not have to be for a continuous period; for example, where pupils attend more than one school then the exclusion could relate only to the days on which they attend the school at which an incident occurred. A fixed period exclusion can also involve a part of the school day; for example, if pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime exclusions are considered as half a school day for statistical purposes and also in determining whether a governing body meeting is triggered.
4. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. the decision must be: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including under the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair and proportionate.
5. Headteachers must take account of their legal duty of care to a pupil when taking a decision to send a pupil home following an exclusion.

Introduction

The decision to exclude a pupil will be taken in the following circumstances;

- In response to a serious breach of the School's Behaviour Policy
- If allowing the student to remain in school would seriously harm the education or welfare of
- the pupil or others in the school.

- Schools must not discriminate against pupils on the basis of protected characteristics, such as gender, sexual orientation, disability or race. All pupils must be treated fairly and lawfully.
- Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Headteacher who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Verbal or physical abuse of other pupils or school staff
- Aggression towards other pupils leading to the possibility of physical or emotional harm
- Indecent behaviour

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

The Governing Body's duty to arrange education from the sixth day of a fixed period exclusion would be triggered by consecutive fixed period exclusions totalling more than 5 days.

For the first 5 days work will be sent home for the pupil to complete, this should be returned on a daily basis by the parent / carer for marking and feedback by class teacher. From day six the pupil will be able to access full time education at an alternative setting. (To be arranged should the circumstance arise).

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians. Children should not be seen in public places during school hours. Work will be provided by the class teacher.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence.

General factors the School considers before making a decision to exclude :

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will;

- Ensure appropriate investigations have been carried out

- Consider all the evidence available to support the allegations taking into account the school policies and ensure appropriate agencies have been involved (PRU)
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked.

If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Further guidance can be found in the document 'Exclusion from Maintained Schools, Academies and Pupil Referral units in England (DfE January 2015)

Ratified by Governors 19.9.18

Next review Autumn 2019