

# LETHBRIDGE PRIMARY SCHOOL

## BEHAVIOUR POLICY

***This policy should be read in conjunction with the following policies: Equalities Policies, Anti-bullying Policy, Values Policy and Positive Handling Policy, with which it complies.***

We want our school to be a happy and relaxed place where we can all work and play together in a caring environment. We believe that all children have the right to feel safe at school and to enjoy their days at Lethbridge. We expect children to behave well and to believe that they can all do so. We use praise and incentives to reinforce good behaviour and sanctions to deal with inappropriate behaviour. We expect all adults to act as role models when on school premises. We believe that a consistent approach to the maintenance of discipline is essential.

### **ENCOURAGING GOOD BEHAVIOUR AND HIGH SELF-ESTEEM**

We encourage good behaviour by:

- Good classroom management.
- Being calm, fair, firm, clear, consistent, positive and understanding. Praising good behaviour as it occurs.
- Explaining and demonstrating the behaviour we want to see.
- Encouraging children to be responsible for their own behaviour and goals.
- Letting parents know about their children's good behaviour.
- Rewarding individuals and groups of children for behaving well in the classroom and through assemblies.
- Using 'Circle Time' activities as appropriate.
- Explaining reasons for any sanctions.
- Encouraging children to be proud of their school.
- Reminding children that they represent their school/class whenever they are around the school or go off school premises.
- Having a core set of school values that underpins how children behave and treat each other.

### **ROLES AND RESPONSIBILITIES**

All members of staff, teaching and non-teaching are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The headteacher is responsible for overseeing the implementation of this policy and co-ordinating this area, which includes identifying any training needs and issues as they arise. All staff use this policy so that a consistent approach can be achieved.

### **PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home e.g. change/loss of job or the loss of a family member or pet, parents should inform the class teacher, who is the key professional in this process of

communication. Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required.

If parents are concerned, it is essential that they communicate this with the school. They can do this by:

- Contacting the class teacher
- Contacting the deputy head teachers – Caron Short or Claire Harmer
- Contacting the head teacher – Lisa Mayes

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in engaging with the Early Help process, and any further disciplinary action will be discussed and communicated clearly. *Please see the link below for further information about this process:*

<http://children.mycaremysupport.co.uk/i-need-help-with/assessing-and-planning-for-your-needs/planning-your-support/early-help-record-and-plan.aspx>

If the school is concerned about a child’s behaviour, parents will be informed. This may be through:

- In KS1 any cause for concern will be communicated verbally at the end of a school day
- In KS2 a phone call to arrange a meeting to discuss a C3, C4 or C5 incident
- A phone call home to discuss repeated C1 or C2 incidents
- A meeting at parents’ evening
- A progress meeting
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then the parent must accept that the matter may only be able to be noted and not actioned.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our school’s life is encouraged and this assists the development of positive relationships. The school may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated to the governors who will decide on next steps. This may include a letter to invite parents to meet with staff and governors so that everyone can work together.

## THE ROLE OF THE GOVERNORS

The governors will monitor the impact of the behaviour policy and practice.

## OUR SCHOOL VALUES

RESPECT	FRIENDSHIP	TOLERANCE
COURAGE	RESPONSIBILITY	HONESTY

We encourage all staff and children to follow our school values, which are promoted in assemblies and class Values lessons.

## CLASSROOM RULES

At the beginning of the academic year, each teacher and class devise a set of rules in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required.

## REWARDING GOOD BEHAVIOUR

The emphasis of rewards at Lethbridge Primary School is to reinforce good behaviour and also to have a motivational role, helping children to understand that good behaviour is valued. All school staff and parent helpers award rewards using the hierarchy below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child
- Verbal praise, both informal and formal, public and private (to individuals and groups)
- Motivational stickers
- Postcards home
- House points linked to our 4 houses
- Recognition from Headteacher with a sticker or house points
- Recognition in Celebration Assembly

## NEGATIVE BEHAVIOUR

Rewards and sanctions are used in conjunction with school and class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the school. *The hierarchy of sanctions is set out in Appendix 1.*

For school monitoring purposes, teachers will keep a confidential and discrete record of any C1 or C2 repeated incidents. For C3 incidents, parents will be contacted and the consequence or sanction will be decided upon. C3 and C4 incidents may necessitate seeking support from outside agencies and, in partnership with parents, an Early Help process started. A C4 or C5 incident may incur a fixed term or permanent exclusion. Permanent exclusion would only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. *See Appendix 2 and the school Exclusion Policy*

## OUTSIDE THE CLASSROOM

If a child is misbehaving outside the classroom, for example, in corridors/cloakrooms/ assemblies/during after school clubs they are reported to their class teacher who then takes appropriate action. The headteacher will investigate reports of inappropriate behaviour in the local community outside of school hours.

## PLAYTIME PROCEDURES

Children should not be on the playground without adult supervision. All children are reminded of the following guiding principles:

- **Look after each other**
- **Try to include other children in your games**
- **Ask for help with a playground problem**

- **No ball games before school**
- **Use equipment properly**
- **Line up at the end of break and lunch time in a quiet and orderly way**
- **Walk quietly and sensibly around school to and from class and the lunch halls**

## **LUNCHTIME BEHAVIOUR MANAGEMENT**

The midday supervisory assistants (MDSAs) are in charge of the management of behaviour during the lunch hour and as such, have complete authority, although they may refer to teachers if necessary. MDSAs follow the same procedures for good behaviour and consequence as stated in *Appendix 1* and will award stickers or house points for good behaviour, as all other members of staff do. However, if children are behaving in an inappropriate way, the behaviour policy will be followed. Children are praised for their politeness and good table manners in the Dining Halls and stickers are awarded.

At lunchtimes, MDSA's (mid-day supervisory assistants) and Play Leaders will use the opportunity to teach games (as part of Lunchtime Harmony) which children can then use during their playtimes. MDSA's and TA's (Teaching Assistants) are a very important part of our school team; they will be following the same codes of behaviour as the teachers. They, with the rest of the school community, will also be involved in the reward systems. The Restorative Justice approach will be used by adults to resolve playground disputes. *See Appendix 3 for details of the Harmony Project and Restorative Justice.*

## **SPECIFIC PROGRAMMES FOR INDIVIDUAL CHILDREN**

If a child continually behaves inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Early Help programme. The SENCO will be involved in deciding a strategy that will include: achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Early Help will follow the guidelines of the Code of Practice and will be **additional to and different from** the whole school behaviour policy but they will still remain within the general ethos of the School.

## **SECONDARY TRANSFERS**

In preparation for transfer to KS3, pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the diversity of behaviours that they will be exposed to.

## **PHYSICAL INTERVENTION**

### **THE USE OF RESTRAINT/REASONABLE FORCE GOVERNMENT GUIDELINES**

The use of force or restraint is only deemed acceptable when:

- The pupil may injure themselves or others.
- The pupil may cause damage to property.
- The pupil may engage in behaviour that prejudices the good order or discipline of the school.

The head teacher/deputy will be informed of any incidents, they will be recorded and parents will be informed. Incidents will be handled in accordance with relevant government guidelines. A booklet relating to such matters is kept in the staff room and training will be provided. *See the policies section on the school website for further information.*

## **BULLYING**

*Refer to the Lethbridge Primary School 'Anti-bullying policy'.*

## **RACISM**

We will not tolerate racism in any form. Cases of racism will be reported to the head teacher and recorded. The head teacher will deal with such incidents. Parents will be informed and sanctions discussed with them. *Refer to The Lethbridge Primary School 'Equalities policy'.*

## **EXCLUSIONS**

The head teacher, in consultation with the governors, has the right to exclude pupils if the need arises. Swindon Education Authority sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Educational Welfare Officer, Social Services or county support teams.

## **REVIEW AND MONITORING**

Our behaviour systems are regularly reviewed and monitored and new members of staff are given training into their use so as to ensure understanding and consistency.

## **CONCLUSION**

A positive approach to discipline is more effective than a negative, confrontational one. Warm, friendly relationships amongst all members of the school community are the best incentive to good social behaviour. Boundaries should be set early. Once these are established, positive discipline should be the expectation and generously rewarded with praise.

**Reviewed September 2018**

**Approved by Governors**

**To be reviewed September 2019**

## APPENDIX 1

### CHOICES AND CONSEQUENCES

- C1 The adult will remind you to make a good choice and will tell you why that good choice is important. If you need reminding several times, your teacher will let your parents know.
- C2 You will be given time out. You will be asked to think about how you could put things right and will be given chance to do so. If you are given several time outs, your teacher will let your parents know and you will miss part of an activity that you enjoy. Your teacher will keep a record of these incidents.
- C3 You will be sent to the deputy headteacher or headteacher, the incident will be written down by your teacher and your parents/carers will be informed; you will miss part of an activity that you enjoy and may be internally excluded.
- C4 and C5 incidents are very serious and could lead to exclusion. Parents will be required to meet with the headteacher to decide the actions to be taken.

**In line with the SEN Code of Practice reasonable adjustments will be made to these sanctions as appropriate to the child's individual needs, for which there will be an individual plan agreed between parents, headteacher and SENCO.**

## UNACCEPTABLE BEHAVIOUR

<b>C1</b>	<ul style="list-style-type: none"> <li>• Running in school building</li> <li>• Interrupting in class</li> <li>• Not lining up quietly and sensibly</li> <li>• Not sharing</li> <li>• Wasting time</li> <li>• Making noises in order to cause disruption</li> <li>• Not listening to others</li> <li>• Swinging on chairs</li> <li>• Fidgeting/not listening</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Inappropriate talk</li> <li>• Destroying others' work</li> <li>• Taking things that don't belong to you</li> <li>• Throwing resources</li> <li>• Damaging property</li> <li>• Rough play</li> <li>• Pushing/shoving</li> <li>• Chewing gum</li> <li>• Unkind remarks</li> <li>• Misuse of toilets</li> <li>• Tone of voice</li> <li>• Teasing</li> <li>• Lying to adults</li> <li>• Repeated wrong uniform wearing</li> <li>• Drawing on things you shouldn't</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Throwing food</li> <li>• Leaving class without permission</li> <li>• Spitting</li> <li>• Bad language/gestures</li> <li>• Walking out or away from school</li> <li>• Refusal to follow instructions</li> <li>• Dangerous play</li> <li>• Hurting another child</li> <li>• Stealing</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Intended violence to another</li> <li>• Racism</li> <li>• Repeated stealing</li> <li>• Nasty name calling</li> <li>• Name calling about gender or appearance</li> <li>• Bullying</li> <li>• Fighting</li> <li>• Graffiti or vandalism</li> <li>• Inappropriate touching</li> <li>• Arguing with or being rude to an adult</li> </ul>
<b>C5</b> incidents are very serious and are highly likely to lead to an exclusion	<ul style="list-style-type: none"> <li>• Injury requiring doctor/ambulance</li> <li>• Malicious serious damage</li> <li>• Theft from people outside of school</li> <li>• Extreme behaviour away from school – <i>e.g on a trip; before or after school</i></li> </ul>

## Appendix 2

<https://www.gov.uk/school-discipline-exclusions/discipline>

### **What are the different types of exclusion?**

A fixed term exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day.

### **A Head Teacher could lawfully exclude a child for:**

- Repeated failure to follow academic instruction
- Failure to complete a behavioural sanction, e.g. a detention, a decision to change the sanction to exclusion would not automatically be unlawful
- Repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a child can still be excluded if it is part of wider pattern of behaviour.



## Appendix 3

### An overview of The Harmony Project and Restorative Justice

#### The Harmony Project

The intention of The Harmony Project is to help to improve the lunchtime experience for our pupils. Our aim is to reduce lunchtime incidents between children, by using a combination of strategies both preventative and responsive.

The approaches include:

- Providing a wider range of lunchtime activities in order to keep the children engaged in positive play.
- To use a system of Restorative Justice in order to quickly, fairly and effectively resolve disputes.
- To provide a base that caters for and offers support to children who may find lunchtimes difficult to manage on occasion.

This is an evolving project which will continue to progress over time.

#### The Restorative Justice Approach

This endeavours to create a positive learning environment where pupils learn the necessary skills to self-regulate their own behaviour and learning.

The Approach is based on 4 key features:

- RESPECT ...for everyone
- RESPONSIBILITY...for your own actions
- REPAIR ...learn the necessary skills to identify solutions and repair harm.
- RE-INTEGRATION... a structured and supportive process that resolves an issue and helps to ensure undesirable behaviours are not repeated, thus allowing the pupil to remain included.

The following model is used by MDSAs to discuss an incident with a child:

**What happened?** - Ask each individual, involved, what happened. Use a clear, calm, non-judgemental voice. Do not jump to conclusions and above all LISTEN. This is the point where the pupils have the opportunity to have their say and be respected.

**What were you thinking?** - Ask each individual what they were thinking and how this made them feel. This shows the pupils that we care and respect their thoughts, feelings and emotions.

**What needs to happen to put things right?** - A very important question as it places the responsibility onto the individual. Enabling them the chance to identify the problem and think about how to resolve it.

**What are you going to do differently next time?** – This one is to guide and help the pupil. To ensure undesirable behaviours are not repeated and to resolve the issue themselves.

[www.restorativejustice4schools.co.uk](http://www.restorativejustice4schools.co.uk)

[www.restorativejustice.org.uk/resource/thewholeschool-approach-putting-relationships-at-the-heart-of-childs-hill-school](http://www.restorativejustice.org.uk/resource/thewholeschool-approach-putting-relationships-at-the-heart-of-childs-hill-school)