

## Behaviour Policy

Leftwich Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

### **At Leftwich we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, certificates, stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Children want teachers to:**

- Give them a 'fresh start' every lesson

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

## Behaviour for Learning

### **Leftwich Community Primary School principles: 'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Verbal praise</li> <li>5. Class Rewards</li> <li>6. Show work to another adults</li> <li>7. Head Teacher award</li> </ol>

<p align="center"><b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message</p>	
<p>1. REMINDER</p>	<p>I noticed you chose to ..... (noticed behaviour)                      This is a REMINDER that we need to be (Ready, Respectful, Safe)                      You now have the chance to make a better choice Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<p>2. WARNING</p>	<p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you.                      You need to speak to me for two minutes after the lesson.                      If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),                      Do you remember when ..... (model of previous good behaviour)? That is the behaviour                      I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>

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3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p style="text-align: center;"><b>*DO NOT describe child's behaviour to other adults in front of the child*</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened? (Neutral, dispassionate language.)</p> <p>6. What were you feeling at the time?</p> <p>7. What have you felt since?</p> <p>8. How did this make people feel?</p> <p>9. Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	

## Sanctions:

### Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Strategies such as minutes from playtimes, visits to another class to calm down or personalised strategies tailored to a child's needs are all at the discretion of the class teacher.

***These behaviours should not require the attention of any senior leader.***

Unacceptable behaviours include:

- Shouting out
- Running in corridors
- Talking repeatedly whilst on the carpet
- Interrupting
- Lying
- Name calling
- Pushing in lines
- Talking in assembly
- Rudeness towards adults
- Time wasting/ work avoidance
- Leaving class without permission (drifting)
- Talking over adults/ other children

- Distracting behaviour (poking/ making noise/ fiddling with equipment etc)
- Children in the classroom when they should not be
- Threatening actions
- Swearing - reported by a child
- Ignoring instructions
- Shouting in the dining room

### **Adult Strategies to Develop Excellent Behaviour**

Whenever dealing with poor behaviour we always separate the behaviour from the child.

De-escalation strategies should be used whenever it becomes apparent that a child is having difficulty behaving.

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

### **BEHAVIOUR PATHWAY**

- Reminder
- Warning
- Time Out / The Hub for 'thinking time'
- Follow up/Reparative Conversation

### **Playtime spent in the hub for 'thinking time'**

- Each member of staff will be responsible for a hub 'thinking time' which will be highlighted on playground duty rotas. Class teachers will log on CPOMS the reason for a child being sent to the hub. At the end of each half term, the records will be analysed and any child who has been sent on 5 or more occasions will be discussed by the senior leadership team, and appropriate action taken. This will usually result in communication with parents or carers.
- Pupils in the Hub are asked to reflect how they can modify and improve their behaviour. We encourage pupils to be aware of the element of choice they have in their behaviours and that a change in behaviour would result in a different outcome, which would be better.
- Children will not have access to snack if they are in the hub for thinking time.
- It is hoped that the Hub will be a short-term measure and that through the introduction and consistent use of the reward and consequence system, the children's behaviour will improve to an extent where pupils being kept in during playtime is rare. The success of this will be evident in the decreasing number of children who attend.

### **Extreme Behaviours**

In the first instance, should a child demonstrate extreme behaviour, the class teacher will contact parents in order to discuss behaviour and to consider supportive strategies.

Extreme behaviours include:

- Violence towards other people
- Racial comments

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- Stealing
- Deliberately goading/ taunting other children
- Laughing, smirking, tutting, rolling eyes when staff are speaking
- Repeated insults/ antagonising – potentially bullying
- Refusal
- Fighting
- Deliberate insolence (ignoring direct instructions from a teacher)
- Deliberate vandalism
- Swearing (overheard by an adult)
- Homophobic comments

Should behaviours, listed above, be repeated a home/ school communication book will be used to ensure parents have a clear understanding of the behaviours their child is exhibiting in school. The pastoral team (ELSA, Family Support Worker) will also meet with the child to discuss their behaviour and consider solutions to any barriers for good behaviour.

If, following these procedures, no improvement is seen, the head teachers will contact parents and invite them in for a meeting to discuss behaviour and possible support.

### **The Quiet Room**

In view of the number of children who are excluded on a fixed term basis, we have introduced the quiet room as a space for children to work away from their peers. Should children persistently disrupt learning, choose to leave the class without permission or behave in such a way that the safety of themselves or others is compromised; they will be asked to work in the Quiet Room. Children will remain in the Quiet Room for, at least, the rest of the session. Children will not have playtime with their peers, nor access to snacks from the school kitchen.

### **Exceptional Circumstances**

Some children exhibit particular behaviours based on adverse childhood experiences (ACEs) and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have individual risk assessments and some have Individual Education Plans. However, additional needs do not make extreme behaviours acceptable in our school. Staff will use their professional judgement, based on their knowledge of the child, to decide if extreme behaviour is the result of specific need or a poor choice.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. *Appendix A*. All members of staff have received 'deescalation' training.

The school will record all serious behaviour incidents on CPOMS and any restraints using the Bound and Numbered Record Book which is kept in the locked safeguarding cupboard.

### **Physical Attacks on Adults**

At Leftwich Community Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our

*Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Head teachers and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Exclusions**

DfE Exclusions from maintained schools, academies and pupil referral units in England 2012

*'Good discipline in schools is essential that all pupils can benefit from the opportunities provided by education. The government supports head teachers in using exclusion as a sanction where it is warranted.'*

*'A decision to exclude a pupil permanently should only be taken:*

- *In response to serious 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 pupils or others in the school.'*

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion, either in another classroom or with a Headteacher or 'step out' to another school for a fixed term.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Behaviours that may warrant exclusion:

- Serious incidents/ persistent offences
- Swearing at an adult
- Physical violence towards an adult
- Serious violence towards child
- Continuous bullying/ cyber bullying
- Throwing furniture
- Persistent refusal to comply
- Inappropriate sexual behaviour
- Directed racist comments
- Directed homophobic comments

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.



**Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, but the same principles of promoting good behaviour through the policy will always apply.

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Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE  
POLICY

**Key Points**

1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

2. The Legal Position

**Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

**Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:



who disrupts a school event, trip or visit

leaving the classroom where this would risk their safety or disrupt others from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

### **Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints in the Bound and Numbered Record book, which is kept in the locked Safeguarding cupboard.

