

## School Behaviour Policy

### School Vision, Values and Aims

Our school vision, values, aims and motto are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

*"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).*

#### **Vision**

Open Hearts, Open Minds, Open Doors

#### **Values**

Respect	Mark 10.14: Let the children come to me
Responsibility	Colossians 3.23: Whatever you do, work at it with all your heart
Compassion	Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience
Perseverance	Deuteronomy 31.6: The Lord your God goes with you; he will never leave you or forsake you

#### **Aims**

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness  
To listen to one other  
To seek enjoyment in our work.  
To show patience with one other  
To show love towards one other

To show courage in our work  
To keep the children at the heart of our decisions  
To embrace innovation and change  
To trust one other  
To inspire one another  
To celebrate the dignity and worth of each individual  
To begin each new day positively

To reach out to one other  
To have confidence  
To encourage one other  
To support and challenge one other  
To believe in one other

**Policy Approved July 2021**

**To be reviewed July 2022**

## **Aims and Expectations**

This policy is based upon the Governors' Statement of Principles.

High standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life and all staff to be able to teach and promote good learning without undue interruption or harassment.

The aims of this policy are to ensure that every member of the school community;

- promotes good behaviour, self-discipline and respect;
- prevents bullying;
- ensures that pupils complete assigned work;
- regulates the conduct of pupils.

We believe that the highest standards of behaviour can be achieved by building strong relationships with children and families and having constant regard for the dignity and worth of each individual.

## **Equality**

Leckhampton Primary School is an inclusive school. We aim to create a learning environment where children feel able to be themselves and understand that no one should be bullied for being different. All members of the school community should be free from discrimination of any sort and the school has a clear and comprehensive Preventing and Tackling Bullying Policy. We are committed to our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs.

Through a whole school approach, we foster healthy and respectful peer-to-peer communication and behaviour and provide an environment which challenges perceived limits on pupils based on age, disability, race, religion or belief, sex or sexual orientation (Protected Characteristics). Our approach to behaviour takes into account the needs of all children and we adapt our approach using well-researched strategies and good quality advice in order to support children with social communication needs, social and emotional difficulties or adverse childhood experiences.

## **Safeguarding**

The Governors of Leckhampton C of E Primary School are committed to ensuring that all children in school feel safe and are free from harm. This policy safeguards and promotes the welfare of children.

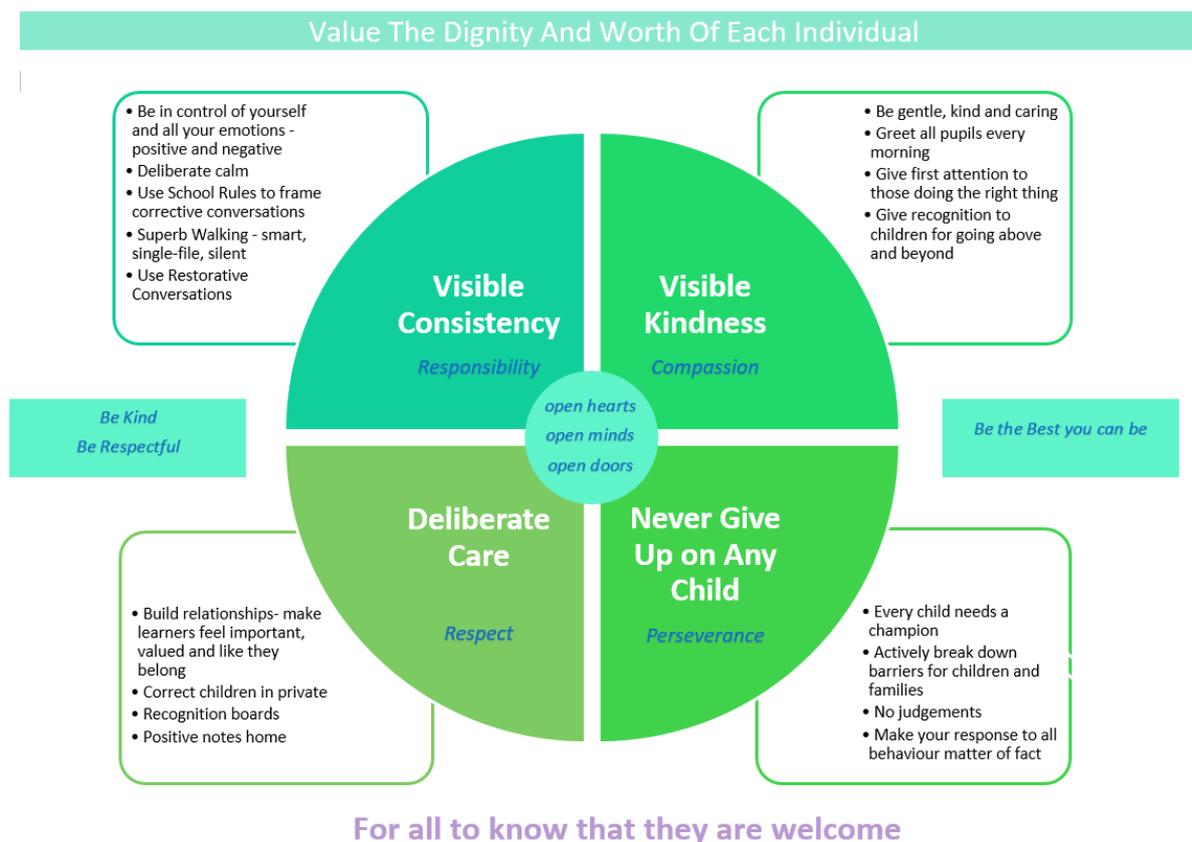
The school's Child Protection Policy and Safeguarding Procedures will be followed where Staff consider that misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm.

As part of Leckhampton C of E Primary School's ongoing safeguarding and child protection duties, we are duty bound to support the Government's Prevent Strategy.

We have a zero-tolerance approach to peer-on-peer abuse, understanding that it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. **Our Approach to Behaviour**

## Leckhampton Behaviour Model

This one-page model sets out our intention for all interactions about behaviour in our school.



The model is founded on four key principles:

- Visible Kindness
- Visible Consistency
- Deliberate Care
- Never Giving up on Any Child

These relate to our school values:

Responsibility  
Compassion  
Respect  
Perseverance

All behaviour management is guided by our motto:

‘Open Hearts, Open Minds, Open Doors’

and by the school rules:

‘Be kind, be respectful, be the best you can be.’

All positive and corrective interactions about behaviour are framed by these.

We use conversations based on Restorative Practice to help children to forgive and move forward from any altercation.

Parents/carers are encouraged and helped to support their children's education and the standard of behaviour expected of all pupils is included in the school's Home School Agreement which parents are asked to sign following their child's admission to school.

Good behaviour is consistently recognised, with first attention going to those doing the right thing, and rewarded as appropriate.

Poor behaviour is consistently and calmly addressed and there is a clear progression of sanctions. Where children's emotional and developmental needs mean that they need more support there is a clear process for implementing Individual Behaviour plans and working closely with families.

At Leckhampton we have created a culture where good behaviour is an expectation. We hope to nurture children who do the right thing because 'this is how we do it here'. Children's motivation to behave well should be intrinsic – not for other people or because they are seeking rewards.

In school all staff use 'Stop and Look' to show children that they need to listen. The expectation is that all children will stop what they are doing and listen to the member of staff without talking.

When moving around school classes use 'Superb Walking' – smart, silent, single file.

### **Behaviour incidents that occur outside school**

The school reserves the right to apply the behaviour policy and school rules to incidents that happen outside school, including:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to and from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Recognising the behaviours we want to see**

We will always give children recognition for following the school rules and our behaviour expectations. We use our school rules and values to frame and guide all conversations about how children are behaving. Within the classroom and around the school this will take the form of:

- non-verbal recognition - eg a smile or thumbs up
- specific encouragement - eg 'You are sitting quietly showing me you are ready to learn', 'It is great to see you being kind'
- positive note home - a way to share with parents when children go above and beyond
- stickers

- certificates of achievement

Pupils in Reception and Years 1 and 2 earn house points for meeting the expectations. They are awarded coloured stars that represent their house which are displayed on a class chart. In Key Stage 2 pupils earn one house point for behaviour or achievement which is above and beyond. These are recorded on a class chart. House points are collected and collated each term and the House Cup is awarded to the house with the most points.

Within each classroom there is a recognition board. This displays a specific learning behaviour that the class are working collaboratively to achieve. Children's names are added as they are seen displaying the specific behaviour. This ensures that children who always make the right choices are being recognised for those behaviours as well as motivating all children to demonstrate those behaviours.

Once given rewards will not be removed.

**Sometimes things don't go so well and we have a consistent approach to dealing with behaviours we don't want to see.**

Behaviour is how children show their emotional and developmental needs and at Leckhampton C of E Primary School we recognise that children are learning these skills throughout their time in school. There will be times where children do not behave how we would like and we aim to deal with this in a calm and consistent way. All Staff frame corrective conversations around our school rules eg 'That wasn't kind and our school rule is to be kind.' We also allow children an opportunity to show the desired behaviour and be recognised for it. eg 'You weren't being the best you could be. I'd like you to show me how you do the right thing.'

Where corrective conversations and reprimands are necessary the child will be taken aside and spoken to calmly. The class teacher may decide that a loss of playtime or privileges may be necessary to help the child to understand

If children struggle to make positive changes to their behaviour, we will give them an opportunity to talk about any reasons why this is happening and work with them to help them to understand what we want to see and how they could achieve it.

If the child is still struggling to improve their behaviour, then we will work with the child and parents to develop a plan for improving their behaviour. This may involve developing an Individual Behaviour Plan (see appendix 1) which will involve a member of the Leadership Team.

Pupils are given support to improve their behaviour through individual pastoral support, social skills groups, support from older children through our playleader programme or 1:1 adult support.

Where pupils display continually challenging behaviour it may be necessary for the school to work with other local agencies to assess the needs of pupils where behaviour would benefit from outside professional input. Parents will be fully involved in this process and will need to give consent.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Behaviour level	Examples of types of behaviour	Person responsible for dealing with the behaviour	Sanction
Entry level	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Swinging on chairs</li> <li>• Answering back</li> <li>• Not following an instruction</li> <li>• Unkind words (isolated incident)</li> <li>• Rough play</li> <li>• Running in corridors</li> <li>• Not completing work</li> </ul>	All members of Staff	Reminder of expected behaviour
Low level	<ul style="list-style-type: none"> <li>• Repeated entry level behaviour</li> <li>• Swearing</li> <li>• Prejudice based language</li> </ul>	Class teacher	Repeated reminder of expected behaviour.
Mid-level	<ul style="list-style-type: none"> <li>• Continued deliberate repetition of entry level behaviour</li> <li>• Aggressive behaviour, including fighting or lashing out in anger.</li> <li>• Deliberately damaging school property</li> </ul>	Class teacher with a Middle Leader	Loss of playtime. Parents informed. Discussion with parents. Individual Behaviour Plan
Serious Incident	<ul style="list-style-type: none"> <li>• Deliberate physical harm to another individual</li> <li>• Bullying</li> <li>• Repetitive use of offensive or prejudice based language</li> </ul>	Headteacher or Assistant Headteacher	Formal record made and placed on pupil file. Parents informed in writing. Possible exclusion.

**We use a range of measures to prevent and tackle bullying including:**

- a commitment to keep our school vision at the heart of everything we do and ensure that all members of the school family are treated with dignity and respect.
- the PSHE programme of study
- ensuring that stereotypes are challenged by Staff and pupils across the school.
- a pupil charter which reflects the school's Preventing and Tackling Bullying policy and ensures all pupils understand how to recognise and report bullying and that bullying is not acceptable in our school family.
- developing anti-bullying initiatives through consultation with the Pupil Parliament.
- Preventing and Tackling Bullying Week
- working with parents and carers and in partnership with community organisations to tackle bullying where appropriate.

## **Roles and Responsibilities**

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the Staff by implementing the policy, by setting the standards of behaviour, and by supporting Staff in their implementation of the policy. There are regular Staff training sessions to ensure consistency of approach and Staff will be given individual coaching or mentoring to help them to improve their practice if necessary.

The Headteacher keeps records of all reported serious incidents of misbehaviour and logs these in the Serious Incident Log book kept in the Headteacher's office (Appendix 2).

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child.

These actions are taken only after the school Governors have been notified.

### **The Role of School Staff**

School Staff are expected to follow the Behaviour Policy when dealing with pupils at the school and need to be conscious that they act as role models in developing good behaviour. There is a Code of Conduct which all staff in school are expected to adhere to and staff are expected to be good role models. Teachers must have a clear understanding of the needs of all pupils and adapt their approach accordingly.

**Staff have the right to undertake their duties free from verbal or physical harm.**

**Governors expect pupils and parents to treat staff with courtesy and respect at all times and vice versa.**

In the event of an accusation of misconduct against a staff member, the advice in the Department of Education Guidance: Dealing with Allegations of Abuse against Teachers and Other Staff would be followed. In the event that a malicious accusation was made against a member of school Staff the Behaviour Policy would be followed when managing the pupil involved.

Pastoral care for Staff accused of misconduct is offered in line with our Allegations Management for Staff Policy.

### **The Role of Parents**

Parents are expected to support their child's learning and behaviour in accordance with this policy, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to support the actions of the school. Staff have the right to undertake their duties free from verbal or physical harm. Governors expect parents to treat Staff with courtesy and respect at

all times. If parents have any concerns about their child, they should initially contact the class teacher and arrange a mutually convenient time to meet. If the concern remains unresolved, they should contact the Headteacher. In the unlikely event that an acceptable solution cannot be reached there is a clear complaints policy.

### **The Role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness in accordance with the Education and Inspections Act 2006. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion. We refer to this and Local Authority guidance in any decision to exclude a child from school.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body would form a discipline committee as required, which would be made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Searching Pupils**

School Staff can search a pupil for any item if the pupil agrees.

Prior to searching a pupil, Staff must ensure that they comply with the latest advice and guidance issued with the DFE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Headteachers and Staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items in school are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of Staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

On discovering a prohibited item, the pupil's parent will be informed immediately and other relevant agencies which may include the police.

### **Confiscation**

School Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **Use of Reasonable Force**

This section should be read alongside the guidance outlined by the DfE (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

This policy allows for the use of reasonable force in disciplinary or dangerous situations. This must not include any form of punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- to prevent a pupil from attacking a member of Staff or another pupil, or to stop a fight in the playground

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to restrain a pupil at risk of harming themselves through physical outbursts.

All Staff, having restrained a pupil, must inform the Headteacher and complete a Pupil Restraint Form (Appendix 3).

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to all matters regarding equal opportunities.

The governing body reviews this policy every year. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Behaviour policy: coronavirus addendum**

#### *Scope*

This addendum applies until further notice and sets out changes and exceptions to the Leckhampton C of E Primary School Behaviour Policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

#### *Expectations for pupils in school*

Our school rules continue to be:

- Be Kind
- Be Respectful
- Be the Best you can Be

However, when pupils are in school, we expect them to follow guidance set out in our COVID risk assessment to keep themselves and the rest of the school community safe.

Staff will make sure the guidance is followed consistently.

Parents should also read the guidance and ensure that their children follow the procedures that have been put in place. Parents should contact the Inclusion Lead if they think their child might not be able to comply with some or all of the guidance, so we can consider alternative arrangements with them and support them to integrate back into school life.

Our guidance has been written in line with the [latest government guidance for full opening of schools](#).

Children with specific needs will be supported to follow the guidance, either by using specific methods to teach them or through scaffolding to remember what to do.

#### *Expectations for pupils when remote learning from home*

If pupils are required to stay away from school, we expect them to follow the guidance set out below.

Parents should also read the guidance and ensure their children follow it. Parents should contact the Inclusion Lead if they think their child might not be able to comply with some or all of the guidance, so we can consider alternative arrangements with them and support them with their learning.

- Children need to be available for the teaching sessions on their classes timetable. The school timetable will take account of siblings in different year groups needing to use the same device.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Teaching Partners
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

If there are any concerns with pupils managing to complete work set through remote learning, we will get in touch with parents to support the family in this.

#### *Monitoring arrangements*

The Senior Leadership Team will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the governing body.

#### *Links with other policies*

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- COVID-19 Risk Assessment

### **Appendix 1**

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## Individual Behaviour Plan

Plan number:

Date:

People involved in developing the plan:

The behaviour we want to change

What we want to see

What the pupil will do

What the teachers and teaching partners will do

What parents will do

How we will reward progress

How we will respond to difficulties

How we will monitor the plan

## Appendix 2

### SERIOUS INCIDENT DETAILS

PUPIL'S DETAILS	
Name	Class:
	Date of Birth :

#### ALLEGED INCIDENT

Date	Time	Location		Exact Location
		In School	Out of School	
Nature of the incident				
Names of other pupils involved				

#### ADULTS PRESENT

Class Teachers	Teaching Partners	Other Adults
Injured Persons	Attended By	Further Treatment

Items Confiscated	Confiscated by	Passed to Police by	Returned			
			By	To	Date	Time


Property damaged

Investigation

Carried out by:			Job Title:		
Staff Interviewed	Job Title	Date	Interviewer	Notes of interview agreed	
				Yes	No

Pupils Interviewed	Date	Interviewer	In the presence of	Notes of interview agreed	
				Yes	No

Other adults consulted (give name and, where applicable job title)

Assessment of Evidence

Is the allegation proven? (delete as applicable)		Yes/No
If yes, then consider:-		
The incident:	Whether the incident broke a school rule:	
The severity of the incident:		
Impact of the incident on:-		
- the class	- the school	
- the Staff		

Action Taken

Carried out by:	Job Title:	Date

Decision Confirmed in Writing

Date:	Addressed to:	Copied to:
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**Appendix 3**

**LECKHAMPTON C of E PRIMARY SCHOOL**

**INCIDENT OF USE OF REASONABLE FORCE**

<b>Pupil's Name:</b>	<b>Class:</b>
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**DETAIL OF INCIDENT**

Date	Time	Location		Exact Location
		In School	Out of School	

**NATURE OF INCIDENT**

Describe exactly what happened to make intervention necessary:
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**ACTION TAKEN**

Teacher's Name:	Other teachers present YES/NO	Other Adults present YES/NO
	Name:	Name:
	Name:	Name:
	Action taken if any:	Action taken, if any

**DETAILS OF ACTION TAKEN**

Describe exactly how you became involved and what you did. Include what happened immediately before and after your intervention.