

LETHBRIDGE PRIMARY SCHOOL

BEHAVIOUR IN SCHOOLS POLICY

Updated: September 2021

Review: September 2022

This policy should be read in conjunction with the following policies: Safeguarding and Child Protection Policy 2020, Risk Assessment Sept 2020, Equalities Policies, Anti-bullying Policy, Values Policy; Positive Handling Policy, and Guidance around Covid-19: <https://www.gov.uk/government/publications/covid-19safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers> with which it complies.

INTRODUCTION

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, though we also acknowledge that behaviour issues can be a sign of unmet needs, resulting from trauma, adversity or attachment. Staff are trained to respond appropriately and seek advice where this is the case.

Staff fully understand that behaviour is a means of communication. A behaviour plan may be tailored to the needs of an individual in agreement with the head teacher, SENDCO and parents. The school has a designated ELSA who provides behaviour support sessions with groups and individuals. Our Mental Health and Well-Being Lead teacher oversees a programme to support the school in mental health education, which sits alongside our Jigsaw PHSE programme. Both are designed to promote healthy relationships, self-awareness, kindness and good behaviour. We expect all adults to act as role models when on school premises. Our school Values continue to underpin our approach at Lethbridge:

RESPECT	FRIENDSHIP	TOLERANCE
COURAGE	RESPONSIBILITY	HONESTY

1. ENCOURAGING GOOD BEHAVIOUR AND HIGH SELF-ESTEEM

1.1 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.

1.2 Rewarding Good Behaviour

The emphasis of rewards at Lethbridge Primary School is to reinforce good behaviour and 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/ notes or certificates home
- House points linked to our 4 houses
- Recognition from Headteacher with a sticker or house points
- Recognition in Celebration Assembly

1.3 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*

2. 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.

3. PARENTAL PARTNERSHIP

3.1 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. We expect parents to abide by our Home/School agreement, which is available on our website.

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 Headteacher – Lisa Mayes

3.2 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 and or support action will be discussed and communicated clearly. *Please see the link below for further information about this process:*

<https://www.swindon.gov.uk/schoolsonline/info/3/services-children/20/services-children-early-help>

If the school is concerned about a child's behaviour, parents will be informed:

- 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.

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 in person or online with staff and governors so that everyone can work together.

4. THE ROLE OF THE GOVERNORS

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

5. 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. They are a means to allow everyone to work together in an effective and considerate way. These are reviewed and amended on a termly basis, or as and when required.

6. OUTSIDE THE CLASSROOM SCHOOL

The headteacher will investigate reports of inappropriate behaviour in the local community outside of school hours.

7. SPECIFIC PROGRAMMES FOR INDIVIDUAL CHILDREN

If a child continually behaves inappropriately 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.

8. SECONDARY TRANSFERS

In preparation for transfer to KS3, our aim is that 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.

9. PHYSICAL INTERVENTION

(To be read in conjunction with Positive Handling Policy 2021)

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.*

10. BULLYING and PEER ON PEER ABUSE

See Child Protection and Safe Guarding Policy and Anti-Bullying Policy

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice which follows Government Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Bullying incidents are recorded using CPOMS and monitored by the Headteacher. SLT will work with home and the child to modify behaviour, engaging ELSA support or nurture group as necessary. Anti-bullying week and our Jigsaw programme of PHSE educates pupils about the impact of bullying. An Anti-Bullying team of pupils work with the PHSE lead teacher to engage pupils in fair play on the playground.

This school provides a Relationships Education curriculum which develops pupil/students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. Lethbridge has developed an RSE programme adapted from the Jigsaw scheme in consultation with parents, staff and governors. This is embedded within the PHSE curriculum, which is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. This 'Jigsaw' curriculum is broad, balanced and covers a range of safeguarding themes. E-safety is also taught in every year group and supported through visits e.g. from the local police and expert input e.g. Junior Good Citizen; NSPCC. Children are encouraged to participate in groups that form and sustain the safeguarding ethos of school, such as the school council and anti-bullying ambassadors.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, for example because of race, religion, gender or sexual orientation*

It takes many forms and can include:

- *Physical assault*
- *Teasing*
- *Making threats*
- *Name calling*
- *Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)*
- *Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;*
- *Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;*
- *Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);*
- *Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.*

Reporting Procedures

The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Our PHSE scheme of work: Jigsaw, Values assemblies, including those from the NSPCC and the designated pupil notice boards in school remind pupils how to respond if they are worried about peer on peer abuse.

We create an atmosphere and environment where pupils can confidently report abuse, knowing their concerns will be taken seriously. Work around promoting 'trusted adults' is a live theme in circle times and PHSE sessions. Peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff are trained in the types of Peer on Peer Abuse. Data from CPOMs is analysed to identify trends and this is shared with the Swindon Borough Safeguarding Advisor. In addition to a support framework, the school will respond to bullying as outlined in Choices and Consequences below.

11. RACISM

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

12. SPECIFIC GUIDELINES

In the light of Covid-19 it is necessary to take into account continued increased hygiene and the need to reduce pressure on the number of children occupying communal areas. Below are key areas of conduct that children are expected to adhere to:

12.1 Arrival or departure

Children must proceed to the drop off and pick up points at the correct time, that have been communicated to parents. A lining up system will be in place that children must follow. Staff will remind children how to behave.

Clearly the age and capabilities of individual children will be taken into account. Nevertheless the safety of the community will take priority.

12.2 Hygiene

Children will be taught how to wash their hands and will also be expected to use sanitiser to maintain good hygiene at set points throughout the day. Children will be taught the "catch it, bin it, kill it" for sneezing and coughing. Tissues are readily available in classes. The child must dispose of used tissues in the class flip top bin and then wash their hands following the guidance. Children will be taught to avoid touching their mouth, nose and eyes.

Children will be taught that to cough at, spit at or bite another person, will be taken very seriously, and be interpreted as an intention to cause harm. Any incident where a child spits, bites, or intentionally coughs towards another person be that a child or adult, parents will be contacted and the child will be sent home.

12.3 Conduct Around School

Children will be expected to follow guidance and will be supported in maintaining safe practices, where possible according to age, about the following:

Socialising at school and moving around school

Children will be expected to walk sensibly to their play areas at break times, lead by the teacher or TA.

Use of toilets

Children from each class will be allowed out of class to the toilet one at a time. Movement in the hallways will be supervised by an adult if necessary. Children will be expected to join a queue outside of the toilet, if it is in use, and behave sensibly and safely. Each key stage will be assigned a specific toilet to use. When using the outside toilets, children should check that there are no more than 2 children using the toilets at any one time.

Rules about sharing any equipment or other items including drinking bottles

Children will be given their own pencils and resources. They are not to be shared with anyone else. Children will bring their own labelled water bottle.

Playtimes, lunch breaks and P.E.

Children will be assigned an outside play area and equipment for their year group to use. Children should share and use the equipment respectfully. Lunch will be eaten in the hall. Children will have set times for playtimes and for sitting at their lunch table, which they must abide by; children are expected to be polite and show good manners at all times. Children who display good manners and behaviour will be rewarded by being allowed outside to play in the middle playground within their lunch sitting time slot.

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**

Children should not be on the playground without adult supervision.

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.*

Children will be expected to do their best to follow these rules. Where children are deliberately not keeping to rules they will be spoken to by their teacher. If the behaviour persists or is deemed to present a risk to anyone's health, a member of SLT will be called who will assess whether, according to our Risk Assessment, the child should remain in school. A discussion will be had with parents.

13. EXCLUSIONS

The Headteacher, 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.

14. 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.

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.

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

<p>C1</p>	<p>Running in school building Interrupting in class Not lining up quietly and sensibly Not sharing Wasting time Making noises in order to cause disruption Not listening to others Swinging on chairs Fidgeting/not listening</p>
<p>C2</p>	<p>Inappropriate talk Destroying others' work Taking things that don't belong to you Throwing resources Damaging property Rough play Pushing/shoving Chewing gum Unkind remarks Misuse of toilets</p>

	<p>Tone of voice</p> <p>Teasing</p> <p>Lying to adults</p> <p>Repeated wrong uniform wearing</p> <p>Drawing on things you shouldn't</p>
C3	<p>Throwing food</p> <p>Leaving class without permission</p> <p>Bad language/gestures/name calling</p> <p>Refusal to follow instructions</p> <p>Dangerous play</p> <p>Hurting another child</p> <p>Stealing</p>
C4 incidents are very serious and could lead to an exclusion	<p>Intended violence to another</p> <p>Repeated stealing</p> <p>Bullying</p> <p>Fighting</p> <p>Graffiti or vandalism</p> <p>Inappropriate touching</p> <p>Walking out or away from school</p> <p>Any use of language or physical act that discriminates against another for their gender, sexual orientation, religion, belief, colour, race, nationality, ethnic or national origin</p>
C5 incidents are very serious and are highly likely to lead to an exclusion	<p>Any verbal or physical aggression towards a member of staff</p> <p>Any transgression of school protective measures, such as coughing or spitting at someone, or biting, to intentionally cause harm</p> <p>Injury requiring doctor/ambulance</p> <p>Malicious serious damage</p> <p>Theft from people outside of school</p> <p>Extreme behaviour away from school – <i>e.g on a trip; before or after school</i></p>

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

www.restorativejustice.org.uk/resource/thewholeschool-approach-putting-relationships-at-the-heart-ofchilds-hill-school