

LETHBRIDGE PRIMARY SCHOOL
BEHAVIOUR IN SCHOOLS POLICY
Updated: January 2024
Review: January 2026

This policy should be read in conjunction with the following policies: Safeguarding and Child Protection Policy, Equalities Policies, Anti- Bullying Policy, Values Policy, Suspensions and Exclusions Policy and Positive Handling Policy, with which it complies.

AIMS

We want our school to be a happy and relaxed place where we can all work, learn 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. Our staff aim to be happy and kind role models, who demonstrate a positive attitude.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We understand there is a clear link between safeguarding, trauma, adversity and behaviour. We understand that behaviour is often a form of communication or a need to self-regulate and process big feelings. Staff are trained to respond appropriately and seek advice where this is the case. Behaviour can also be a choice of action and we all work together to teach children appropriate ways to behave in different social contexts

Our school Values of: Respect, Friendship, Tolerance, Courage, Responsibility and Honesty continue to underpin our approach at Lethbridge. The school has a designated ELSA who provides behaviour support sessions with groups and individuals. Our Mental Health and Well-Being Lead teacher supports 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. All staff have undertaken Trauma Informed Schools training. A behaviour plan may be tailored to the needs of an individual in agreement with the head teacher, SENDCO and parents.

1. ENCOURAGING GOOD BEHAVIOUR

We believe that calm, smiling adults and predictable responses lay the foundations for a climate that works for everyone

1.1 We encourage good behaviour by:

- Nurturing from the first step – we greet and are our children and are happy to see them everyday
- Good classroom organisation which is based around well defined, positive routines
- Being calm, fair, firm, clear, consistent, positive and understanding

- Lots of positive affirmations and acknowledgments
- 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 behaviour
- Acknowledging individuals and groups of children for behaving well in the classroom and through assemblies
- Using 'Circle Time' activities as appropriate
- Having restorative conversations
- 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 underpin how children behave and treat each other

The emphasis on rewards at Lethbridge Primary School is to reinforce good behaviour and to have a motivational role, helping children to understand that good behaviour is noticed and valued. All school staff and parent helpers award rewards for example:

- 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

1.2 Rewards and sanctions are used in conjunction with our values education. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the school.

1.3 If a child does not appear to be trying their best, we will check on their well-being and if they have understood the task and offer support. If they continue to not complete a task to the best of their ability, we may ask them to redo a task. This may be during a break time. If children have to miss some or all of a break time, staff must ensure that children do get some break during the day. If a child is disruptive in class, the teacher reminds them of the expectations quietly. If a child displays unacceptable behaviour repeatedly, we offer the

child a safe space from the rest of the class until they calm down, and are ready and able to work sensibly again.

1.4 Circle time to discuss a theme, e.g. being a good friend, is often used when a teacher needs to solve social issues with a group or class of children.

1.5 We handle children's unacceptable behaviour in ways which are appropriate to their age and stage of development – for example by distraction, discussion or by withdrawing the child from the situation. Sometimes children need a safe space to calm themselves and regulate their feelings. This could be in a book corner, group room or in the sensory room with an adult. Some children may have calming resources (e.g a fiddle toy or Lego) to help them self-regulate. It is really important that children have their feelings recognised and are given time to feel calm.

1.6 We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher or teaching assistant. We work with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. It is really important to us to find the cause of the behaviour and support at that point rather than punishing the behaviour. We also record incidents of concerning behaviour confidentially using our management system. This allows us to notice patterns, put support in place and inform future teaching. We do not use techniques intended to single out and humiliate individual children.

1.7 In cases of abuse related to protected characteristics, such as racial abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame and parents will be informed. Incidents will be recorded on CPOMS and monitored by the headteacher.

1.8 The school does not tolerate bullying or Child on Child abuse of any kind. If a child threatens, hurts or bullies another pupil or if a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents in order to discuss the situation, with a view to improving the behaviour of the child. The incident will be investigated and all parties will be listened to. The safety of the children is paramount in all situations. The class teacher will make a record of the incident.

See Child on Child Abuse below and our Anti-Bullying Policy

2. THE ROLE OF STAFF

2.1 All staff in our school have high expectations of the children in terms of behaviour and attitudes, and they strive to ensure that all children work to the best of their ability

It is the responsibility of the class teacher and other school staff such as teaching assistants and MDSAs, to ensure that children feel safe. Teachers ensure school values are taught and re taught and then enforced. It is the role of all adults to be approachable, positive role models.

2.2 All school staff treat each child fairly and enforce our values consistently, with respect and understanding. Some children will need support to follow the school values, in the same way that some children will need support with Maths or English. It is all part of learning.

2.3 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The approach to support is joined up, in partnership with home to ensure consistency. We can work with parents by unpicking behaviours and suggesting support and strategies.

2.4 If a child displays unacceptable behaviour repeatedly in class or at playtimes, the class teacher keeps a record of all such incidents on CPOMs. In the first instance, the class teacher, TA or MDSA will deal with low level or one-off incidents using restorative talks which will take place discretely and may out of necessity use some but not all of a child's playtime. However, if the unacceptable behaviour continues, the class teacher will seek help and advice from appropriate senior members of staff. Children will then receive support and help to self-regulate. This takes many forms. It may be an ELSA intervention, a referral to Lighthouse outreach, a reward chart or a behaviour plan. We will speak to parents in order to work collaboratively. The class teacher liaises with the SENCO, who may then choose to contact external agencies, as necessary, to support the child and parent(s,) and guide progress.

3. THE ROLE OF THE HEADTEACHER

3.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

3.2 The Headteacher keeps records of all reported serious incidents of misbehaviour on CPOMS. The Head will look for patterns in behaviour and signs of bullying, where the behaviour may be deliberate and targeted. The Head ensures all staff know the signs of Child on Child abuse, how to notice the signs and how to report cases. The PSHE curriculum will teach children strategies to use when they are subject to unwanted behaviour.

3.3 The Headteacher, alongside the Trust, has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

4. FIXED-TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

4.1 Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods. They may also exclude a pupil permanently. It is also possible for them to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

4.2 If the Headteacher permanently excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, they will make 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.

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

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

Permanent exclusions 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 School Exclusion Policy

5. THE ROLE OF PARENTS

5.1 We give high priority to clear communication and positive partnerships both within school and with parents and carers. These are crucial in promoting and maintaining high standards of behaviour.

5.2 We ask parents to support their child's learning, and to support and co-operate with the school. 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.

5.3 If a child is sanctioned for unacceptable behaviour, we hope parents will support the actions of the school. If parents have any concern about this, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader and then the Deputy or Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.4 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 Phase Leader
- Contacting the Deputy- Head teacher – Caron Short

- Contacting the Headteacher – Lisa Mayes

6. THE ROLE OF GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy

7. SPECIFIC PROGRAMMES FOR INDIVIDUAL CHILDREN

To be read in conjunction with the SEND Policy

School recognises that a child's behaviour may be impacted by a special educational need or disability (SEND) and they may require additional support or provision. Staff will follow the assess, plan do review cycle, known as the graduated response, as detailed in the SEND policy. An early help plan may be initiated at any stage and can be used to support the graduated response. An early help plan aims to provide advice, support and intervention at the earliest point of identifying a need. It can help gather information and support the recording of plans and outcomes. Support may be provided by school or from external agencies.

8. PHYSICAL INTERVENTION

To be read in conjunction with Positive Handling and Use of Reasonable Force Policy

Lethbridge Primary School takes seriously its duty of care towards children and young people, employees and visitors. The school recognises that there are occasions when staff are required to make physical interventions both to help children and to prevent them from coming to harm. Whenever our staff act reasonably and act in good faith, they will be supported. Any use of physical intervention should be **proportionate** to the consequences it is intended to prevent. It should be the minimum **necessary** to achieve the desired result and be deemed **reasonable** in the circumstances. The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, and others. The use of force only forms a small part of the Positive Handling Framework. All physical interventions, including restraint, are conducted within a framework of positive behaviour management.

9. BULLYING and CHILD ON CHILD 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:

[DEPARTMENT FOR EDUCATION ADVICE: \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

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 pupils' 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 Child on Child 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. Child on Child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff are trained in the types of Child on Child abuse and the DSL and DDSL will respond in accordance with the Safeguarding and Child Protection policy. Data from CPOMs is analysed to identify trends and this is shared with the Swindon Borough Safeguarding Advisor.

10. 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.

At playtimes, MDSAs (mid-day supervisory assistants) will take the time to follow the restorative conversation model to resolve most disagreements. Pupil voice from all children involved will be gathered so as to obtain a full understanding of cause and context. Unresolved or repeated issues will be communicated to the teacher, who will liaise with parents. Incidents of bullying, intentional harming or child on child abuse, for example: verbal homophobic comments, will be escalated to SLT. Children are praised for their politeness and good table manners in the Dining Halls and stickers are awarded.

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

See appendices for Behaviour Guidelines

Children should not be on the playground without adult supervision.

At lunchtimes, MDSA's 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.

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 playground. A discussion will be had with parents.

See appendices for details of the Harmony Project and Restorative Justice.

11. 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.