



Lady Katherine Leveson
C of E Primary School

BEHAVIOUR POLICY

Including Anti Bullying

Committee with oversight for this Policy	Personnel
Policy last reviewed by the Committee	
Policy ratified and adopted by Full Governing Body	December 2017
Review frequency	2 years
Policy due for review	Autumn 2019

BEHAVIOUR POLICY

Aim

A whole school approach that ensures a positive, productive environment for all stakeholders.

Objectives

- To provide a safe and happy environment for all.
- To develop positive social attitudes that will apply throughout life.
- To ensure pupils achieve their best.
- To encourage and develop self-discipline.
- To promote an awareness of safety and concern for others.

This policy applies at all times to:

- Pupils
- Parents/carers
- Staff - teaching and support
- Governors
- Visitors

Vision

Our vision matches that of the Church of England's Vision for Education document: 'Deeply Christian, Serving the Common Good.' It is based on the promise by Jesus of 'life in all its fullness' at its heart. The four basic elements which permeate our vision are:

- Wisdom
- Hope
- Community
- Dignity

Our Core Beliefs

- The quality of learning, teaching and behaviour are inseparable issues, it is the responsibility of all staff and that there is a consistent approach to behaviour management.
- Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails, we have clear, firm and practical strategies in place to help pupils manage their behaviour.

- There is no single solution to the problem of poor behaviour, but we can raise standards if we are consistent in implementing good practice in learning, teaching and behaviour management.
- Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard.
- The support of parents/carers is essential for the maintenance of good behaviour.
- We expect all in our School community to understand and practise core British values; respect, tolerance, liberty, rule of law and democracy.
- The power to discipline applies to all paid staff in school. Staff have the power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

Roles and Responsibilities

The role of the Board of Governors is to promote good behaviour and discipline among pupils attending the school in order to safeguard their welfare and facilitate their educational progress at school. The Board of Governors should ensure:

- That the school has policies about the promotion of good behaviour and discipline and the use of reasonable force.
- Have a written statement of 'general principles' about pupil behaviour and discipline.
- That the school has appropriate procedures for dealing with the issue of bullying and about complaints about bullying.
- That the school has procedures for fixed term and permanent exclusion of pupils in accordance with legal requirements.

Parents/carers can expect the school to:

- Provide educational opportunities in a structured environment.
- Provide regular reviews of pupils' progress.
- Provide information about the curriculum being followed by the school.
- Provide opportunities for consultations between parents/carers and staff.
- Provide general information about education and school life.
- Provide opportunities for parents/carers to become involved in the work of the school.

Pupils can expect school to:

- Provide a safe and secure environment.
- Respect them as individuals.
- Provide opportunities for them to further their learning through advice and support.

The school expects parents/carers to:

- Support the school's behaviour policy.
- Ensure that their child attends school regularly informing the school promptly in any cases of absence or lateness.
- Provide information which may be required by the school for the purpose of education and as required by law.
- Actively encourage their child to follow the rules of the school.
- Respond to invitations to attend the school for consultations, reviews and meetings relevant to their child.

The school expects pupils to:

- Do the work that is set and allow others to do the same.
- Arrive at the right time and ready for work.
- Respect property, whoever it belongs to.
- Treat others (pupils, staff and visitors) with fairness and respect.

GOLDEN RULES

Be the best I can

Behave sensibly and sensitively

Golden rules apply to everyone at all times.

Rewards and sanctions should be clearly visible and understood by all.

Our School follows the 'Good to be Green' Plan.

A Classroom Discipline Plan

The aim of a classroom discipline plan is to provide a fair and consistent way to establish an orderly, safe and positive classroom environment.

This plan is designed to:-

- Outline the behaviours which are expected from children
- Outline what the children can expect to happen if they choose, or not, to follow these expectations.

Benefits of a Classroom Discipline Plan

- This plan makes managing classroom behaviour easier since the teacher is not forced to make on-the-spot decisions about how to deal with particular behaviours.
- This plan helps to ensure that the teacher treats all children and incidents fairly and consistently.
- This plan helps to ensure parental support -all parents will be informed about the rationale for rules, positive reinforcement and consequences. Parents can then see that the teacher is concerned with teaching children to behave appropriately and the parents are in no doubt of what is expected of their child in terms of behaviour. Parents are an important part of the discipline hierarchy and need to be aware of the role that they can play.

Writing a Classroom Discipline Plan

When children walk into a classroom they bring with them a variety of behavioural expectations from home and from previous schools. As a result they cannot be expected to behave, automatically, as their classroom teacher or school would like.

Any classroom discipline plan consists of three areas:-

- 1) **RULES:** that the children are able to follow at all times.
- 2) **POSITIVE RECOGNITION:** that the children will receive when they follow the rules.
- 3) **CONSEQUENCES:** that result when the children **choose** not to follow the rules.

Planning for Positive Recognition

The positive recognition of good behaviour is a key element of this classroom discipline plan. The aim of positive recognition is to help motivate the children to follow the classroom rules. It is sincere and meaningful attention, rewarding a child for behaving according to the teacher's expectations.

The Benefits of Positive Recognition

- It encourages children to behave appropriately
- It can increase children's self-esteem

- It can reduce behaviour problems
- It creates a positive classroom environment
- It helps to establish positive relationships within the classroom.

How will the Teacher Show Positive Recognition?

1) **PRAISE:** For praise to be most effective it must be: -

- **Personal:** where possible the pupil's name will be included in a praise statement.
- **Genuine:** care will be taken to ensure that the words genuinely reflect the teacher's feelings and time will always be taken to praise.
- **Specific and Descriptive:** where reference will be made to something specific that the child has done or achieved.

2) House Points for excellent work and effort.

3) Children who demonstrate exemplary behaviour throughout the week can earn a 'gold' card as part of the 'Good to be Green' program. Recipients of gold cards receive a positive phone call home or a postcard/letter sent home to their families.

4) **CERTIFICATES, TEXTS, PHONE CALLS AND LETTERS:** We believe that communication is essential to build home-school relationships and we aim to share good news about the child with the child's parents. We feel this plays a significant contribution in motivating children and increasing their self-esteem. All children will receive texts or phone calls home at some time.

A Class 'Star' is chosen every other week and parents/carers invited to share in their child's success in Celebration Assembly each Friday.

Pupils who role model excellent citizenship are rewarded with Certificates at Celebration Worship.

5) **GOLDEN TIME:** We actively promote working together as a team. Therefore each class is rewarded with Golden Time. We believe Golden

Time is a great way to celebrate the pupils' ability to keep the Golden Rules. Children have the privilege of Golden Time if they adhere to the Golden Rules.

Golden Time is fun, motivational and for those pupils who need support, it is structured.

This plan takes account of the following: -

- **It is important to praise good behaviour as well as academic achievement.**
- **Once a child has earned an award it must never be taken away.**
- **A whole group or class must never be penalised for the behaviour of one child.**

Consequences/sanctions

At times there will be children who **choose** not to follow the rules for the classroom. This plan allows the classroom teacher to deal with the situation quickly and calmly.

Outlining a set of consequences enables the class teacher to do this. If the class teacher knows what they will do when a child chooses to behave inappropriately they will not be caught off-guard or be forced into making inconsistent decisions. Likewise every child will know exactly what will happen if they do not follow the classroom rules. This aids early intervention.

A premise to outlining consequences is a belief that children have a **choice** about how they behave. It is important that the consequences are therefore presented to the children as a choice. In dealing with the children, the class teacher will use words such as; choice, choosing and chosen. In doing this the teacher is placing the responsibility back onto the child. When the children are given a choice, they learn that they can be in control of what happens to them.

Consequences are actions that the children know will occur if they **choose** not to follow the rules of the classroom.

Guidelines to Outlining Consequences

- **Consequences do not have to be severe to be effective. The key to effective consequences is not severity but the fact that they are used consistently. It is the inevitability of the consequence that makes it effective.**

- Consequences must be something the children do not enjoy but should never physically or psychologically harm a child.
- The most effective way to use consequences is to build them into some form of hierarchy.
- Under no circumstances should a class teacher leave the room unattended.
- No child should be sent out of the room and told to stand/sit in the corridor without supervision.

The Hierarchy of Consequences

The consequences in this plan are progressive, allowing more severe consequences to be imposed each time a child continues to disrupt, always start with a warning and any hierarchy must be time-bound. For example:

- 1) **The first time a child breaks one of the rules** –The child will receive a warning. The focus of the warning will be the behaviour and not the child and show sensitivity to the situation, public humiliation is never appropriate.
- 2) **If a child continues to misbehave** – The class teacher will impose a consequence ('Think about it card').
- 3) **If the child continues to disrupt the class** they will receive a 'Warning' card and the consequence will involve time out in another classroom. ('Put it right' sheet appendix 1.) All 'Put it right' sheets are logged with the Leadership Team.

If the child continues to disrupt, the class teacher will now involve the Head Teacher. This will always be the last consequence. A red card will be sent to the Head Teacher who will remove the child from the classroom. A letter will be sent to parents, explaining that their child's behaviour will be monitored for two weeks and then reviewed. At this stage, it may be appropriate for the school to contact External Agencies like the SEMH (Social, Emotional and Mental Health) team for further support and an Individual behaviour plan will then be written.

- 4) **A Critical Incident** – If the child's behaviour is too extreme to allow the child to move up the hierarchy of consequence the class teacher may need to act quickly to stop the behaviour. On such occasions, the child will not receive a warning, they have lost this right. Severe, inappropriate behaviour calls for the child to be sanctioned immediately and a red card issued. However, it is important to define what is meant by a critical incident or severe inappropriate behaviour since there is no clear or correct definition. In this Behaviour Policy it is seen as when the child puts himself or others in danger or when the child significantly abuses another person either physically or verbally. The 'significance' of the incident will be considered in context and the final decision will be with the Head Teacher.

If the situation absolutely necessitates the use of 'reasonable force' teachers will do so. 'Reasonable in the circumstances' means using no more force than is needed. Reasonable force will only be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the Staff member concerned and should always depend on individual circumstances.

School will never use force as a punishment in any context.

In the unlikely event that reasonable force is used in school a 'record of restraint' is completed and countersigned by the Head Teacher. Lady Katherine Leveson C of E Primary School follows the guidance set out by the DFE in July 2013.

If reasonable force is used to support a pupil, that pupil's parents are informed.

Physical Intervention

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- (a) committing any offence
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- (c) prejudicing the maintenance of good order and discipline at the school or among pupils receiving education in the school, whether during a teaching session or otherwise.

Wherever a child reaches a stage/s of the hierarchy, once the time period is over and the consequence has been imposed, the child then has a new beginning and a fresh start. The consequences in this plan have taken into account the age and ability of the children within the class.

The use of consequences will be monitored in order to clarify problem behaviours and evaluate the whole hierarchy. If most of the children consistently reach level 3 of the consequences before behaving appropriately, this informs the class teacher that there is a need to impose higher consequences lower down the hierarchy.

All incidents involving red cards, isolations and exclusions are recorded by the Head Teacher.

Children who abscond from School

In the unlikely event of a child leaving the school premises without permission, staff have been asked never to chase after a child but to follow the child at a distance. A member of the Leadership Team should be informed immediately. Parents (and the Police if appropriate) will be informed of the situation. The Head Teacher or in his absence, Deputy Head Teacher, will make a decision about the next step.

Issuing Consequences

- Consequences will always be provided in a calm way.
- Consequences will always be issued consistently. Inappropriate behaviour will always be followed with a consequence.
- When a child has been issued with a consequence the first opportunity will be found to recognise appropriate behaviour.
- When consequences are issued, the behaviour, not the child will be the focus. The 'choice' vocabulary will be used. For example, 'Sam, while you are choosing to tap your pencil, I cannot concentrate. If you continue I will have to give you a warning.'
- If children are behaving inappropriately because they are clearly upset or annoyed, before issuing a warning, their feelings will be acknowledged and an attempt will be made to give them a way out. For example, 'Sam, I can see that you are upset but if you continue to bang the table I will have to give you a warning. Would you like to book some time with me during your break and we can talk about what has upset you this morning.' Often by acknowledging how the child is feeling, the secondary behaviour has been stopped before reaching the hierarchy of consequence.

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- **Power to search without consent** for 'prohibited items' including
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Fireworks
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Children have access to support from all members of Staff including our Child and Family Support Worker.

Exclusions

We follow the statutory guidance issued by the Department of Education (February 2015). The seriousness, or persistence of the pupil's behaviour, together with the impact of not excluding the pupils on the school as a whole is always considered before there is a fixed term exclusion.

MOVEMENT AROUND SCHOOL

- All staff, including support staff, will 'meet and greet' children as they enter the school in the morning in order to begin each day in a positive way.
- Whenever children return from break/lunchtime, staff will be expected to be in their classroom to welcome the children back in.
- Teachers are to ensure all children move around the school in a calm, orderly way, re-enforcing 'good habits' Children should be reminded of this throughout the year and given reasons why we expect this to happen
- During assembly times, class teachers are responsible for monitoring the behaviour of their class. Praise good behaviour, address poor behaviour.

SCHOOL POLICY STATEMENT ON BULLYING

What is bullying?

There are many definitions of bullying but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but three main types are:

- Physical - hitting, kicking and taking belongings.
- Verbal - name-calling, insulting and racist remarks.
- Indirect - spreading nasty stories about someone or excluding someone from social groups.

We believe that all forms of bullying are unacceptable in our school.

We believe that all incidents of bullying should be taken seriously and dealt with sympathetically.

As a school we are committed to tackling homophobic, biphobic and transphobic bullying. We are committed to making school a place where all pupils, parents and staff are accepted without exception. We are committed to championing diversity and celebrating difference.

Our policy is:

1. To make our school a calm and happy community for everyone.
2. To encourage people to feel safe in talking about being bullied
3. To encourage people to support their friends by helping them to be open about being bullied.
4. To make the bully aware of the serious effects he/she may be having on the victim.
5. To alert the parents of the bully to the effects of their child's actions.
6. All staff are constantly watchful for instances of bullying.

PARENTS AS PARTNERS

No school has all the answers to bullying and all schools and communities contain bullies. Because we recognise this, we try to do something about it. We deal with every incident that is reported to us by pupils, parents and members of the community. Often children will not tell what is worrying them. We help them to have the confidence to share their worries, and as adults, parents and teachers, we can help - together.

TRUST

The atmosphere at Lady Katherine C of E Primary School is one of trust. All members of the school community are respected and are expected to respect one another. There is an established code of conduct and a policy on bullying.

BUILDING CONFIDENCE

All pupils are given the opportunity to visit Lady K during the Summer term before they start in September. Any pupils and their family joining Lady K during the academic year are encouraged to visit school. This is designed to build confidence, to allow children to meet their class teacher and to experience the school ethos and atmosphere.

WARNING SIGNS

If at any time you think your child is being bullied, contact the school.

The signs you should look for are changes in behaviour, lack of concentration, the need for extra pocket money or changes in sleeping patterns. Encourage your child to tell someone what is worrying them.

SUPPORT

As a parent you can help by building your child's confidence and listening to their concerns. The school will support you. Some bullies are victims - unhappy children who can find no other way of attracting attention to themselves. A few seem determined to be anti-social. Families are always included as part of the support for children who are bullied and who are considered 'bullies'.

ANTI-SOCIAL BEHAVIOUR IS NOT TOLERATED

SOUND DISCIPLINE

The principle at Lady K is that both the bullied and the bully require help. The bully needs to learn how to get along without harassing others.

The bullied need confidence and assurance.

No school can be effective without parental help. We work in partnership with our families.

Put it right!

In class

Other class

Name:

Date:

Lesson:

What I did:

I chose to do this because:

How can I put it right?

Child's signature:

