

# Behaviour Policy

Longford Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

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<b>Key Personnel</b>			
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## Introduction

Longford Primary is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

Our Vision Statement is inspired by Psalm 1:3 and the children themselves:

***' To make our dreams come true'***

**You are like a tree planted by the water, bearing fresh fruit every month,  
Never dropping a leaf, always in blossom. Psalm 1:3**

As parents, staff and Governors, we have ambitions and dreams for all the children in our care and for our whole school community. Our purpose is to ensure that everyone in our community flourishes, that children love learning and are resilient and well-equipped for our ever-changing world, caring and grounded by strong self-belief and Christian values, able to find lifelong fulfilment and happiness.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies,
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

## Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding Policy
- SEND policy
- Staff Behaviour Policy
- Health and Safety

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

## Leadership

*'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989*

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all children in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

## Mandatory Procedures

**The consistent approach to behaviour management:**

All staff understand the positive impact of certainty as much as consistency on children at Longford Primary. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and ant-social behaviour.

Staff ensure:

- their interactions with children about behaviour focus always on:
  - behaviours that are helpful for the child more than those that are not

- what is happening now and expected in the future more than about the past
- signs of change more than indicators of stuckness
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

### Rewards and consequences:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with children directly:

- set clear expectations about child behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- encourage children to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by children through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each child.

While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about child progress to parents.

This includes:

- Displaying learning, in written or photographic form in school and on our website
- Effort and achievement points which lead to school certificate awards
- Celebration of success events/activities
- Rewards trips
- Letters/postcards

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination. There will be rewards for positive (gold, silver and green) behaviour. These will include:

EXAMPLES OF POSITIVE BEHAVIOUR	POSSIBLE REWARDS
<ul style="list-style-type: none"> <li>● always being polite</li> <li>● always focussing on my learning</li> <li>● always thinking of others</li> <li>● always working well with others</li> <li>● always using my learning powers</li> </ul>	<ul style="list-style-type: none"> <li>● Certificates</li> <li>● Merit points</li> <li>● House points</li> <li>● Golden Time</li> <li>● Recognition Board</li> <li>● Lucky dip</li> <li>● Gold Stars for 25 merit points</li> </ul>
<ul style="list-style-type: none"> <li>● being considerate towards others</li> <li>● persevering with the whole task</li> <li>● working well with others</li> <li>● using one or more learning powers</li> <li>● being a good role model to others</li> </ul>	<ul style="list-style-type: none"> <li>● Certificates</li> <li>● Merit points</li> <li>● House points</li> <li>● Golden Time</li> <li>● Moving up to gold smiley face</li> <li>● Positive communication with home</li> <li>● Recognition Board</li> </ul>
<ul style="list-style-type: none"> <li>● being safe</li> <li>● collaborating</li> <li>● cooperating</li> <li>● allowing others to learn</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal praise or signal e.g. smile, thumbs up</li> <li>● Moving up to silver or gold smiley face</li> </ul>

- trying to learn
- listening to instructions
- telling the truth

- Certificates
- Merit points
- House points
- Golden Time
- Positive communication with home

It is the responsibility of **all** staff to recognise and reward positive behaviour.

### House Points

When children are awarded a stamp or equivalent class reward this is matched by a house/merit point. The children belong to either Avon, Castle or Spire House Groups. The house groups encourage a sense of belonging and responsibility towards each other.

### Golden Time

Golden Time usually takes place on Friday afternoon from 2:30pm in every class. It is a reward time for children who behave appropriately throughout the week. Golden Time can be withdrawn in small chunks of 5 minutes for inappropriate behaviour during the week. The class teacher must keep a record of this. (see *Inappropriate behaviour consequences and sanctions* below)

Children have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children.

Examples of Inappropriate Behaviour	Sanctions
<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Answering back</li> <li>• Getting out of seat unnecessarily</li> <li>• Not responding to instructions</li> <li>• Pushing</li> <li>• Running in inappropriate places               <ul style="list-style-type: none"> <li>• Making noises to disrupt the teaching / learning</li> </ul> </li> <li>• Rocking on a chair</li> <li>• Interfering with others or work or equipment</li> <li>• Deliberately distracting others</li> <li>• Talking when not supposed to</li> <li>• Chewing [gum, paper...]</li> <li>• Telling lies</li> <li>• Refusing to remove inappropriate jewellery and/or clothing</li> <li>• Dropping litter in school</li> <li>• Bringing inappropriate items into school</li> </ul>	<p><b><u>Dealt with by class teacher and letter sent home to parents</u></b></p> <ul style="list-style-type: none"> <li>• 2 warnings - verbal, name card moved down to amber then red face with each warning</li> <li>• 3 x 'yellow band' behaviours in one day = age appropriate TIME OUT at next playtime/lunchtime - parents informed at the end of the day.</li> <li>• 3 x TIMEOUT in a week period = loss of 15 minutes golden time on Friday</li> <li>• A behaviour log is started by class teacher to record incidents and triggers</li> </ul>
<ul style="list-style-type: none"> <li>• Deliberately breaking equipment belonging to the school or others</li> <li>• Defying instructions</li> <li>• Hitting/kicking</li> <li>• Pushing with intent to harm</li> <li>• Spitting</li> </ul>	<p><b><u>Dealt with by class teacher and letter sent home to parents</u></b></p> <ul style="list-style-type: none"> <li>• Parents informed at the end of the day– lunchtime detention at next available lunchtime</li> <li>• 2 or more 'orange band' behaviours</li> </ul>

<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Damage to school property</li> <li>• Throwing stones/ items</li> <li>• Continued disruption in class</li> <li>• Misuse of school property</li> <li>• Swearing</li> </ul>	<p>in a week = Loss of golden time on Friday</p> <ul style="list-style-type: none"> <li>• If persistent – a behaviour log is started and shared with parents</li> <li>• IBP (Individual Behaviour Plan) may be created with pupil, parent and SENCO</li> <li>• Recorded on CPOMS</li> </ul>
<ul style="list-style-type: none"> <li>• Fighting – persistent or more serious/ acts of aggression</li> <li>• Assault on staff</li> <li>• Severely disruptive</li> <li>• Verbally abusive (to other children/adults)</li> <li>• Sexually abusive (to other children/adults)</li> <li>• Racially abusive (to other children/adults)</li> <li>• Persistent harassment/bullying of other children</li> <li>• E-bullying (inappropriate use of email)/texting/internet messaging</li> <li>• Placing other children and adults at risk</li> <li>• Other serious offences</li> </ul>	<p><b><u>Dealt with by headteacher</u></b></p> <ul style="list-style-type: none"> <li>• Immediately sent to HT</li> <li>• Parents asked to come into school or contacted by telephone/letter</li> <li>• The behaviour log/IBP is started/continued and reviewed by the class teacher, child and SENCO</li> <li>• These instances may result in a one day exclusion (or more) and loss of social privileges or a longer fixed term or permanent exclusion</li> <li>• Recorded on CPOMS</li> </ul>

In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- the extent to which the consequence provides an opportunity for the child to rectify harm
- the extent to which the child has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
  - the child's age
  - any special educational needs or disability they may have

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disaffected behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

The success of strategies and consequence used is monitored and reviewed within

- this policy's annual review
- staff performance reviews
- senior leadership team meetings monthly
- key stage team meetings and
- individual child support plans where applicable.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/ unlawful item on their person on in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children' expectation of privacy increases as they get older.

## **Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children' self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children. This may include:
  - Greeting children in the morning/at the start of teaching sessions.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
  - Highlighting and promoting prosocial behaviour.
  - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

We recognise teach and celebrate the value of **FREE**dom.

**Friendship** – as positive peer relationships are a key protective factor for all young people.

**Respect** – as a key feature of successful and esteemed members of our school and of wider society.

**Effort** – as a valuable learning habit for life; understanding that much can be achieved with sustained effort.

**Equality** – we treat and expect all community members to afford others their right to equal treatment.

'**FREE**' also articulates what we strive for our children to be - free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

### **Child support systems:**

We regularly review the support available to those individual children identified as being at risk of disaffection. The support offered includes:

- Thrive – trained Thrive practitioners can work on a 1-1 basis with individual children or work with small groups.
- Access to alternative curriculum
- Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.
- Planned "Time Out" –Children who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCO/KS lead.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

### **Liaison with parents:**

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.



We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our children are given an opportunity to contribute to the review of this policy.

### **Managing transitions to the next stage of their education/life:**

We recognise that how children start and leave our school is a key indicator of

- success with us and
- success at their next school,

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:

- by the setting/school previously attended by the child.
- by the DSL/Pastoral lead in the next school when the child leaves us.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a Longford Primary colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## **Training**

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- THRIVE principles and approaches
- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

### **Staff support**

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## **Monitoring and review**

Governors ensure that child wellbeing is an agenda item on the for every full governing body meeting.

The head teacher ensures that child welfare is an agenda item for every staff meeting.  
This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.  
The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

## Statement of Behaviour Principles

### We are committed to our school vision

*' To make our dreams come true'*

**You are like a tree planted by the water, bearing fresh fruit every month,  
Never dropping a leaf, always in blossom. Psalm 1:3**

Our vision is inspired by Psalm 1:3 and the children themselves. We asked them to tell us about their dreams of the future.

As parents, staff and Governors, we have ambitions and dreams for the children in our care and for our school community. Our purpose is to ensure that everyone in our community flourishes, that children love learning and are resilient and well-equipped for our ever-changing world, caring and grounded by strong self-belief and Christian values, able to find lifelong fulfilment and happiness.

### We believe that everyone has the right to feel safe

- All pupils, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect everyone to treat each other with consideration and respect and to behave responsibly at all times.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

### Equality

- The governors believe that all members of the school community should be treated as individuals and should be free from discrimination, harassment and bullying in any form. Measures to counteract bullying and discrimination should be consistently applied and monitored for their effectiveness.
- The school's legal duties in relation to the Equality Act will be further reinforced through the Behaviour and Anti-Bullying Policies in order to safeguard vulnerable pupils.
- We recognise that some pupils may need extra support to meet behaviour expectations.

### High standards of behaviour

- The governors feel that good teaching matched to the needs of all pupils promotes self-esteem, self-discipline and good behaviour, and that good behaviour promotes effective learning and good attitudes to learning.
- Children have the right to learn and staff have the right to teach without disruption.
- Governors also believe that the expectation of high standards of behaviour can have a positive effect in helping pupils to develop into successful citizens, upholding British values.
- There should be a whole school approach to discipline with a clearly defined code of conduct for both staff and pupils.
- The governors also expect that all adults on the premises should behave in a respectful and appropriate manner in order to comply with these principles.

## **School rules**

- The governors expect pupils to be involved in the creation of classroom rules, which should be simple and age appropriate. We should seek to give every pupil a sense of personal responsibility for his/her own actions.
- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

## **Consequences and rewards**

- We believe that our primary aim should be to praise positive attitudes to encourage good behaviour in the classroom and elsewhere in the school.
- The governors expect that any rewards system will be consistently applied. It must be regularly monitored for consistency, fair application and effectiveness.
- Consequences for unacceptable/poor behaviour should be known and understood by all pupils, staff, other adults with responsibility for behaviour, and parents/carers.
- Consequences should be age appropriate, progressive and fairly implemented.
- It is important that consequences are monitored for their proper use, consistency and effective impact.

## **The use of reasonable force**

- The governors expect the School Behaviour Policy to outline clearly the circumstances where staff may use reasonable force or positive physical intervention.
- The governors expect that authorised staff are appropriately trained in the use of positive handling and restraint and that all staff are given advice on de-escalation and behaviour management strategies.

## **Discipline beyond the school gates**

- The governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.
- The Behaviour Policy should include the school's response to any behaviour when a pupil is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school.
- It must also take account of misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school

## **Allegations of abuse**

- Allegations of abuse should be taken seriously and dealt with quickly in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation.
- The governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance when setting out the pastoral support school staff can expect to receive if an allegation is made against them.

