BEHAVIOUR POLICY

Loatlands Primary School

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Behaviour Policy

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1. School Vision

Loatlands is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal behaviour, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour. It is underpinned by three key approaches – ready, respectful, safe.

2. Our Ethos

The school aims to serve its community by providing an education of the highest quality. The children will gain skills, knowledge, and understanding enabling them to experience success and to realise their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

3. Aims and Purposes

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

4. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and
- promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to
- regulate pupils' behaviour and publish a behaviour policy and written statement of
- behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy
- online

5. Our Behavioural Philosophy and agreed statement of behaviour principles

Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. As a school our expectations of behaviour are high; we expect pupils to

behave around school and when we take them out of school. Our policy shows how we reward consistently good standards of behaviour in order to promote the highest standards and how we will deal with incidents when our expectations are not met. Our behaviour policy reflects our school ethos and values in action. The three values which underpin this policy are: ready, respectful, safe. These values will be taught through assemblies, PHSE and our management of behaviour situations.

The Education and Inspectors Act 2006 and DfE guidance requires the Governing Body to make and frequently review a statement of general behaviour principles in determining measures by the Headteacher to promote good behaviour through this policy.

The agreed statement of principles for Loatlands Primary School (underpinned by our school values):
> Every pupil understands they have the right to feel safe, valued, respected and to learn free from the disruption of others
> All pupils, staff and visitors are free from any form of discrimination
> Every member of the school community understands how they should treat other people and how they should be treated
> Ensure opportunities for forgiveness and reconciliation are provided
> Staff and volunteers act as role model for pupils ensuring high expectations for behaviour and positive relationship with pupils

6. Promoting Positive Behaviour

All school staff will encourage positive behaviour by setting a good example and:

- Making behavioural expectations clear through an assertive style of behaviour management
- Highlighting good behaviour with verbal praise
- By modelling the behaviour expected of children as appropriate e.g., listening, talking politely and respectfully, being physically gentle, trusting, truthful, fair and caring.
- Being consistent and fair
- Warning of the consequences of making the wrong choices about behaviour
- Informing parents of good behaviour and celebrating this
- Encouraging parents to act as role models for their children in terms of their own behaviour

Staff can also use the following strategies to promote positive self-esteem and good behaviour:

- A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.
- Display the classroom rules
- Develop positive relationship with pupils through:
    - Greeting pupils in the morning/at the start of lessons
    - Establish clear routines
    - Communications expectations of behaviour in ways other than verbally
    - Highlight and promote good behaviour
    - Conclude the day positively and start the next day afresh
    - Use positive reinforcement
- Positive self-esteem and talking and learning about behaviour will be taught regularly through the PHSE programme.
- Listening systems will be employed in each class so that children know how to indicate to the teacher that they need to talk about something that is worrying them.
- Praising/rewarding children who are exhibiting appropriate behaviour and noting those who then copy that behaviour.
- Children in each class will be given opportunities to take responsibility in various ways.
- Class rewards systems as detailed above will be made available in order to reward and promote good behaviour at an age-appropriate level and expectation.
- Children who behave inappropriately will be encouraged to discuss the value they are not demonstrating and discuss ways in which they could manage the situation next time to avoid this situation recurring.

7. Incentives and Rewards for Demonstrating Good Behaviour

We recognise and reward leaners who go above and beyond our standards. Our staff recognise that the use of praise in developing a positive attitude in the classroom cannot be underestimated. It is the key to developing positive relationships, including the learners who are hardest to reach. Pupils and staff are recognised for going above and beyond and demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to take an active role in good behaviour, rather than passive compliance.

At Loatlands, we recognise good behaviour, effort and conduct in the following ways:

- Recognition spots on the recognition walls
- Conversations with parents at the beginning and the end of the day
- The use of "Marvellous Me" thumbs up and badges
- Phone calls home
- "noticing" when learners are making the right choices
- "Wow walls" in classrooms
- "Loatlands Ambassadors" for those children who always go above and beyond

8. Behaviour Definition

8.1. Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of class work
- Poor attitude towards learning
- Non-compliance with an adult instruction

8.2. Serious Misbehaviour

Serious Misbehaviour is defined as:

- Persistent non-compliance with an adult instruction
- Non-compliance with an adult instruction which poses a safety risk for them or others
- Repeated breaches of the school rules
- Threatening behaviour with or without an object
- Damage to school property
- Misuse of smart technologies in school e.g. mobile phones, smart watches, tables
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (included on social media), sharing of nude or semi-nude mages and/or videos of sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Physical Assault
- Swearing or Verbal Abuse
- Racist, Sexist, Homophonic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol

- Illegal Drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images

> Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

9. Bullying Definition

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person of group, where the relationship involves an imbalance of power.
Bullying is therefore:

> Deliberately hurtful
> Repeated, often over a period of time
> Difficult to defend against

9.1. Types of Bullying and Definitions

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: > Racial > Faith-based > Gendered (sexist) > Homophobic/biphobic > Transphobic > Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber or Online	Bullying that takes place online, such as through social networking sites, messaging apps, games s consoles or gaming sites

9.2. Preventing and Addressing Bullying

Details about the school's approach to preventing and addressing bullying are detailed in the school's anti-bullying policy which is located here: add link

10. Roles and responsibilities

10.1. Local Academy Board

> Establish a set of behaviour principles on which the Headteacher can base the school behaviour policy
> Review the behaviour policy in conjunction with the Headteacher
> Monitor the policy's effectiveness
> Hold the Headteacher to account for the implementation of the policy
> Ensure that the policy is in keeping with statutory guidance
> Seek feedback from stakeholders about perceptions and experiences of the school behaviour culture to improve practice
> Regularly analyse the patterns/trends of behaviour in the school through Headteacher reporting to the Local Academy Board.

10.2. Headteacher

- Promote a school culture where pupils and staff flourish in safety and dignity
- Ensure the effective and equitable implementation of the school's behaviour policy so that is consistently and fairly applied
- Ensure that staff are adequately trained to manage behaviour in line with the agreed policy
- Determine the measure and the approach in the school behaviour policy to encourage good behaviour and respect for others; secure an acceptable standard of behaviour for pupils and promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying; ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils
- Ensure that staff have asked to appropriate resource to manage behaviour and receive appropriate supervision when required
- Maintain responsibility for the authorisation and use of suspensions and exclusions in line with the trust's suspension and exclusion policy
- Publish the school behaviour policy in writing to parents, staff and pupils at least once a year
- Maintain the strategic oversight of the school's arrangements for removal of pupils from the classroom as defined in this policy

10.3. School Behaviour Lead

- Support the Headteacher in the implementation of the agreed policy
- Act as a role model for other staff and pupils in relation to the agreed approach to managing behaviour
- Monitor the implementation of the policy to ensure that rewards and sanctions are consistently applied to all groups of pupils
- Monitor the quality of behaviour records and ensure regular communication to parents is undertaken
- Undertaken regular analysis of school behaviour patterns and trends to identify changes needed to practice
- Ensure the school environment encourages positive behaviour
- Undertake the training of staff, volunteers and external providers to manage behaviour effectively inline with this policy and in agreement with the Headteacher
- Support class teachers to develop individual behaviour support plans for those pupils who have specific behaviour need to be met outside of the standard behaviour management approach

10.4. School Staff

- Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- Ensure that the policy is implemented consistently and fairly to all pupils
- Act as role model consistent with the school values to pupils, other staff, visitors and parents in line with the trust code of conduct
- Work in partnership with the School Behaviour Lead/Headteacher to provide a personalised approach to the management of pupils with specific behaviour needs as required. Class teachers should be responsible for the writing and implementation of an individual behaviour support plan if required
- Ensure an accurate and timely recording of all behaviour incidents on the school CPOMS system
- Ensure regular and timely communication is provided in relation to pupil behaviours as agreed by the Headteacher
- To participate in any training provided by the school to manage behaviour as agreed through this policy

10.5. External Providers

- Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- Report to the Headteacher any breaches of the school behaviour policy
- Act as a role model inline with the school values whilst on the school site

10.6. Parents

- Reinforce the agreed expectations for behaviour by the school with their children
- Act as a positive role model for your children in relation to communicate with the school
- Ensure communication with the school is timely and open
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support, sign and attend review meetings as required if their child is on an individual behaviour support plan

10.7. Pupils

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct school uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Act as role model for other pupils demonstrating our Christian Values
- Remind the importance of forgiveness following a behaviour incident

11. Managing Misbehaviour

The school may use one or more of the following sanctions in response to unacceptable misbehaviour:

Engagement with learning is always our primary aim at Loatlands Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Loatlands Primary School praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given "take up time" in between steps.

Steps for managing and modifying unwanted behaviour

Leaners are held responsible for their behaviour. All staff at Loatlands deal with behaviour without delegating. Staff use the steps below when dealing with behaviour.

1. Redirect	Gentle and positive encouragement. Verbal reminder of our three simple rules – **Ready, Respectful, Safe**
2. Respond	Private verbal reminder of the expectations. Praise will be given if the child then shows good behaviour as a result of the behaviour. (see associated levels of behaviour and consequences guidelines in appendix 1) *You need to...thankyou.*
3. Remind	Clear verbal caution delivered privately, making the child aware of their behaviour and clearly outlining the consequences if they continue. *You need to think carefully about your choices. If I speak to you again about your choices the consequence will be Reflection Time.*
4. Reflect	Time out for a short period away from the classroom. *You need to have some Reflection Time. I will speak to you in ...minutes.*
5. Repair	At the end of Reflection Time, check the child is regulated. If they are, carry on with Repair conversation using the questions below. If not say *I notice you are not ready to talk. I will come back in... minutes.*

	1) *What happened?* 2) *Who was affected?* 3) *How are we going to make it right?* ***NEVER ASK THE CHILD 'Why?'*** Initially you may need to prompt the child if they cannot answer the above questions, for example by providing children with an example response *'I think you...'* In some cases, depending on the age of the child, it may be appropriate to ask 'why' to gain a deeper understanding. Adults should record all Reflection Time on CPOMS. Parents must be informed on collection or via a telephone call about the behaviour incident. This must happen the same day.

12. Managing Serious Misbehaviour

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- All forms of bullying (several times, on purpose)or child on child abuse
- Racist, sexist or homophobic comments
- Physically striking adults.

13. Reasonable Adjustment for Pupils with Special Educational Needs and Disabilities

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

14. Misbehaviour Off-Site

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour or serious misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips) Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

15. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

16. Removal from classrooms (internal isolation)

Removal is used where a pupil demonstrates a serious breach of the behaviour policy and is required to spend time out of the classroom at the instruction of a member of staff. The intention of this removal is to allow for the continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The reasons for removal from the classroom will be communicated to transparently to pupils and staff.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

Removal from the classroom will be used for a maximum period of one day. The Headteacher will ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. The Headteacher will ensure a clear process of reintegration of any pupil in removal into the classroom where appropriate and safe to do so.

17. Physical Intervention and Support

The use of reasonable force in school is covered by the DfE guidance Use of reasonable force in schools
The guidance states that schools can use reasonable force to:

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

In rare circumstances staff who are physical handling trained may use reasonable force to restrain a pupil for the reasons outlined above.

Incidents of physical restraint:

- Must always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Applied using trained techniques from the physical handling training
- Must not be used as a punishment-it is always unlawful to use force as a punishment
- Be recorded immediately following the restraint on the school CPOMS system and within the school's bound and numbered book. The incident must be reported on the same day to parents
- Supported by an individual pupil risk assessment following the first use of a physical restraint which is regularly reviewed
- Do not require parental consent to use force on a student

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco,
- fireworks,
- pornographic images or
- articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

18. Searching, Screening and Confiscation

Any searching and screening of pupils is conducted in line with the DfE's guidance on Searching, screening and confiscation at school

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in listed in section 17 of this policy (paragraph 3 of the above DfE guidance). These items will be confiscated and not return to pupils. The Designated Safeguarding Lead (or Deputy) should be informed of any searching where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe the search has revealed a safeguarding risk.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Any search undertaken by an authorised member of staff must be recorded using the school's CPOMS system. The record of search should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

19. Support for pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour (ABC from) and put in place support to try to prevent them.

20. Behaviour as indicator of harm

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

21. Child-on-child sexual violence and sexual harassment

Incidents of child-on child sexual violence and sexual harassment will be dealt with in line with part 5 of the safeguarding principles set out in Keeping children safe in education. The Designated Safeguarding Lead is the most appropriate person to advise on the school's initial response.

When dealing with incidents of this nature the school will ensure:

- a clear zero tolerance approach to sexual violence and sexual harassment, that is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned
- Incidents are met with a suitable response and never ignored
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be
- Victims are reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward
- Abuse that occurs online or outside of the school will be treated equally seriously
- Ensure the response and if appropriate resulting sanction is proportionate, considered, supported and each incident is considered on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

22. Staff induction, development and support

All staff on employment to the school will receive a copy of the school behaviour policy and training from the school behaviour lead as part of their new starter induction.

All Staff will receive annual training around the school behaviour policy and management of behaviour processes. Periodic additional training will be undertaken with staff individually or as a whole in response to identify trends or patterns.

Nominated staff by the Headteacher will undertaken physical handling training which will be reviewed according to the providers reaccreditation timetable.

23. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Academy Board at least annually or more frequently if needed in response to identified patterns, trends or stakeholder feedback.

The written statement of behaviour principles will be reviewed and approved by the Local Academy Board on an annual basis.

25. Links to other policies

This behaviour policy is linked to the other following policies:

- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Anti-Bullying Policy