

## Behaviour Policy

### Loatlands Primary School

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<b>Author (name &amp; job title):</b>		Alison Willis (Headteacher)	
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## **Loatlands Primary School**

### **Behaviour Policy**

#### **Aims of the policy**

At Loatlands Primary School we aim:

- To encourage respect, decent behaviour and positive relationships among all members of the school community.
- To create a safe and secure learning environment in which all children are able to grow in to respectful, resilient, curious citizens,
- To ensure a consistent approach in managing behaviour.
- To encourage high and clear expectations of behaviour.
- To help children to understand that they have a responsibility for their own actions and how they affect others.
- To work with parents / carers to promote high standards of behaviour.

All members of the school community will:

- Be kind and caring to each other
- Show respect for other people, views, race, culture and beliefs

Pupils will:

- Listen and follow instructions given by adults
- Respect the property of school and others
- Play with other children in a safe way

Staff will:

- Provide positive role models to children through calm, consistent behaviour.
- Listen with respect and provide systems which promote positive behaviour.
- Develop positive relationships which promote self-esteem and self-discipline.
- Support children to understand and demonstrate the school values of Respect, Resilience and Curiosity
- Create a safe environment in which pupils can learn and ask questions.
- Teach children about the differences between people and cultures and that we must be respectful of these.
- Support children to take responsibility for their actions and understand the impact that actions have on others and identify ways that they can put right any harm that they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping

them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

- Liaise with parents and carers to support pupils to behave appropriately.
- Establish clear expectations for all members of the school community
- Provide restorative follow up following negative behaviours.
- Abide by the premise 'we praise in public, we reprimand in private.'

### **Roles and Responsibilities**

**All staff; teaching, support and volunteers** have responsibility for ensuring policy and procedures are followed and applied consistently. The school also emphasises the role of all staff in providing care and support for both pupils and each other. Liaison with parents is an integral part of the role particularly for teaching staff.

**Pupils** are expected to take responsibility for their own actions and all are made aware of the school's policy.

**Parents** are expected to support the school's behaviour policy and take responsibility for the behaviour of their children. They are invited to work in partnership with the school to ensure a high standard of behaviour is the norm.

### **Whole School Approach to Positive Behaviour**

At each stage, the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Every opportunity is taken to recognise, praise and promote positive behaviour and achievements.

Rewards may include:

- Verbal praise
- Values Points, particularly for demonstrating the school values of Respect, Resilience and Curiosity.
- Headteacher's Awards
- Awarding of 'thumbs up' and 'badges' through the Marvellous Me app.

### **Behaviour Planets System**

Behaviour throughout the school is managed using a "Planets System" which encourages positive behaviour and contains steps to support the management of or modification of unwanted behaviour.

In each class the “Planets System” is on display for all children. At each stage of the system the children will be given clear instructions about their expected behaviour and what the consequences will be for inappropriate behaviour that breach school rules. This structure will always be followed for each pupil unless the behaviour is completely unacceptable in our school, when children will be sent to a member of the Leadership Team.

### **The Planets System:**

The Gold Star: To recognise consistent excellent behaviour or children who go over and above expectations.

The Green Planet: this is the planet where we expect children to be all the time. This is supported by praise, rewards and recognition of great behaviour and hard work.

The Yellow Planet (warning): this is the planet where children are given an opportunity to think about behaviour that may not be following the school rules. If necessary, staff will explain to children what unacceptable behaviour they are being warned about. This should serve as a chance for the child to think about their behaviour so they can modify their behaviour.

Examples of Yellow Planet behaviours include:

- not following an adult instruction when asked
- distracting others from learning
- poor listening
- unsafe behaviour (e.g. swinging on a chair)
- bad manners towards others (including through body language)
- rough play
- messing around in toilet area
- not playing in the safe play areas
- spoiling the games of others.

*If a child continues to show Yellow Planet behaviours, despite an opportunity to think and modify their behaviour, they will move to the orange planet. (Children in Reception will be given two verbal warnings before moving to the orange planet to support their developmental learning around behavioural boundaries.)*

The Orange Planet: this is the planet where a child’s behaviour will be recorded in the school’s electronic recording system – CPOMS. Behaviour reports on CPOMS will be regularly monitored by Phase Leaders and the Assistant Headteacher. If a developing pattern of low-

level behaviour is recorded the Phase Leader will contact parents to make them aware of this.

Examples of Orange Planet behaviours include:

- clear defiance of an adult instruction despite a warning.
- 'back chat' or insulting body language towards an adult
- deliberately not sharing with other pupils
- continued episodes of poor listening
- deliberately disrupting the lesson
- continued rough play despite warnings being given
- rough play when another child is hurt
- damaging school property.

*If a child continues not to demonstrate negative behaviour or they severely break a school rule (without warnings) they will move to the Red Planet.*

The Red Planet: This is the last planet in the system (also recorded on CPOMS) which requires the child to have a period of 'time out' at an appropriate time (this could involve missing part of a break or lunch time) watching a timer. In addition, the child is sent to the Phase Leader at an appropriate time to discuss their poor behaviour. The Phase Leader will make contact with parents to discuss the behaviour and resulting consequences with them. In agreement with parents, in cases of repeated Red Planet behaviours, a Behaviour Report Card may be introduced to support the pupil to regulate their behaviour throughout the school day (see Appendix 1 for examples) if appropriate.

Time out periods will last:

- up to 5 minutes for children in Reception
- between 5 to 10 minutes for children in Years 1 and 2
- up to 10 minutes for children in Years 3 and 4
- up to 15 minutes for children in Years 5 and 6

This will be in the classroom with the Classteacher at break time or with the Phase Leader during the lunch period.

Work will not be taken to time out and the adult and child will not discuss the behaviour during the time out.

Examples of Red Planet behaviours include:

- repeated clear defiance of an adult instruction
- deliberately arguing with an adult
- walking away from a conversation with an adult
- intentional hitting, kicking, slapping, biting and spitting
- grabbing other children by their clothes to cause harm
- grabbing other children by the throat
- persistent verbal abuse (swearing and name calling)
- deliberately damaging school property.

#### Incidents of a serious nature

When a child demonstrates threatening and / or violent behaviour to another child, a behaviour investigation should be undertaken and full details should be recorded on CPOMS. The child should be sent directly to the Phase Leader. If it is believed this behaviour is a continuing pattern or trend linked to a particular child the Anti-Bullying Coordinator should be informed. When conducting an investigation every child is given an opportunity to explain before a sanction is applied to determine any level of provocation. The completed CPOMS records will be monitored by the Assistant Headteacher.

Time out: If a child continues to disrupt the lessons and learning of others or has demonstrated unacceptable behaviours beyond the red planet they will be sent directly to the Phase Leader or Assistant Headteacher for a period of time out (internal isolation).

#### **Restorative Approach**

As part of our restorative approach to behaviour management, the adult sending the pupil to time out will meet with the pupil as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the pupil to readjust his / her behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'.

Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. First warning	<p>I noticed you chose to... (noticed behaviour)</p> <p>This is a REMINDER that we need to... (expected behaviour)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are making yourself and others unsafe. Please walk. Thank you for listening.'</b></p>
2. Second warning	<p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc</p> <p>.....) (learner's name),</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <b>Example - 'I have noticed you are talking to a friend instead of listening. You are not showing our school value of Respect. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you listened carefully and were able to get your work finished in good time? That is what I need to see today. Thank you for listening.'</b> Two minute 'time in'</p>
3. Time out	<p>I noticed you chose to... (noticed behaviour)</p> <p>You need to... (go to quiet area / go to sit with other class / go to another table etc)</p> <p>Playground: You need to... (stand by other staff member / me / sit on the picnic bench etc) I will speak to you in 5, 8,10 minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are not showing our value of Respect. You have now chosen to go and sit in the quiet area. I will come and speak to you in 5,8,10 minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to another adult in front of the child*</b></p>

<p>4. Follow Up – Repair &amp; Restore</p>	<ul style="list-style-type: none"> <li>- <b>What happened? (Neutral, dispassionate language.)</b> Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.</li> <li>- <b>What were you feeling at the time? What have you felt since?</b> What each person was thinking and feeling at the time, before and since.</li> <li>- <b>Who has been affected? How did this make people feel?</b> Older children are encouraged to think about the wider implications of who has been affected e.g. families.</li> <li>- <b>What should we do to put things right? How can we do things differently?</b> How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.</li> </ul>
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It is not the severity of the sanction, it is the certainty that this follow up will take place that is important.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

#### **We strive to avoid:**

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);



### **Behaviours referred to the Assistant Headteacher**

The following behaviours should be referred immediately to the Assistant Headteacher (in their absence Deputy Headteacher) and will be recorded on CPOMS:

- Bullying (also referred to the School Anti-Bullying co-ordinator)
- Racist / Homophobic Name Calling (incidents of this nature will be reported to the Local Authority)
- Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature (Protective Behaviours work to be undertaken)
- Stealing
- Threatening and / or violent behaviour
- Insolent / disrespectful behaviour

Contact with Parents: If a period of unacceptable behaviour or consistently poor behaviour is demonstrated, a formal warning letter will be issued to parents or family member to explain the behaviour. This will be classified as a “formal warning” of poor behaviour. Parents will be asked to meet with the class teacher and a member of the Senior Leadership Team. The child will be put on a ‘behaviour report card’ for the half term to monitor behaviour closely. If a second “formal warning” is received within a month this may result in the development of an Individual Behaviour Plan and / or support from external agencies. In exceptional circumstances the school may instigate a reduced timetable alongside an individual behaviour or pastoral support plan. A child on a reduced timetable will be notified to the Local Authority.

### **Record Keeping**

It is important that behaviour records are kept up to date as they are the evidence on which judgements are made on whether further action might be taken. As a result:

- All incidents involving a child's behaviour moving to an orange or red planet will be recorded on CPOMS. The Phase Leader will monitor these regularly. This will also be used to record Red Planet incidents at break and lunchtimes by the members of staff on duty.
- Incidents that are reported to the Assistant Headteacher will be investigated and notes recorded / logged on to CPOMS for future reference.
- Monitoring of the behaviour reports on CPOMS by the Phase Leader will ensure half termly monitoring of patterns / trends across the school or from individuals which may result in further support or a formal warning to address the issues raised.
- Patterns of behaviour identified in records may lead to the development of an Individual Behaviour Plan being created by the school's SENDCO and SEN Manager and may involve support from external agencies.

- Issues of Bullying will be recorded by school staff using CPOMS for reporting to the Local Authority.

### **Exclusions**

On very rare occasions, when all other possibilities have been exhausted, it may be necessary to consider exclusion procedures. If and when such a case arises, the school follows carefully the procedures as laid down by the DfE and Local Authority. A letter outlining the procedures for exclusions, external support that parents can receive if needed and return to school dates will be given to the parent and a reintegration interview will be arranged. Behaviour contracts will be signed on return. Fixed term exclusions are reported to the office and recorded on CPOMS. **(Appendix 2)**

Fixed Term Exclusions will be structured as follows:

**1 day** for a first time exclusion.

At the reintegration meeting a guidance sheet will be given detailing the next stages **(Appendix 3)**

**2 days** for a second fixed term exclusion.

After a 2 day exclusion parents & child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues.

**3 days** for a third fixed term exclusion

At this point, the Education Inclusion Partnership (EIP) will be involved as Permanent Exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents

**5 days** for a fourth Fixed Term Exclusion and Permanent Exclusion could be considered depending on the situation.

Permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.

### **Reporting to Governors**

Behaviour is monitored on a termly basis through an analysis of behaviour logs by Phase Leaders and the Assistant Headteacher and bound and numbered book entries. Full reports on behaviour are given to the Governors as part of the Safeguarding & Inclusion committee to ensure they are aware of standards of behaviour and procedures and sanctions.

### **Pupils with special educational needs (SEN)**

Other than in the most exceptional circumstances, we will avoid permanently excluding pupils with an EHCP. We will make every effort to avoid excluding pupils who are being supported under the Special Educational Needs Code of Practice, including those who are being assessed for an EHCP. The Headteacher will be aware that the school is having difficulty managing a pupil's behaviour well before the situation has escalated. We will try every practicable means to maintain the pupil in school, including seeking LA and other professional advice and support or, where appropriate, asking the LA to consider carrying out a statutory assessment. For a pupil with an EHCP, where this process has been exhausted, the school will liaise with the LA about initiating an interim annual review of the pupil's EHCP

The school will undertake:

- 1) Intervention Strategies - School's SENDCO and Parents made aware. Strategies explored and implemented to improve behaviour and raise self esteem
- 2) An individual behaviour plan - parents will be consulted and child add to SEN register
- 3) For persistent problems the school will gather advice from external agencies and change the status of the child on the SEN register.

### **Use of Reasonable Force (Guidance 8/11, supersedes 4/10 guidance)**

This guidance gives all members of school staff the power to use "reasonable force" for the following criteria:

- 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
- restrain a pupil at risk of harming themselves through physical outbursts.

This power extends to volunteers and to parents who, for example, may be assisting on school trips.

**HOWEVER** at Loatlands Primary School the Headteacher **has not authorised** the above people or those not trained in Team Teach using reasonable force. The rationale for which are the needs of our pupils, the high standard of training and practice we deliver and expect and the risk presented by our pupils.

**Physical Intervention (for Team Teach trained staff only)**

A number of staff are Team Teach trained in order manage the de-escalation and physical intervention for severe and challenging behaviour.

Only trained staff are authorised to use Team Teach techniques and if intervention is used this will be formally logged and parents informed. Positive handling plans are written if Team Teach techniques have been used with an individual.

**Primary Prevention** is achieved by:

- The deployment of appropriately trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviours
- Creating opportunities for choice and achievement

**Secondary Prevention** involves the employment of diffusion techniques following the recognition of early stages of a behavioural sequence that is likely to escalate. The use of physical intervention at this stage may be justified if it is clear that:

Primary intervention has not been effective **and**

- The risks associated with not using a physical intervention are greater than the risks of using some **and**
- Other appropriate methods have been tried without success

## **Behaviour Management in the Nursery**

We believe that children flourish best when they know how they, and others, are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Learning self-regulation and socially appropriate behaviour is a developmental process, through staff modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can support children to develop these important skills and ensure the safety and wellbeing of all members of our Nursery family.

We believe that children need structure within which they can be free to choose and experiment so we set limits for children and maintain them calmly and consistently. Our Nursery rules are,

- We walk and use quiet voices inside.
- We do not touch anyone whilst climbing.
- We tidy our toys away after we have finished.
- We use our words (often with support from an adult, to resolve conflict).

We prevent conflict occurring by:

- Providing enough space and sufficient resources.
- Establishing a consistent, balanced routine.
- Supporting children's choices and interests.
- Supporting transitions with songs and visual cards.
- Keeping waiting periods short and active.
- Respecting children's ideas, concerns and feelings.
- Setting reasonable limits and expectations.
- Stopping destructive and aggressive behaviour.
- Using our observations in daily planning.

When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We like the following quote by L.R.Knost,

**“When little people are overwhelmed by big emotions, it’s our job to share our calm, not join their chaos”**

Our staff use encouragement and praise to raise the self-esteem and positive self-image of the children. Our staff model how to respond to unwanted behaviour. We use phrases such as, “Say, stop I don’t like that.”

We do not accept any behaviour which is harmful or upsetting to others. We intervene in a calm way to ensure children do not hurt each other or behave in an unsafe way.

**“I am not going to let you...hit/bite/scratch/break...”** Say it in a confident but calm voice. Only once they are calm, do we try and talk through the event and model the correct behaviour. We do not shout or raise our voices in a threatening way to respond to children’s inconsiderate behaviour. Staff join the child’s play to offer extra support and positive role modelling, if the child needs it.

We see the conflicts that all children have as an opportunity to learn, we wish to equip the children with the skills to cooperate and negotiate with others so we aim to discuss what has happened so the incident will not reoccur. For example, after ‘I am not going to let you...’ we offer an explanation or offer an alternative. We could suggest, ‘If child A has a turn first and then you have a turn next.’ We work to help children to negotiate or solve problems.

If the behaviour continues despite extra support and role modelling, it may be necessary to ask a child to come away from a particular place so they understand there are consequences for their actions and their behaviour is not acceptable.

If we have an ongoing concern with a child’s behaviour we will work in partnership with parents by communicating openly to agree shared strategies to use at home and Nursery. If we think it is necessary, we may seek further advice from external agencies such as Portage, the School Educational Psychologist and Early Years SENDCO.

## **Appendix 1**

This example of a daily report card provides space for teachers to comment on behaviour during each lesson / break time and lunch time. Targets will be set in conjunction with the pupil and parent for the child to work towards and agreed rewards if these targets are met on a consistent basis. The child should report to the Phase Leader at the end of each day with their report card and to discuss their achievements for the day and the plan for the following day. It should then be taken home to be shared with parents. There is space on the card for parents to comment on behaviour at home too.

<b>Date</b>	
Lesson 1:	Teacher:
Playtime:	
Lesson 2:	Teacher:
Lunchtime:	
Lesson 3:	Teacher:
Playtime:	
Lesson 4:	Teacher:
Behaviour at home:	Signed: _____

<b>Date</b>	
Lesson 1:	Teacher:
Playtime:	
Lesson 2:	Teacher:
Lunchtime:	
Lesson 3:	Teacher:
Playtime:	
Lesson 4:	Teacher:
Behaviour at home:	Signed: _____

## **APPENDIX 2**

### **Internal / Fixed Term Exclusion Form**

Name	
Date	
Type of exclusion	
Duration of exclusion	
Reason for exclusion	
Build up details (if applicable)	
No. of red planet incidents to date	
Report card (date & duration)	
Previous exclusions (type, dates and duration)	
<b><u>Witness statement – Detail of events leading to exclusion</u></b>	
Staff	
Staff (if applicable)	
Child (being excluded)	
Pupil (Victim)	
Pupil (witness)	



Follow up actions	
Parents View	
Agreed actions to be put in place to prevent future exclusions	

Checklist	
In school records completed	
Parents contacted & informed of level of exclusion	
Formal letter completed (fixed term only)	
Behaviour contract signed	
Incident recorded on SIMS	
Risk assessment put in place (if applicable)	

## **APPENDIX 3**

### **Process following Reintegration Meeting 1**

Following the reintegration meeting should further exclusions be necessary the following process will be adopted:

- **2 days for a second fixed term exclusion**

After a 2 day exclusion parents and child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues.

- **3 days for a third fixed term exclusion**

At this point, the Education Inclusion Partnership (EIP) will be involved as permanent exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents.

- **5 days** for a fourth fixed term exclusion and permanent exclusion could be considered

Please note that any fixed term exclusion can be changed to a permanent exclusion at any point in this process depending on the severity. Permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.