

BEHAVIOUR POLICY



POSITIVE BEHAVIOUR, DISCIPLINE & PUPIL CARE

I CAN!

Inspire - *[verb]* to encourage somebody into greater effort, enthusiasm, or creativity

Challenge - *[verb]* to stimulate somebody by making demands on the intellect

Achieve - *[verb]* to succeed in doing or gaining something, usually with effort

Nurture - *[verb]* to encourage somebody or something to grow, develop, thrive, and be successful

BEHAVIOUR POLICY

This policy has been formulated with regard to the DfE advice in the Behaviour and Discipline in Schools Advice February 2014 and in collaboration with the students, parents, Governors and staff at Lyme.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy and
- Disability Discrimination Scheme.

Responsibilities

The Governing Body will seek to ensure that the school complies with this policy and its procedures are implemented.

The head teacher along with the Governing Body will see that the policy and its procedures are implemented and that staff are aware of their responsibilities.

Visitors to school (particularly supply Teachers) will be aware of the Behaviour Policy

Copies of this policy will be available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, Braille, etc.

Aims

At Lyme Community Primary School we aim to provide all pupils with the opportunity to learn in a safe and secure environment. Values of respect for staff and other students, an appreciation of the value of education and a clear understanding of how our actions affect others are specifically taught through our VALUES lessons and Assemblies. Reminders are given regularly so these values permeate the whole school environment – in the playground, corridors, classrooms, and beyond the school gates.

Lyme has an agreed set of expectations of behaviour for the whole school which are known as the 'Children's Behaviour Charter'. They are displayed so they are very visible to all the school community and pointed out regularly. At the beginning of each year, classes draw up a set of class rules which are displayed in the classroom.

Rights Respecting School

Over the academic year 2015-2016 Lyme is working towards gaining the **Unicef UK Rights Respecting School Award. (RRSA)** This is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. We anticipate this project having a positive impact on behaviour and well-being at Lyme.

The promotion of excellent behaviour at Lyme is the responsibility of the whole school community:

- Children
- Teachers
- Teaching Assistants
- Parents
- Specialist Teachers/Sports Coaches
- Office staff
- Cleaning and caretaking staff
- Midday supervisors
- Supply Teachers
- Students, volunteers

All adults will be treated with respect and are expected to: encourage the children to follow the school rules, manage good behaviour and challenge any inappropriate behaviour in a consistent manner throughout the whole school.

It is the responsibility of every adult in school to encourage the children's learning in this area by praising the best examples and intervening and correcting any behaviour that is less than good. It is also important for adults to model the behaviour they expect from the children.

Parents are encouraged to support and reinforce our positive behaviour policy. We send HOME/SCHOOL agreements out annually to communicate to parents our expectations and everyone's responsibilities with regard to students' behaviour at Lyme.

Our aim is to encourage intrinsic good behaviour with children understanding the benefits of behaving well both for themselves and their community.

REWARDS

The staff at Lyme will recognise the children's efforts in the following ways:

- Give verbal praise: The staff may congratulate the children with a simple 'well done' and explain why they are pleased
- Give written praise: As a more permanent way of rewarding the children staff may comment in the children's books/work, saying why they are pleased or give them a note to go home
- Stickers may be given from the class teacher or the head teacher. The midday supervisors use stamps for good lunchtime behaviour
- Team Points: The children are divided into four teams and points can be given to the children for good work, trying hard, good manners, and being helpful or polite. (*1 team point for good work or behaviour, 2 team points for outstanding work or behaviour, 3 team points for exceptional achievement.*) Points are collated weekly and announced in the celebration assembly. The winning team has coloured ribbons attached to the team cup. The teams compete for a special treat at the end of each term if they win the most weeks.
- Each week, we nominate two students from each class to be 'achievers of the week' and receive a certificate in Friday's celebration assembly
- Prizes are given on Friday from the school prize trolley for demonstrating good manners
- One child from each class is rewarded each week with a postcard of praise, sent directly to their homes from their Teacher
- We acknowledge all the efforts and achievements of children, both in and out of school with our 'Stars at Lyme' display.
- We award special responsibilities e.g. being a Prefect, Peer Listener, Student Councillor and Activity Leader etc.
- VIP Table – Each week, 2 children from each class are chosen to sit at a decorated table at dinnertime and given special treatment for displaying excellent manners and behaviour.

ATTENDANCE AWARDS

As an integral part of our positive discipline policy at Lyme we reward not only good behaviour and work but also good attendance both individually and as a class.

- ✓ During the weekly Celebration/Achievement Assembly the class that has achieved the highest percentage of attendance for that week is recognised and holds the attendance trophy and SAM (School Attendance Matters) the monkey for the following week.
- ✓ The attendance %'s for each class are published weekly in the Newsletter.
- ✓ At the end of each term any child who has gained 100% attendance for the term will receive a certificate for outstanding attendance and at the end of the academic year a gold badge for 100% attendance for the full year.
- ✓ There is a termly £25 prize draw for all children whose attendance is above 98.5%.

CONSEQUENCES

If students do not work, or behave, as they should and therefore cause disruption they will face consequences:

- A non-verbal warning (e.g. warning look, shake of the head)
- A short, direct instruction
- A verbal warning
- If the pupil is disturbing others, they may be moved to another area of the room
- Completion/repeating of work at playtimes or dinnertime
- Writing/making a sorry card or letter
- Discussion with Teaching Assistant/Teacher about the problem
- Restorative Justice may be used when appropriate **
- Loss of privileges (after school clubs/responsibilities/school trips etc.) **
- Staying in at play time / dinnertime **
- Informal chat with parent *
- Formal time out in another class with Teacher's agreement *
- Discussion with the Head Teacher/Deputy/Learning Mentor concerning the problem **
- Formal discussion with parent concerning the child's behaviour **
- Behaviour Book/record sent home regularly **
- Regular reporting to a senior member of staff
- In extreme cases exclusion

Recording of incidents

Behaviour incidents causing concern, serious incidents or low level disruptive behaviour will be recorded in class and school behaviour logs. (As a guide: * class logs ** school logs)

Incidents of bullying or hate crime must be recorded using official logs and forms.

CONSISTENT APPROACH

The Colours System

All children start the day on green. 'GREEN IS GOOD' therefore it is expected that children will follow the school rules and remain on green.

To facilitate this we communicate firm, fair, clear boundaries. We use the power of praise to maintain good order. We 'catch them being good' and maintain an atmosphere of positivity where all children can succeed. We ensure we provide learning activities, not controlling activities so that with outstanding, first quality teaching, the students are engaged in new learning and not likely to become disruptive. With one, school wide consistent routine for stopping and listening, we ensure effectiveness as the children become accustomed to our expectations. (**Hand raised to gain silence, simple command "Look at me and listen" accompanied by visual clues, pointing to the eyes and ears.**) We recognise and reward good behaviour in public. We aim to manage behaviour as discreetly as possible. ('PIP' and 'RIP' praise in public, reprimand in private.) We ensure we have 360° vision in the classroom so we can proactively manage an issue before it escalates into a problem. We provide clear, direct instructions and provide precise, descriptive praise for compliance.

Although we hope to keep the majority of children in the green there may be times where children will be moved down the colours chart. Before moving to a consequence for poor behaviour we endeavour to distract the child first by asking questions such as: What should you be doing? Are you ok? Are you alright? Rather than telling them off straight away. We try to be as discreet as possible to avoid disrupting others' learning and stop poor behaviour before it escalates. We try to never say 'don't' and we ignore diversionary or off task talking. "He's taken my ruler! "There's another, now get on." "He's kicking me under the table!" "Maybe but, we'll deal with it later, now get on." We use language of choice, "If you choose not to you will face the consequence of ..." Class Teachers exercise their authority to deal with the majority of behaviour issues unless they fall into the Level 3 category.

LEVEL 1

If a child is persistently making a bad choice and not responding to our efforts to divert them, they will be given a direct and clear warning by the Teacher or Teaching Assistant. If the child fails to correct their behaviour choices their name will be moved onto the yellow colour. If this happens the child may demonstrate positive behaviour choices that will move them back to green.

If the child continues with the poor behaviour choices the child will again be given a very direct and clear warning. If the child still does not improve their behaviour they will be moved to red on the colour chart. Once a child reaches red that is irredeemable and a consequence is given.

If red is reached the child will miss their morning playtime; if the event occurred after the morning playtime the child will miss 15 minutes of their dinner time on the wall. If the event occurs after dinnertime the child misses the next day's playtime. **SNACKS WILL BE FORFEITED IF A CHILD MISSES PLAY TIME!**

The child will go to the Learning Mentor to spend their playtime reflecting on the choices they have made as well as the impact it has had on others and how they could have ensured the behaviour was better. They will identify which of our school rules has been broken and what they would do differently next time.

If a child reaches red three times in one week parents will be contacted by the class teacher to keep them informed.

The **Equality Act 2010** states that 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities you are disabled.' When dealing with behavioural incidents staff should be aware of such disabilities and also have the necessary training to deal with them appropriately.

Children with challenging behaviour

Some of our children have particularly challenging behaviour and the strategies deployed to deal with this will take into account:-

- ❖ Advice from professionals
- ❖ Any additional needs
- ❖ Strategies that suit the child
- ❖ Any safety concerns
- ❖ Parental comments/concerns

LEVEL 2

Where behaviour is persistently below the standard required the pupil will be entered on the Additional Needs register at 'CONCERN' level and strategies for a positive behaviour plan will be devised by the class teacher in consultation with our Learning Mentor and SENCo. Notes on behaviour will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings. These meetings will review the impact of the plans put in place and will help to formulate other strategies that could be used before the student moves to Level 3.

Strategies for a positive behaviour plan may include:-

- Home/School behaviour record
- Individual sticker/record systems
- Reward given at home
- Specific agreed award/certificate to aim for
- Sanction given at home
- Settling time in the morning/after breaks
- Time Out card
- Built in reward activities after a timed learning session
- Peer mentoring
- Small group circle time/nurture group delivered by Learning Mentor

LEVEL 3

If the problem is more serious the child will move to 'SEN Support' when strategies will be formally reviewed regularly and careful monitoring of events takes place to establish causes, patterns etc. Parents will be invited in to speak to the Headteacher, SENCo and Learning Mentor.

A personalised approach will be adopted where a framework of rewards and sanctions is agreed with everyone working with that child. This will include setting up a Pupil Profile for that student. External agencies may be involved.

Strategies may include:-

- Referral to the Behaviour Intervention Team (BIT)
- 1-1 Learning Mentor support
- A joint agency meeting
- Writing of an Individual Behaviour Plan (IBP)

LEVEL 4

In extreme cases where behaviour is not improving in response to any of the above strategies, a Pastoral Support Plan (PSP) will be implemented with a view to preventing the child from being excluded. This plan will involve the parents, child, Learning Mentor, Teachers and TAs and external professionals involved with the child. If it is appropriate, at this point we would apply for funding and the child will move to 'Enhanced SEN Support'

LEVEL 5

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called:

Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion January 2015

We refer to this guidance in any decision to exclude a child from school.

We have on occasion operated internal exclusion when a child has not been allowed in school or near other children for a short period of time measured in days. We are fortunate to have access to an Inclusion Base, the Minerva Centre, located at St Cuthbert's High School. This is used as an alternative to exclusion if it is deemed appropriate.

At Lyme Primary School we take great care to ensure our students are happy and safe. If any incidents do occur there are systems in place to deal with these efficiently and effectively.

Playtimes

In the same way as children can get hurt playing at home, at play times, accidents can occur as children fall during games or bump into each other. These incidents are dealt with, and as they form part of everyday play, parents would not be informed unless an injury occurs.

Occasionally children can receive an injury as games become too rough. In this case, the adults on duty intervene, stop the game and talk to the children about more suitable activities. Parents are informed of any injuries requiring first aid.

Some children can get so involved in a game that they can lose their temper. Here adults intervene immediately; children are placed for 10 minutes 'time out' at particular points on the playground to miss part of their playtime as a consequence. Following time out their behaviour is discussed and children are supervised in apologising and making friends. Such incidents are recorded in the Dinnertime Behaviour Books which are monitored by our Learning Mentor. Their future behaviour is monitored to ensure it does not happen again. Persistent unacceptable behaviour results in children missing their morning playtimes.

Persistent verbal and physical intimidation is not tolerated. As soon as staff are informed, in the short term action is taken immediately by sending the child to a member of the SLT. In the longer term the action taken (Level 3) would involve all staff working with the children being informed and monitoring the children throughout the day based on the actions outlined in the Pupil Profile - positive behaviour plan.

Bullying

Any complaints about bullying are always logged.

Children can have difficulty understanding the difference between bullying and accidental, or one off incidents. There is a significant difference and staff and parents need to make this clear. At Lyme we follow the 'STOP' definition – several times on purpose. (See Anti-Bullying Policy)

Our school community consists of many different personalities. Some children find playtime challenging because they are shy or find it hard to make friends. The adults on duty always keep a look out for children on their own and encourage others to play with them. They may make sure they have a 'peer mentor' or will make up games with a whole group to include a shy child.

As in all schools we have children with a variety of special educational needs. Each type of special need has a particular approach and consequences for these children may be different.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and such behaviour should not be tolerated or passed off as "banter" or "part of growing up".

Emotional and Behavioural Difficulties

Children experiencing these problems have individual behaviour programmes. Their rewards and sanctions may be different.

Autism

Children with autism can find school overwhelming at times. Adults enable them to participate in lessons, join in with games and provide someone to talk to if they are feeling anxious.

Physical Difficulties

Children with physical difficulties are closely supervised at playtimes allowing them to enjoy playing safely with their friends.

We have provided many activities at playtimes to make our playtimes exciting, enjoyable and safe for our pupils. These include;

- ✓ A pergola/seating area for chatting, reading and quiet pursuits
- ✓ The Student Council consulted the children and purchased playtime equipment and games
- ✓ Activity leaders who are trained and devise games for groups of children to play
- ✓ Peer Listeners who show children how to co-operate with others and make friends
- ✓ Additional adults on playground to support children with special educational needs

Hate Related Incidents

The school will not tolerate any bullying including racist bullying, homophobic bullying, and bullying related to gender, disability and religion. Again incidents will be investigated fully, older children will be asked to give statements if appropriate. Children will then be educated as to why this kind of behaviour is not acceptable.

If behaviour persists or was serious/deliberate, parents will be informed and action taken. Complaints will be registered in class logs and reported to the Head Teacher who reports termly in the Governing Body Report.

Supervision

We are working towards the children being well behaved so that they don't constantly need monitoring but in order to get to this point, especially with the younger children, it is important that children are carefully supervised whilst working in class, moving about the school, sitting in assembly etc. Again it is the duty of every staff member to ensure they are in the correct place to receive children or to dismiss them in an orderly way.

As the children move up the school and children are encouraged to be independent and take more responsibility for their behaviour, supervision may on occasion be more remote. E.g. older children may be sent on a job around school. Again it is the responsibility of everyone to correct any lapses in behaviour and an adult must know where the children are at all times.

Confiscation of inappropriate Items

Children are only allowed to bring in toys/items of interest from home with the permission of the Teacher. Any item discovered in school without permission will be confiscated and returned at the end of the day to the child or the parent depending on what is considered appropriate.

Members of staff have the power to search for 'prohibited items' (listed in the government guidance) and the guidance will be followed regarding what to do if a dangerous or illegal item is discovered. Staff can also search for stolen items.

Power to use reasonable force

All members of staff are aware of the regulations regarding the use of force by Teachers. These are re-visited annually by all staff in a Safeguarding update. Training is provided and updated via Team Teach. Staff only intervene physically to restrain children where:

- A criminal offence is being committed
- In an emergency, e.g. fire, flood or building collapse
- Pupils are at risk of injuring themselves or others or damaging property
- Pupil behaviour is prejudicial to maintaining good order and discipline

The actions that we take are in line with government guidelines on the restraint of children.

Behaviour beyond the school gate

Students are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

We cannot be responsible for students' behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Lyme Community Primary School children.

Dealing with allegations of abuse against Teachers and other staff

If an allegation is made against a member of staff we will follow the L.A's procedures.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies.

The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

We keep a variety of records concerning incidents of misbehaviour and a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Policy reviewed and updated: March 2017

Policy to be reviewed by March 2018

Sanctions Flowchart.

Level 1

The adult will reprimand the child and remind them of the school rules. Each Teacher will follow the school's 'colour' system of consequences which are displayed in the classroom. School records kept of time spent in 'reflection' (Learning Mentor) and appropriate action taken to contact parents to keep them informed. (Teacher)

Level 2

Persistent behaviour incidents causing concern or low level disruptive behaviour will be recorded in class behaviour logs and a Positive Behaviour Plan will be put in place by the Teacher to actively promote improved behaviour. These plans will be reviewed regularly in discussion with colleagues to see if improvements have been made. The child will be monitored as a 'concern' on the Additional Needs Register.

Level 3

In the short term serious offenders will be sent to the Deputy or Headteacher when unacceptable behaviour will be logged and if necessary, the child isolated from own class and parents contacted to discuss the incident. In the longer term, where more serious, persistent poor behaviour continues, a personalised approach to that child's needs would be devised in the form of a Pupil Profile and the child will be monitored as an SEN Support student.

Level 4

Parents are involved formally in a Multi-Agency meeting. A time specific written strategy including targets for improvement devised and agreed in the form of a Pastoral Support Plan.

Level 5

Exclusion