

# LUNT'S HEATH PRIMARY SCHOOL

## BEHAVIOUR POLICY

Author	Governing Body      Andy Williams
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Version	5

## Lunt's Heath Primary School Safeguarding Statement

“Lunt's Heath Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

## Lunt's Heath Primary School Equality Statement

“Lunt's Heath Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

## **SCOPE**

By clarifying the expected standard of behaviour at Lunt's Heath Primary School this policy is designed to support the needs of all children in accessing their educational entitlement whilst also supporting the school's staff in providing the highest possible behaviour management support for children in our care.

## **AUTHORITY**

The Governing Body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Arrangements are made to safeguard and promote the welfare of all pupils at Lunt's Heath; this policy forms part of the safeguarding strategy.

## **STATEMENT OF POLICY**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Lunt's Heath Primary School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in school, parents and other members of the wider school community.

This policy is the result of consultation with pupils, parents and Governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. It's fair and consistent implementation is the responsibility of all staff. Pupils have contributed to the Behaviour Policy through their involvement in the development of the whole school rules, and will be asked to be involved in reviewing the policy using ongoing processes.

The Governors and staff wish the following principles to be promoted within Lunt's Heath Primary School:

- the school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment;
- all members of the school community have a right to feel safe;
- all members of the school community have a right to respect;
- all members of the school community have a right to learn.

## **AIMS**

The aims of this policy are:

1. To promote good behaviour, self-discipline, self-regulation and proper regard for authority;
2. To encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
3. To ensure that the standard of pupils' behaviour is acceptable;
4. To ensure that pupils complete any tasks reasonably assigned to them in connection with their education;

5. To regulate the conduct of all pupils in an atmosphere of mutual respect and safety.

## **RESPONSIBILITY**

**The Governing Body** is responsible for promoting pupils' good behaviour and ensuring all school users are safe. They are required to delegate duties to the Headteacher which ensures the compliance of all statutory guidance. They will monitor carefully the implementation of this policy and its related procedures and strategies, and its impact, in order to improve our practice.

**The Headteacher** is responsible for:

- i. having regard for statutory guidance and acting accordingly;
- ii. determining the standard of behaviour which is to be regarded as acceptable, so far as it is not determined by the Governing Body;
- iii. the making of rules and provision for disciplinary penalties;
- iv. where reasonable, determining measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school;
- v. publishing the school's Behaviour Policy to all school users in a written format;
- vi. at least once in every school year, taking steps to bring the policy to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

**All staff**, teaching and non-teaching, are responsible for ensuring that the policy is implemented fully.

**Parents and carers** have a responsibility to familiarize themselves with the policy, the school's expectations, and agreed values. We expect parents / carers to support their child's learning and to cooperate with school. Lunt's Heath Primary School aims to maintain a positive and supportive dialogue with parents / carers and will inform parents / carers of concerns regarding their child's welfare or behaviour.

**Pupils** have responsibility for making good choices and adding to the school's culture of a good standard of expected behaviour by following the codes and living out the school's values.

## **ADDITIONAL GUIDANCE**

### **Accepted standard of behaviour**

We know that the majority of pupils are well-behaved and want others to behave well too. Yet Lunt's Heath Primary School expects pupils to:

- behave in a manner that reflects the principles of this policy, in ways that support everyone's right to learn, be safe and be treated with respect in school;
- work as hard as they can and not to disrupt the learning of others;

- show good listening skills, affording others courtesy by taking turns to speak;
- speak to others in appropriate ways, treating all adults and children in school with respect, and care for members of the community;
- to keep the school and class rules, which have been developed in consultation with them and contribute to the positive ethos of the school;
- to take responsibility in promoting our nurturing ethos and to make positive choices about their behaviour, taking responsibility for their own actions, and promoting the development of positive self-esteem and well-being for all;
- to behave in this way both on and off the school premises.

### **School Rules**

The staff has, with involvement of the pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below.

- Be kind
- Be helpful
- Be understanding.

These rules are communicated across school (assemblies and circle time are used to frequently revisit the teaching of these rules) and referred to by all staff as acceptable and unacceptable behaviours are observed.

### **Expected adult behaviours when dealing with behaviour issues**

The manner in which staff deal with behaviour issues will be in keeping with the school's values and how we wish people to be treated.

- Stay calm
- Remain patient
- Be non-judgemental

### **School systems for promoting positive behaviour**

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. SEAL assemblies celebrate these skills each half term. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Through the PSHE curriculum and SEAL materials the fundamental rights of all those in school are also reinforced. Prefects, playground buddies, play leaders and monitors support positive

behaviour on the playground and at lunchtime. The same positive ethos is promoted at lunchtimes and the same behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other.

## **Rewards**

We want children to feel proud when they behave well and enjoy the intrinsic benefits that such behaviour brings. Verbal praise is the school's preferred reward for pupils meeting the accepted standard of behaviour. Parents are also routinely told of their children's positive behaviour using a variety of informal approaches as well as at parents' evenings. At the discretion of staff House Points may be awarded.

Staff are encouraged to catch children doing the right thing and commenting on this. Periodically certain behaviours are / will be targeted across the whole school, e.g. coming into assembly; speaking to people with respect; being kind to others; behaviours that help us to learn.

## **Sanctions**

For pupils who choose to disregard the rules a series of consequences is in place (Appendix A). These sanctions are hierarchical (Levels 1-3) and designed to both reinforce the school rules and to help to teach pupils how to follow them. All teachers and teaching assistants have the right to impose sanctions other than exclusion. When applying sanctions, adults will use common sense in ensuring that the sanction is appropriate to the behaviour being displayed and to the child's circumstances.

Systems have been implemented throughout the school that account for any learning difficulty or disability and are age appropriate, but are all based on the idea that in meeting the expected behaviour standard children reach either the 'sun' (infants) or 'green card' (juniors) by the end of the day.

Children enter Reception from a large number of different settings each of which has a differing standard of behaviour. During the first term we work extensively to model and demonstrate the expected standards of behaviour at Lunt's Heath to ensure a levelling out as quickly as possible. The behaviour chart in Reception has two positions a sun and a cloud; the children start the day on the sun but can move to the cloud following a warning – at the end of each teaching session a move back to the sun can be achieved by appropriate behaviour.

In Years 1 & 2 a similar system is adopted but with three positions and therefore slightly more challenging for children to achieve the sun if they have been moved onto the rain cloud.

In KS2 pupils have a green / yellow / red card system. At the start of each day the children start on green and move up or down the traffic light based on their responses to the school and class rules in a teaching session.

If a child receives a red card or rain cloud they must record their name on the chart (Appendix B). This chart is taken by the child on a Friday afternoon to

the Headteacher to discuss their behaviour. The Headteacher monitors the charts and the parents of those children frequently not achieving the behaviour standard will be asked to attend a meeting with the class teacher and / or Headteacher to discuss our concerns; this is normally when three transgressions occur in a half-term period.

Sanctions are applied according to the hierarchy set out in Appendix A – within the context of positive reinforcement of appropriate behaviour – and are proportionate to any offences. Pupils are always given the opportunity for reparation.

## **Exclusions**

In exceptional circumstances the Headteacher will consider the use of fixed term exclusion from school as a consequence. Where exclusion is used as a sanction the school will follow the guidance set out in the [\*DfE guidance Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion \(September 2017\)\*](#).

Should any pupil have a number of fixed term exclusions the school will initiate a Pastoral Support Plan and consider a Common Assessment Framework if necessary.

This school will consider Permanent Exclusion only as a last resort. Permanent Exclusion would be considered for: i) a series of fixed term exclusions within one term or one year; ii) serious breaches of the school's Behaviour Policy when all other options had been exhausted.

Lunt's Heath Primary School will use disciplinary sanctions to regulate the behaviour of pupils off site when they are not under the lawful control of a member of the school staff if necessary. The school expects pupils to behave in a positive way at these times.

Class teachers may detain pupils at lunchtimes for no longer than 15 minutes if necessary. Where a longer sanction is deemed necessary the Headteacher must be consulted in advance. The school is not required to give parents prior notice of this.

The school will confiscate items such as mobile phones and sharp objects in certain circumstances. These items will be returned to the child's parent at the end of the school day.

## **Additional support**

Additional support is available, through the school's SEN system and via Wave 2 interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

In addition to teacher / teaching assistant observations the school may use PIVATS, the Boxall Profile and / or the QCA publication *Supporting School*

*Improvement; Emotional and Behavioural Difficulties* to assess and monitor progress.

If necessary pupils will be offered additional support through the use of SEAL group work. Some pupils who are offered this may also be receiving support for special educational needs – their class teacher will help formulate an Individual Behaviour Plan (IBP) for them, with the help of the school's SENCO. IBPs are reviewed six weekly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEN process.

For pupils with more significant difficulties, where additional support / intervention is necessary, the school will work in partnership with outside agencies such as the Educational Psychology service – usually after two IBPs have been implemented.

The school may also consider the involvement of Social Care and Health Services.

Lunt's Heath Primary School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with learning difficulties and disabilities and for pupils where their personal circumstances warrant it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied with flexibility but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

#### Support for Parents / Carers in developing their child's social emotional and behavioural skills

Lunt's Heath Primary School works in partnership with parents / carers in all aspects of their child's learning. Class teachers can offer support to parents / carers; parents / carers are always involved when their child has special educational needs.

#### **Staff development**

The school uses Local Authority professionals to provide whole school training as required and staff are also informed of relevant courses being run. The PSHE coordinator also attends network groups disseminating information to staff. The SENCO or other members of staff may also provide in house training. Supply staff are given a short synopsis of the Behaviour Policy and the rewards and sanctions available to them are clarified. Mid-Day Assistants are made aware of the policy by the Headteacher who arranges any additional training they require.



## **Monitoring**

This policy is brought to the attention of staff, pupils and parents in the Autumn Term each year and is formally reviewed annually, along with the principles that underpin it. The policy is monitored less formally via staff meetings each term.

Rewards and sanctions are monitored regularly by the Headteacher. The review breakdown will examine all categories – age, ethnicity, gender and SEN and Disability.

A copy of this policy will be available on the school website and parents will be directed to it each September. The policy will be given in full to all parents of children who are starting at Lunt's Heath Primary School.

Any complaints arising from the implementation of this policy should be addressed to the Headteacher in the first instance.

## **Additional Guidance**

- Schools should not have a 'no touch' policy. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments).
- Teachers have a legal power to use reasonable force. They can use force to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom.
- The Headteacher can search without consent for an extended list of items including weapons, alcohol, illegal drugs and stolen property.
- The Headteacher has the power to discipline pupils who misbehave outside the school's premises and outside school's hours.
- Lunt's Heath Primary School must have measures in place to deal with bullying both in and outside of school.
- Through our delivery of PSHE and by modelling daily the school's values, we seek to positively influence children's regulation of their own conduct and behaviour whether they are in or out of school. The school's PSHE Policy is reviewed annually.

This guidance also protects teachers from malicious allegations:

- The Headteacher can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances, we may involve the police if there are grounds for believing a criminal offence has been committed.
- Lunt's Heath Primary School will not automatically suspend teachers accused of using force unreasonably where other alternatives exist.
- All but a tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved within four weeks.
- Malicious, unsubstantiated or unfounded allegations will not be included in employment references.

## **SUPPORTING DOCUMENTS**

- Keeping Children Safe in Education; Statutory guidance for schools and colleges (2020)
- Working Together to Keep Children Safe (2018)
- Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016)
- Education & Inspections Act (2006)
- Use of Reasonable Force, DfE (July 2013)
- Human Rights Act (1998)
- Rights of the Child (1989)
- What to do if you're worried a child is being abused (2015)
- DfE Exclusions from maintained schools, Academies and pupil referral units in England (2017)
- Supporting School Improvement; Emotional and Behavioural Difficulties, QCA (2001)
- Inclusion & SEND Policy
- Physical Restraint Policy
- PSHE Policy
- Safeguarding & Child Protection Policy
- Single Equity Policy and associated suite of policies
- Whistleblowing Policy

Signed (Head Teacher):

Date: 02.09.20



Signed (Chair of Governors):

Date: 02.09.20



### Behaviour Sanctions

Incident Level		School representation level	Parental Involvement	Compulsory sanction(s)	Optional sanction(s) <i>In all cases one or more may be applied</i>
3	<ul style="list-style-type: none"> <li>You have done something extremely dangerous towards another child or adult.</li> <li>You have bullied another child.</li> <li>You have broken the law whilst at school.</li> <li>You have deliberately hurt another child or adult.</li> <li>You deliberately placed yourself or others at risk of harm through your actions.</li> </ul>	Headteacher or Senior Leadership Team member	Parents / carers invited to school to discuss behaviour	<ul style="list-style-type: none"> <li>Have a Personal Support Plan with clear targets (includes a risk assessment).</li> <li>Miss a class reward such as a trip.</li> </ul>	<ul style="list-style-type: none"> <li>Receive a fixed term exclusion.</li> <li>Permanently excluded and asked to move school.</li> </ul>
2	<ul style="list-style-type: none"> <li>You have carried out a persistent and / or intentional disruptive or harmful action, including damaging property.</li> <li>You have been seen or heard by an adult hurting another child including name calling.</li> <li>You have been referred to the Head or Deputy 3 or more times in one half term.</li> <li>You have been heard using foul and abusive or derogatory language; includes swearing, racist terminology, homophobic language, or similar.</li> </ul>	Headteacher or Senior Leadership Team member	Subject to sanction level	<ul style="list-style-type: none"> <li>Referred to the Head / Deputy to complete behaviour management work restorative justice work.</li> <li>Receive a written warning and your parents will be contacted.</li> </ul>	<ul style="list-style-type: none"> <li>Be sent to work in another classroom.</li> <li>Be excluded from class to work in isolation.</li> <li>Be put on a Report Card of appropriate time length.</li> <li>Miss a class activity or reward; this may include any off site activity.</li> <li>Persistent behaviour will be logged and a referral made to the school's SENCO who will signpost accordingly including preventative work.</li> </ul>
1	<ul style="list-style-type: none"> <li>You have not followed the School Rules / class rules / expected standard of behaviour.</li> <li>You have continued to not follow the School Rules despite having a warning from staff.</li> <li>You have chosen to do something wrong on purpose.</li> </ul>	Class Teacher, Teaching Assistant, Mid-Day Assistant	N/A	<ul style="list-style-type: none"> <li>Staff will remind you of the School Rules / expected standard of behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> verbal warning (restricted choice). "You can choose to make the right choice otherwise you will miss your break time." (yellow card).</li> <li>2<sup>nd</sup> verbal warning (red card) – KS1 miss 5 minutes KS2 miss 10 minutes of break time</li> <li>Both times spent with an adult.</li> </ul>

## Behaviour Record

	1	2	3	4	5	6	7
M							
T							
W							
Th							
F							



# **Best self behaviour**

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**be kind**

**be helpful**

**be understanding**