

Lumley Primary Federation



Behaviour Policy

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| Head Teacher | Mrs Tracey Wilson |
| Chair of Governors | Mr Stephen Forster |
| Date Written | September 2023 |
| Date for Review | September 2024 |

Rationale

We believe that positive behaviour is necessary to enable effective teaching and learning to take place and to create a calm, safe and organised environment which:

- encourages, promotes and rewards good behaviour
- nurtures the development of good citizenship amongst pupils
- fosters mutual respect and understanding and a sense of community
- supports pupils to make a positive contribution to school and the wider community

Aims and Expectations

It is a primary aim of our schools that every member of the schools' community feels valued and respected and that each person is treated fairly and well. We want to encourage a calm, focused and happy atmosphere in school and to foster positive, caring attitudes towards everyone, where progress and achievement at all levels are valued.

Our behaviour policy is therefore designed to support the way in which all members of the school community; staff, parents, governors, the Local Authority and pupils, can work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure so they can achieve their full potential.

We aim to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Both schools expect every member of the school community - adults and children - to behave in a considerate way towards others and use positive language to promote healthy personal and social relationships. We want to encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour and to promote physical and emotional safety by providing clear boundaries for acceptable behaviour free from disruption, violence and bullying of any form.

This policy is to be used in conjunction with the Anti-Bullying Policy, Positive Handling Policy, Staff Code of Conduct, Equality Policy, Online Safety Policy and Anti-Racism Policy.

Our School Values

We encourage positive behaviour throughout school and model and teach positive behaviour through our school core values.

Lumley Infant and Nursery School's Core Values are encompassed in the word 'DREAMS':

D: determination and democracy

R: resilient and responsible

E: enthusiasm, empathy and equality

A: positive attitude and aspirations

M: motivation and good manners

S: successful, special and safe

Lumley Junior School's Core Values are encompassed in the word 'ASPIRE':

A: positive attitudes and ambitions

S: spirited, successful and safe

P: proud and passionate

I: individual and inclusive

R: respectful, resilient and responsible

E: empathy and enthusiasm

We believe that all staff at school have a responsibility to actively teach and help children to develop these core values by:

- Modelling the skills and abilities of DREAMS and ASPIRE consistently throughout the school day, including around school, lunchtimes and playtimes, in class, through assemblies and the teaching of the PSHE programme of study.
- Setting appropriate boundaries for children's behaviour.
- Showing respect and understanding to all those in the school community.
- Listening to children and showing empathy and understanding.

- Providing constructive feedback in an informative way.
- Using rewards to encourage the demonstration of appropriate behaviour; and
- Using consequences to discourage the use of inappropriate behaviour.

Responsibilities

All stakeholders will:

- Promote and uphold our Behaviour Policy.
- Ensure the whole school community is advised about the principles of the Behaviour Policy.
- Use the positive behaviour management tools to encourage compliance with positive behaviour expectations.
- Ensure bullying, racism and homophobia are not tolerated in school and are dealt with very seriously. Any allegations of any form of racism, homophobia and bullying will be fully investigated.
- Ensure they are aware of and comply with the regulations regarding the use of force by teachers, as set out in DfE 'Use of Reasonable Force', 2013.
- Contribute to developing and maintaining a safe, inclusive and positive learning environment.
- Treat all children fairly and with compassion.

Governors will:

- Be aware of their statutory obligations.
- Consider the behaviour policy when recruiting and selecting staff.
- Monitor the operation of the school behaviour policy in relation to all pupils.

Senior Leaders will:

- Ensure the Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation.
- Ensure that all staff receive appropriate professional development and are clear on how to implement the behaviour policy.
- Establish a clear relationship with other school policies including the Positive Handling Policy and Staff Code of Conduct Policy.
- Continue to work in collaboration with external agencies, so that the needs of all pupils are met.
- Investigate fully if someone behaves poorly and ensure that appropriate actions and consequences are implemented.
- The headteacher has the responsibility for giving fixed term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Class teachers and support staff will:

- Display the core values of their school in each classroom and use this to encourage pupils to demonstrate core values, behave in a responsible manner and have positive relationships with members of the school community.
- Model and refer to the core values throughout the school day.
- Have high expectations of the children in terms of behaviour and will support those who struggle to regulate their emotions
- Treat each child fairly and be sensitive to the emotional and behavioural needs of all children with whom they come into contact.
- Use the Zones of Regulation to support pupils to begin to recognise their own emotions and to support the development of their ability to self-regulate. Staff will support children who identify as feeling 'blue', 'yellow' or 'red' by 'checking in' and having a worry monster available in every class.
- Use agreed rewards and removal of privileges in response to behaviour choices, as outlined below.

Pupils will:

- Be given opportunities to develop self-esteem and self-discipline by aiming to demonstrate core values at all times.
- Understand that they are responsible for their own behaviour
- Be treated with equality and equity.
- Be educated in an orderly, respectful, caring, supportive and stimulating learning environment.

- Have a whole school approach to behaviour that is based on praise and reward, not condemnation and punishment.
- Be given rewards for respectful and responsible behaviour.
- Accept removal of privileges and any arrangements put in place to support positive behaviour in an appropriate way.
- Behave sensibly when wearing school uniform out of school.
- Not harm or bully anyone.
- Use the Zones of Regulation to identify their own emotions to support their ability to self-regulate.
- Have the opportunity to talk about their feelings with a member of staff, using a worry monster to support if required.

Parents will:

- Promote and uphold the aims and values of the Behaviour Policy.
- Be regularly and actively involved in the social and educational development of their children.
- Have regular contact with school staff, ensuring staff are aware of any additional needs or personal circumstances which may result in a child finding it difficult to demonstrate core values.
- Be positively involved in seeking shared and constructive solutions to any problems their child(ren) experience in school.
- Address issues to the class teacher in the appropriate manner, respecting the authority and professionalism of staff.
- When necessary, attend meetings with the Headteacher or other staff to discuss their child's behaviour.
- Have the right to appeal to the Headteacher and Governors if they believe the school has exercised its behaviour policy unreasonably.

Policy into Practise

At some time, all pupils are likely to experience stressful situations and the school needs to have a range of strategies in order to overcome or minimize these. The development of good behaviour is an important aim of Lumley Primary Federation and one of the goals of the whole curriculum.

Children need clear boundaries: they need to know what acceptable behaviour is and what is not. Therefore, children must be aware of expectations and those who fall below or beyond these boundaries must be supported quickly. Only through a well ordered, stable and secure environment can learning take place. It is therefore important that where unacceptable behaviour is seen, it is dealt with quickly to prevent escalation, whilst considering the needs of all children and respecting their rights to a safe education. Good behaviour is seen to be equally consistently rewarded. Through this positive approach, children become increasingly aware that good behaviour and achievements are recognised and publicly praised.

Choices and Consequences

Children are taught that they are responsible for their own behaviour. In any situation, they can make a right (green) choice or wrong (red) choice. Teachers will support children in making good choices by explaining the consequences of making a green choice and the consequences of making a red choice.

A range of strategies are in place to improve behaviour, including

Positive Consequences:

We praise and reward children for demonstrating good choices and positive behaviour in a variety of ways. Rewards are used frequently and have a motivational role in helping pupils to realise that good behaviour is valued. A positive consequence will never be removed from a child following a later 'red' choice

- **Verbal praise:** staff congratulate children verbally, using positive language and reinforcements
- **Stickers:** Children are given stickers for working hard or demonstrating the core values of their school
- **Rewards:** Children earn Pirate Jewels (infant site) or Dojo points (junior site) to work towards a class incentive. A running total will be shared with parents, using a photograph of the display on WEDUC, every Friday.
- **Marking Policy and Visual Marking Stamps and Codes:** Visual symbols are stamped or written into children's books to signify achievement and enable children to recognise their next targets. These symbols are introduced during the Reception Year and develop throughout Key Stage One and Key Stage Two.

- **Head teacher Awards:** Certificates are given out during a Celebration Assembly every Friday to celebrate children's achievements.
- **Top Table:** pupils who demonstrate outstanding table manners and core values during lunchtimes are selected by lunchtime supervisory assistants to sit at the "top table" with teachers to eat their lunch. Top table tickets are awarded by lunchtime supervisors and are issued every Friday.
- **Buddy Awards:** Buddy Ambassadors support children at playtimes. Buddies choose one child in every class to receive a Buddy Award for demonstrating school values.
- **Playtime Leader Awards:** Playtime Leaders give out certificates to children when they have demonstrated core values linked to sports.

Class Incentives Rewards:

Lumley Infant School:

50 jewels – 5 minutes extra playtime
 100 jewels – hot chocolate and cookies with a story
 150 jewels – 10 minutes extra playtime
 200 points – movie hour with popcorn
 250 jewels - Baking afternoon
 300 jewels - Extra forest school session

Lumley Junior School:

500 - Five minutes extra playtime
 1000 - Hot chocolate and cookies with a story time
 1500 – Thirty minutes indoor games (Lego, board games)
 2000 - Sixty minutes free choice on iPad
 2500 - Fun art and craft afternoon
 3000 – A Forest School session
 3500 - No homework week
 4000 - Baking afternoon
 4500 - Movie afternoon with popcorn
 5000 - Outdoor play day with a picnic

Negative Consequences and Removal of Privileges

Responses to poor behaviour should be adapted to fit the child and the incident. It is important that the child fully understands that it is the behaviour that is unacceptable and not the child as a person. When children make a 'red' choice, they understand that they have a negative consequence and or a removal of privilege. Consequences will always be related to the age, experience and emotional wellbeing of the child.

A range of strategies are in place to improve behaviour, where appropriate negative consequences are given in a sequential manner, outlined below. However, if a child demonstrates behaviours which puts the safety of themselves or others in danger, the consequence will be immediately escalated to the Head Teacher, or a member of the Senior Leadership Team.

1. **Verbal warning:** Children will receive two verbal warnings by a member of staff before the removal of a privilege. Staff will refer to 'green' and 'red' choices and associated positive and negative consequences.
2. **Time out:** Children will be given "time out" with an adult. This is a particularly useful strategy with very young children (nursery) who need some minutes to work through and learn to control outbursts of anger or temper. It may be for 2/3 minutes, but extended if necessary. As the child gets older a 'time out' place in the classroom needs to be available: a place where the child can sit quietly: a supporting adult or a 'watchful eye' needs to be maintained. At Lumley Junior School, timeout can be outside of the classroom, ensuring the child is supervised/observed by the class teacher.
 (At lunch time supervisory assistants may give children 'time out'. The child could hold the assistant's hand for several minutes or could sit in a selected area for several minutes, supervised.
3. **Change of Face:** The child will receive timeout in another classroom., as appropriate.
4. **Related consequence:** Children will be asked to complete a related consequence such as completing/re-writing work or cleaning up mess. This may include a written apology. For younger children this will be done in the form of a picture.

5. **Removal of playtime:** Following a discussion with the child there may be a necessity to remove part of play / lunch time. The time begins with 5 minutes loss of play, but if the child is repeatedly exhibiting the inappropriate behaviour then this can eventually extend to the whole of outdoor time.
6. **Contact parents:** If a child displays inappropriate behaviour of a moderate level regularly, the class teacher will contact the child's parents / carers on an informal level and a meeting will be arranged to discuss support strategies to be put in place.
7. **Referral to the Senior Leadership Team:** Where the same low-level behaviours continue to persist or the behaviour demonstrated poses a risk to the child or others, the child will be sent to a member of the senior leadership team. Actions will be logged on CPOMS by a member of the SLT, ensuring the class teacher is alerted.
8. **Further sanctions:** these will be decided by a member of the senior leadership team. It may be necessary to impose sanctions that eliminate a child from certain activities for their own safety. This level of sanction would be discussed with the parent before implementation. Further sanctions may include:
 - Loss of class incentive, end of term treats, educational visits or residentials
 - Referral to the DHT/SENDSCO to develop a Behaviour Support Plan
 - Alternative provision
 - Fixed term exclusions
 - Permanent exclusions

Positive Handling

In the rare event that a child should endanger themselves, others or resources it may be necessary for an adult to intervene. Staff have undergone "Team Teach" training whereby they have practiced the skills needed to when requiring an adult to remove a child from a situation where a significant risk has been identified. A significant risk is deemed to be an incident where a child is at risk of self-harm, there is an imminent threat to another person or there is a clear risk or threat to wilfully damage equipment or property. In such cases a child may need to be restrained with a physical intervention such as a hand or arm hold.

"In an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. The skills and techniques taught have been included as a result of an on-going risk assessed review. The results of which are reported. Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain." Team Teach 2017

In 90% of all incidents de-escalation techniques should be used using non-physical techniques. Children deemed to pose a risk will have a personal handling plan (PHP) containing positive handling strategies, identifying triggers and preferred options for de-escalation. These will be compiled in partnership with the child, all keyworkers, teachers or teaching assistants working closely with the child. This will also be shared with the parent of the child and comments noted.

Following any need for physical intervention a major incident report will be completed. (MIR) These will be completed as soon after the event as possible and include details of the incident, what led up to the incident and what the results or consequences were of this behaviour. Blank MIR forms are available from the school office. These will be reported back to pastoral care coordinator or Head Teacher who will collate and record all incidents and coordinate follow up actions or review. These will also be stored centrally for the child's lifetime at school and as historical record.

"Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". Team Teach 2017

For more information please refer to our 'Positive Handling Policy'.

Fixed Term and Permanent Exclusions

The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to

exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.

If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Governing Body has a Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Permanent Exclusion

The school is responsible during the first five days of a permanent exclusion for ensuring that work is sent home for the pupil to complete. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

For exclusions lasting 6 consecutive days or longer the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer*, pupil and LA representative in attendance. All parties should be present at the start of the meeting. Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer* and pupil should summarise their case.
11. The parent/carer*, pupil, LA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.
12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LA and advice from DfES Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:
13. whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration
14. if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.

15. The Clerk to the Discipline Committee will write to the parent/carer* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers* right of appeal, should the decision be upheld.

Fixed Term Exclusion

The school is responsible during the first five days of a fixed term exclusion for ensuring that work is sent home for the pupil to complete. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

For exclusions lasting 6 consecutive days or longer the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

Reciprocal arrangements have been made with Bourmoor Primary School, Woodlea Primary School and Lumley Infant and Nursery School and Lumley Junior School for the education of children from the sixth day of a fixed term exclusion.

Behaviour Outside of School

The Education and Inspections Act 2006 gives headteachers the power to regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

Continuing Professional Development

In keeping with the School Improvement Plan, Training needs will be identified and addressed. In addition, we will endeavour to ensure staff are made aware of all relevant and available training.