



LONG LAWFORD PRIMARY SCHOOL - POSITIVE BEHAVIOUR POLICY

September 2018

Introduction - At Long Lawford we believe that good behaviour and effective discipline are essential to the effective teaching and learning of all pupils. By all working together we can ensure that we are promoting a productive, happy, caring and secure learning environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community. This policy is based upon the belief that consistency and clarity will ensure success.

Our school values are that together we:

- **A**chieve
- **C**are
- **E**njoy

We are an **ACE** School.

Aims and Expectations - It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its pupils. This is achieved by:

- encouraging a positive whole-school approach to behaviour and discipline.
- helping all staff to manage pupil behaviour more effectively.
- helping the school to promote young people's respect for others.
- promoting firm action against all forms of bullying.
- reducing the number of pupils being excluded.
- promoting equal opportunities.
- Expecting parental support

It is the policy of the school to encourage impeccable conduct and behaviour rather than simply challenge unacceptable behaviour. Nevertheless, unacceptable behaviour will be addressed in an appropriate way and these **behaviours must change**.

Rewarding good behaviour – The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately and is a means of being able to track those pupils who find it difficult. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times - 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a difficult day, they can start afresh the following day. Rewards and sanctions are progressive and make it clear that negative behaviour is unacceptable.

Some children will need additional behaviour strategies to support with positive behaviour choices.

At Long Lawford we:

- Individual dojo points are awarded by any member of staff for positive behaviours such as 'listening well', 'being kind' and 'being polite', 'being safe' and for 'doing their best' (School Rules)
- Children are rewarded for positive behaviour by staying on the 'green' stage of 'Good to be Green' alongside receiving dojo points.
- Whole class dojo points keep track of how many points the class have earned collectively. Class teachers can reward the whole class (e.g. with a party) once an agreed number have been achieved.
- Class teachers will nominate a child for 'Star Worker' and 'Star Person' each week, to be handed out in assembly. Teachers also nominate children for the "ACE Behaviour Reward" half-termly.
- Class teachers will nominate a child for an "Ace Behaviour Trophy" termly.
- Other classroom rewards can be put in place at the teachers' discretion e.g. postcards home, a prize



Addressing unacceptable behaviour - All staff members are responsible for behaviour. They do this by:

- Issuing one verbal warning. If behaviour is repeated follow sanctions on Behaviour Chart.
- Children will receive a Purple, Orange or Red card
- Each time a school rule is not followed, after an initial warning, children will be sanctioned by losing minutes from their playtime and lunchtime. Children can earn time back in the same session or day.
- Those children who lose lunchtime will spend sanctioned time with SLT. Parents will be informed by a telephone call/discussion from the class teacher.
- If a child demonstrates ongoing poor behaviour, staff follow the Behaviour Concerns Procedure. If strategies are needed they may include Mentoring, Lunchtime Intervention, Trackers or an Individual Behaviour Support Plan (IBSP) (see-supporting document: Behaviour Concerns Procedure).
- If inappropriate items are brought into school (e.g. knives, laser pens, mobile phones, etc) they will be confiscated, investigated and a meeting arranged with parents and police where necessary.
- Where unacceptable behaviour is the result of a disability or SEND, school will take regard of the needs outlined in The Equality Act 2010 and use any Reasonable Adjustments.

Peer on Peer Abuse – This is not tolerated at Long Lawford Primary School. Keeping Children Safe in Education 2018 (KCSiE) refers to Peer on Peer abuse as (but is not limited to):

- Bullying (including cyberbullying)
- Physical abuse (such as kicking, hitting, shaking, biting, hair pulling, or otherwise causing harm)
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence or rituals

Restraint - As a school we expect that physical restraint is only used when a child is in, or causing serious or immediate danger to themselves and others. This decision is made by the trained lead adult at the time of the incident. Holding techniques are used as a last resort. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. Key staff are trained in using '**Team Teach**' techniques. De-escalation is the first strategy and handling children is a last resort. Where children have been handled a form is completed and countersigned. The incident will be recorded on SIMs and reviewed. A meeting will be arranged with parents and they will be informed. Also see Positive Handling Policy.

The Legal Framework - From the Teachers' Pay and Conditions Document:

Teachers are required to maintain order among the pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Linked to this duty of care there is a duty to act *in loco parentis*, in the manner of caring and reasonable parents.

Corporal punishment was outlawed by the 1986 Education Act. This precludes not only the use of any sort of instrument such as a cane but also other forms of physical chastisement such as slapping, punching, pushing, prodding, throwing missiles and other forms of rough handling.

However, staff who intervene physically, often on the spur of the moment to avert actual or immediate danger or a serious potential risk, will be protected in the eyes of the law provided they use reasonable and moderate force.

School Rules - There are rules that the children and families must follow when on school property. The School Rules are on display in each class area. The displayed list should be referred to at any time when the teacher wishes to reinforce the rules. The school rules are:

- Listen well
- Be kind
- Be polite
- Be safe
- Do your best



Behaviour Chart

Behaviour	Procedure	Sanction
<p>Following the school rules</p> <ul style="list-style-type: none"> • Listen well • Be kind • Be polite • Be safe • Do your best 	<p>Reward with:</p> <p>Dojo points, Star worker certificate, Star person certificate, Class rewards, Postcards home, ACE behaviour award, Behaviour trophy.</p>	<p>May need a verbal warning occasionally</p>
<p><u>Examples include:</u> Out of seat, rocking on seat, calling out, not listening or paying attention, pushing, running indoors, not on task, not demonstrating the school rules</p> <p>Time to Think</p>	<ul style="list-style-type: none"> • Verbal reminder of correct behaviour • Take action as needed to increase positive behaviour (e.g. praise, change of seat or task) • Give children "thinking time" 	<ul style="list-style-type: none"> • Purple card given • "Time to Think" can happen at playtime • "Time to think" is at teachers' discretion
<p>Repeating the above including: Using unkind words, walking around the class with the intention of avoiding tasks and distracting others, being disrespectful and disruptive</p>	<ul style="list-style-type: none"> • Verbal reminder of correct behaviour • Take action as needed to increase positive behaviour (e.g. praise, change of seat or task) • Give children "thinking time" 	<p>Orange card given.</p> <ul style="list-style-type: none"> • Lost minutes from lunchtime or playtime (15-20mins) • Child taken to 'Lost Lunch' at lunchtime • Behaviour recorded in class behaviour book • Teacher talks to parent at the end of the day the behaviour took place
<ul style="list-style-type: none"> • Swearing or using inappropriate language (including racist and homophobic language) • Verbal or physical abuse/harm of another person • Destroys own work or the work of others • Unsafe behaviour, defiance or repeated not following instructions • Cause damage school or others' property or equipment • Threatens violence • Stealing • Spitting • E-bullying/cyberbullying, Peer on peer abuse bullying • Participating in sexual violence towards another pupil or adult • Serious actual or threatened violence against another pupil or a member of staff • Physical/Sexual assault of staff or pupils • Supplying an illegal drug • Carrying or bringing into school an offensive weapon (including plastic BB guns) • Bringing mobile phone or smart watch into school 	<p>Incident to be investigated by SLT/Learning Mentors.</p> <p>ABC forms completed by all staff involved with dealing with the incident.</p> <p>Record on SIMs.</p> <p>Physical intervention by trained Team Teach staff must only occur where the safety of a pupil or other person is at risk. SLT informed immediately via walkie-talkies, who will attend the incident.</p> <p>Lunchtime red card - same sanction and child is removed from play. Lunchtime supervisor to complete ABC form. A member of the Admin Team will then record incident on SIMs. SLT inform parents</p>	<p>Red card given.</p> <ul style="list-style-type: none"> • Loss of play and lunchtime (dependant on incident) • Behaviour is logged (ABC form) <p>Either/or</p> <ul style="list-style-type: none"> • Possible internal exclusion (to another class) • Child removed from class/playtime or lunchtime • Possible fixed-term exclusion • Possible lunchtime exclusion • Possible permanent exclusion

Notes in Blue refer to lunchtime incidents. These behaviours are examples only; this is not an exhaustive list. The sanctions may also apply to inappropriate behaviours whilst a child is on their way to or from school.



Rewards

- The teacher will give praise and give the reason why the learning or behaviour is good.
- Children will stay on Green using our 'Good to be Green' system.
- Dojo points are given out for good learning, reading, behaviour, completing homework and following the school rules. From FS2 upwards a certificate is given in assembly for every 100 points earned, as follows:
 - 100 Bronze
 - 200 Silver
 - 300 Gold
 - 400 Super Gold
 - 500 Platinum
 - 600 Diamond

It is expected that children earn 100 dojo points over a half term. Anyone with outstanding behaviour earns a special ACE award once a half term and the Behaviour trophy every term. Good learning and behaviour is rewarded in our Star Awards Assembly on a Friday, which allows us to reflect and celebrate the week.

Peer on Peer Abuse - There are five main types of Peer on Peer Abuse

- Physical e.g. hitting, kicking, stealing or hiding belongings
- Sexual e.g. Sexual touching, harassment or homophobic taunts
- Verbal or written e.g. name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, and producing offensive graffiti.
- Emotional e.g. spreading nasty stories, excluding from groups, graffiti, displaying literature or materials of a racist, sexist or pornographic nature
- Cyberbullying e.g. using Social Media, offensive or abusive text or email messages, sending offensive or degrading images (sexting) by phone or via the Internet. (See Online Safety Policy)

Peer on Peer Abuse/ Bullying can take many forms:

- Race, religion or culture.
- Sexual orientation (or alleged orientation) or of a sexual nature.
- SEND
- Appearance or health.

All staff are clear that peer on peer abuse and racism are not tolerated in school. Pupils are encouraged to report all incidents of bullying whether they are victims or bystanders to their chosen member of staff. The ethos of a 'listening and talking' school is communicated to the children. All staff will respond to student, staff or parental concerns seriously.

	Investigate the incident: talk to the parties involved and get both sides of the situation. Gather information: <ul style="list-style-type: none"> • Clarify if it is the first instance or ongoing. • Find out if it is targeted at an individual or a group. • Clarify what happened/ times/ key details/ circumstances. • Record onto SIMs and state that bullying or racism was involved
	Report the incident to: <ul style="list-style-type: none"> • Class Teacher • Phase Leader/DHT Follow the Behaviour Chart (Red Card)
	Class teacher will inform parents of the child who has reported the bullying/racist incident and state that the incident has been investigated. Phase/DHT will meet with the instigator's parents.
	Review the behaviour of all parties and if further incidents occur inform SLT. SLT will decide the sanctions/possible exclusions (see behaviour chart).



Exclusion - Where there has been a serious breach or breaches of the school behaviour policy the Head teacher or Deputy Head teachers are sent for and an exclusion can be issued. In severe cases if fixed term exclusions do not resolve the issues a permanent exclusion can be enforced. Only the Head teacher or Deputy Head teachers, in their absence, have the power to permanently exclude a pupil from school immediately in exceptional circumstances such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse
- Supplying an illegal drug
- Carrying an offensive weapon.

If the Head teacher or Deputy head teachers exclude a pupil, the school informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. The school ensures that the letter outlining the reasons for exclusion informs the parents how to make any such appeal.

Screening, searching and confiscation - Any teacher can search a pupil for any item banned under the school rules, if the pupil agrees. Teachers need to be aware that a child's ability to give consent will depend upon their age and other factors. To gain consent it is enough for the teacher to ask the pupil to turn out their pockets or if they can look in their bag or drawer and for the pupil to agree.

If a pupil refuses the teacher should follow the behaviour policy and apply an appropriate sanction. Ultimately the school reserves the right to withhold entry to the school if a pupil refuses to comply with such a request.

The Head teacher, Deputy Head teachers and SLT have a statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury to, or damage to the property of, any person (including the pupil).

In deciding whether to carry out such a search the Head teacher, Deputy Heads or SLT should have reasonable grounds for suspecting a pupil has an item from the list above. For example, the pupil or pupils may have been overheard talking about such items or may be behaving suspiciously.

In conducting the search, the Head teacher, Deputy Heads or SLT should ensure that it takes place on school premises or in the case of a trip where the member of staff has lawful or charge of the pupil. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

At Long Lawford Primary School, along with the list above we deem banned items to be:

- Matches or lighters
- medicines (without authorisation)
- mobile phones (without permission)
- game consoles

When a child is searched the teacher must be the same sex as the pupil being searched and another teacher must be present as a witness.

Drugs - Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

A range of responses would be adopted as no one incident is identical to another. If needed we will refer a child to the DECCA team but this may not always be appropriate. DECCA Team can be contacted on 0845 838 53 17.



Allegation or suspicion	<ul style="list-style-type: none">• Act immediately• Inform SLT• Have two staff present (this can be important if any future allegations are made)• Investigate the child's behaviour/appearance/actions• Record everything that is done as a description of events (to be logged on SIMs)
Disclosure	<ul style="list-style-type: none">• Act immediately• Investigate further by not asking leading questions• Fill out a Concerns Form (Green) and give it to the DSL
Informing Parents	<ul style="list-style-type: none">• SLT will decide when it is appropriate to inform parents• Offer of support will be set up by the Family Support Team
Involving Police	<ul style="list-style-type: none">• Police contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance• Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance• A member of SLT will contact the police

The use of drugs in school may result in fixed term or permanent exclusion. The Head Teacher can also decide to permanently exclude any pupil supplying drugs. See Behaviour Chart and Exclusions section of this policy for more details.

Children with Special Educational Needs - For some children, behaving appropriately is very challenging and they will need support that is additional to the general rewards and sanctions. If children are regularly misbehaving, a number of steps may be implemented to support them. This may be through the use of a range of provisions appropriate to their needs, for example: personalised reward charts, Positive Intervention Plans etc., overseen by the SENCo, Head or Deputy and in full consultation with parents. This gives all those involved the opportunity to share expectations, to identify areas or times which are particularly difficult, and ensures agreed procedures are carried out at home and at school.

Playtime and Lunch - Children have access to equipment on the playground to encourage co-operative play and to reduce boredom, which may in itself lead to inappropriate behaviour. Members of staff supervise the children on the playground. Inappropriate behaviour is generally dealt with as it happens on the playground. Dojo points will be given for positive behaviour such as:

- Eating all their lunch and tidying any mess away
- Following the school rules
- Being respectful to staff and other children
- Playing appropriate games with other children

The same behaviour management system (reminder, warning and consequence) and expectations for behaviour applies at lunchtime and playtime, as in the rest of the school day.

- A purple consequence on the playground should be immediate – 2 minutes of play is missed to consider and reflect upon actions.
- An orange card consequence at lunchtime is 10 minutes with SLT and parents will be informed.
- A red card behaviour at lunchtime, such as fighting, or persistent inappropriate behaviour will be passed to SLT immediately. Parents will be informed and the child could be excluded from the premises at lunchtime for a fixed period.

At Long Lawford Primary School we recognise that some children have particular difficulties with their behaviour during unstructured times on the playground. For these children, additional provision is available so that they can participate in more structured activities inside. It is always intended, however, that these children will be reintegrated onto the playground alongside their friends.



Home/School Agreement - All parents are expected to read and sign our 'Home/ School Agreement' which supports the ethos of the school. This is revisited at the start of each academic year or as the child joins the school.

How Parents can help at home

- You could try using the same rewards and sanctions principles as we do at school
- Work with the school to ensure their child achieves their very best
- Always be consistent and follow through what you say with definite actions
- At school we work on the principle that as adults we are in control and that children feel secure with clear boundaries.
- Communicate with school if there are any issues at home which may affect children's behaviour in school.

Other things we do as a school

- We offer counselling to support children experiencing social and emotional difficulties and have a Learning Mentor to support them in school.
- We liaise very closely with outside agencies such as the language and behaviour support service, educational psychologists and the school nurse.
- Children and family lead to support parents and signpost to other agencies
- Food bank vouchers
- Home visits to support attendance, behaviour, parent support, transition.
- Provide children with the knowledge and information necessary for them to make responsible choices about smoking and equip children with the social skills that enable them to resist the pressure to smoke.

Equal Opportunity Statement - All children's needs are addressed irrespective of their social or cultural background. Behaviours of a sexist or racial nature are not tolerated. However, there needs to be an acknowledgement of the individual, their level of social maturity or Special Education Need, and actions reflect some degree of flexibility to successfully address the needs of all involved where necessary.

Lunchtime Behaviour - Lunchtime is a social time for children within the school day. The lunch period at Long Lawford runs from 11.45 – 1.15 as follows:

- FS2 and Year 1 - 11.45 – 12.45
- Year 2 - 12.00 – 1.00
- KS2 – 12.30 – 1.15

Strategies used to support constructive playtimes are:

1. Regular communication – between all staff
2. Play Rangers to lead play activities
3. Clear rewards and sanctions (see Behaviour Chart).
4. School rules are consistently applied at lunchtime
5. Clear routines – children know what is going to happen and when
6. Lunchtime supervisor training / guidance - to engage children in play.
7. Lunch Club - for children who find being on playground or in dinner hall challenging.
8. Designated play and quiet areas.
9. Time out area - for children who do not follow rules and expectations.

Other Procedures include:

- No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.
- In the case of extra-curricular lunchtime clubs, the children involved must wait/play on the playground until the member of staff leading the activity is ready to collect them in person.
- If a child is ill or parents have requested that they are absent from the playground for a limited period, the child will go to lunch club with the Inclusion team, if awaiting parents to collect they will wait by office and be monitored by admin staff.



- **Areas out of Bounds:**
- All grassed areas in unsuitable weather
- Behind bushes/trees
- Toilets (unless for proper use).
- Building areas

In suitable weather conditions the field will be used at lunchtimes. This is the decision of staff on duty.



LLPS Behaviour Concerns Procedure

