



Behaviour Policy

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Responsible Governor:	Chair of Governors	Approved by:	FGB
Date for review	Sept 2024		

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1. Aims

We aim for Scotton Lingerfield school to be a place of excellence where children can achieve to the best of their ability. We believe that good behaviour is essential to successful teaching and learning. We believe every member of the school community has a responsibility for behaviour and that children learn best in an environment where they feel secure, successful and happy. Through close and effective partnerships between children, staff and parents we are committed to helping children develop self-discipline and an acceptance of responsibility for their own actions.

2. Purpose

The purpose of our behaviour policy is to:

- Provide the basis for and help us maintain a positive and consistent approach to behaviour.
- Create a positive atmosphere to support teaching and learning within the school.
- Provide guidance to support a consistent approach to behaviour management from all staff, particularly with regard to the delivery of rewards and sanctions.
- Ensure that staff, pupils, parents and visitors to the school have a shared understanding of our expectations and procedures for behaviour management.

We aim to do this by:

- Developing a positive, responsible and caring attitude amongst all staff and children in school.
- Ensuring that all pupils are aware of their responsibilities and what is acceptable behaviour both within school and outside.
- Expecting all staff to take responsibility for promoting good behaviour at all times.
- Always taking unacceptable behaviour (including bullying) seriously.
- Taking a consistent approach to rewards and sanctions.
- Taking a personal interest in the progress and welfare of every child.

3. School rules

The children and staff at Scotton Lingerfield school have agreed a set of expectations for behaviour in and around school.

There are 3 school rules: Be Safe, Be Responsible, Be Respectful.

The rules are broken down appropriately for each class and displayed in the classroom and around the school, reminding children of the expectations for behaviour in classrooms, in corridors, at playtime and during lunchtimes.

New children are made aware of the expectations in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the school rules and are aware of the systems for rewards and sanctions.

4. Roles and responsibilities

We believe that staff and parents share responsibility for managing and promoting good behaviour and that everyone has a role to play in supporting the implementation of this policy.

i) Headteacher/Management:

- Will take the lead in the establishment of a positive school ethos.
- Will support members of staff in the application of the behaviour policy, rewards and sanctions.

ii) Staff

- Class teachers, teaching assistants and MSAs will endeavour to ensure that children adhere to the school rules at all times.
- Will seek to ensure that children are emotionally and physically safe.
- Will challenge inappropriate/unacceptable behaviour
- Will provide students with a good role model.

iii) Children play a role by:

- Following the school rules and doing their best at all times, including respecting all adults in school and adopting a growth mindset.
- Contributing to the development of school rules.

iv) Parents

Parents have a vital role to play in promoting good behaviour. They can support the school by:

- Ensuring children attend school promptly, with the correct clothing and equipment in accordance with the uniform list.
- Supporting the action of the school with regard to any sanction imposed. If they have concerns about the way their child has been treated, they should initially contact the class teacher.

v) **Governors.**

The governing body is responsible for agreeing general guidelines on standards of behaviour and reviewing effectiveness of the policy. The governors will support the school and headteacher in implementing the policy and monitor the impact of this policy looking at evidence such as that outlined in Section 9 – Monitoring and Review.

5. Rewards and sanctions

Rewards

Class teachers have a range of rewards used as recognition and reinforcement of good behaviour, including verbal praise, stickers and also the award of dojo points. Children are awarded dojo points for meeting the expectations we have agreed for behaviour in our school. Any children demonstrating outstanding behaviour will be given a gold award.

Each half term, the class teachers will set a target for the class total of Dojo points. If this achieved, a whole class reward will be given.

Lunchtime supervisors also award dojo points for good behaviour.

Each Friday those children who have been given a gold award will receive a certificate in the celebration assembly.

Sanctions

All classes have a visual flow chart displaying the sanctions that will be applied. Every child will begin each session ready to learn. If a child is not conforming to the agreed expectations, a series of reminders will be given.

1. Verbal reminder
2. Final verbal reminder
3. 5 minutes of playtime removed
4. Take work for that session to partner class
5. Go to headteacher/all of playtime removed
6. Internal half day exclusion – working in a different class

Parents will be informed at the fourth reminder stage when the child has been sent to a partner class and the incident has been recorded on CPOMS.

Sometimes it may be necessary to apply a higher sanction immediately for example:

- Any form of child on child abuse including:
 - Physical violence or verbally threatening behaviour
 - Sexual abuse
 - Intentional inappropriate touching and/or violence
 - Emotional harm
 - On and offline bullying – refer to anti -bullying policy
 - Relationship abuse where control is being used to manipulate

- Any form of prejudiced based abuse relating to a person's real or perceived disability: race, sexual orientation, SEND, culture or class, gender, appearance or health conditions, religion or belief, related to home or other personal circumstances
- Bad language
- High level disruption
- Wilful damage to property or stealing
- Refusal to complete work
- Disrespect towards adults

** see also COVID addendum which will be effective as and when COVID restrictions are imposed.

All behaviour and approaches to managing behaviour should be seen as contextual and will need to be dealt with on an individual basis taking context and circumstances into account. Consequences are also judged on the basis of severity and previous incidents.

6. Serious behaviour incidents

For more serious issues relating to behaviour the following may also apply:

- Involvement of Behaviour Support Service
- Suspension
- Permanent Exclusion

Suspension means that a child is not allowed on the school site for a defined period determined by the Headteacher.

‘Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.’ (DfE ‘Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England including pupil movement 2023)

All decisions to suspend or exclude are serious and only taken as a last resort or where the breach of the school rules is serious and/or persistent and other children are not safe or are having their learning continuously disrupted or staff are not respected and safe. The following are some examples of where exclusion may be considered by Scotton and Lingerfield school:

- Failure to comply with a reasonable request from a senior member of staff.
- Consistent failure to wear school uniform.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol.
- Failure to comply with the requirements of the ‘Reminders’ system see section 5 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting.
- Other serious breaches of school rules.

Permanent Exclusion

Permanent Exclusion (also known as expulsion) means your child is permanently removed from the school. ‘A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’. (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.

- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing members of the public in significant danger or at risk of significant harm.
 - Persistent defiance or disruption where all other avenues have been exhausted.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate, outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

The school's Exclusion Policy outlines the specific processes that the school will follow should exclusion be considered as a response to behavioural issues.

7. Children with additional needs

In the case of children with 'special needs', the school, in conjunction with parents, will draw up an action plan, which may include some differentiation to policy to meet the child's needs. However, unacceptable behaviour will never remain unacknowledged.

Some children may also go through a period of additional stress or turbulence which may result in unwanted behaviour. The school, in conjunction with parents, will also discuss and implement an action plan in these cases, as necessary.

8. Bullying and harassment

Instances of bullying will be dealt with very seriously and in accordance with the school's anti-bullying policy.

All incidents relating to harassment, relating to a person's real or perceived disability: race, sexual orientation, SEND, culture or class, gender, appearance or health conditions, religion or belief, related to home or other personal circumstances

The school's separate Anti-Bullying policy should also be referred to.

9. Monitoring and review

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Headteacher
- Analysis of tracking data for individual children and for classes
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusion data
- The school development plan (SDP) which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Success Criteria

We will know this policy is effective when:

- All children, staff, parents/carers and all associated adults know and understand the 3 school rules and adhere to them.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff,

10. Training and communication

Staff Training

The school has a training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Communicating the Behaviour Policy

The Behaviour Policy is available to parents on the school website and shared with staff and discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request. Any parent wishing to see the full policy can request it from the Admin Office.

Behaviour Policy 2022 Covid-19 Addendum – will apply as and when COVID restrictions are imposed

At Scotton Lingerfield Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy and Anti-Bullying Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Parents will hand over children to a member of staff in the playground. Children will enter the school through their designated entrance at the agreed time and will go straight to their designated bubble, keeping a 2m distance from any other individual where possible. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch break or outdoor learning, they will be encouraged to stay 2m from peers and adults. Children will follow an adult from their bubble on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Any deliberate coughing, blowing or spitting at another individual will be deemed a serious breach of rules.

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils in EYFS, Y1 and Y6 will have their own forward facing table and chair. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, rather than getting out of their seats.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible. However, if they persistently breach the social distancing to a point at which we feel others' safety is compromised, the usual disciplinary procedures and sanctions will be used.

Toilets

Each bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time. When a child has finished in the toilet, they must wash their hands.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times where possible. Children must stay in their designated area at all times.

Rewards

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as close contact, physical contact, spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the headteacher.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be

contacted to discuss further measures.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience, e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need, and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw/Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.