Behaviour Policy

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At Leighswood School, we aim to promote excellent learning and achievement and to prepare our pupils for life. *"Good behaviour is a necessary condition for effective teaching to take place"* (DES 1987) and *we* seek to create an environment which encourages and reinforces good behaviour. Furthermore, society expects good behaviour as an important outcome of the educational process.

OUR AIMS AND OBJECTIVES FOR BEHAVIOUR MANAGEMENT

1. To encourage a calm, purposeful and happy learning environment where emotional health is
2. Enable children to be safe and adopt healthy life styles so they become emotionally and physically healthy.
3. To foster positive, caring attitudes towards everyone, where achievements at all levels

are celebrated and valued.
4. To provide opportunities for children to develop their independence, self-discipline and

sense of responsibility towards themselves and others.
5. To provide a consistent approach for promoting positive behaviour.
6. To ensure that expectations of behaviour are clearly communicated to children.
7. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
8. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
9. To raise self-esteem and teach positive behaviour through the content and delivery of

the curriculum.
10. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
11. To effectively manage incidents of bullying and discrimination if and when they occur.
12. To keep up to date records of positive and negative behaviour.

Responsibilities of different members of the school community

Responsibilities of Children
1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.

Responsibilities of Staff
1. To fully comply with the school's policies and procedures.
2. To treat all children fairly and with respect.
3. To raise children's self-esteem and develop their full potential by offering high quality, inspiring learning experiences.
4. To maintain high expectations of pupil behaviour and learning.
5. To create a safe, stimulating and pleasant environment for learning.
6. To use rules and sanctions clearly and consistently.
7. To be a good role model for behaviour.
8. To establish effective partnerships with parents so that children can see the key adults

in their lives share a common aim.
9. To recognise each child as an individual and to take into account the needs of each

child.

10. To praise and reward appropriate behaviour and achievements.

11. To record and report positive and negative behaviour as outlined in the behaviour policy.

Responsibilities of Parents

1. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.

2. To behave appropriately to staff, other parents and children.

3. To tell school staff about anything that may affect children's learning, behaviour and well-being at school.

4. To show an interest in all that their child does at school.

5. To establish good communication with school staff and support the behaviour policy.

6. To work with school staff to address and review any behaviour issues with their children.

7. To offer help and support with learning at home, including the completion of homework.

8. To provide children with the appropriate school uniform, including shoes and ensure that their children are dressed appropriately for school.

9. To supervise children's use of the internet for school/educational purposes following e-safety guidelines.

Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and
Government guidance.

2. To ensure the Behaviour Policy is made available to parents on request.

3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.

4. To ensure a senior member of the school's leadership team is designated to take lead
responsibility for behaviour management and the recording and reporting of positive and negative behaviour.

5. To ensure that staff undertake appropriate behaviour management training.

6. To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.

7. To review their policies and procedures regularly.

THE BEHAVIOUR PROCEDURE

We celebrate good learning, good behaviour, good attitudes and individual effort. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour. We use positive behaviour management which uses clear rules, rewards and consequences. In Key Stages 1 and 2, the system of Behaviour management is derived broadly from "Assertive Discipline" (Lee Cantor). In Foundation Stage, we use the same principles within the "Good to be Green" approach.

School Rules

- Always follow adult directions
- Always show respect for others

- Always make safe choices
- Always use good manners
- Always be honest
- Always wear your uniform with pride

Rewards
- Praise, house points and stickers are given by teachers, teaching assistants and lunch time supervisors.
- Praise in celebration assembly for excellent learning. 2 children are chosen by the class teacher per class per week. A text is sent home to parents/carers.
- Star of the week. One child is chosen by the class teacher per class for excellent behaviour. A text is sent home to parents.
- At the celebration assembly, a child is nominated for demonstrating the current value particularly well. A text is sent home to parents.
- Star of the term and star of the year: One child is chosen by the class teacher per class for excellent behaviour. The child receives a certificate and a trophy to keep.
- Exceptional behaviour, work or progress will be rewarded with a Head teacher award postcard.
- Golden time. This is a whole class award. Teacher chooses when and what the 'treat' will be. ADD Unless there are quite exceptional circumstances, the whole class will always enjoy this reward.

Consequences
For everyday behaviour in school there is Assertive Discipline, tracked using the warning sheet. This is for when children choose to not follow the school rules.
1. Warning
2. Time out in the classroom (5 minutes KS1, 10 minutes KS2)
3. Time out in a different classroom (20 minutes KS1, 30 minutes KS2). Text sent home to parents to say their child's behaviour has resulted in them being sent to work in another classroom.
4. Sent to a member of SLT with work for the next lesson and miss dinnertime. Phone call home to parents, explaining what child has done wrong, by Head teacher or Deputy Head teacher.
5. Sent to Head teacher or Deputy Head teacher, out of class for the remainder of the day and miss dinnertime. Phone call to parents by Head teacher or Deputy Head teacher. If the defiant behaviour continues with the Head teacher or Deputy Head teacher, then the child may be excluded. Child will then be on report for the following week. After a week, a child's behaviour will be reviewed. If necessary, the report will be extended.

Never Behaviour
- Never swear.
- Never steal.
- Never intentionally hurt an adult.
- Never assault another child.
- Never leave an adult without permission.
- Never bully.
- Never discriminate against others.
- Never say anything offensive about another person's family.

When a child breaks a never rule, they will be sent to the Head teacher/Deputy Head. Generally, the consequences of breaking a "never rule" will be as follows. However, this will always be at the discretion of the Head teacher and/or Deputy Head teacher.

Types of never behaviour	What will happen
Swearing	Phone call home
Stealing	Phone call home
Intentionally hurting an adult	Exclusion
Assaulting another child	Phone call home. Miss playtimes/dinnertimes (number of dinnertimes to be decided by senior staff). Recorded on SIMS. Possible exclusion.
Leaving an adult without permission	Phone call home
Bullying	Phone call home. Miss playtimes/dinnertimes (number of dinnertimes to be decided by senior staff). Recorded on SIMS. Possible exclusion.
Racist behaviour	Phone call home. Recorded on SIMS.
Homophobic behaviour	Phone call home. Recorded on SIMS.
Discriminating against others	Phone call home
Saying anything offensive about another person's family	Phone call home

Recording Positive and Negative behaviour
Teachers will keep a paper copy of the Assertive Discipline tracker, the sheets for Consequences 3, 4 and 5 and the "Breaking Never rules" sheet at the front of their planning folder.
The following are recorded onto the SIMS behaviour system: Star of the week, excellent learning and Star of the term and year (Offices). Consequence 3 is recorded by the offices. Consequences 4, 5 and 6, the breaking of never rules and exclusions are recorded by the Head teacher/Deputy Head teacher.
Individual children whose behaviour is of concern
When a child has misbehaved repeatedly, a programme of support and monitoring is implemented.
Support: eg. an individual behaviour plan, risk assessment, meetings with specific members of staff including the Hive (nurture group) and involvement of external agencies such as Behaviour Support and counselling.
Monitoring: Additional record of behaviour by the class teacher, a log of playground incidents, ABC record of specific incidents; report card and/or weekly phone calls to parents. Behaviour incidents will be collated and analysed regularly and the impact of strategies taken will be evaluated. A summary will be reported to the Governing Body.

Guidance for all Staff

- BE a good role model.
- CLARITY. All staff establish clear expectations and communicate these clearly to children. There are clear rules, rewards and sanctions.
- CONSISTENCY. Everyone in school implements the behaviour policy consistently. Rewards and Sanctions are carried out consistently.
- ENVIRONMENT. Staff create a well-planned and well-managed learning environment with a calm and positive ethos.
- POSITIVE. Staff reinforce good behaviour through praise and rewards.
- RESPECT. Show respect to children, parents and other staff.
- TEACH good behaviour.
- NEVER tolerate swearing, violence towards staff or children, bullying or children leaving an adult without permission. The use of physical punishment is never supported under any circumstances.
- RECORD and REPORT positive and negative behaviour using the appropriate systems.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties,
the procedure for dealing with that child may differ from our general positive behaviour management strategies. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained in the child's IEP and/or Individual behaviour Plan to all those who might have contact with the child in school.

Allegations against staff

All allegations against staff will be dealt with according to the school's child protection policy, our care and control policy and current Government guidance. If a child is found to have made a malicious allegation of abuse against a member of staff, this "is a serious matter on which the school should take appropriate disciplinary action". (DfES School Discipline and Pupil Behaviour Policies: Guidance for Schools) This may include exclusion.

Racist remarks-
Dealing with racist incidents:

If a racist comment is made these are the procedures school will follow:
1. A telephone call will be made to the parents of both the victim and the aggressor.
2. Consequences will be implemented at the discretion of the Head teacher and /or Deputy Head teacher; eg miss dinnertimes and on report for a week.
3. Monitoring of both the victim and the aggressor will be carried out by the Headteacher or Deputy Headteacher.
4. If racism is repeated, then further sanctions will be taken including exclusion if appropriate.

All racist incidents will be recorded in accordance with the Local Authority directive.

Bullying

Bullying is the on-going, wilful, conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression.
Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. All incidents of bullying, alleged bullying and aggressive incidents are recorded carefully, investigated and followed up. The behaviour of the "bully" is monitored and the welfare of the "victim". The parents of the victim and bully are informed about the

incident and the consequences. The victim's parents are informed about the results of future monitoring.

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

RELATED SCHOOL POLICIES

The Behaviour Policy is one of the essential Safeguarding Policies of the school.

'…..safeguarding covers more than the contribution made to child protection in relation to

individual children. It also encompasses issues such as pupil health and safety and bullying……and a range of other issues, for example, arrangements for meeting the medical

needs of children ….providing first aid, school security, drugs and substance misuse, positive

behaviour etc. There may also be other safeguarding issues that are specific to the local

area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The following school policies are related to the Behaviour Policy:
- · Child Protection Policy
- · Safeguarding policy
- · Health and Safety Policy
- · Anti-Bullying Policy
- · E-safety Policy
- · Administering Medicines Policy
- · Special Educational Needs Policy
- · Code of conduct for adults
- · Care and control policy

Peer on peer abuse

All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying and child protection policy and procedures. Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR

IN SCHOOL (The Department for Education, Ensuring Good Behaviour in Schools, 2014):

Powers to Discipline:

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the

power to discipline pupils whose behaviour is unacceptable, who break the school rules or

who fail to follow a reasonable instruction. Their power to discipline applies to pupil

behaviour in school and outside school in certain circumstances."

"Teachers, Teaching Assistants and other paid staff with responsibility for children can
impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable
penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can
also decide to suspend or to permanently exclude a pupil."

Searching Pupils:

"School staff can search pupils with their consent for any item which is banned by the school
rules. Headteachers and staff authorised by the Headteacher have the power to search
pupils or their possessions, without consent, where they suspect the pupils to have
weapons, alcohol, illegal drugs and stolen items."

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from
committing an offence, injuring themselves or others, or damaging property, in order
to maintain good order and discipline in the classroom."

Some members of staff have undertaken 'Team Teach' training. This national training
award teaches staff the least intrusive positive handling strategies and methods of
restraining pupils who are at risk of injuring themselves, other children or staff. (See
Care and Control policy)

APPENDIX 1:   OUR RULES

• **Always Follow directions from adults** This means: · Listening well · Responding the first time of asking · Responding to signals as agreed in school; e.g. stop signal	• **Be honest** This means: · Telling the truth · Being responsible · Admitting when you are wrong · Saying sorry meaningfully
• **Show respect for other people** This means: · Thinking before you speak · Sharing equipment · Using appropriate language · Taking turns · Co-operating and sharing ideas · Being helpful and patient · Looking after each other · Speaking respectfully to others Treating everyone the same whether they are the same or different to you	• **Wear uniform with pride** This means: · Wearing uniform correctly e.g. shirt tucked in · Always wearing your tie fastened up · Wearing shoes not trainers · Not wearing jewellery except stud earrings and religious jewellery · No nail varnish to be worn · No patterns or cut-ins in hair · Long hair to be tied back
• **Make safe choices** This means: · Walking in school calmly and sensibly · Orderly behaviour in corridors/stairs · Taking care with equipment · Looking after the environment · Sitting properly on chairs (4 legs on the floor) · Respecting property · Tidying up after yourself · Returning things to their correct place · Ignoring suggestions to do inappropriate things · Using a tissue! · Washing your hands after using the toilet. · Not playing in a toilet area	• **Use good manners** This means: · Being friendly (say good morning) · Being welcoming to visitors/new students · Walking in school · Opening doors for others and letting adults pass in corridors · Smile! · Calling people by their name · Being polite; for example saying please/thank you · Using table manners (use cutlery, keep food on table, don't talk with your mouth full) · Not answering back · Stop when adults are talking in class