

Lainesmead Primary School



Positive Behaviour Policy

This policy should be read in conjunction with:

- the E-safety policy
- the Antibullying policy
- the Safeguarding and Child Protection policy
- the DFE guidance on Exclusions

Reviewed by Governors: June 2017

Next Review: June 2018

Signatures

Coordinators: Mrs Timbrell / Mrs Chapman

Head teacher: Mrs E Painter

Chair of Governors: Sarah Newton

Positive Behaviour Policy

Lainesmead Positive Behaviour Policy is underpinned by "Quality 1st Teaching": effective inclusion of the pupil in daily high quality teaching i.e. differentiated activities that meet the needs of individuals. Teachers promote high standards of behaviour and help children to achieve success. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Aims of the Policy

- To promote high standards of behaviour that allows for good learning for all.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged, valued and respected
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about antibullying and appropriate behaviour. (see Antibullying policy for further details)
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To train staff in the principles of restorative justice.

In order to achieve our aims we need to emphasise the importance of good behaviour. We think children learn best when they are clear about what is expected of them, and when those expectations are continually and consistently enforced.

We aim for a stimulating teaching and learning environment where attention is given to differentiation and involvement in interesting activities in and out of the classroom. We recognise that there is a link between quality teaching and good behaviour.

Ofsted recognised in their inspection of the school in June 2014 that behaviour is consistently good: *"Pupils' positive attitudes support their learning well. Pupils feel safe and know how to stay safe, both in school and when out in the wider community. Their conduct and manners towards each other, staff and visitors are always at least good."*

Staff role and responsibilities

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Staff may screen and search pupils as appropriate. Staff may impose detention (which usually takes place during break or lunchtime, but time allowed for pupil to eat, drink or use the toilet) and do not require parental consent. Staff have the right to confiscate pupil property and the law protects staff from liability, damage or loss of any confiscated item.

Staff have a responsibility to:

- Treat all children fairly and with respect.
- Raise children's self esteem and develop their full potential.
- Provide a challenging and interesting and relevant curriculum.
- Plan for good behaviour.
- Create a safe and pleasant environment, physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Ensure that sanctions are proportionate and reasonable in line with school policy
- Be a good role model.
- Form positive professional relationships with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that everyone is an individual.
- Be aware of children's special needs.

Parents are encouraged to:

- Foster good relationships with the school.
- Be aware of the school rules and expectations (see appendix 1)
- Support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.

Children's role and responsibilities are:

- To learn to the best of their abilities, and allow others to do the same, without disrupting learning.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Children are encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modeling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children are encouraged to seek adult support if they are unable to resolve conflict by themselves.

KS2 pupils may be appointed to a variety of roles to demonstrate positive role models to younger children. They are supported by trained members of staff.

We aim to train all staff in the principles of restorative justice. This is a non judgmental way of getting children to see things from the other person's perspective and drawing difficult and challenging incidents to a satisfactory conclusion for all parties.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Circle time may be used to further explore and discuss particular behaviour issues as they arise.

School Rules

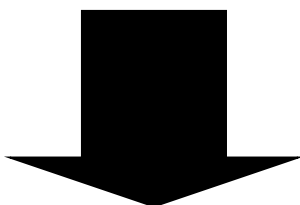
Children are given clear guidelines about the school's expectations. These are displayed in every classroom. (*Appendix 1*)

Teachers use the 'sun and cloud' system in KS1 and the 'traffic lights' in KS2 to record behaviour incidents, which are recorded on an Incident referral form. (*Appendix 2*). Incidents are monitored daily by the Deputy Head. See *Graduated Response* for further details.

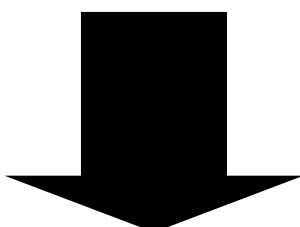
The staff and children have worked together to identify and prioritise the values that are important to the school. They are revisited at the start of each term, in assembly and circle time. (*Appendix 3*)

Behaviour – Graduated Response

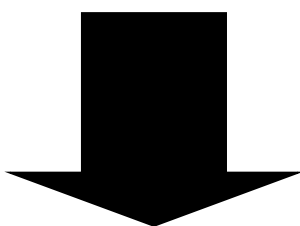
Lainesmead's Positive **Behaviour Policy** is underpinned by 'Quality 1st Teaching': effective inclusion of the pupil in daily high quality teaching i.e. differentiated activities that meets the needs of all individuals.



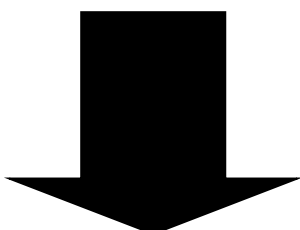
Teachers use the 'sun and cloud' system in KS1 and 'traffic lights' in KS2 to record behaviour incidents. All teachers use this system consistently.



Incidents that are reach as 'red' or 'storm cloud' result in a loss of star point. All incidents, including serious incidents are recorded on an Incident Referral Form. These incidents **MUST** be reported to parents in person or by phone/e mail. When reporting to parents, teachers explain the sanctions and what we are doing in school to support the child as appropriate. Our expectations are that parents will want to work with teachers to support their child.



Incident Referral Forms are monitored daily by the Deputy Head Teacher (DH). The DH in consultation with the Assistant Head Teacher (AHT) identify patterns in loss of star points to identify the most concerning behaviours and appropriate provision/strategies. In the first instance teachers will review their current practice against the Concerns Checklist (*Appendix 4*). Teacher to record and monitor action/strategies as appropriate and keep parents updated as necessary.



Children who lose 3 or more star points in a week attend 'How to Shine Class'.

The Head Teacher/Deputy Head Teacher/Assistant Head Teacher:

1. Read through the incident referral forms with the child
2. Discuss the effect of the behaviour on the class and the individual child
3. Complete Behaviour Report Chart including targets and a strategy to support the child
4. Share the Behaviour contract with the class teacher
5. Inform parents of their child's attendance at Shine Class and meet with them to share the Behaviour Report Chart.
6. Refer to other agencies as appropriate (PSA/Learning Mentor)

Children who attend Shine Class may not represent the school at an event the following weeks (at the discretion of the Head Teacher). This may include in a school team. In addition, children may not be allowed to take part in special school events such as a school disco or parties.

Parents will:

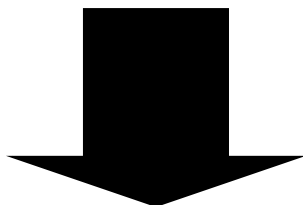
1. Meet with the Head Teacher or Deputy Head Teacher or Assistant Head Teacher to share the Behaviour Report Chart.
2. Be offered additional support by school or outside agencies if appropriate.

Teachers will:

1. Monitor the Behaviour Report Chart including comments related to how the strategy has worked and any other areas of concern.
2. Ensure the school behaviour policy continues to be carried out (children will continue to lose star points for poor behaviour.)
3. Ensure Behaviour Report Chart is ready for the Deputy Head Teacher or Assistant Head teacher to review at the end of the week.
4. Liaise with parents as appropriate

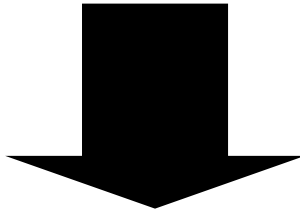
Deputy Head Teacher/Assistant Head teacher will:

1. Monitor the child's behaviour at break and lunch times daily.
2. Carry out sanctions as appropriate.
3. Review and adapt the Behaviour Report Chart with the child at the end of the week.
4. Inform parents of the result of the weekly review.



If the child remains on a Behaviour Report Chart for 3 consecutive weeks or if behaviour continues to be a concern over time, an Individual Behaviour Plan (IBP) may become necessary. A formal review will take place with the child, DHT & AHT, class teacher and parents. The plan will identify behaviours which may trigger exclusion as appropriate. Teachers may also be

asked to gather evidence using a behaviour log, ABC, or behaviour checklist. The Individual Behaviour Plan will run as appropriate and be monitored regularly.



- An unsuccessful Individual Behaviour Plan may trigger a referral to other agencies via the Early Help Record and Plan (EHRP):
 - Nylands Outreach
 - TAMHS
 - Education Psychology Service
 - Education welfare

In some cases a Positive Handling Plan/risk assessment may be required.

Serious incidents may receive a sanction that involves an internal exclusion or an exclusion.

During an internal exclusion the pupil is separated from their class for a pre-determined amount of time. The pupil will carry out their learning, supervised by staff as appropriate. Lainesmead follow the DFE guidelines on exclusion (2012). A summary of key points from this guidance follows:

- The Head Teacher may exclude a pupil (*see Appendix 5*)
- Parents will be informed in writing of the terms of the exclusion and a re-integration meeting date/time.
- Pupils are provided with a learning task to complete during their exclusion

School events, school trips and school clubs

The school reserves the right to withdraw the offer of a place on a trip, club or event should a pupil's behaviour give cause for concern over their ability to participate in a responsible and acceptable manner.

The school also reserves the right to withdraw the offer of a place on a trip, club or event if there are concerns in regard to health and safety due to a pupil's behaviour.

Participation in school trips, clubs, events such as a school disco or representation of the school in the coming weeks will not be allowed for pupils who have been excluded or attend shine class (at the discretion of the Head Teacher).

Safeguarding

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Some behaviour may be indicators of abuse and any concerns should be discussed with the school's Designated Safeguarding Lead and instigate safeguarding procedures.

Use of reasonable force

Lainesmead have adopted the DFE guidance- Use of reasonable force document July 2013 (please see guidance for full details).

Staff have the legal power to use reasonable force and other physical contact to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Schools generally use force to control pupils or to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools do not require parental consent to use force on a student.

Examples of situations that may require reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - To restrain a pupil at risk of harming themselves through physical outbursts.
- Schools do not use force as a punishment.

In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"³:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Senior school leaders will support their staff when they use this power. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The Head Teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Following an incident whereby force has been used the school will review if an appropriate support plan is in place for that pupil or if an individual risk assessment is required. The school will usually inform the parent of any serious incident at school and any that involve the use of reasonable force.

Lainesmead acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. It is not illegal to touch a pupil. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Complaints

If parents have any queries regarding their child's needs and provision they should contact their child's class teacher in the first instance. If parents have a complaint concerning provision for their child they will be referred to the school's complaint procedures.

If a complaint is made about the use of reasonable force the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. In cases of allegations against a member of staff, the school will follow the appropriate procedures.

Where complaints/accusations about staff by pupils have been found to be malicious, a pupil may receive an appropriate disciplinary action e.g. apologise, sanction or education.

Appendix 1

Lainesmead Primary School Positive Behaviour Policy

Your responsibilities:

- To learn to the best of your ability and allow others to do the same
- Treat others with respect
- Follow the instructions of all staff
- Take care of property and the school environment - inside and out
- Cooperate with other adults and children

Sanctions:

If you CHOOSE not to follow the school rules you will:

1. Receive a warning.
2. If you choose to ignore the warning, your name will be moved to the orange traffic light.
3. If you continue not to follow the school rules, you will move to the red traffic light and this will be recorded on a Loss of Star Point Sheet.
4. If 3 incidents are recorded in a week, you will attend Shine Class. Exclusions are equivalent to shine class.
5. In addition, you will not be allowed to take part in any school trips, clubs or events such as school discos or represent Lainesmead in the coming weeks (at the discretion of the Head Teacher)

Shine Class - 'How to Shine'

**Shine class is run by Mrs Painter or in her absence; Mrs Timbrell / Mrs Chapman
It is divided into 3 sessions.**

1. The adult will discuss your behaviour and how it has affected your learning and the learning of others.
2. You will reflect on what you have done and what you will now do differently.
3. Lastly, you will set targets to help you improve. Mrs Timbrell or Mrs Chapman will check that you are meeting your targets every day.

After shine class, your parents will attend a meeting with Mrs Painter where she will discuss your behaviour and how it will improve.



Rewards

- Praise
- House points
- Class rewards
- Raffle tickets
- Star points
- Golden letters
- Stickers



More Rewards!

If your behaviour is excellent and you **never** move onto the red traffic light, at Christmas, Easter and July, your name may be one of 3 picked out of the class 'hat'.

Your name will then be displayed on a house coloured leaf and hung on the Values Tree. These children will take part in a special activity with Mrs Timbrell.



Appendix 2

Lainesmead Primary School Incident Referral Form			
Name of pupil:	Class Teacher:	Referred by:	Date:
Nature of incident	Who	Action: teachers may use school based 'community service' tasks as sanctions as appropriate	✓
Physical assault of adult	Send to: HT DHT/AH	Immediate loss of star point Internal/external exclusion	
Physical assault of pupil	Send to: DHT/AH	Immediate loss of star point Internal/external exclusion /move out	
Swearing at an adult/verbal assault	SLT	Immediate loss of star point Detention - SLT	
Verbal assault of a pupil	Teacher	Immediate loss of star point Detention - T	
Not following the E-safety -rules	AH	Immediate loss of star point Detention - SLT	
Fighting	Teacher	Immediate loss of star point Corridor cool off / RJ / sanction	
Rudeness to an adult	Teacher	Immediate loss of star point Apology/payback T	
Inappropriate behaviour towards another pupil	Teacher	Apology/payback T	
Refusing to follow instructions	Teacher	Time out in class calming/payback T	
Disruptive behaviour that interrupts learning	Teacher	Time out in parallel class/payback T	
Swearing in the presence of an adult	Teacher	Detention T	
Vandalism/graffiti	Teacher/SL T as appro.	Clean up/detention T/SLT	
Inappropriate behaviour in assembly	Teacher	Payback at next break	
Play fighting (no loss of star point)	Teacher	Corridor cool off	
Behaviour outside of school	DHT/AH	Dependent on reported behaviour	
Further details as appropriate:			
Follow up			
Parent/ carer informed			
Meeting arranged with parents			
Internal/external exclusion for a period of:			
Shine class			
Serious incident: risk assessment reviewed?			

(Reverse of incident referral sheet)

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Detention including during lunch-time, missing break time.
- School based community service or imposition of a task - such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.

Appendix 3

P.S.H.E, Values and IPC

Term / JIGSAW unit	Value - Year 1	Value - Year 2
Being Me and My World.	Hope	Co-operation
Celebrating Differences	Friendship Caring	Communication
Dreams and Goals	Resilience	Resilience
Healthy Me	Appreciation Happiness	Thoughtfulness
Relationships	Love Honesty	Respect
Changing Me	Courage	Adaptability

- **Enquiry**- taught across the curriculum
- **Morality**- taught through RE

Appendix 4

Concerns Checklist

- Are expectations clear?
- Are routines explicit?
- Has positive reinforcement been used **CONSISTENTLY**?
- Does the pupil understand positive and negative consequences (rewards and sanctions)?
- Are sanctions applied **CONSISTENTLY**?
- Has the pupil's learning style and their level of understanding instructions been taken into account?
- Are basic needs being met? (Hungry, tired, secure, settled etc?)

Appendix 5

The Head Teacher's power to exclude; a guide to the law:

Only the Head Teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion³. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The Head Teacher may withdraw an exclusion that has not been reviewed by the governing body.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head Teachers must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues⁴.

Head Teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour⁵. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Statutory guidance on factors that a Head Teacher should take into account before taking the decision to exclude:

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, 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 pupil or others in the school.

The decision on whether to exclude is for a Head Teacher to take. However, where practical, Head Teachers should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head Teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction.

The Head Teacher will inform the Chair of Governors of an exclusion.