

Behaviour Policy

Leighton Primary School

Adopted by Governors	Autumn 2021
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WHY?

The children at Leighton Primary School are very well behaved; Ofsted inspections have consistently highlighted the behaviour of our children as a major area of success for the school and plays a pivotal and fundamental role in enhancing the learning environment for all children to fulfill their potential.

The children at Leighton strive to ensure that their behaviour, conduct and attitudes towards learning reflect our 4 principle core values: **Aim High, Dream Big, Lead by Example and Never Give up**. Our pupils' behaviour is underpinned by the core values at Leighton: honesty, respect, perseverance, self-belief, positivity, responsibility, cooperation, humour, trust, kindness and understanding.

Our children are expected to demonstrate these values in their behaviour and attitude to learning. Our aim is to support children to become emotionally, creatively, socially and academically successful. Our learning environment means our children are respected, feel safe and can learn. Our children take responsibility for their behaviours and know that there are consequences to actions.

The principle function of our behaviour policy is to ensure that approaches to the management of behaviour within Leighton Primary School are clear, concise, consistent and fairly applied to maintain high standards of education.

WHAT?

Leighton Primary School's behaviour policy is underpinned by the following school policies and Department for DfE guidance:

- Leighton Primary School Exclusion Policy
- Leighton Primary School Anti-bullying Policy
- Stages of Behaviour Management KS1 and KS2 Procedures
- Break and Lunchtime behaviour management
- Behaviour Management Strategies Appendix
- [Behaviour and discipline in schools](#)
- [Getting the simple things right: Charlie Taylor's behaviour checklists](#)
- [Use of reasonable force in schools](#)
- [Education Act 2011](#)
- [Equality Act 2010](#)
- [Searching, screening and confiscation at school](#)
- [SEND Code of practice](#)

The following DfE policies have been used to support the behaviour policy as a result of the Coronavirus (Covid-19) pandemic:

- [Guidance for full opening: schools](#)
- [Checklist for school leaders to support full opening: behaviour and attendance](#)

The behaviour policy is shared with all staff and is made available to parents via the school's website.

Poor or negative behaviour is any such action that disrupts, impedes the learning of others and / or puts the safety of others at risk. Any such disruptive behaviour is a breach of the school and classroom rules.

Class Rules:

- Class teachers, support staff and children in their class devise and agree these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.
- Children are informed that if they do not follow or break the rules that school's behaviour management system is applied.
- Children are reminded of the rewards of positive behaviour in school throughout the school day.

HOW?

Rewards and Sanctions: All staff to use the following:

- **Cloud Behaviour Management KS1**
- **Traffic Light Behaviour Management KS2**
- **Stages of Behaviour Management**

Rewards:

- Our main reward system, House Points, are given out to children in recognition of going above and beyond in any area of school life.
- Children must not be given a House point for behaving or learning as we expect them to as children should feel that they have really achieved something if they receive a reward.
- House points are totalled at the end of each week and the winning house is awarded with first choice of activity for Privilege or Golden Time.
- At the end of each term, house points are totalled for the whole school and the winning house are rewarded with a whole house treat e.g. swimming, film afternoon, bouncy castle etc...

Positive reinforcement:

- Verbal Praise in class
- Awarding House Points
- Highlight those demonstrate excellence
- Pupil of week certificates
- Reader of the month certificates
- Writer / Mathematician of the week
- Parents Evening feedback
- Headteacher / DHT / AHT / SL recognition of efforts

Management of Behavioural Incidences:

- Each class should display a laminated "Cloud" or "Traffic light" that records behaviour. Alongside a classroom charter / rules. See KS1 and KS2 Stages of Behaviour Management.
- First instance of a child not following school rules / classroom rules a verbal warning is issued.
- Any child who is warned more than twice about a behaviour will automatically move to amber.
- Consequences will be decided by the class teacher / phase leader and will support children in making future 'Good' choices.
- If any further poor behaviour is witnessed after the Amber warning, that impacts upon the learning of others and or safety of others, the child will move to Red. Phase Leader to decide if a child should be taken out of class; discuss with AHT / DHT.
- Any child committing a violent, wilfully disobedient or bullying, including homophobic or racist bullying incident, will move to red and the Headteacher / DHT / AHT / Phase Leader will be informed immediately. Parents will be asked to meet with the Headteacher / DHT / AHT / Phase

Leader. Child will be immediately removed from class.

- All children start a fresh each day, but any child who has been on amber or red will still have a consequence for their negative behavior. For example: an amber warning during lesson would lead to children missing the next play time; a red warning would lead to loss of break time / lunch time / privilege / golden time - to be decided in discussion with the class teachers / phase leader / AHT / DHT / HT.
- Any child whose behaviour does not improve and where intervention has been put in place, will be placed on a behaviour monitoring record and a provision map set up by the Class Teacher, Behaviour Lead, Phase Leader and SENDCo.
- Any child, who persistently goes on to red, will be discussed with the Headteacher / AHT / PL / Teacher and parents to facilitate appropriate actions are taken. This may include a fixed term/permanent exclusion especially where behaviour is violent/persistently disruptive and the child has been supported and adjustments made. SENDCo may also be present at behaviour meetings.
- A return to class discussion will take place before the child returns to the class. Where appropriate this will include the pupil's parents.
- 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.

Reporting behaviour and monitoring impact:

- Any behaviour that leads to an Amber or Red warning must be recorded on Integris (class teachers / PL to record).
- Purposeful assault and violence on another child and defiance that causes safeguarding concerns will be reported immediately to the Headteacher / DHT (SGL) / AHT / Phase Leader
- Any persistent concerns around behaviour will be reported by the class teacher to the phase leader, in the first instance, and then escalated up as per the behaviour management flow chart.
- Any act of serious assault/violence and persistent defiance will be reported immediately to the Headteacher and to parents to ensure a formal meeting is set up to discuss behaviour.
- Where behaviour is violent/persistently disruptive and causes safeguarding concerns to the child/others the Headteacher may enforce a fixed term exclusion as per Leighton Primary School Exclusion Policy. The Headteacher only has the authority to issue a fixed term exclusion in line with our exclusion policy. Parents will be informed. If the behaviour incident is a serious breach of the standards of behaviour and if allowing the child to stay in school will seriously harm the education or welfare of others then a permanent exclusion may be imposed by the Headteacher. It is only the Headteacher that has the authority to impose a permanent exclusion.
- If the behaviour is in response to serious breaches of the school behaviour policy and if allowing the child to stay in school will seriously harm the education or welfare of others, then a permanent exclusion may be imposed by the Headteacher.
- AHT / PL / Teachers to monitor levels of behaviour using data collected on Integris and take appropriate action. This may include, but not limited to, staff CPD, reviews of behaviour strategies in a particular class or year group and individual behaviour management plans.
- The Vulnerable Pupil Panel will be implemented where individuals behaviour is persistent or is high profile.
- **Any contact made with parents to be logged onto Integris.**

Date: 21/10/2020

APPENDIX A - RESPONSIBILITIES

Children's Responsibilities are:

- To work to the best of their abilities, be respectful to and allow others to do the same.
- 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.

Staff Responsibilities Are:

- To treat all children fairly, equally and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be an exemplary role model.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim and want to do the very best for their welfare, happiness and achievement at school.
- To recognise that each is an individual, and to be aware of emotional, social and academic needs

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline and to encourage children to make good life choices.
- To show an interest in all that their child does in school.
- To foster good relationships with the school and support its values.
- To support the school in the implementation of the behaviour policy.
- To be aware and agree with the implementation of the school rules and expectations.

The Governors responsibilities are:

- The governing body is responsible for reviewing and approving the written statement of behaviour principles.
- The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

APPENDIX B -

Encouraging the expected high standards of behaviour for learning in school:

- We make clear our expectations of high standards of behaviour.
- We encourage and promote mutual respect for one another.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.
- Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school.
- As children within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure high standards of behaviour. Bearing this in mind teachers should aim to: -
 - Know their pupils as individuals and develop and enhance their personalities and interests.
 - For children to have a stimulating, safe and positive learning environment and minimise the opportunities for disruption.
 - To plan and deliver lessons to meet children's learning needs, engage and challenge their thinking.
 - Have high expectations of behaviour in lessons and around school;
 - be aware of, and control their own behaviour, including stance and tone of voice;
 - model the standards of courtesy that they expect from pupils;
 - emphasise the positive, including praise for good behaviour as well as good work
 - make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary and be consistent in the expectations for this.
 - Ensure that the school core values are embedded within daily classroom practice.
 - make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;
 - make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment; and
 - analyse their own classroom management performance and be reflective and evaluative of children's behaviour.
- All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline of the children and must ensure that continuity exists between all personnel within the establishment.
- Where continuity exists so does security. All children in school need to know the rules of the school and indeed to have played a part in creating them.
- Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/guardians.
- In focusing on behaviour and discipline it is important that parental cooperation and support are there within the school in order that the school can move progressively forwards.

Creating the right climate within the school-a philosophy:

- All the children who attend this school must feel wanted and that they, as individuals, have a valuable part to play at Leighton Primary School.
- This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well mannered and respectful way. Of course this is not a one way process and children need to see adults in school as models of exemplary behaviour.
- Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.
- Children, parents and guardians should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.
- Good manners and respect for others should be used by all at Leighton Primary School.

Creating the right climate practical strategies:

- Children should be greeted each morning outside their classroom by their class teacher. This process should be carried out at all play times and dinner times.
- Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly
- As children leave the classroom to enter assemblies, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point
- Play times and dinner times should be calm. Children should be encouraged to play positively and adhere to the established lunchtime rules. JLT also support in the promotion of positive behaviour on the playground.
- At the end of the school day all children should be released to the collecting adult safely and in a calm manner off the premises, ending the day with the right tone.
- The Head teacher and Senior Leadership Team at all times should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to support and reinforce high standards of behaviour:

- By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviour.
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else, e.g instead of telling a child off for wandering around, praise him for going to get something for another child.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.

- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other
- children - if the child with behaviour problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Excluding a child from a school reward:

- If a child continues to show behaviour concerns and these have been reported to the Headteacher and logged then this may (with authorisation from the Headteacher) exclude the child from being part of school rewards. Parents will be informed.
- If a child has received a fixed term exclusion then reward participation will be at the discretion of the Headteacher.
- If the child displays behaviour that may harm the welfare of themselves or others then inclusion in school rewards/trips will not be granted. The Headteacher will make this decision.

Lunchtime Behaviour:

- If behaviour is deemed inappropriate the midday supervisors will speak to the child in the first instance. Appropriate sanctions will be put in place.
- If the child does not respond appropriately after being spoken to by a midday supervisor then the matter will be referred to the lead midday supervisor.
- If the behaviour at lunchtime persists then the lead midday supervisor MUST inform the class teacher who will follow the schools behaviour policy. A behaviour form must be completed by the lead midday supervisor.
- If the child's behaviour is violent, physical or threatening and puts the safeguarding of themselves or others at risk, then the Headteacher will be informed immediately.
- The Headteacher will then follow the behaviour policy and fixed term exclusions/Permanent exclusion policy.

Special Educational Needs and Disabilities (SEND):

- The school recognises its legal duty under the Equality Act 2010 to support children with SEND. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- Parents will be involved regarding any significant incidents of challenging behavior involving a child with SEND.
- Consistent cases of challenging behavior and the consequences put in place, will be recorded by the class teacher. This will enable staff to monitor the behavior more closely.
- Where necessary, support and advice will be sought from external agencies including educational psychology, specialist teachers, medical professionals and any other relevant professionals to identify or support specific needs and the outcomes will be fed back to parents.
- Behaviour that is in serious breach of our behaviour policy and is a safeguarding risk will be considered in line with the behaviour and exclusions policy in line with the individual SEND of the child. The school will ensure that all appropriate support and intervention has been put in place in line with the child's SEND when considering the actions and steps as set out in the behaviour and exclusions policy.

APPENDIX C - Stages of Behaviour Management in KS1 using Cloud System:

Behaviour Policy Year 1 and 2

Child makes the wrong behaviour choice.
A warning is given; the child continues to make the wrong behaviour choice.



Child is put on the first raincloud.
Behaviour is recorded in the class book / Integris.
The child will sit on the thinking spot for 5 mins and miss 5 minutes golden time (Year 1)
The child will miss 5 minutes golden time (Year 2)

Child continues to make the wrong behaviour choice.
Or Teacher decides a child's behaviour warrants them to move straight to the second bubble. PL is made aware of behaviour and sanctions.



Child is put on the second storm cloud.
Behaviour is recorded in the class book / Integris.
The child will sit on the thinking spot for 10 mins and miss 10 minutes golden time (Year 1)
The child will miss 10 minutes golden time (Year 2)

If a child is physically aggressive or their behaviour is deemed to be extreme the child will be sent to phase leader and excluded from class (sent to intervention space with a TA/member of year group staff for an agreed amount of time).



Phase leader will decide appropriate action. The child may be sent to DHT / AHT or in any case of extreme behaviour (as determined in the policy), the Headteacher.
Behaviour is recorded in the class book.
The parent must be verbally informed on the same day telephone or email.

- At the end of the day all children must be moved back to the sun.
- They will miss golden time in their classroom.
- Behaviour to be recorded in the class diary/this will be moved to integris in due course.
- Teachers will decide if a child is to have their own behaviour chart.

APPENDIX D - Stages of Behaviour Management in KS2 using Traffic Light System:

Disruptive Classroom Behaviour:

Common disruptive behaviour examples include, but not limited to:

- shouting out, disrupting others, shoving / play fighting, rudeness to other pupils / staff, playground arguments, pushing in the line, not listening to instructions, running in the corridor, being unkind to others, talking / chatting when they should be listening, fiddling / tapping pens or pencils, wasting school resources and any behaviour that contravenes the classroom rules as agreed at the start of the academic year.

The following behaviour triggers a child being sent immediately to the Headteacher or Deputy Headteacher / Assistant Headteacher / Phase Leader and placed on Red:

- *physical violence or extreme threatening behaviour towards staff or pupils*
- *swearing intentionally to cause offence towards staff or pupils*
- *racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)*
- *repeated disobedience or absolute refusal to comply*
- *continued inappropriate behaviour after returning from time out (sanction)*

Stage One:

- If a pupil is demonstrating disruptive behaviour(s) that do not follow school / classroom rules, a verbal warning is given by class teacher / HLTA / TA; the pupil is clearly reminded of the class rules and further possible sanctions if poor behavior continues.

Stage Two:

- If the same pupil continues to demonstrate disruptive behaviour(s), the class teacher / HLTA / TA should move the pupil to Amber and issue an appropriate sanction; this is to be recorded on Integris. Possible sanctions: loss of breaktime; loss of lunchtime and / or some loss of privilege time.
- Teacher discretion to be used on determining length of sanction and when it should happen; however, more immediate sanctions have a bigger impact on effective management of behaviour. A first Amber warning may just require the teacher to take 5 minutes of a child's breaktime to discuss his/her behaviour. A more disruptive behaviour may mean the child loses all breaktime / lunchtime play and or some loss of privilege time. Discuss with PL.

Stage Three:

- If a pupil on an Amber warning continues to misbehave, a final warning is given and / or pupil is moved from their seat to another; pupil is reminded of consequences of continued poor behaviour. Any further incidents and the child is moved to Red by Teacher / HLTA / TA. This is recorded on Integris. The Phase Leader is informed immediately and, if deemed appropriate, the pupil is removed from the class and sits with PL or TA in the intervention space to complete work. If possible, the pupil can be moved to work in a different classroom. If a child continues to be disruptive once moved to another class or area, either the PL, AHT, DHT or HT is called upon to assist the pupil. This may result in an internal seclusion. In this instance, a phone call will be made to parents and strategies introduced to support behaviour in school. Any contact made with parents is to be logged onto Integris. Sanctions for being on Red: Loss of privilege time. Teacher discretion to be used to determine if more strict sanctions are imposed i.e. loss of all breaktime / lunchtime play. Discuss with PL and AHT.

All children start a fresh each day, but any children reaching amber persistently, will be reported to the phase lead and/or deputy/ assistant head teacher and contact made with parents / carers. Any sanctions imposed the previous must still take place. However, some teacher discretion can be used to allow children to earn time back. Any child whose behaviour does not improve and where intervention has been put in place, will be placed on a behaviour monitoring record and a provision map set up by the class teacher and SENDCo.

Exclusion: See Leighton Primary School Exclusion Policy

- Where behaviour is violent/persistently disruptive and causes safeguarding concerns to the child/others the Headteacher may enforce a fixed term exclusion or permanent exclusion as per Leighton Primary School's Exclusion Policy.
- If such action is taken, the Headteacher will inform the Chair of Governors and the Local Authority (the Education and Access Specialist).
- The Headteacher only has the authority to issue a fixed term exclusion in line with our exclusion policy.
- Parents will be informed. If the behaviour incident is a serious breach of the standards of behaviour and if allowing the child to stay in school will seriously harm the education or welfare of others, then a permanent exclusion may be imposed by the Headteacher. It is only the Headteacher that has the authority to impose a permanent exclusion.

Examples of types of behaviour which may result in exclusion:

- physical / sexual assault
- vandalism / theft
- bullying, including: emotional, physical, racial and sexual.
- cyber bullying
- possession of drugs
- possession of knives / weapons or any other prohibited items; these are: alcohol, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that a member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any persons (including the pupil).
- serious breaches of the school's behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school