



School Behaviour Policy

(including exclusions)

2022-23

(STATUTORY)

Other Information:

- Includes: anti-bullying
- Documents to support policy can be found in separate behaviour file eg. exclusion letters; exclusion leaflet; parenting contracts; guidance documents (force/restraint); positive behaviour management principles/guidance
- See also: Child Protection Policy; Managing Allegations of Abuse Policy.
- Team Teach Training: CW and MA (8/7/17)

Written statement of Behaviour principles is an integral part of this policy. In reviewing/revising these, school will consult with stakeholders.

The purpose of this policy is:

- To promote self-discipline and respect for others and regard for authority.
- To help prevent all forms of bullying.
- To ensure consistency in behaviour management and expectations.
- To lead to a good standard of behaviour by pupils.
- To help ensure pupils complete tasks.
- To provide a secure, safe and enjoyable learning environment for our pupils.

It is our aim at Ladybridge Community Primary School, in partnership with Parents/Carers, to create and maintain a secure, happy and disciplined environment in which everyone has the best possible chance to learn. We are aware that we share responsibility with parents/carers for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give. Parents/carers play the most important role in teaching about positive ways to behave.

Responsibilities for all members of the school community:

Parents/Carers	Pupils	Staff / Governors
<p>To provide positive role models.</p> <p>To teach children to respect other people’s feelings and property.</p> <p>To be aware of the school’s values and expectations.</p> <p>To support the values and expectations of the school.</p> <p>To ensure their child is ready and alert to learn on arrival at school.</p> <p>To liaise with school regarding issues, which may impact upon their child’s/others behaviour in school.</p> <p>To acknowledge and reward good behaviour and celebrate success.</p>	<p>To support and care for each other.</p> <p>To respect each other’s property and work.</p> <p>To listen to others and respect their opinions.</p> <p>To take responsibility for their own actions and behaviour.</p> <p>To do as asked by all members of staff.</p> <p>To follow the school Code of Conduct at all times.</p>	<p>To provide positive role models.</p> <p>To be consistent in dealing with children.</p> <p>To promote and share the aims and expectations of the school.</p> <p>To have high expectations of the children.</p> <p>To meet the educational, social and behavioural needs of the children.</p> <p>To provide a stimulating curriculum.</p> <p>To acknowledge and reward good behaviour and celebrate success.</p> <p>To teach self-awareness, managing feelings, motivation, empathy and social skills appropriate to age and understanding.</p> <p>To communicate and liaise closely with Parents/Carers.</p>

Code of Conduct

Rewards	Our Expectations	Consequences
Praise Stickers Prizes Letters Postcards home Phone calls/texts home Certificates Dojo points Class rewards Always bands 3* HT awards	Be polite, fair and kind	Verbal warning Amber Red
	Walk sensibly around school	Work in another room in school See a senior member of staff
	Everything in its place	Parents/carers contacted/letter sent home Parents/carers meet with school
	Let others learn	Behaviour chart
	Listen carefully and follow instructions	Internal/external exclusion

In all classes, children are expected to follow the school’s code of conduct. This is displayed in every classroom (as well as in children’s planners and in the Home-School Agreement). Elements of the code of conduct are referred to regularly and proactively. It is the responsibility of the staff in each class to manage behaviour in a calm and appropriate manner.

Rewards and Consequences

Rewards:

In addition to the agreed whole school rewards for behaviour, as outlined below, staff have the freedom and flexibility to develop and implement their own rewards, as appropriate.

Dojo House Points – Every child is allocated a house: Ruby, Sapphire, Diamond or Emerald. Dojo House points are awarded by staff to reinforce collective responsibility. ‘House Captains’ (Year 6 children) are responsible for the collation of house points on a weekly basis, along with the leading of the weekly ‘House Point Assembly’ (whole school), in which individual class winners (with the most house points) are announced and rewarded with a badge. Children receiving ten weekly class wins (not necessarily consecutive) are awarded with a gold star badge.

Along with individual rewards, the house with the most Dojo house points is rewarded on a termly basis, with a party. In the weekly house point assembly, ‘House Captains’ announce the weekly house winners, and the house trophy is adorned with the house colours for that week. Weekly wins are displayed prominently on the House Point Display in the hall, in order for children to monitor their house’s progress, towards the end of year reward.

Individual Dojo points can be awarded to reinforce all aspects of the BeWELL school code of conduct.

Always Bands – Children are awarded Always Bands, when their behaviour consistently demonstrates the following of the school’s code of conduct. In order to achieve such consistency, each teacher monitors their pupils’ behaviour against the school code of conduct, using the behaviour chart below:

	Be	W	E	L	L	***	Always
Child's Name							
Child's Name							

When children have demonstrated all six, they are awarded an Always Band. Pupils are able to track their own progress towards this goal, using the class chart. Each year group has its own colour band, with the intention that by the end of their primary education, children will have had the opportunity to collect the colours of the rainbow. (See appendix for a consistent approach to BeWELL.)

Consequences:

Each class has a traffic light system, to ensure that behaviour management remains consistent. Children are expected to remain on green and those that do so are entered into a daily class draw for five house points. When behaviour is deemed inappropriate, and does not follow the school code of conduct, appropriate consequences are distributed:

Green - Child is meeting behavioural expectations.



Verbal Warning

Every child begins each day on green. All children who remain on green all day are entered into a 'lucky dip' for the chance to win five house points; this is done at the end of each day. Most children will never move from green and will be given verbal praise, a sticker or House Points as a reward. Parents/Carers may be informed that their child has been a good role model or represented the school well.

A child who is displaying low-level disruption will be reminded of the school expectations and consequences, and given a verbal warning / 'stop and think ' card.

Amber - Child is choosing to disregard expectations.



If this behaviour persists, then they will be placed on amber. This means that the child has chosen not to listen to an adult and not follow the school's code of conduct. The amber card will be placed behind their photograph. The child's name is then removed from the lucky dip for that day.

Red - a child has continually disregarded expectations.



If the child chooses to continue to behave inappropriately, then the red card will be placed behind their photograph. Children who are moved to red, miss the next playtime and, in key stage 2, complete a behaviour reflection sheet. If children persist with disruptive behaviour, then they will work in another room in school (an internal isolation). Any instances of verbal or physical abuse will result in an immediate move to red.

The above order of steps is a guideline only; consequences will always be proportionate to a pupil's conduct. If steps are 'skipped', the reasons as to why will always be explained to the child (ie. if a child is getting an amber card regularly for persistent low-level disruptions, they may receive a red card immediately).

Behaviour Chart - Children who are consistently disrupting learning may be placed on an Individual Behaviour Report (see appendix); this will be decided by the HT/behaviour lead, and these children must report to either the HT/behaviour lead each week with their report, so that their behaviour is closely monitored and evaluated.

Parents/ carers will be invited into school regularly to discuss the Behaviour Report, in order that progress can be reviewed.

Behaviour Log - Any incidents of 'red' are recorded on CPOMS, which is analysed on a weekly basis, by the school's behaviour lead. Parents/carers are contacted by the class teacher every time their child's behaviour is recorded on CPOMS. For every three 'reds', during the same half term, letters are sent to parents/ carers, in order to keep them informed:

Three Letter System

The three-letter system is intended to enable Ladybridge to consistently monitor and address persistent low-level disruption that negatively impacts upon learning. The system offers us the opportunity to target poor behaviour methodically and progressively up to and including the point at which a referral to an outside agency may be necessary. The system is based on three model letters, which we will send to parents/carers, when there are concerns about any emerging patterns of behaviour. In most cases, the first letter should bring about a rapid improvement in behaviour, and no further action will be required.

Letter One: For those pupils who have been identified on the log on three occasions, within the same half term, Letter One is sent to the parents/carers. The pupil's behaviour will continue to be monitored. If parents/carers wish to discuss this further, then they will do so with the child's class teacher.

Letter Two: Following the sending of Letter One, should the behaviour fail to improve, a copy of Letter Two is sent to parents/carers. Parents/carers are then asked to attend a meeting with Mr Watson or Mrs Hall (Behaviour Lead), at which the possibility of Behaviour Report will be discussed.

Letter Three: Should the pupil's behaviour still fail to improve, a copy of Letter Three is sent to parents/carers. At this stage it may be necessary to refer the child, and school's concerns around their behaviour, to our external Behaviour support agency. Parents/carers will attend a meeting to discuss the referral.

Incidents and Investigation Logs

Some incidents require further investigation and are deemed more serious. For these incidents, a separate investigation log is kept, detailing a victim, perpetrator, nature of incident and subsequent action/consequences. Investigation logs enable senior leaders to identify patterns and trends in behaviour, whilst also ensuring that incidents of this nature are always treated seriously:

Racist Incidents - If the incident is a racist incident, the HT/DHT are informed, who then complete a separate form with the child involved; the incident is logged by school and reported to Governors on a termly basis by the HT. A log of these incidents is maintained.

Bullying Investigation Log - If bullying is suspected (or has been suggested by a parent/carer), an investigation log (All:Staff - Behaviour - Bullying Investigation Log) is completed, before being passed onto the HT/DHT (dependent upon who's available).

Online Safety Investigation Log - If online/cyber bullying is suspected (or has been suggested by a parent/carer), an investigation log is completed, before being passed onto the HT/DHT (dependent upon who's available).

Sexual Violence/Sexual Harassment Investigation Log – If incidents of this nature are suspected (or have been suggested by a parent/carer), an investigation log is completed by the HT/DHT (dependent upon who's available).

As part of the investigation of any incident, appropriate support will be provided to both victims and perpetrators, in relation to their own needs.

Exclusions

Internal Isolation Log – Where misbehaviour results in an internal isolation, this is recorded in the Internal Isolation Log.

Exclusion Log – Where misbehaviour results in an exclusion, this is recorded in the Exclusion Log.

Exclusions: In cases of persistent unacceptable behaviour and where the other sanctions/strategies listed above have been exhausted, the Bolton Council Exclusion- Good Practice guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

SEND

Behavioural Special Needs: In case of children identified as having 'behavioural special needs', the school, acting in partnership with the parents/carers of the child concerned and Aspire Behaviour support, will draw up an individual action plan. This plan will be designed to deliver improvements in the child's behaviour over a specific period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

Confiscation and Powers of Searching:

- Where a pupil is suspected of having a knife in their possession, the Headteacher or Deputy Headteacher (or duty manager) has the right to search this pupil.
- When an item has been confiscated (as a disciplinary penalty) the item will, at the nearest appropriate time, be taken to the office and placed in a secure draw. A record of items and the grounds for action will be kept.

Physical Contact

There are occasions when it is entirely appropriate for adults to have some physical contact with a child they are working with. However, it is crucial that adults only touch children in ways which are appropriate to their professional/agreed role and responsibilities:

- Permission should be sought from the child before physical contact is made.
- Physical contact should involve an explanation by the adult to the child about what is going to happen and why.
- Physical contact should be of limited duration/for the minimum time necessary.
- Physical contact should take place in an open and safe environment.
- For any incidents when children initiate inappropriate physical contact, the HT will be informed and an incident log (see appendix) will be completed.
- Where individual children have suffered physical abuse, this will be discussed with relevant staff as part of the SEN procedures
- Where physical contact occurs regularly with an individual person, for example medical and sport related, then staff will need to be made aware of agreed parameters/good practice guidelines e.g. Safe Practice in PE and School Sport.

Control and Restraint:

The use of force to control or the use of pupil restraint will only be used as a last resort/in emergency. Section 93 (Education and Inspection Act 2006) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) Committing any offence.
- b) Causing personal injury to, or damage to the property of, any person.
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.
 - The force must be proportional to the consequences it is intended to prevent.
 - The degree of force used should be the minimum needed to achieve the desired result.

Examples of situations that particularly call for judgments of this kind include:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil is committing or on the verge of committing, deliberate damage to property;
- A pupil is causing, or at risk causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- A pupil absconds from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
 - i. Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
 - ii. Lead to behaviour that prejudices good order and discipline, such as disrupting other classes:
- A pupil persistently refuses to follow an instruction to leave a classroom;
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples, use of force would be reasonable if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied, and could not realistically be dealt with by other means.

Those pupils (SEN) who are considered at greater risk of needing restrictive physical interventions will have this discussed with a) pupils and b) parents/carers – See (Reducing the need for restraint and restrictive physical intervention – HM Government June 2019)

A positive handling plan sets out the techniques that should be used and those that should not normally be used. An individual risk assessment is appropriate where it is known that force is more likely to be necessary to restrain a particular pupil. Positive handling will only be used by staff who have received the relevant training.

Using Force:

- Other strategies must have been used before force/ restraint is.
- Emergency/ high risk situations mean that force is justified eg: Child running on to a busy road.

- Make every effort to avoid causing injury.
- Avoid touching/restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Type of Force:

- Passive physical contact resulting from standing between pupils or blocking a pupil's path.
- Active physical contact eg:
 - Leading a pupil by hand/arm
 - Ushering a pupil away by placing a hand in the centre of the back
 - Use of restrictive holds (extreme circumstances and only by those trained.)

Reporting and Recording Incidents:

- Record all significant incidents in which force has been used on CPOMS
- Analyse and discuss the incident, including time out for staff/children when appropriate.
- Parents/carers will also be informed
- Any injuries sustained in the incident will require an accident form completing.

Appendix

(All:Staff – Behaviour – Behaviour Policy – Appendix)

- 1** Code of Conduct
- 2** A consistent approach to BeWELL
- 3** Behaviour Reflection Sheet – Key Stage 2
- 4** Behaviour Chart
- 5** Behaviour Log Instructions
- 6** Behaviour Letter One
- 7** Behaviour Letter Two
- 8** Behaviour Letter Three
- 9** Investigation Logs
- 10** Use of force - Significant Incident Log