



# School Behaviour Policy

(including exclusions)

2025-26

## (STATUTORY)

<p><b>Other Information:</b></p> <ul style="list-style-type: none"><li>- Includes references to anti-bullying (but anti-bullying policy now separate)</li><li>- 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</li><li>- See also: Child Protection Policy; Managing Allegations of Abuse Policy, Positive Handling Policy, Anti-Bullying Policy</li><li>- Team Teach Training/Safer Schools Training (Aut 2023)</li></ul>	<p>Written statement of Behaviour principles is an integral part of this policy. In reviewing/revising these, school will consult with stakeholders.</p> <p>Changes for 25-26:</p> <ul style="list-style-type: none"><li>- Support section added</li><li>- Outside of school section added</li><li>- Mobile phone update (following DfE guidance 19.01.26)</li></ul>
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**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:**

<b>Parents/Carers</b>	<b>Pupils</b>	<b>Staff / Governors</b>
To provide positive role models.	To support and care for each other.	To provide positive role models.
To teach children to respect other people's feelings and property.	To respect each other's property and work.	To be consistent in dealing with children.
To be aware of the school's values and expectations.	To listen to others and respect their opinions.	To promote and share the aims and expectations of the school.
To support the values and expectations of the school.	To take responsibility for their own actions and behaviour.	To have high expectations of the children.
To ensure their child is ready and alert to learn on arrival at school.	To do as asked by all members of staff.	To meet the educational, social and behavioural needs of the children.
To liaise with school regarding issues, which may impact upon their child's/others behaviour in school.	To uphold the 3Rs at all times.	To provide a stimulating curriculum.
To acknowledge and reward good behaviour and celebrate success.		To acknowledge and reward good behaviour and celebrate success.
		To teach self-awareness, managing feelings, motivation, empathy and social skills appropriate to age and understanding.
		To communicate and liaise closely with Parents/Carers.

Our Behaviour expectations are based upon a set of values, created by pupils and staff.

There are 3 key values that we expect all pupils to uphold:

**Ready**  
**Respectful**  
**Responsible**

**- we refer to these, in school, as the 3Rs**

(These values have replaced the previous code of conduct: Be WELL, in order to move to a behaviour system based on beliefs, rather than compliance or rules).

### Code of Conduct

Rewards	The 3Rs	Consequences
Praise Stickers Prizes Letters Phone calls/messages home Certificates Dojo points Class rewards Celebrations Always bands 3* HT awards	<b>Ready</b>	Warning Five minute reflection Work in another room in school See a senior member of staff Parents/carers contacted/letter sent home Parents/carers meet with school Behaviour chart/report Internal/external exclusion
	<b>Respectful</b>	
	<b>Responsible</b>	

Each class have personalised the 3Rs, into age-appropriate statements that are specific and meaningful for them, for that year. During the year, each class will review their statements, and make the necessary changes to reflect their developing needs. The 3Rs are displayed in every classroom, and are referred to regularly and proactively.

### Our Approach

Staff are expected to adopt a positive approach to behaviour management. The emphasis should be on positive reinforcement - recognising and focusing on positive behaviours rather than negative ones.

Everybody is encouraged to STOP, THINK, FLOP IT, DON'T FLIP IT! This approach encourages individual responsibility, reflection and a positive mindset, and thereby reduces the likelihood of disruptive behaviour.

Examples of this approach include:

- Walk as opposed to don't run
- Talk quietly as opposed to stop shouting
- Thank you for being ready to learn as opposed to you're not ready!
- Kind hands as opposed to stop hitting
- Highlighting the pupil(s) doing the right thing, not those that are doing the wrong thing

It is the responsibility of the staff, in all areas of school, to manage behaviour in a calm and appropriate manner. Any raising of voices by staff, should be done in a proactive and deliberate manner (and used sparingly).

Staff should ensure they adopt a fair and unbiased approach when dealing with all pupils, and should ensure that all the relevant information has been gathered before making a decision about next steps.

## Rewards, Consequences and Support

### 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 3Rs.

**Always Bands** – Children are awarded Always Bands, when their behaviour consistently uphold their 3Rs. In order to achieve such consistency, each teacher monitors their pupils’ behaviour against their 3Rs, using Class Dojo.

When children have consistently demonstrated a balance of all aspects of the 3Rs, they are awarded an Always Band. Pupils are able to track their own progress towards this goal, using Class Dojo. 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 3Rs.)

### Consequences:

When behaviour is deemed inappropriate, and does not meet our expectations, appropriate consequences are given:

Warning	A child who is displaying low-level disruption will be reminded of the school values: “You are not READY because...” “You are not being RESPECTFUL because...” “You are not being RESPONSIBLE because...” “That is your WARNING”. Staff will make a discrete note of the child’s name.
Five minute reflection	If this behaviour persists, then this means that the child has chosen not to listen to an adult and/or change their behaviour. “You’ve had your warning, it’s five minutes reflection time at the end of this lesson/session.” At the end of the lesson/session*, when the class have been dismissed, the child will be expected to discuss their behaviour using the ‘reflection and repair’ sheet. (Appendix A) Staff will initiate a countdown timer for 5 minutes. The staff member will then join the child to discuss their behaviour, which will include informing parents via Class Dojo using the reflection button. After 5 minutes, the child is expected to apologise and staff will complete the meeting

	<p>with:</p> <p>“Thank you for your reflection – fresh start next lesson/after break/next day”.</p> <p>The child will then leave the room.</p> <p>The completed reflection sheets should be stored securely class (until requested).</p> <p>*In KS2, afternoon ‘five minute reflection’ time MUST be completed at the end of the day. Parents/carers, who are picking up after school, will be expected to wait until the reflection time has finished.</p>
<b>The ‘warning-reflection’ cycle begins again next lesson/session/day.</b>	
Beyond	<p>If the child chooses to not adhere to the consequences above, then they will work in the nearest alternative classroom.</p> <p>Any instances of verbal or physical abuse will result in a five minute reflection.</p> <p>The number of reflections will be monitored by the class teacher – where a child has completed 2 reflection sheets in a single day and/or has reached a total of 3 in a week, or when a cumulative total of 5 has been reached. This will then be entered onto CPOMS and will result in a timeout (at least one lesson/session and break away from peers).</p> <p>A meeting with parents will take place with the class teachers</p> <p>If the number of reflection times does not reduce from this point, then further time away from their peers including recreation time will take place. A meeting will be held with a member of the Senior Leadership Team to discuss next steps.</p>

*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.*

**Behaviour Report** - 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 ‘reflection’ 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 ‘reflections’, during the same half term, letters are sent to parents/ carers, in order to keep them informed:

#### **Support:**

We acknowledge that, at times, some children require additional support to help them understand and/or manage a given situation or time in their life. Example of this might include:

- victims of bullying	- perpetrators of bullying
- witnesses of domestic abuse	- witnesses of sexual abuse
- pupils with 4+ ACES	- pupils who have had an suspension
- pupils with long-term absence	- pupils facing bereavement
- pupils who have suffered trauma	- pupils with significant illness/medical condition

Strategies that may be used as part of support:

- Chosen friend to spend 1:1 time with	- Play therapy (external support)
- Private space	- Indoor opportunities (eg. jobs in school, quite space)
- Home for lunch	- Outdoor opportunities (ej. Jobs, playground change)
- Split playgrounds	- Safety Plan
- Access to a trusted adult	- Early Help Assessment

- Home visits
- Signposting to other services
- Reduced timetable

As with any additional support/intervention, it is important that this is reviewed regularly. This will be done on a weekly basis, to check impact, suitability and transition. For example:

- If a child has been staying inside at lunchtime, undertaking selected jobs, we will need to consider carefully how they transition back to going outside, once they are ready to do so.

**Behaviour Log** - Any incidents of 'reflection' 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

### 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 a pupil's behaviour causes a significant safety risk to themselves or others, they may be placed in isolation (supervised). Isolation may also be used for a pupil who has been excluded, but school are awaiting the arrival of parents.

**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 personal.
- 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. **\*See Positive Handling Policy**

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.

### Reporting and Recording Incidents:

- Record all significant incidents in which force (positive handling) 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.

### **Behaviour outside of the school premises (including online)**

Although section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, we do not have the resources to play a role in such matters (unless it meets social care safeguarding thresholds). Instead, we encourage parents or members of the school community to resolve matters amicably between the parties involved and/or report any serious incidents to the police.

## **MOBILE PHONES**

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is not allowed to be used in school from 8.40am to 3.20pm.

Where pupils decide to bring a mobile phone (or other smart technology) in to school (eg. a Y6 child may need a mobile phone if walking home alone or attending an after-school club or community activity), the expectation is that the device is handed in to the class teacher (for the school day) – to be kept in a locked cupboard. Whilst every effort is made to keep these devices secure, school accepts no responsibility for any loss or damage.

School has the power to confiscate mobile phones or similar devices as a disciplinary penalty where the mobile phone policy is clearly breached (eg. where a mobile phone is used by a pupil or is heard ringing in a pupil's bag/coat). The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

Headteachers, or staff they have authorised, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a mobile phone or similar device.