



## **Behaviour Policy**

*At Lakes Primary School, we aim to provide a positive learning experience for every individual, which ensures that everyone achieves beyond their ambition. We take pride in the fact that we have a safe, enjoyable, respectful learning environment, which promotes self-belief, confidence and resilience - because everyone in our school community matters.*

This policy should be read in conjunction with our school policies for:

- Anti-Bullying
- Equality and Diversity
- Teaching and Learning
- Special Educational Needs
- Safeguarding/Child Protection
- PSHCE
- Learning Outside the Classroom

### **Aims:**

At Lakes Primary School we strive to create an ethos and environment that will develop children into individuals who behave well and tolerate, care and support each other but who are also independent and can think for themselves. We want all members of our school community to be highly motivated and have a good self-image.

In order to achieve this, all members of the school community will:

- Treat each other as we wish to be treated ourselves
- Talk and listen to one another in order to understand and respect each other
- Be fair and consistent
- Value, take pride in and care for the school by looking after school property and equipment
- Think positively and say, 'I can...'

### **Involving Parents and Carers:**

Lakes Primary School is committed to developing positive relationships with parents and carers and we readily encourage and value their commitment towards supporting our school aims. So that children receive consistent messages regarding expected behaviour, we work collaboratively with all of our families, building a supportive dialogue between home and school. Information about ways in which parents can help and support their children will be provided through school newsletters and leaflets as well as during parent consultation meetings.

Staff will also seek informal opportunities to discuss a pupil's behaviour with parents/carers at the earliest opportunity. We expect that intervention and discussion at an early stage will resolve any minor issues quickly and prevent them from escalating.

Where appropriate, staff will make referrals to external agencies who may be able to provide further support with managing behaviour. This may be through a referral to the School Nursing Team, to Early Help or to specialist services such as The Link or CAMHS.

**Role of Parents/Carers – as set out in our Home School Agreement:**

- See that my child goes to school regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for learning and behaviour.
- Support my child with homework and other opportunities for home learning.
- Attend consultation evenings and discussions about my child's progress.

**Classroom Environment:**

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and should take into account pupils' preferred learning styles. The learning environment will be clean, tidy and attractive with quality resources used that both support and motivate pupils. It is our belief that there is a very strong link between high quality teaching and learning and good behaviour. Children who are suitably challenged and engaged are less likely to present with challenging behaviours.

**Rewards:**

At Lakes Primary School we believe that children should be encouraged to behave well and work hard. Whilst our aim is that children should do this simply for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We have a number of systems in place in order to reward positive behaviours – as set out below:

- Gems – *rewarded as part of the whole school 'house' system*
- Weekly 'Star Pupil' postcards home
- Certificates or notes home from class teachers
- Reward stickers given for pupils to wear or displayed on work in books
- Opportunities to share work with other teachers including the Head Teacher
- Termly 'Medal Winners' – *presented in a celebration assembly at the end of each term to which parents and carers are invited*
- Golden Time – *additional time given for pupils to enjoy a choice of activities which may include play time outside or the opportunity to use games and equipment of choice in the classroom*

We believe that all children should have the opportunity to receive positive encouragement and that everyone has a fair chance to enjoy the positive rewards listed. Children's success, both in their work and in their behaviour, should be measured against their previous performance rather than against that of other children in the class.

### **Consequences:**

The primary aim of our behaviour policy is to promote good behaviour. However, we do have school rules and staff do not ignore unacceptable behaviour. In line with government guidelines, teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a 'punishment'.

At Lakes Primary School, we follow a consequence system, which is designed to teach children that there is a consequence to inappropriate behaviour. 'Our Behaviour Consequences' are displayed in all classrooms and working areas throughout school:

### **Our Behaviour Consequences**

- 1) General reminders to the class as a whole – e.g. noise level reminder, hands up and not shouting out
- 2) First warning (verbal)
- 3) Second warning (verbal)
- 4) Third warning (verbal). At this time, time out 'thinking time' in the classroom will be given – short period of time and then re-join the class\*
- 5) Loss of Golden Time (KS1/LKS2) Loss of break time/lunch time (UKS2)
- 6) If behaviour is extremely disruptive, and/or all other consequences have been used without success, children should be sent to isolation in another classroom\*\*
- 7) In case of an emergency – behavioural or otherwise, the red triangle should be sent to Mrs Madden. In her absence, send the red triangle to Miss Furness.  
*If both Mrs Madden and Miss Furness are unavailable, red triangles should be sent to a member of the Senior Leadership Team.*

In addition to the consequences set out above, there may be occasions where children are set extra work or asked to repeat unsatisfactory work until it meets the required standard.

\*During thinking time, timers may be used, if appropriate, in order to limit the time spent in time out and allow the child to then re-join the class independently, once the timer has ended. This also limits the amount of time that the teacher is taken away from teaching the rest of the class.

\*\*A period of isolation, completed in another classroom, will be supervised by the teacher in charge of the class to which the child is being sent. The child will be sent with some work to complete during their time in isolation. The time for which the isolation will last will be decided upon by the class teacher but it should provide the child with sufficient time away from the classroom in order for them to calm down or think about the cause of their actions.

*All consequences will be proportionate and account will be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.*

### **Children with Special Educational Needs:**

We pride ourselves on creating a school community where everyone feels included, valued and respected regardless of race, nationality, gender or ability. Our ethos very much values everyone as individuals and we strive to raise self-esteem whenever we can: we are proactive in promoting and protecting the emotional wellbeing and mental health of everyone in our school community. As such, the context of the situation and the individual child's needs will be fully taken into account when the consequence system is applied.

Particular consideration will be given to pupils with special educational needs where their behaviour might arise from their particular need or condition. The school will work collaboratively with parents and carers, as well as other agencies, if appropriate, in order to ensure that these behaviours are suitably addressed as they occur. For those children with an Education and Health Care Plan (EHCP), additional adults may be assigned to them who will provide them with extra support. Any adults working with or alongside the child will receive support and training both in-house and from external providers as necessary.

### **Safeguarding - including peer on peer abuse:**

*Please also refer to our Safeguarding and Child Protection policies.*

As a school, we will consider whether the behaviour displayed gives cause to suspect that a child is suffering, or likely to suffer, significant harm. Where this may be the case, our school policies for safeguarding and child protection will be followed. Where behaviour is continually disruptive, we would consider whether this is as a result of unmet educational or other needs and a multi-agency meeting may be called.

The Keeping Children Safe in Education 2019 document acknowledges that children can abuse other children: this is generally referred to as peer on peer abuse. This can take many forms including: bullying (as well as cyberbullying), sexual violence and sexual harassment, physical abuse (e.g. hitting, kicking, shaking, biting), sexting and hazing-type violence and rituals. Where sexual harassment or sexual violence occurs, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead must be informed. If required, they would discuss the incident with the police and children's social care colleagues.

### **Pupil Support Systems:**

During their time at school, some pupils may require extra support with managing their behaviour. As a school, we employ a fully qualified Emotional Literacy Support Assistant (ELSA) whose role is to support children in school to understand and regulate their emotions whilst also respecting the feelings of those around them. This is a time-limited intervention used to support the development of specific skills and may include work on: anger management, self-esteem, social skills, friendship issues or social stories. The priorities for the individual pupil will be discussed with the class teacher and consent for ELSA work will be obtained from parents/carers. Further information regarding ELSA can be found via the website: <http://www.elsanetwork.org/>

We also employ an independent counsellor, who works with us in school in order to improve the emotional well-being of children and their families. Referrals to the counsellor

may be made by staff members or by parents and carers. Further information regarding this service can be found via the website: <http://www.time4youcounselling.co.uk/>

### **Learning Outside the Classroom (LOtC):**

*Please also refer to our Learning Outside the Classroom policy.*

At Lakes Primary School, we believe that all pupils should be given the opportunity to engage with extended learning activities beyond the classroom. In order to ensure that pupils are free to develop their play without fear of being hurt or hindered by anyone else, staff will ensure that the expectations of behaviour are clear and consistent, regardless of the setting.

### **Preventing Bullying:**

*Please also refer to our Anti-Bullying policy.*

Bullying is deliberately hurtful behaviour repeated over a period of time. In school, we use the term STOP 'Several Times on Purpose' with the children so that they can identify whether they perceive it to be bullying.

In order to prevent bullying, we:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for victims
- Teach pupils about their relationships with others through the curriculum
- Write stories or poems or draw pictures about bullying
- Read stories about bullying or have them read to a class or assembly
- Make up role-plays
- Have discussions about bullying and why combating bullying matters

Parents/carers are encouraged to report serious bullying incidents (that occur anywhere off the school premises) to the police as soon as possible.

### **Reasonable Force:**

In line with government guidance, staff have the power to use reasonable force in order to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

At Lakes Primary School, our Senior Leadership Team are trained in Team-Teach. This is a programme designed to help staff understand and manage disruptive and challenging behaviour in a way that is reasonable, proportionate and necessary. The programme focuses on de-escalation as the primary method for dealing with behaviour and holds the key principle that physical intervention is the last resort and only used in order to protect those involved. Through this programme, staff are trained to hold children safely – this form of behaviour management is only used in situations where the behaviour displayed poses a risk to themselves or those around them.

Should a situation arise which requires staff to use the Team-Teach holding techniques, parents and carers would be informed and a record of this would be made via our online monitoring system (CPOMs).

*“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe,” - (George Matthews - Director)*

Team-Teach training will be revisited and ‘refresher’ training will be provided in line with the programme requirements. Further information regarding this programme can found via the website: <http://www.team-teach.co.uk/>

### **Fixed-Term and Permanent Exclusions:**

In the unlikely event of continuing unacceptable behaviour that negatively impacts on the education and/or safety and wellbeing of pupils, it may be necessary to consider an exclusion from school. We do not wish to exclude any child from school, but sometimes this may be necessary.

In the first instance, we would consider a school-based exclusion, where the child would be sent to a different primary school in the area (usually for one or two days). They would be supported by a 1:1 assistant and would remain isolated from the other children at that school. During their time there, they would complete work set by their class teacher.

Only the Head Teacher has the power to exclude a child from school - in the absence of the Head Teacher, the Deputy Head Teacher would assume such responsibility. A child may be excluded for one or more ‘fixed-term’ periods, for up to 45 days in any one school year. On their return to school, a plan will be developed in order to support the pupil’s successful reintegration into the classroom.

In extreme and exceptional circumstances, the Head Teacher may permanently exclude a child from school. A decision to exclude a pupil permanently should only be taken in the following circumstances:

- a) in response to a serious breach, or persistent breaches, of the school's behaviour policy
- b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Confiscation of inappropriate items:**

Under government guidance, members of staff have the power to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. This will include:

- Any item posing a threat to others - being used to distract and possibly harm other pupils or staff

- Any item posing a threat to good order for learning
- Any item which is against school uniform rules
- Any item which is illegal for a pupil to have

**Conduct outside of the school gates:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'. This includes behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to/from school
- Wearing school uniform
- The pupil is in any other way identifiable as a Lakes Primary School pupil

Parents/carers are encouraged to report criminal behaviour and/or anti-social behaviour to the police as soon as possible.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and the same behaviour consequence system that is used when in school will be applied. Where poor behaviour occurs when a student is travelling to and from the school, the school again reserves the right to utilise the consequence system and/or an exclusion if appropriate. Pupils are encouraged to wear their uniform correctly when travelling to and from the school and should avoid any behaviour that could adversely affect the reputation of the school.

**Monitoring and Evaluation:**

The school uses CPOMS as an online system for recording and monitoring behaviour. All incidents, however minor, are recorded in order to support school staff in building up a picture of 'the whole child'.

The Deputy Head Teacher will be responsible for monitoring the effectiveness of this policy on a regular basis. She will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

**Review:**

This policy will be formally reviewed on an annual basis. However, the governors may review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how this policy might be improved.

This behaviour policy will be publicised to staff, parents and pupils at least once a year and it will also be published on our school website.

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