

Behaviour Policy

Lemington Riverside Primary School



Approved by:	The Governing Body	Date: September 2020
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Lemington Riverside Primary School

Behaviour Policy

Rationale:

At Lemington Riverside Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, will enable them to make the right choices.
- Encouraging good behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Good behaviour for learning allows children to work and participate to their full potential, completing assigned work in connection with their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The behaviour policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In this policy **Senior Leadership Team (SLT)** refers to the following staff members:

Mr. C Heeley (Head Teacher)

Mr. C Murphy (Acting Deputy Head Teacher and KS2 Leader)

Ms R Turner (Acting Assistant Head Teacher and KS1 Leader)

Miss V Jeffcock (Early Years Leader)

Mrs. L Annal (SENDCo)

Our School's Three Rights and Responsibilities:

Staff may re-word appropriately for age of pupil.

At Lemington Riverside Primary School we have 'Three Rights and Responsibilities' that all children, staff and visitors are expected to adhere to.

These rights and responsibilities should be displayed prominently around the school building.

The Three Rights and Responsibilities are:

- ✓ **Everyone has the right to learn - and a responsibility to ensure others can learn.**
- ✓ **Everyone has the right to be treated with respect - and a responsibility that others are treat with respect.**
- ✓ **Everyone has the right to feel safe - and a responsibility to ensure others feel safe.**

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching the language of feelings.
- Staff showing respect to one another at all times, without exception.

More specifically children must be taught:

- To move appropriately in, out and around the school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

Recognition Boards

Children who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Every classroom at Lemington Riverside must have a **recognition board** – this is a positive way of celebrating children who are demonstrating the values of the school and the three rights and responsibilities. It publically celebrates children who do the right thing.

A recognition board should contain the statements that the class are working towards – the statement should be in child-friendly language and personalised to the current needs of the class. E.g. “We are showing great manners to each other”. When a child achieves the statement, they should be publically congratulated and their name should be placed next to statement and rewarded one house point.

Rewards

These rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of **praise**, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement:

- Verbal praise
- House Points – at Lemington Riverside there are three house teams (Millennium Bridge, Swing Bridge and Tyne Bridge) of which all children are a member. House points can be rewarded for a number of positive reasons and can be saved on spent on items from the Riverside Boutique Reward Shop.
- Sharing good work with others- for example, the Senior Leadership Team and other members of staff.
- Sharing excellent examples of work via the school social media pages, Tapestry, etc.
- ‘Lemington Heroes’ awards awarded in a weekly achievement assembly.

To encourage children who are slow to follow directions and rules, staff must be skilful in **building a good relationship with the pupils** and must employ a range of strategies in conjunction with effective teaching (see above). When dealing with instances of poor behaviour the following strategies may be used as guidance:

- Praise of children nearby.
- A disapproving look.
- Stand close and encourage back to work.

- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is misbehaving in a lesson, always look to your own practice first and the content of the work. Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?

When children continue to ignore directions and/or are disruptive teachers may give a clear reminder using the class 'Rights and Responsibilities' display and give a reminder of the consequence so the child has a clear choice about following direction.

Sanctions and Consequences

These sanctions may be given to a child or a class when children do not demonstrate the 'three rights and responsibilities'.

Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement – we are all human – children like honesty and fairness. Never give a consequence without following it up. [There must be a fresh start every day.](#)

Each classroom will have a Recognition Board display with all children's names displayed on that board.

Sanctions must not be displayed anywhere in a classroom. Sanctions, wherever possible, should be private between the adult and the child – public humiliation damages children's self-esteem and confidence.

Sanction Levels within class/school:

Level 1: Non-verbal warning

Level 2: Private verbal warning / reminder

Level 3: Reflection time with the adult supervising the class at the next break time. A conversation is required with the parent/carer at home time.

Level 4: Consult with phase leader.

Level 5: Consult with the Assistant or Deputy Head Teacher.

Level 6: Consult with the Head Teacher.

Any behaviour incident reaching Level 3 or above should be recorded on CPOMS under the 'Behaviour' category with the Phase Leader being alerted. This is necessary to ensure repeat incidents of behaviour can be monitored and further actions be taken if necessary.

A 30 Second Script

I notice that you are (having trouble getting started/struggling to get going/wandering around the class).

It was the rule about (lining up/staying on task) that you broke.

You have chosen to (move to the back/catch up with your work at lunchtime).

Do you remember last week when you (arrived on time every day/got that positive note)

That is who I need to see today...

Thank you for listening. (Then give the child some 'take up' time.)

A 30 Second Script – Early Years/Key Stage One

(Line up/sit down) thank you.

You are not (lining up/sitting down).

I am asking you to (line up/sit down) or I will help you...

You are choosing to (miss your play/be last off the carpet).

Fixed Term Exclusions

Fixed term exclusions **may** be considered if all sanctions and actions have been exhausted or an incident is considered severe. If the incident (or incidents) are considered severe, the Head Teacher or, in his absence, the Deputy Head Teacher, may choose to use the exclusion process.

Reflection Time is the class teacher's responsibility and should be used for any child who has reached Level 3 or above. Reflection time should be spent having an age-appropriate verbal conversation with the child about their behaviour, the reasons for it and how a repeat of the incident can be avoided.

Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of a member of the Senior Leadership Team whether a pupil needs to have an internal exclusion, when, where and for how long. Pupils need to be sent with a reflection task to complete and their parents are to be informed that isolation took place.

Lunch time exclusions if a child is regularly causing disruption at lunch time the Head Teacher may take the decision to exclude a child for a fixed set of lunch times. If this is the case, the parent/carer will be required to collect the child at 12pm daily and return them to school for 1pm daily.

Behaviour Monitoring Reports are available for pupils with specific behavioural needs, where deemed appropriate. They are used to monitor behaviour and effectively communicate between school and home. Before a behaviour monitoring report is started a member of the Senior Leadership Team must approve this action.

Exclusion for serious incidents

For behaviours:

- 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 school reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Head Teacher (or in his absence the Deputy Head Teacher) in accordance with the ***DfE Exclusions from Maintained Schools*** guidance document 2017. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

Exclusion for serious incidents outside of school

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Head Teacher in accordance with the DfE Exclusions from Maintained Schools guidance document (September 2017).

Dealing with malicious allegations against staff

Please see the Safeguarding and Child Protection Policy.

Pupils with Special Educational Needs (SEND)

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator (Loise Annal) to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

School Family Support Worker and Outside Agency Support

The school's Family Support Worker (Paula Stones) may support behaviour where referred by the Head or Deputy Head Teacher. A meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system and notes of actions to be taken will be recorded.

Outer West Learning Partnership Support

The Outer West Learning Partnership can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Head Teacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps.

Bullying

Please refer to the Anti-Bullying Policy.

Routines

It is important that children are consistently taught a range of school routines that enshrine the 'Three Rights and Responsibilities':

- Good attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and lunchtime.
- Ensuring pupils have a clear understanding of the school timetable.
- Supervision during school and at break times is key to preventing incidences of poor behaviour. Close supervision/monitoring of identified pupils will take place in collaboration with the class teacher and break time cover staff. Close monitoring details will be recorded by the class teacher on CPOMS. The Bridge provision will also be used to provide more specific support for children with additional Social, Emotional and Mental Health needs at structured and unstructured times of the day.

Guidelines

Teachers will spend time teaching children the '**Three Rights and Responsibilities**' and the routines that they need to follow.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHCE resources, planning, teaching, visits and trips.

All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour. **You are not just responsible for your own class.** At any time, take the opportunity to praise children around school, in assembly, dining hall etc. Similarly, if you see misbehaviour in any setting you must challenge it, walking by, ignoring it or leaving it for someone else to deal with is tantamount to condoning the behaviour – consistency and clarity from everyone is the key to the policy working.

Absolute consistency is the key to any good behaviour strategy. Never overlook or fail to reward or impose sanction no matter how busy or time pressured you are. Lack of consistency will lead to pupils deliberately stretching boundaries. This must

be consistent across all staff at all times; each time we fail to take action either through reward or sanction, we let each other down.

Recording and Reporting Behaviour

The CPOM's electronic recording system should be used to record any incidents of poor behaviour. These are reported formally to the full governing body three times per year as part of the Head Teacher report.

How to debrief incidents - A restorative practice approach

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say 'I was not listened to' or 'I tell a teacher and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer without interruption the following questions (staff have laminated copies available at all times).

Restorative Questions:

What happened?

Has this happened before?

When did this happen?

How are you feeling?

How have you been affected?

Who else has been affected by this?

What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day.

Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

Recording Consequences

The class teacher must aim to inform parents each time a child reaches Level 3 or above. Staff should aim to, whenever possible, speak directly to a parent after school or make a phone call on the same day.

The Level 3 (or above) incident must be entered as a behaviour incident onto the CPOMS system by the member of staff dealing with the incident. The child's name, date and a full explanation of the incident must be recorded.

Behaviour reports will be monitored by the Head Teacher/Deputy Head Teacher every half term.

Severe Clause

We will use the Severe Clause Criteria when a child:

- Wilfully hurts another child or an adult.
- Wilfully destroys property.
- Wilfully and overtly refuses to do what he/she is told to thereby jeopardising the health and safety of the class.
- Engages in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.

Severe Clause Consequences

All such incidents will be dealt with by a member of the Senior Leadership Team who will decide on the appropriate course of action based on the facts of the incident.

Exceptions

In exceptional circumstances when a pupil is following a behaviour plan, an Educational Health and Care Plan or is following a programme devised by the Behaviour Support Service, the policy may not be followed as outlined above. This decision would be taken by the Head Teacher and professional team surrounding the child and would be detailed in the child's additional provision plans.

If the child still does not conform to the policy of the school, then the child will be considered for exclusion for a fixed period appropriate to the severe clause or the exclusion policy.

In the event of a very serious incident the Head Teacher will aim to contact the parent(s) immediately and the immediate exclusion policy may come into force.

Non-teaching and Support Staff

Non-teaching and support staff will implement the policy as outline above under the direction of the Class Teacher. Support staff should record and report these behaviours as appropriate, on the school's CPOMS system.

Break times/Lunch times:

Level 1 Positive reinforcement in the playground.

Level 2 Reminder of the rules.

Level 3 Told to stand next to a named adult for 2 minutes.

Level 4 A member of the Senior Leadership Team will be contacted and based on the information provided will decide on the next steps.

The member of staff on duty for each break must aim to ensure that details of inappropriate behaviour are recorded. It is the responsibility of the Head Teacher, Deputy Headteacher to monitor the behaviour records on CPOMS in order to analyse trends and provide targeted support.

The policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Exclusion Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Positive Handling Policy
- Attendance Policy
- School Complaints Procedure
- Home-School Agreement

APPENDICES

Appendix 1: Behaviour Monitoring Report



Lemington Riverside Primary School Behaviour Monitoring Report

Please note that behaviour monitoring reports must only be started following the approval of a member of the Senior Leadership Team.

Name:

Year:

Monitoring Period:

After each session a member of staff will complete the monitoring record with the child, discussing his/her behaviours.

If the behaviour has been positive in the session overall, a star (*) will be recorded.

The staff member will sign each recorded session.

At the end of the day, the child will review his/her behaviour with the Class Teacher. Both will sign and/ comment in the review section.

Date	Lesson 1	Break	Lesson 2	Lunch -time	Lesson 3	Lesson 4	Review of the day
Mon							
Tue							
Wed							
Thur							
Fri							

Review and Evaluation of Monitoring Period

Head Teacher/Deputy Head Teacher comment:

Signed: _____

Pupil comment:

Signed: _____

A copy of this report (once completed & signed) must be scanned to the child's CPOMS account

