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## BEHAVIOUR POLICY

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**Policy Review Cycle:** Annually

**Review Assigned to:** Levendale Primary School Local Governing Body

## LEVENDALE PRIMARY SCHOOL

### Behaviour Policy

#### Introduction

This document is a statement of the aims, principles and strategies for managing behaviour at Levensdale Primary School. We have high expectations for behaviour at all times and offer a consistent whole school approach involving all children, staff, parents and governors.

#### Rationale

Promoting positive behaviour helps to provide an environment where children can develop socially, emotionally and academically. This policy ensures that the following articles of the UNCRC are promoted at Levensdale: Article 2, Article 3, Article 12, Article 19, Article 28, Article 29, Article 37.

#### Aims

We aim to:

- Have clear expectations of behaviour by following the core principles: 'Be Ready, Be Respectful, Be Safe.'
- Develop responsibility, independence and consideration for others.
- Encourage children to respect property and our school environment.
- Use appropriate language and be polite towards each other.
- Value all members of our school community, including working with parents.
- Celebrate and reward children who behave well.
- Adhere to Levensdale's ethos of "Being the best we can be."
- Provide guidance for staff when dealing with inappropriate behaviour.

#### Principles of promoting excellent attitudes and behaviour

We work in partnership with staff, children, parents and Governors to promote positive attitudes and behaviour.

We seek to develop excellent attitudes and behaviour by:

- Encouraging self-motivation and independent learning.

- Ensuring our curriculum teaches children the skills and knowledge to become respectful and responsible members of our community.
- Focussing on positive behaviour strategies.
- Acknowledging children's achievements, including outside of school.
- Using appropriate reward systems.

### **Rewards**

To encourage excellent behaviour we use a variety of strategies.

Rewards may involve:

- Verbal praise
- Stickers and stamps
- Receiving tokens
- Certificates
- Sending good work to other staff members
- Special responsibility jobs
- Golden Time which is earned weekly
- Informing parents about good behaviour
- Individual Team points
- Whole class rewards
- Celebrating in assembly
- Working towards a goal
- Trophies
- Lunchtime awards

Where staff deem it appropriate, additional or individual reward or behaviour systems may be used to support children in managing their behaviour. This may include supporting children with Special Educational Needs or specific behaviour needs.

### **Golden Time**

Golden time happens weekly, and is used to reward children for demonstrating desired behaviour in school. This time has an educational focus, such as art, computing, physical activity, games, PSHE.

## **Early Years Foundation Stage**

Due to the age and maturity of children in Early years, staff do not use Golden time but rather follow the guidelines below:

### **Rewards**

Rewards for children in the Foundation Stage follow a similar format to those further up the school, with plenty of praise for good behaviour.

### **Sanctions**

Children who misbehave in class are given verbal warnings; after this they have timeout away from the rest of the class, which varies depending on the maturity of the child. Where behaviour is of a more serious nature, the Head Teacher or a Senior Leader will be informed. Parents are kept informed, where there are concerns about a child's behaviour.

### **Lunchtimes**

Lunchtime staff promote 'Be Ready, Be Respectful, Be Safe'. They award certificates to the children who they observe demonstrating these behaviours. These certificates are also celebrated in assemblies.

Where inappropriate behaviour occurs at lunchtimes, class teachers are informed and will follow the actions outlined in this behaviour policy.

## **Low-Level inappropriate Behaviour**

Low-Level inappropriate behaviour might include but is not limited to:

- Low-level disruption or talking in lessons
- Failure to complete an activity
- Refusing to follow an instruction or rudeness
- Not following the principles 'Be Ready, Be Respectful, Be Safe.'

Where a staff member deems a behaviour is inappropriate, they will respond using the following behaviour system:

- 1) Focussing on positive behaviour around the child – e.g. praising a child in the proximity or Looking at the child to acknowledge staff is aware of their behaviour
- 2) Verbal reminder/warning

If behaviour continues:

- 3) Loss of 5 minutes Golden Time
- 4) Loss of Golden Time in 5-minute intervals
- 5) If 15 minutes are lost in one day, parents will be informed.

If behaviour continues:

- 6) Spoken to by Head Teacher or Senior Leader, which may result in additional consequence such as missing break time.
- 7) Children may be asked to apologise to another child or staff member, if appropriate.
- 8) Parents informed.

Children will also have the chance to improve their behaviour and may earn back Golden Time that has been withdrawn by making appropriate choices. Any deviation from this policy must be agreed with the Head Teacher or a Senior Leader.

## **Serious inappropriate behaviour**

Serious inappropriate behaviour might include but is not limited to:

- Discrimination – not treating people equally
- Harassment – unwanted or offensive behaviour
- Deliberately chosen inappropriate behaviour
- All forms of Bullying, (including cyber-bullying, prejudiced based and discriminatory - see Anti-bullying policy)
- Refusal to comply with sanctions
- Possession of banned items, including drugs, tobacco, alcohol, weapons
- Theft
- Serious and deliberate damage to property
- Fighting and aggression

- Violent behaviour
- Persistent inappropriate behaviour
- Sexism and Sexual harassment or violence

Where behaviour is deemed to be serious, the school will have a zero-tolerance approach. Incidents will be monitored by Senior Leaders and parents will be notified.

Where a staff member deems an inappropriate behaviour is serious, they will respond using the following behaviour system:

- 1) Where appropriate, a child may be removed from the situation, such as sent to the Head Teacher's office or a quiet space.
- 2) The Head Teacher, a Senior Leader or a teacher will be sent for.
- 3) All racist, homophobic, or discriminative incidents will be fully investigated and recorded. Governors will be informed of the number of anonymised incidents.
- 4) Serious incidents will be recorded on cpoms, a secure recording system.
- 5) Parents will be informed and behaviour will be discussed with parents. This may involve planned meetings or a behaviour plan.
- 6) Withdrawal of privileges will be considered.
- 7) Sanctions, including loss or changes to break time and lunch times will be considered and appropriate to the severity of the behaviour.
- 8) Children may be removed from their classroom, if they do not respond to all other behaviour strategies. This should be at the decision of the Head Teacher and proportionate to the severity of the issue, considering the needs of all involved.
- 9) A child may be directed to a quieter room, for example to support them to regulate their emotions.
- 10) Children may be requested to apologise to another child or staff member, if appropriate.
- 11) Support will be provided for the child to enable them to improve their behaviour/and or reintegrate back into the classroom.
- 12) Support will be provided for any children who are impacted by another's behaviour.
- 13) Where another child is involved, parents will be contacted.
- 14) Incident of serious behaviour will continue to be monitored.
- 15) Referrals to outside agencies, including children's social care and the Police will be considered.

16) A managed move, a process to transfer a child temporarily or permanently to another school to improve behaviour may be used if it is in the best interests of the child, adhering to Government guidance.

### **Exclusions**

Most incidents can be dealt with following our behaviour system. In individual or exceptional circumstances, it may be necessary to exclude a child. This will always be a last resort but may be necessary in cases such as:

- Violence or threatening behaviour towards children and staff
- Intentional use of weapons on the school premises
- Persistent unacceptable behaviour, including at lunchtimes

The Head Teacher will determine if a child shall be excluded for a fixed term and will determine the length of the exclusion.

The school will ensure that discipline is reasonable in all circumstances and will consider the age, religion, SEMH needs and SEND needs, and other relevant factors, when deciding sanctions.

### **Use of Reasonable Force (Positive Handling)**

Where a child is at risk of endangering themselves, other children or members of staff, or to maintain safety, the school may use positive handling in response, which may include physical restraint. This is always used as a last resort.

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions that may be used by Teachers which involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

When considering using reasonable force, staff should consider the risks including specific vulnerabilities of the child, including SEND, mental health and medical conditions.

Physical restraint will at no time be used as a punishment.

Where reasonable force is used, staff will make a written record and parents will be notified.

### **Complaints against the use of force**

All complaints will be fully investigated by the Head Teacher. In the case of complaint against the Head Teacher, this would be investigated by a senior member of The 1590 Trust. The school's complaint policy should be adhered to.

### **Behaviour outside of school**

Schools have the power to sanction children for misbehaviour outside of the school premises to such an extent as is reasonable. This includes;

- conduct outside of the premises, including on-line
- when taking part in any school organised or related activity
- travelling to and from school
- when wearing school uniform
- where there may be an impact on the school day
- that poses a threat to another pupil
- that could affect the reputation of the school
- where a staff member is in charge or present

### **Staff**

At induction, staff will receive a copy of this policy. Staff will have training and regular opportunities to understand the expectations in this policy. This behaviour policy has been developed adhering to national guidance and in collaboration with staff.



### **Parents and Carers**

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents have an important role in supporting the school's behaviour policy and reinforcing it at home, as appropriate. Where a parent has a concern, this should be raised directly with the school.

### **Monitoring the effectiveness of the policy**

This monitoring will be carried out annually by the Head Teacher, who will engage with staff and children to determine the implementation and impact of this policy.

Governors will be kept informed of the effectiveness of the policy by means of the Head Teacher's Termly Report.

Incidents of a more serious nature are discussed immediately with the Chair/Vice-Chair of Governors, or members of The 1590 Trust, as appropriate.