



**Leighfield**  
Primary School

Learning for Life

# Behaviour Policy

**This behaviour policy should be read in conjunction with the schools:**

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

## Rational

At Leighfield Primary School we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the Leighfield community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

## Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.

- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

**At Leighfield our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.**

**Our School Rules**

- Always do your best
- Follow instructions straight away
- Show good manners at all times
- Care for everyone and everything

**School Aims:**

Leighfield Primary School aims for children to

- ◆ Reach their full potential
- ◆ Develop a positive self-image
- ◆ Be responsible and make informed choices

We

- ◆ Provide a supportive and caring environment
- ◆ Promote high achievement
- ◆ Encourage independent learning

**School Values and Learning Characteristics:**

| Resilience    | Pride            | Respect   |
|---------------|------------------|-----------|
| Independence  | Love of Learning | Tolerance |
| Concentration | Enthusiasm       | Teamwork  |
| Courage       | Optimism         | Kindness  |

**Roles and responsibilities**

**The advisory board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## **The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupils**

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

## **Behaviour Ladder System**

These will be displayed in every classroom. They are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils.

### **GOLD - Outstanding learning behaviours/attitude**

Displays the school values consistently throughout the day!

- \* An excellent role model for others; consistently tries their very best and is resilient and independent; produces outstanding learning and always follows school rules and values.

- \* A great ambassador for Leighfield Primary School!

### **SILVER - Good learning behaviours/attitude**

Displaying the school values

Is friendly and thinks of others; produces good learning consistently; asks to be challenged; shows some resilience and independence and follows all instructions, school rules and values well

### **GREEN - ALL CHILDREN START THE DAY WITH THEIR PHOTOGRAPH HERE**

**Displays the school values**

Is putting in lots of effort and works hard; is helpful to peers; produces good learning; follows instructions, school rules and values.

Is consistently kind and polite.

### **YELLOW- Not following the school values**

Unacceptable behaviour

- \* Not showing respect for others
- \* Not listening and interrupting others
- \* Disrupting others learning
- \* Not being tolerant of others
- \* Not taking pride in learning/environment
- \* Treating resources with disrespect
- \* Not following instructions
- \* Consistently not engaging in their learning despite prompts

### **RED- Not following the school values consistently**

Unacceptable behaviour

- Escalation of poor behaviour (worked down the chart)
- Intentional harm to another person – adult or child
- Being disrespectful to adults
- Disrespecting / damaging others' property on purpose
- Bullying
- Swearing and use of extreme inappropriate language including racist, homophobic comments.

What will happen?

- \* Sanctions based on the behaviours and impact on staff & pupils
- \* Loss of lunchtime and opportunity to reflect on behaviour
- \* If persistent, and dependent on the severity of the incident, parents to be contacted and meeting to be set up to meet with Headteacher and member of staff involved

At lunchtime all behaviours below green will be reset for the afternoon.

### **Lunchtime**

- School rules should be applied consistently and children reminded of them regularly. There is the same expectation for behaviour inside and outside of the classroom.
- Midday assistants will be responsible for recording any incidents and informing class teachers about any incidents and if any warnings had to be given.
- Children to be reminded that the playground is an extension of the classroom so all rewards/sanctions is similarly applied. See below:

|   |   |   |
|---|---|---|
| <p>If a child displays red behaviour, they will be asked to have 10 minutes reflection in the playground.</p> | <p>If a child displays yellow behaviour, they will be asked to have 5 minutes reflection in the playground.</p> | <p>If a child's behaviour is noticed for playing nicely, being helpful, being a good friend or being respectful, they will be given a green card to take to their teacher for 1 hp.</p> |
|---|---|---|

## Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Visit to the Headteacher for postcards
- ✓ Certificates
- ✓ Through celebration assembly ie Star of the Week and Good to be Green
- ✓ Special responsibilities given

## Housepoints:

Every child belongs to a House which reflects our school values and learning characteristics.

|                        |                   |                     |
|------------------------|-------------------|---------------------|
| <b>TEAM RESILIENCE</b> | <b>TEAM PRIDE</b> | <b>TEAM RESPECT</b> |
|------------------------|-------------------|---------------------|

A House point can be awarded by staff for any element of good behaviour or good work.

|  |  |
|--|--|
| One house point<br><b>(Pleasing)</b>       | Showing effort when completing a piece of work (input)<br>Displaying the learning behaviours<br>Representing the school i.e. being picked for a team<br>Staying on green in the ladder for the whole day   |
| Two house points<br><b>(Impressive)</b>    | Taking real pride in producing a piece of work (output)<br>Representing the school voluntarily i.e. attending community events<br>Ending the day on silver having not dropped any lower than green all day   |
| Three house points<br><b>(Outstanding)</b> | Outstanding display of the learning behaviours<br>Being a positive ambassador for the school, both inside and outside of school<br>Achievement outside of school i.e. music certificates or sporting success<br>Ending the day on gold having not dropped any lower than green all day |
| Five house points<br><b>(Exceptional)</b>  | Exceptional achievement i.e. winning a tournament, inter-school competition.<br>External praise given by members of public i.e. adults at school events or visitors at school  |

- Certificates are awarded for reaching particular milestones:  
50 House points – Bronze Certificate  
100 House points – Silver Certificate  
250 House points – Gold Certificate
- At the end of each term, each team will receive a reward dependent on whether they finished in 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> place. This reward will be agreed at the start of the term by all house and vice captains.

## Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to another class
- Expecting work to be completed at home, or at break or lunchtime
- Missing some of their social time to reflect
- Referring the pupil to the Emotional Literacy Support Assistant (ELSA) or a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Putting a pupil 'on report'
- Reflect and Reset at midday and/or at the end of the day

We may use an internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip the last resort.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Exclusions**

On rare occasions there may be a need to directly exclude a pupil. This means that the staged behaviour systems would have bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

- 1) **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime, a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- 2) **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- 3) **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

## **Off-site behaviour**



Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Head Teacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed.

### **Malicious allegations against school**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Suitable support for the mental health and safeguarding of the child will be provided.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

### **Physical Restraint**

A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the Care, Welfare, Safety and Security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. Possession of any prohibited items include: Knives or weapons, Stolen items, Tobacco and cigarette papers, Fireworks or any article a staff member reasonably suspects has

been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Pupil transition**

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Staff development and support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the advisory board every annually. At each review, the policy will be approved by the headteacher.