



## Behaviour Policy

This policy will outline our school’s expectations for driving excellent student behaviour, to include how good behaviour will be promoted and how behaviours that challenge are to be managed.

### Behaviour and Attitudes: What we aim to achieve.

At Linchfield Community Primary School we have high expectations for behaviour for learning and conduct. We believe that positive attitudes and mutual respect between adults and children leads to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children’s overall progress and attainment. The aim of our behaviour policy is to provide a clear framework for pupils, for parents, all staff and any other persons working in our school community, to enable a consistent and effective approach to behaviour management at Linchfield School. To achieve our aims, we all recognise the importance of following rules, developed from our School Values.

#### Linchfield School Values



### Our School Rules

Whole School Rules, based on our School Values, are agreed by the School Council at the start of each academic year. These rules are clearly displayed around school and regularly referred to when reviewing both right and wrong choices made by the children.

<b>Respectful</b>	<i>We take care of each other and our school. We treat everyone fairly.</i>
<b>Reflective</b>	<i>We evaluate our thoughts and actions and learn from our mistakes. We review and improve our work.</i>
<b>Resourceful</b>	<i>We are creative and make the best of what we have. We do not waste anything,</i>
<b>Responsible</b>	<i>We make good choices and take full responsibility for our choices.</i>
<b>Resilient</b>	<i>We always persevere and strive to do our best. We never give up.</i>



**Rewards and Consequences**

All classes adhere to the ‘**Good to be Green**’ Behaviour System which is clearly displayed in every classroom. Children begin each day with a ‘Green Card’ and will only be given a different coloured card if they choose not to display our Values and follow the School Rules. Dojo Points will be used to motivate and reward the children. The following system applies throughout the day for both indoor and outdoor activities.

Good to be Green	Stage 1	Stage 2	Stage 3
	<ul style="list-style-type: none"> <li>- Distracting others</li> <li>- Not trying their hardest</li> <li>- Calling out</li> <li>- Answering back</li> <li>- Saying unkind things</li> <li>- Lying</li> <li>- Ignoring instructions</li> <li>- Not respecting property</li> </ul>	<ul style="list-style-type: none"> <li>- Disrupting lessons</li> <li>- Repeatedly calling out</li> <li>- Repeatedly answering back</li> <li>- Aggressive shouting</li> <li>- Inappropriate language</li> <li>- Hurting another person</li> <li>- Running away / hiding from an adult</li> <li>- Repeatedly lying</li> <li>- Repeatedly ignoring instructions</li> <li>- Misusing property / equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Directed, offensive language</li> <li>- Repeated and intentional hurtful behaviour</li> <li>- Absconding from school</li> <li>- Stealing</li> <li>- Aggressively throwing furniture or objects</li> <li>- Intentionally damaging or misusing property / equipment</li> </ul>
Outcomes			
Good to be Green	Stop and Think Card	Warning Card	Consequence Card
<ul style="list-style-type: none"> <li>- <b>Positive praise from staff</b></li> <li>- <b>Earn Class Dojo Points</b></li> <li>- <b>Earn a sticker or stamp</b></li> <li>- <b>Earn a certificate</b></li> <li>- <b>Receive a Headteacher’s Award</b></li> <li>- <b>Earn a certificate for Class Dojo Points (Bronze, Silver, Gold, Platinum)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Child is made aware of inappropriate behaviour</li> <li>- Child is given encouragement to make the right choice</li> <li>- Moved to another area in the classroom to work</li> <li>- Self-reflection time</li> </ul>	<ul style="list-style-type: none"> <li>- Sent to another class within your Phase with work to complete.</li> <li>- Kept in at break to complete work which is within their capability</li> <li>- Child is made aware of inappropriate behaviour</li> <li>- Reflection time with Class Teacher or Support Staff</li> <li>- Parents informed by Class Teacher</li> <li>- Behaviour recorded on CPOMS</li> </ul>	<p>The following consequences will be decided and agreed at the Head’s discretion.</p> <ul style="list-style-type: none"> <li>- No breaktime</li> <li>- Work in isolation</li> <li>- Parents informed by Headteacher</li> <li>- Exclusion from school (temporary or permanent)</li> <li>- Behaviour recorded on CPOMS</li> </ul> <p>*Share the Behaviour Policy with parents.</p>



## **First Warning: Stage 1, 'Stop and Think Card.'**

Speak directly to the child using their name. Place a Stop and Think Card placed in the Good to be Green Wallet against their name. Describe the piece of behaviour that is unacceptable and give them a warning that they need to make the choice to stop. i.e. 'Jack, I can see that you are chatting to Elle next to you and you are stopping her from learning. This is your Stop and Think warning, I would like you to stop and get on with your own work quietly please.' It is fundamental to the system that children understand that at this stage they have the ability and 'power' to stop the progress of the warnings by making the right choice with their behaviour. If the child does choose the right behaviour choice, then this should be recognised verbally by the adult to reinforce the choice. i.e. 'Jack – I can see that you have made a good choice – I really like how you are sitting now – well done.' I will now remove your Stop and Think card. Well done. There is no necessity for recording this on CPOMs at this stage.

## **Second Warning- Stage 2, 'Warning Card.'**

Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and remind them that it is their second warning and as such a sanction will be applied. This will be proportionate to the negative behaviour and a guide for teachers on what sanction to apply in this situation are contained above in the 'Outcomes' table. It might for example, be equivalent to 5 minutes of time missed from the very next playtime, or a move to another classroom within the phase. CPOM's should be updated to keep a record of second warnings given to monitor behaviour patterns and consistency of application of the strategy. As with the first warning, it will be the expectation that the child will then make the correct behaviour choice. When they do, it must be recognised by the adult and positive reinforcement by appropriate praise as above where the child is named and their behaviour recognised so the child is in no doubt that their choice has been seen, recognised and appreciated.

## **Third Warning – Stage 3, Consequence Card.**

It is anticipated that this will be a rare occurrence, considering the demographic of the school intake. When a third warning in a lesson is required, the child will have the behaviour outlined to them and they will be told that this is the third warning in a lesson. The teacher will use their professional judgement to select one of three courses of action:

1. The child will leave the lesson and go immediately (accompanied if necessary or possible) to the appropriate senior leader;
2. The child will be taken at the next available break by the teacher to the appropriate senior leader;
3. The teacher might send for a senior leader to come to the classroom to speak to the child in-situ.

It will be at the discretion of the senior leader involved to decide on the appropriate sanction and inform parents. The Headteacher will be informed.

CPOMs record will be kept of the warning and subsequent action taken.

Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions. Staff should give warnings wherever possible – particularly for low level disruption, but there is no set requirement for warnings to be given if the behaviour warrants it. In extremely rare circumstances, it will be necessary to miss out some of the sanctions and go straight to Stage 3 Consequence, if a child is a danger to themselves or others; and as such is unsafe to be on school premises. Significant behaviour incidents must be recorded on CPOMS by the member of staff who dealt with the incident.

## **Please Note:**

In some cases, children will have specific plans (Pastoral Support Plans) relating to their behaviour. These will be formally recorded. They may be used for a short period or embedded over the medium to long term – depending upon pupil need. All such plans/systems will be shared with the class-teacher via the SENDCo.



## **Rewards and recognition of success**

All classes will use the same rewards system and no class will add to or change the system unless a child has an IBP or PSP.

Positive behaviours should be recognised verbally wherever possible. Verbal praise consistently applied (but not inaccurate or overly effusive) will always name the individual and outline the piece of behaviour that has been noticed. In this way, the expected and desired behaviours will be clearly communicated to the others in the group/class.

i.e. *'I can see that \*\*\*\*\* is sitting really quietly on the carpet and ready to listen. Thank you \*\*\*\*\*. I wonder if anyone else can follow your example?'*

Class Dojo Points can be given out when children display the school values. The school will have clear discussions about when points will be given and how the consistent and fair use of this system should be ensured across the school.

Whole school celebration assemblies will be used to celebrate both individual and group achievements related to the school values.

## **Curriculum supporting learning Behaviour**

From the earliest learning in the school, the structure of the curriculum will support the school behaviour expectations and protocols. The Reception classes will learn through the 'Plan, Do, Review' model, where they will learn to make reasoned choices, plan out their thinking, evaluate their performance and become autonomous in self-directed learning activities. They will take responsibility for getting equipment out and putting it away. They will learn to select the correct and appropriate equipment for the job they are doing.

This will dovetail into the way that children will be encouraged to reflect on their behaviour and the impact on themselves and others around them, allowing them to start to reason about consequences and make good choices.

This will give them a very strong foundation for great learning behaviours as they head in to Year 1 and beyond. A strong and sequential PHSE and RHSE curriculum will allow all children to explore developmentally appropriate issues across the school, giving them the skills to be able to structure questions and support their feelings and mental health.

This will also teach from the earliest years about respect and consent – at a developmentally appropriate level. Children will learn about the protected characteristics and about the school expectations for how they celebrate inclusion and diversity.

The curriculum itself promotes enquiry skills, with children having opportunities through all subjects to investigate, test hypotheses and use their reasoning skills. They will learn strong learning behaviours, where the curriculum engages and stimulates interest and really keeps the children focussed on their learning.

## **Promoting positive learning behaviours**

We do not believe that compliant or passive behaviour is strong learning behaviour. Just because a child is sitting quietly does not mean they are learning!

We will expect all our adults in school to support and promote strong learning behaviours, working with children to support how and when to engage in the following:

- Self- regulation and staying on task
- Asking questions
- Seeking support when having difficulties
- Helping others where appropriate
- Listening effectively – this is checked by the teacher as passive behaviour can often be mistaken for listening
- Organisation – looking after personal belongings and having the right tools for the job
- Sharing ideas and listening to others when asked i.e. when asked to work with a 'talk partner'



Children should have periods of time where appropriate where they can and do work in silence and we will give them the support over time to be able to do this.

Adults will be explicit about what they expect and will use the positive modelling approach from earlier in the policy to show what expectations are.

## **Addressing violent behaviour**

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e. threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately and a senior staff member should be involved.

- An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.
- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged – timed and dated and assigned to key staff on CPOMs as soon as humanly possible after the incident, with all necessary follow ups logged as further actions or information is available.
- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

## **Preventing Bullying**

Bullying is defined in our setting as any behaviour that is undertaken with the express intent to hurt another person physically or mentally.

This may include (but this list is not exhaustive):

- name-calling
- racist and sexist behaviour
- making threats
- making people feel small
- hurtful remarks and personal comments
- dares – making someone do something they do not want to
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- hiding belongings
- pressurising children to join in inappropriate behaviour
- other behaviour that makes someone feel unhappy.



Our whole school curriculum provision from Reception through to Y6 will have a strong focus on:

- Setting clear expectations for behaviour, what is unacceptable and why.
- Teaching children what bullying actually is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themselves! This includes in real life as well as in the online world.
- Spotting the signs of bullying in others – so they can help and support their friends;
- How to have the confidence to tell someone or support someone else to tell if it happens to them;
- A curriculum that emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage children to share these values.
- Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.

We recognise (reference the Ofsted survey report 'No Place for Bullying' June 2012) that evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be, homosexual or have protected characteristics.

We will ensure vigilance to check and monitor the experience both at school and in the wider world (including online) to make sure this is not happening for these groups of pupils.

The report highlighted that although staff may not see bullying, it may be happening so good communication and trust with children is essential.

Staff must always be aware of the contextual use of language around the school, on the playground and in cloakrooms etc, monitoring and checking that children know where the boundaries are between banter and behaviour that makes people feel threatened or hurt. PHSE lessons will support children to understand where the boundary exists and that might be in different places for different people.

This learning will only be secure when adults model and tackle every time the boundary is crossed.

If bullying is suspected, seen or reported, the following system will be in place:

- Senior leaders with responsibility for behaviour and welfare will be notified as soon as possible;
- A record will be started on CPoms by the person who raises the concern;
- Named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions logged on CPoms;  
If the incident is related to any form of race/hate relating to the protected characteristics, this will be dealt with according to the school's protocol;
- An appropriate sanction will be applied dependent on the circumstances and findings of the investigation. Children who are found to be bullying will always have a sanction applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record. This may involve exclusion according to the criteria set out in this policy;
- Parents of all the children involved will be informed and kept up to date with any investigation.
- Leaders will share information and data around bullying with the Trust and the governors to check for any underlying patterns or safeguarding issues that it might spotlight.
- The school will follow up on incidents of bullying with curriculum support through PHSE, RHSE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the children.

**Bullying records:**

All incidents of bullying will be recorded on the school's CPoms system. This will include as well the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required.



Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour. Leaders will share this information with governors and Trust central team

## **Tackling hate behaviour**

Linchfield Primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics. We will ensure that we:

- **Acknowledge the problem:**

We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower-level incidents will also not be tolerated i.e. challenging the culture of ‘banter’ that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the ‘ribbing’ or is compliant with this in order to fit in.

- **Secure a commitment from all senior leaders.**

At Linchfield Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.

- **Provide training for all staff.**

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, learning mentors, teaching assistants and staff working in the school office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

- **Update policies and procedures.**

All policies will be reviewed and updated regularly to ensure that they include lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such as training for the designated officer for child protection, and policies will ensure that staff have a good level of knowledge about tackling prejudice-based bullying.

- **Tackle homophobic and transphobic language strongly.**

We will always aim to ensure that any use of such language, such as ‘gay’ as a derogatory term, was recorded and followed up. Incidents will be taken seriously and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours and we will include parents and carers, governors and the community in helping to combat poor behaviour.

- **Develop the curriculum to ensure we teach children about the protected characteristics.**

We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils’ families and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensure that the curriculum covers all types of diversity.

## **Screening and Searching**

There may be times when it is necessary to search pupils. Linchfield Community Primary School follows The Department of Education guidance which can be found at [www.education.gov.uk](http://www.education.gov.uk)



## **Exclusions:**

Linchfield Community Primary School as part of CIT believe that the very best place for learners is to be in school where they are safe and are learning.

However, we do recognise that as a very last resort there may be occasion where the school will need to exclude a pupil.

Our school will follow the CIT Trust Exclusions policy.

The principal legislation to which this policy relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Only the head teacher (or the senior leader who has delegated headship responsibilities in the absence of the headteacher) can exclude a pupil and this must be on disciplinary grounds.

Governance – responsibility for dealing with exclusions sits at the Local Assurance Board with the Trust Board being informed about the situation on a regular basis.

Exclusion periods:

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

**Behaviours that might trigger exclusion at Linchfield Community Primary School** (this list is not exhaustive):

A decision to exclude a pupil permanently will only be taken:

- 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.

Actions that we consider harmful:

- If a pupil brings a weapon in to school, uses a weapon or threatens to use a weapon;
- If a pupil uses or threatens to use sexual violence;
- If a pupil uses behaviour that threatens or endangers another pupil;





- If a pupil uses behaviour that threatens or endangers any member of staff;
- If a pupil persistently bullies another child;
- If a pupil uses persistent foul, derogatory or prejudicial language or behaviour towards another child or adult in the school;
- If a pupil shows persistent disruptive behaviour in class that leads to a disruption in learning for others;

### **Notification of parents:**

If a pupil is excluded then we will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

- We will also, without delay, provide parents with the following information in writing:
- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents’ right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

### **Training needs:**

Training Needs will be identified and addressed within the school’s financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

### **Monitoring of the policy:**

The effectiveness of the above policy and our practice will be evaluated every year. The Head Teacher in consultation with the whole school community will carry this out.

<b>This policy was adopted:</b>	September 2021
<b>Review Cycle:</b>	Annual
<b>This policy was subsequently reviewed:</b>	September 2022
	September 2023