

LEOPOLD PRIMARY SCHOOL GOOD BEHAVIOUR POLICY

Reviewed: July 2021

Next review: September 2022

Introduction

At Leopold Primary School we seek to create and provide an environment in which effective teaching and learning can take place. We have high expectations for our children in both their learning and their behaviour. We work to create a positive learning environment within the school, that ensures that our approach to behaviour management and discipline is consistent, and understood by all the staff, pupils and parents. Positive behaviour is promoted through our Personal, Social, and Health Education (PSHE) curriculum. At Leopold we believe that discipline includes self-control and reflection. We do this by encouraging children to reflect on experiences, understanding the impact of behaviour on others and the wider community, and the know how to express concerns.

It is our aim that every child should:

- experience school as a happy, safe and secure environment where they are encouraged to develop physically, morally, spiritually and emotionally
- develop positive self-images and show respect for themselves, for others and for the environment
- have high expectations of their own behaviour
- develop increasing independence and self-discipline so that they accept responsibility for his/her own behaviour
- become self-motivated, confident, independent learners who fulfil their potential
- experience positive links between the school, home and wider community
- develop tolerance and understanding of their own and other people's culture, beliefs and customs and learn to value diversity

We aim to:

- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Ensure that children are safe and that they know the boundaries of acceptable behaviour.
- prevent bullying (hurtful behaviour repeated over a period of time) in all forms including physical, verbal, social and online bullying
- encourage the involvement of both home and school in the implementation of this policy

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Fireworks

- Pornographic images
- 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)

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

STAFF RESPONSIBILITIES:

- treat all children fairly and with respect
- raise children's self-esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum
- recognise that each child is an individual and be aware of their special needs: adjust learning programmes to provide personalised learning
- liaise with the inclusion team and external agencies, as necessary, to support and guide the development of each child
- create a safe, welcoming environment both physically and emotionally

- set out and use rules and sanctions clearly and consistently
- be a good role model
- form good relationships with parents so that all children can see that home and school are working together
- provide opportunities for children to take responsibility both within the classroom and through general school duties
- develop a Classroom Charter with children at the beginning of the school year, so that children know how they are expected to behave
- encourage children to take care of their own property, their school, and the property of others
- praise good behaviour both privately and publicly

The role of the Headteacher:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors.

The Headteacher:

ensures health, safety and welfare within the school

keeps records of all reported serious incidents

has the responsibility for giving fixed-term exclusions to individual children for serious inappropriate behaviour

may also permanently exclude a child

The role of Governors:

The governing body has the responsibility of monitoring standards of discipline and behaviour, and of reviewing their effectiveness.

Pupil Responsibilities:

- to take responsibility for their behaviour
- to be helpful and polite to all members of the school community
- to work and play co-operatively showing respect for each other's work, views, beliefs and ideas
- to try their best in all activities and to take pride in their work
- to keep the school rules
- to speak to an adult if they have a problem or when things go wrong
- to say sorry and suggest ways of making amends
- to accept a consequence/sanction if they have done something wrong
- to move around the school in a sensible and safe manner and show care for the school environment

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their children's learning, and to co-operate with the school, giving full support to the school's policies and guidelines for behaviour. We inform parents immediately if we have concerns about their children's welfare or behaviour. The school expects parents to provide a good example to children in the way that they conduct themselves in school and to deal with any problems or conflicts in a calm manner. We expect parents to demonstrate they value education and respect the work of the school by ensuring that their children attend and do not take holidays during term time.

STRATEGIES

Rewards:

The staff should recognise that positive encouragement promotes good behaviour in pupils and helps to raise their self-esteem.

We praise and reward children for good behaviour in a variety of ways:

- each week we nominate a child from each class to be 'star of the week'
- each 'star of the week' receives a certificate in the school assembly
- we distribute rewards through dojo points and stickers to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- all classes have an opportunity to celebrate achievements
- adults give descriptive/specific praise
- the attendance trophy is awarded to the class who has the best attendance in any week
- class rewards for collectively achieving recognition target

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are recognised in whole school assemblies for their achievements obtained out of school.

Positive reinforcement – Autumn 2021

During the first two weeks of this term, time should be taken to embed fundamental school practices such as sitting at a desk/ on the carpet appropriately, walking around the school building in a line, hand washing and sanitation etc. Dojo points should be awarded to children modelling these expectations until they become routine.

S.L.A.N.T – this acronym is a great reminder about the expectations to demonstrate engagement and interaction of the children during teaching. Please see Appendix 1 for a display idea.

Recognition board (Green Traffic Light) – At the beginning of this term, when setting the class charter with your classes, as a PD activity come up with a list of non-negotiables of the expectations for the classroom and help the children to uphold the golden rules, for example raising your hand to speak. Before each lesson and day, AM/ PM session a non-negotiable from your list should be picked and displayed as a class target. Where possible this should be next to your traffic light system, please see appendix 2. As the children consciously model the chosen target, they can place their name on the Green traffic light, the aim being for the entire class to have their name on the green board to earn a class reward.

Golden Rules:

- we are gentle
- we are kind and helpful
- we listen
- we are honest
- we work hard
- we look after property

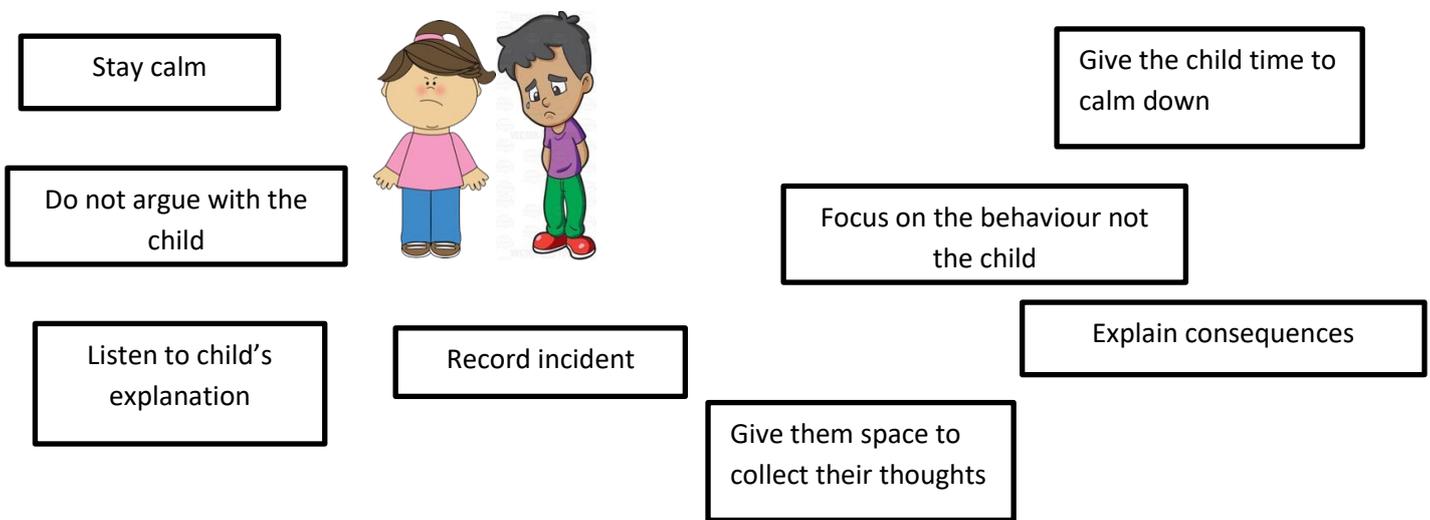
Consequences

The school employs a number of consequences to enforce the Golden Rules and to ensure a safe and positive learning environment.

- We expect children to try their best in all areas.
- We use a behaviour traffic light system to monitor the behaviour and apply consequences appropriate to individual situations.

- We follow an escalation procedure unless a major misdemeanour takes place.
- Ideas supporting positive wellbeing in your classroom
- Mediation and mindfulness – create opportunities for to support with transition after break and lunches. Smiling mind is a free app <https://www.smilingmind.com.au/> with lots of videos to support mediation in mindfulness in children
- Thanks/daily appreciation – time should be reserved daily to think about values such as empathy and compassion and personal wellbeing. Daily appreciation/ shout out board can be a simple task as children thanking their peers creating a positive environment and ethos within your classes

Behaviour Escalation Strategy



Disruptive Behaviour

Low level	➡	Verbal warnings – each case should be considered individually in terms of being escalated to the next stage.
Behaviour continues	➡	Move child's name onto yellow traffic light –
Behaviour continues	➡	Time in reflective space in class to reflect on behaviour (length of time depends on child's age) –
Behaviour continues in same lesson	➡	Move child's name to red traffic light Child is sent to parallel class teacher (please see key amendments below) Incident to be recorded in class incident book
If the behaviour becomes more serious	➡	Child is sent to the phase leader, an assistant head or a deputy head. Incident to be recorded in class incident book

Sending a child out of class will always be a final resort. In this current climate, understanding and compassion will help to deescalate behaviour and all children being educated in their own classrooms should be our main priority. Setting aside time for discussion and reflection with the pupils will be paramount during this academic year.

COVID precautions when dealing with a behaviour incident:

- PPA/ cover staff including Music, Spanish and external agencies will need to use visors and/or masks when teaching different groups.
- When a child is sent to a member of SLT as a final resort, the staff member must wear a mask and/or visor when coming into close proximity with a child.
- If a child is displaying violent or physical behaviour, staff members dealing with the incident will need to have a visor and/or mask on before approaching the child.

Serious incidents:

Fighting, using unacceptable language, being confrontational, destroying school property		Child's name moved straight to red traffic light. Senior member of staff informed Incident recorder in class incident book Parents informed
Racist, homophobic, sexist remarks		Child's name moved straight to red traffic light. Senior member of staff informed Incident recorder in class incident book Prejudicial incident report form completed Parents informed and invited to meeting with senior leader

The child should complete 'Behaviour Reflection' sheet if the behaviour warrants them missing playtime or lunchtime.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that everyone feels safe and secure at school.

If a child threatens, hurts or bullies another pupil, a member of staff records the incident in the Incident Book and this is reported to the head teacher.

Parents will be contacted and an appointment arranged to discuss the situation.

Lunchtime Consequences

- When children are not following the rules, they are reminded of the Golden Rules and given time to reflect and make the right choice.
- If they persist with the unacceptable behaviour they will be given two warnings.
- If the behaviour continues to be unacceptable the child will be sent to one of the Deputy or Assistant Heads
- For any serious incident the child will be removed from the playground immediately and sent inside to the head teacher/ phase leader.
- The parents of the child will be informed by telephone and the incident will be logged in the behaviour book.

The purpose of a consequence /sanction is to:

- Help children learn that consequences follow actions.
- Deter the children from misbehaving again.
- Deter other children from misbehaving.
- Show that school has rules.

The use of consequences/sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Internal exclusion:

Internal exclusion is used as a **final resort** within the school to accommodate a child who has been removed from his/her classroom for persistent unacceptable behaviour. The child will spend time in another classroom where they will complete work set by their class teacher. The child will also be given time to reflect on the reasons for their internal exclusion.

Parents will be informed.

Fixed Term and permanent exclusions:

- Only the head teacher has the power to exclude a pupil from school.
- The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
- Where a pupil is given a fixed period exclusion of duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of exclusion.
- If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make representations to the governing body. The school informs the parents how to make a representation
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body has a discipline committee which is made up of three or five members. This committee considers any representation on behalf of the governors.
- When members of a discipline committee meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Off-site behaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Searching:

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

Confiscation:

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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 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 outside agency support, 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.

Pupil transition:

To ensure a smooth transition to the next year, 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

Links with other policies

This behaviour policy is linked to the following policies:

- E-Safety policy
- Safeguarding policy
- PSHE policy

MONITORING, EVALUATION AND REVIEW

This policy should be read in conjunction with the Safeguarding Policy and Anti-bullying Policy.

The school will review this policy every year.

Review Date: Summer 2022

Reviewed: July 2021



<http://www.erinmithela.com/wp-content/uploads/2015/05/SLANT-Signs-Erin-Smith-ELA.pdf> -



Click Here to Download These Free Classroom Signs!

Good Listeners

S **L** **A** **N** **T**

Sit Up

Listen



Ask & Answer Questions

Nod your head

Track the Speaker

Appendix 2 – Recognition Board Target



Our recognition target is

