



# LEOPOLD PRIMARY SCHOOL GOOD BEHAVIOUR POLICY

Reviewed: September 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.

## **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

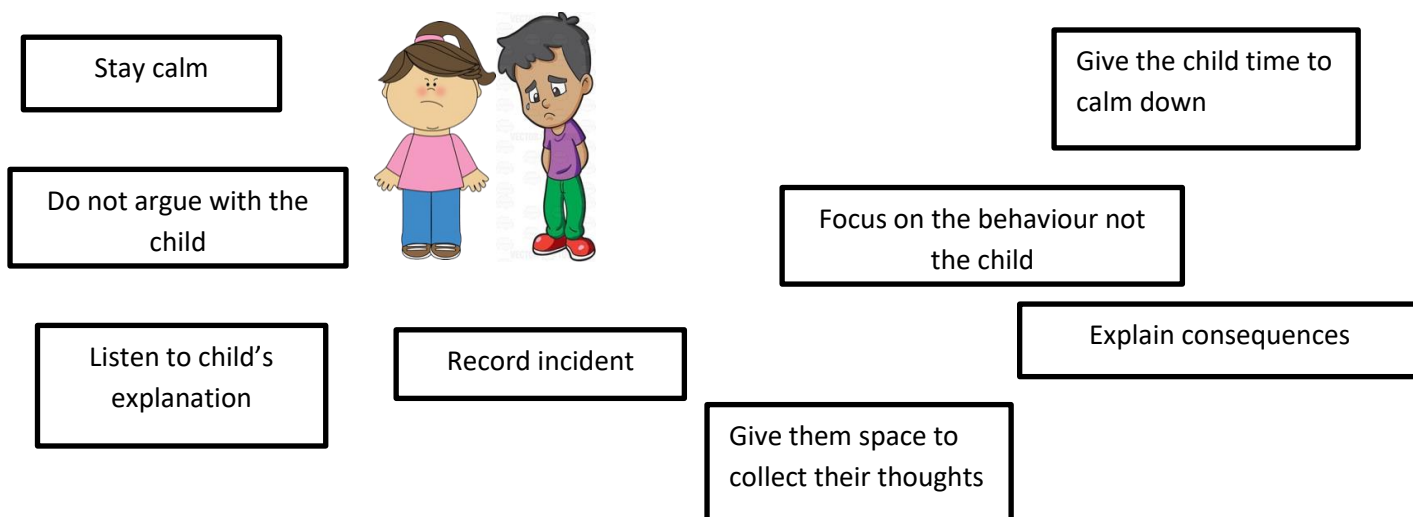
The school acknowledges all the efforts and achievements of children, both in and out of school. Children are recognised in whole school assemblies for their achievements obtained out of school.

### **Consequences**

The school employs a number of consequences to enforce the agreed classroom 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.

## Behaviour Escalation Strategy



### Disruptive Behaviour

Low level	➡	<ul style="list-style-type: none"> <li>• Eye contact and non-verbal signals</li> <li>• Verbal warnings – reminder of expectations</li> <li>• Each case should be considered individually in terms of being escalated to the next stage.</li> </ul>
Behaviour continues	➡	<ul style="list-style-type: none"> <li>• Move child's name onto yellow traffic light</li> <li>• Time in reflective space in class to reflect on behaviour (length of time depends on child's age)</li> </ul>
Behaviour continues in same lesson	➡	<ul style="list-style-type: none"> <li>• Move child's name to red traffic light</li> <li>• Child is sent to parallel class teacher</li> <li>• Child must miss 10 minutes from their next playtime with their class teacher</li> <li>• Parents informed by the class teacher</li> <li>• Incident to be recorded on SIMs by class teacher</li> </ul>
If the behaviour becomes more serious	➡	<ul style="list-style-type: none"> <li>• Child is sent to an Assistant Headteacher.</li> <li>• Persistent serious incident should be reported to the Head of School.</li> <li>• Child must miss 10 minutes from their next playtime and complete the reflection form</li> <li>• Parents informed by the Assistant Headteacher</li> <li>• Incident to be recorded on SIMs by class teacher</li> </ul>

### 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 to be recorded on SIMs Parents informed and invited to meeting with senior leader
Racist, homophobic, sexist remarks	➡	Child's name moved straight to red traffic light. Senior member of staff informed Incident to be recorded on SIMs

		Prejudicial incident report form completed Parents informed and invited to meeting with senior leader
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The child should complete 'Behaviour Reflection' sheet if the behaviour warrants them missing playtime or lunchtime with a senior leader.

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 on SIMs 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 correct behaviours 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 Assistant Heads
- For any serious incident the child will be removed from the playground immediately and sent inside to the Head of School
- The parents of the child will be informed by telephone and the incident will be logged in the behaviour book.

## **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.

## **If poor behaviour choices continue, the following strategies are used to support the child:**

- Behaviour monitoring chart used with the Assistant Headteacher within the phase. Children are set a behaviour target to work towards and work towards an agreed award. This will be implemented for a period of two weeks.
- If there is not the required improvement, the children will continue with the chart with the parent having weekly meetings with the Assistant Headteacher every Friday. This will be implemented for a period of two weeks.
- If there is still no improvement, a two-week period of behaviour monitoring will continue with the parent meeting with the Assistant Headteacher in a daily basis.
- After this period, the Heads of School will implement a Behaviour Support Plan

## Appendices

### 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.

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

## Recording Incidents on SIMs

Incidents must be recorded onto the SIMs system the same day the incident occurred.

Teachers and staff will classify the behaviour incident under the following categories:

- Assault
- Bullying,
- Cyberbullying,
- Disruptive behaviour
- Fighting
- Prejudicial incident:
  - Homophobic
  - Islamophobic
  - Racial
  - Other
- Sexual abuse and harassment
- Swearing
- Theft
- Other

**Incident Details**

Type: Disruptive Behaviour

Types Of Bullying: <None>, Assault, Bullying, Cyberbullying, Disruptive Behaviour, Fighting, Prejudicial Incident - Homophobic, Prejudicial Incident - Islamophobic, Prejudicial Incident - Racial, Prejudicial Incident - Other, Sexual Abuse and Harrassment, Swearing, Theft, Other

Additional Types: [New], [Delete]

Activity Type: [ ] Location: [ ]

Date: 22/09/2021 Time: [ ]

Comments: [ ]

Recorded On: 22/09/2021 Status: [ ]

Recorded By: Miss Nkechi Obinwanne [Change Log]

**Pupil Details**

Points: 1

Parents / Carers Informed: [ ] Role: [ ]

Action Taken: [ ] Date of Action: [ ]

Actioned by: [ ] [Select Staff]  Add Follow Up.

**Other Staff Involved**

[Send] [Detention] [Report Card] [Exclusion]

[OK] [Cancel]

Select behaviour type here

Additional behavior types can be selected here

Activity type and location can be selected

Give a succinct account including key information

Parents must be informed and details of actions taken logged

## **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: September 2022

Reviewed: September 2021

## **Links with other policies**

This behaviour policy is linked to the following policies:

- E-Safety policy
- Safeguarding policy
- PSHE policy

## **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 Executive Headteacher:**

It is the responsibility of the Executive 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 Executive 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.

### **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

### **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.