



Lakey Lane Primary School

Behaviour Policy

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PRINCIPLES

At Lakey Lane we believe that teaching pupils the core values of **respect, ambition, self-belief, community, kindness and curiosity** are an important part of the curriculum and our positive school ethos. Children's positive behaviour makes a strong contribution to good learning in lessons. Positive, respectful relationships are vital to the successful working of the school and we expect children to be supportive of each other and to show our school values to achieve their goals. Lakey Lane acknowledges the school's legal duties under the Equality Act 2010, in respect to safeguarding and in respect with special educational needs.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

'The standard you walk across is the standard you accept.'

AIMS

Our expectation at Lakey Lane is that children are caring and compassionate individuals who are respectful, tolerant and kind towards others. We do not leave this to chance and the aim of this policy is to provide guidance and support for staff in nurturing and developing positive behaviours that we expect within our school and our community, as well as outlining the processes and procedures which will be followed when any behaviour does not meet our expectations. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

The behaviour policy contains information about processes and systems, including rewards and sanctions. It is our aim at Lakey Lane that the approach to managing behaviour is positive and restorative with **respectful relationships at the centre of the work we do**. We want to develop a culture of intrinsic motivation whereby children make positive behaviour choices because it is important to them, rather than because of the rewards they receive. We recognise that children may make poor choices at times but we aim to utilise these as learning experience for the pupil so that they grow up understanding the impact of their behaviour on others.

The purpose of this policy is to provide clear guidelines to ensure all staff are able to



consistently apply the policy on a daily basis and that governors and parents have the necessary understanding of the policy and the systems in place to deal with behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which models our school values and strives for greatness.
- To ensure that excellent behaviour is a minimum expectation for all.

SCHOOL RULES

To create a school environment where every child and adult understands what is needed to create exemplary behaviour, our school rules are centred around our six school values. These rules are displayed in every classroom and used in daily language and conversations with children at every opportunity to praise, but also re-direct where required.

- 1. We are kind (Kindness)**
- 2. We are ready to learn (Curiosity)**
- 3. We aim high (Ambition)**
- 4. We believe anything is possible (Self-belief)**
- 5. We make a difference (Community)**
- 6. We are respectful (Respect)**

EXPECTED BEHAVIOURS

Following our training we collated a list of behaviours that we all expect our children to display in different environments in our school. We identified that issues arise when adults are unsure of what is acceptable or fail to challenge unacceptable behaviour. We agreed that our children are capable of showing the 'best behaviour' and often do. We agreed that such high expectation should be the norm. Relationship and teaching self-regulation are key.

Lining up (irrespective of situation without need for instruction)

- Stand still and be silent on bell and then walk calmly on teacher instruction
- Stand behind each other
- Be calm and orderly
- Be ready for learning/ collecting dinner etc.

Lunch Hall

- Be seated and eating their own food
- Be polite and respectful to each other and supervisors
- Use cutlery properly (may need to be taught)
- Take responsibility for food that is dropped
- Clear own plates or dispose rubbish
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Educational Visits/ Visitors

- To be polite and show smiles (welcome anyone to our school with pride)
- Follow instructions first time
- Show respect to property and take responsibility for your own
- Be an active participant
- Wear our school uniform with pride and remember you are our reputation

Playground

- Children should be visible to adults and adults visible to children at all times
- Games that involve contact (except where an adult is refereeing) are not allowed
- Equipment and zoned areas are to be used as they were designed i.e. climbing frame
- Ball games in supervised areas of the playground at break and lunchtimes
- Do and say kind things
- Look out for those who may be alone

Corridor Behaviours

- Should walk calmly and orderly to the left hand-side as much as possible (safety first)
- Engage with adults and expect adults to engage with them- ask them how they are!
- Be quiet and not disturb others
- Report behaviour that is not the 'best'
- Appreciate school displays
- Pick up things from the corridor floor that shouldn't be there

Toilets

- Use only to wash hands or go to the toilet
- Leave once used
- Keep clean and report spillages
- Go straight to and from the toilet
- Go during break times and not to be used to avoid learning

Classroom

- Independent work should be completed to the best of our ability
- Follow instructions first time
- Respect of classroom environment and resources

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them

- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day-to-day monitoring of this policy

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Displaying School Rules in each classroom
- Ensuring behaviour system charts are ready for the morning and afternoon sessions

Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Making sure that the child is dressed appropriately for school in line with the School's Uniform and Appearance policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

STRATEGIES AND REWARDS

At Lakey Lane, we believe that children should be encouraged to behave well and work hard. Whilst our aim is to develop a sense of intrinsic motivation, i.e. that children make the right choices, for the right reason, at the right time, we recognise that rewards and praise can promote our ethos, core values and expected behaviours. Wherever possible, attention should be given for success rather than failure and children should be given regular positive feedback and praise for work and behaviour.

We reward our children using an online reward system called Class Dojo. Pupils are instantly rewarded with 'dojos' that parents are able to see on their child's account and what they have been awarded for. Our class dojos are linked to our six school values. We also reward children for good behaviour with;






- Verbal Praise;
- Stickers/Certificates

- Dojos – individual and class
- Dojo shop rewards
- Star of the week

It is recognised that children do not all respond to the same rewards. Therefore, a teacher will have discretion around how they reward individuals beyond the minimum requirements of daily Dojo points. Praise and verbal positive recognition are at the heart of what we do so that our children understand exactly how proud we are of them without becoming reliant on physical rewards or prizes.

SANCTIONS AND CONSEQUENCES

At Lakey Lane, we recognise that any system of reward and sanctions cannot be applied universally and there will need to be some bespoke elements to meet the needs of children in our care. However, for 95% of the 'low-level' disruption or poor choices that staff have to deal with, the following simple process shall be followed:

 CONSEQUENCES 		
If we choose not to follow the SCHOOL RULES, then there is an appropriate consequence:		
1. REMINDER	Our teachers help us to make good choices with REMINDERS of our school rules.	  
2. WARNING	We are given a WARNING that is recorded in the behaviour folder and our teacher will speak to us about making the right choices.	
3. TIME OUT	We are given TIME OUT to reflect on our behaviour in another class and we need to complete a REFLECTION sheet.	
4. REPAIR	We may miss play/ lunch to chat about our behaviour and decide on an appropriate consequence and <u>agree what work needs to be caught up on</u> . If we have hurt or affected others through our actions, we have the chance to PUT IT RIGHT.	
	Speak with SLT Phone call home Report Card Loss of privileges Withdrawal time Lunchtime/ internal exclusions	
RESPECT AMBITION SELF-BELIEF COMMUNITY KINDNESS CURIOSITY		

Wherever possible, this approach should be followed sequentially, rather than jumping straight to time out. This means we do not display or write names on a board when carrying our sanctions with children.

All staff shall be trained in scripts and language that can support them at each stage of this process and further details about the stages are included in the appendices of this policy and guidance. It is recognised that there are some behaviours which require the assistance of a member of SLT/non-class-based member of staff but, as part of our restorative approach, the support from SLT is not simply about imposing a consequence but is focused on how to repair and rebuild. Any misbehaviour should be responded to predictably, promptly and assertively with the first priority always being to ensure the safety of pupils and staff as well as the need to restore a calm environment as quickly as possible. The aims of any sanctions should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour. We always listen and consider pupils' views when dealing with behaviour to understand their emotions and choices.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

There are a range of tools that are available to staff & SLT when dealing with negative behaviours including:

- verbal reprimand and reminder of behaviour expectations
- setting of written tasks such as an account of their behaviour (reflection sheet)
- loss of privileges (inc. loss of responsibilities or opportunities to attend clubs/represent the school in a team)
- detentions (outside of lesson time) – must be approved by member of SLT.
- school-based community service such as tidying a classroom or litter picking
- time out (within class or in a partner class) for a maximum of 15mins in any one lesson and for a maximum of 30mins across any one day (this behaviour should be logged so SLT can support/monitor if this is happening regularly)
- internal isolation (within lesson time) or detentions (outside of lesson time) when authorised by SLT
- suspensions/permanent exclusions (only to be authorised by HT)
- meetings with parents/carers (inc. discussions about managed moves)

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

Lakey Lane has a zero-tolerance approach to peer on peer abuse and will use appropriate support and sanctions to address inappropriate behaviour.

EXCLUSION

We do not wish to suspend or exclude any pupil from Lakey Lane. However, where we feel that this is necessary & we have exhausted all other options available to us prior to that, we adhere to all the current guidance and procedures from the Local Authority (LA) & the DfE. These decisions are always made as a last resort but are necessary as all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Before reaching a decision to suspend or exclude permanently, the Head Teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's expectations of core values/behaviours and equality policies and duties
- Allow the pupil, and/or their advocate, to give their version of events
- Check whether the incident may have been provoked, for example, by racial, homophobic or sexual harassment
- Consult others where appropriate, being careful not to involve anyone who may have a role in the any statutory review of the exclusion (e.g. members of the Governing Body)
- Consider the pupil's needs (e.g. SEND) and understanding

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Head Teacher, including suspension or permanent exclusion, is made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Head Teacher is required to apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head Teacher should accept that something happened if it is more likely that it happened than that it did not happen. The Head Teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension & permanent exclusions can be used for serious or significant breaches of this Behaviour Policy. The decision to permanently exclude a pupil may be for one of the following reasons:

- In response to persistent or serious breaches of the school's Behaviour Policy
- Consistently demonstrating negative behaviours (see examples in appendix)
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

These may include, but are not limited to, the following:

- Verbal abuse or threatening behaviour (against pupils or adults)

- Use, or threat of use, of an offensive weapon or prohibited item which is not permitted in school
- Bullying (which may include online bullying/comments made on social media)
- Homophobic, sexist or racist language or behaviour or abuse relating to disability or any of the other protected characteristics (inc. online/social media comments)
- Assault/fighting (against pupils or adults) or the encouragement of others to do so
- Persistently disruptive or defiant behaviour
- Persistent failure to follow the school Behaviour Policy
- Behaviour which is beyond the care and control of the school, e.g. criminal activity
- Wilful and repeated transgression of protective measures in place to protect public health

Once consideration has been made of the above factors, ultimately, the decision to suspend or exclude is an operational one made by the Head Teacher.

USE OF REASONABLE FORCE

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force or 'positive handling' will be used in accordance with the DfE guidance 'Use of reasonable force: advice for Headteacher, teachers and governing bodies' and only when necessary.

Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property (including their own);
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

Positive handling is used in the school in order to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to children that they are within a safe environment in which adults can contain a pupil's anger and other erratic emotions.
- Protect all children against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

- Positive handling will be limited to emergency situations and used only as a measure of last resort.

Where restraint/ positive handling is used by staff, this is recorded in writing and logged in a bound book stored in the Head Teacher's office. The pupil's parents/carers will be informed at the earliest possible opportunity. Force is never used as a form of punishment.

Where a pupil's behaviour is regularly volatile or unpredictable, or where there have been frequent occasions to use positive handling within a short space of time, consideration is given to the creation of Personal Support Plan (PSP) in order to consider proactive strategies for de-escalation and avoid the use of reasonable force on future occasions.

SEND PUPILS

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The school is mindful that not all pupils requiring support with behaviour will have identified SEND.

The school has the need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The school's culture consistently promotes high standards of behaviour for everyone and we provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Lakey Lane has a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone feels they belong in the school community and high expectations are maintained for all pupils. The school creates calm environments which will benefit pupils with SEND, enabling them to learn.

EXAMPLE OF NEGATIVE BEHAVIOURS



NEGATIVE BEHAVIOURS



Behaviour Folder – LOGGED BY TEACHER			RED CARDS (SLT INVOLVEMENT)
LEVEL 1 - Reminder	LEVEL 2 – WARNING <i>COMPLETE INCIDENT FORM</i>	LEVEL 3 – TIME OUT <i>COMPLETE INCIDENT FORM</i>	LEVEL 4 – PHASE LEADER <i>COMPLETE INCIDENT FORM</i>
<ul style="list-style-type: none"> ✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or crisps ✓ Inappropriate fidgeting/ Rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects. ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources <p><i>NB: Many of these behaviours will be dealt with informally at first. Consequences will apply for repeated examples of these.</i></p>	<ul style="list-style-type: none"> ✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Continued and persistent Level 1 behaviour 	<ul style="list-style-type: none"> ✓ Refusal to follow important safety instructions including running out of class/school (<i>could be L4+ if on school trip and/or it puts someone else in danger</i>) ✓ Writing graffiti or defacing walls, desks, books or work ✓ Refusing to do work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Swearing at another person ✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour which leads to others feeling isolated or upset 	<ul style="list-style-type: none"> ✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self-to cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the Headteacher or designated person ✓ Spitting at/on someone ✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (inc. aiming items towards somebody) ✓ Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour)