




Loatlands Primary School
Policy Document

Behaviour Policy

Governor/Committee Link	Performance & Achievement Committee
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Ratified by the Full Governing Body	
Date	15/10/2018
Signature	
Name	T. JONES
Position	CHAIR OF GOVERNORS

Policy Review Date	September 2019
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Loatlands Primary School

Behaviour Policy

Aims of the policy

At Loatlands Primary School we aim:

- To encourage respect, decent behaviour and positive relationships among all its members
- To create a safe and secure learning environment
- To ensure a consistent approach in managing behaviour
- To encourage high and clear expectations of behaviour
- To help children to understand that they have a responsibility for their own actions and that they affect others
- To work with parents/carers to promote high standards of behaviour.

We expect:

- Be kind and caring to all members of the school community.
- Show respect for other people, views, race, culture and beliefs
- Children to listen and follow instructions given by adults
- Children to respect the property of school and others
- Children to play with other children in a safe way

Roles and Responsibilities

All staff; teaching, support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently. The school also emphasises the role of all staff in providing care and support for both pupils and each other. Liaison with parents is an integral part of the role particularly for teaching staff.

Pupils are expected to take responsibility for their own actions and all are made aware of the school's policy.

Parents are expected to support the school's behaviour policy and take responsibility for the behaviour of their children. They are invited to work in partnership with the school to ensure a high standard of behaviour is the norm.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

Rewards may include:

- Verbal praise
- House points
- Headteacher's hard work awards
- Headteacher's tea party
- Phone call home Friday (a chosen child picked by the Headteacher to receive a phone call home that week)

Behaviour Planets System

Behaviour throughout the school is managed using a "planets system" which encourages positive behaviour and contains steps to support the management of or modification of behaviour.

In each class the "planets system" is on display for all children. At each stage of the system the children will be given clear instructions about their expected behaviour and what the consequences will be for inappropriate behaviour that breach school rules. This structure will always be followed for each pupil unless the behaviour is completely unacceptable in our school, when children will be sent to the Headteacher.

The Planets System:

The Gold Star: (used in Rec and KS1) to recognise consistent excellent behaviour or children who go over and above expectations.

The Green Planet: this is the planet where we expect children to be all the time. This is supported by praise, rewards and recognition of great behaviour and hard work.

The Yellow Planet (warning): this is the planet where children are given an opportunity to think about behaviour that may not be following the school rules. If needed staff will explain to children what unacceptable behaviour they are being warned about. The teacher will put the child's initials on the board and this should serve as a chance for the child to think about their behaviour so they can modify their behaviour.

Typical Yellow Planet behaviours are:

- not following an adult instruction when asked
- distracting others from learning
- poor listening shown
- unsafe behaviour (e.g. swinging on a chair)
- bad manners towards an adult or other pupils (including through body language)
- rough play
- messing around in toilet area
- not playing in the safe play areas
- spoiling the games of others.

If a child continues not to show positive behaviour they will move to the orange planet. Children in Reception will be given two verbal warnings before moving to the orange planet to support their developmental learning around behavioural boundaries.

The Orange Planet: this is the planet where child's name will be written in the consequence book and their rule break is recorded; the consequence book will be monitored regularly by members of the school senior management team. If a developing pattern of low level behaviour is recorded the Phase Leader will contact parents to make them aware before a formal warning letter is issued.

Typical Orange Planet behaviours are:

- clear defiance of an adult instruction despite a warning
- back chat or insulting body language towards an adult
- deliberately not sharing with other pupils
- continued episodes of poor listening
- deliberately disrupting the lesson
- continued rough play despite warning given
- rough play when another child is hurt
- one off incident of name calling
- damaging school property.

If a child continues not to demonstrate positive behaviour or they severely break a school rule (without warnings) they will move to the red planet.

The Red Planet: This is the last planet in the system (also recorded in the consequence book) which requires the child to have a period of time out an appropriate time (this could involve missing part of a break or lunch time) watching a timer. In addition the child is sent to the Phase Leader at an appropriate time to explain their poor behaviour.

Time out periods will last:

- up to 5 minutes for children in Reception
- between 5 to 10 minutes for children in Years 1 and 2
- up to 10 minutes for children in Years 3 and 4
- up to 15 minutes for children in Years 5 and 6

This will be in the classroom with the class teacher at break time or with the Phase Leader during the lunch period.

Typical Red Planet behaviours are:

- repeated clear defiance of an adult instruction
- deliberately arguing with an adult
- walking away from a conversation with an adult
- intentional hitting, kicking, slapping, biting and spitting
- grabbing other children by their clothes to cause harm
- grabbing other children by the throat

- persistent verbal abuse (swearing and name calling)
- deliberately damaging school property.

Incidents of a serious nature

When a child demonstrates Threatening & Violent Behaviour to another child a behaviour investigation should be undertaken and serious incident form completed and sent directly to the Phase Leader. If you believe this behaviour is a continuing pattern or trend linked to a particular child an anti-bullying log form should be completed and reported to the Anti-Bullying co-ordinator. When conducting an investigation please ensure every child is given an opportunity to explain before a sanction is applied to determine any level of provocation. The completed form should be passed to the Assistant Headteacher for monitoring.

Time out: If a child continues to disrupt the lessons and learning of others or has demonstrated unacceptable behaviours beyond the red planet they will be sent directly to the Phase Leader or Assistant Headteacher for a period of time out (internal isolation).

Behaviours referred to the Assistant Headteacher

The following behaviours should be referred to the Assistant Headteacher (in their absence Deputy Headteacher) and will be recorded:

- Bullying (also referred to the School Anti-Bullying co-ordinator)
- Racist/Homophobic Name Calling (incidents of this nature will be reported to the Local Authority)
- Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature (protective behaviour work to be undertaken)
- Stealing
- Threatening & Violent Behaviour to an adult (should also be referred to the Headteacher)
- Insolent/Disrespectful Behaviour to an adult

Contact with Parents: If a period of unacceptable behaviour or consistently poor behaviour is demonstrated, a formal warning letter will be issued to their parents or family member to explain their behaviour. This will be classified as a “formal warning” of poor behaviour. Parents will be called into a meeting with the class teacher and a member of the Senior Leadership Team. The child will be put on report card for the half term to monitor behaviour closely. If a second “formal warning” is received within a month this may result in the development of an Individual Behaviour Plan and/or support from external agencies. In exceptional circumstances the school may instigate a reduced timetable alongside an individual behaviour or pastoral support plan. A child on a reduced timetable will be notified to the Local Authority.

Behaviour Management in the Nursery

Teaching appropriate behaviour is a large part of the learning in the Nursery. Appropriate behaviour is frequently reinforced by verbal praise and facial expressions and gestures.

Inappropriate behaviour will be stopped and staff will explain what the child has done wrong and then model the correct behaviour.

If a child is consistently behaving in appropriately then we work through the following systems:

- Once a behaviour problem has been identified all staff will be informed. Behaviour and the triggers to that behaviour will be monitored by all staff.
- Child will be given three verbal warnings. If the same inappropriate behaviour occurs then he/she will be told to move away from the situation/activity.
- If child refuses to move away or has a tantrum he/she will be ignored (but monitored closely by staff) and other children and staff will be moved away from the child.

If the behaviour continues to be inappropriate we will:

- Ensure that the LSA works with that child every day for 1-2 minutes. This would be to provide positive attention and a good role model. This will be monitored daily and shared with all staff.

If the behaviour continues to be inappropriate we will:

- Speak to parents more formally and develop an IEP (School Action) targeting behaviour. The IEP will be reviewed with staff and parents every 6 weeks.
- Time out or use of a safe room may be used (where a child is constantly monitored until calm).

If the behaviour continues to be inappropriate we will:

- Take further advice from external agencies such as the school educational psychologist and early years SENDCO. A one page profile will be set up and reviewed with all involved every 6 weeks. Any consequences will be discussed and agreed with professionals and parents.

Record Keeping

It is important that behaviour records are kept up to date as they are the evidence on which judgements are made on whether further action might be taken. As a result:

- All incidents involving a child's behaviour moving to an orange or red planet will be recorded in the class consequence book. These will be monitored regularly by the Phase Leader. This will be used to record red planet incidents at break and lunchtimes by the members of staff on duty.
- Incidents that are reported to the Assistant Headteacher will be investigated and notes recorded/logged on to the school's SIMS (Data Management System) for future reference (behaviour log form).

- Monitoring of the consequence books by the Phase Leader will ensure half termly monitoring of patterns/trends across the school or from individuals which may result in further support or a formal warning to address the issues raised.
- Patterns of behaviour identified in records may lead to the development of an Individual Behaviour Plan being created by the school's SENDCO and SEN Manager and may involve support from external agencies.
- Issues of Bullying will be recorded by school staff using the Anti-Bullying report form with data logged onto the school's SIMS (Data Management System) for reporting to the Local Authority.

Exclusion Procedures

In exceptional circumstances the Headteacher has the right to exclude a pupil for unacceptable behaviour following the online procedures from the Local Authority and Department for Education. This may be a:

- a) Fixed term period of exclusion
- b) Permanent exclusion

Parents will be involved in this process and will be asked to guarantee that they will work with the school to prevent a repeat of further unacceptable behaviour. The Headteacher retains the right to exclude a child in an exceptional circumstances without working through the Planets system. Parents have the right of appeal to an exclusion decision by the Governing body as part of this process and will be notified by letter of this process. The Governors' performance and achievement committee regularly monitors Behaviour, Discipline and Exclusions. All exclusions will be logged with the Local Authority termly.

Pupils with special educational needs (SEN)

Other than in the most exceptional circumstances, schools should avoid permanently excluding pupils with statements. They should also make every effort to avoid excluding pupils who are being supported under the Special Educational Needs Code of Practice, including those who are being assessed for a statement. In most cases, the head teacher will be aware that the school is having difficulty managing a pupil's behaviour well before the situation has escalated. Schools should try every practicable means to maintain the pupil in school, including seeking LA and other professional advice and support or, where appropriate, asking the LA to consider carrying out a statutory assessment. For a pupil with a statement, where this process has been exhausted, the school should liaise with their LA about initiating an interim annual review of the pupil's education, health care plan.

The school will undertake:

- 1) Intervention Strategies-School's SENDCO and Parents made aware. Strategies explored and implemented to improve behaviour and raise self esteem
- 2) An individual behaviour plan - parents will be consulted and child add to SEN register
- 3) For persistence problems the school will gather advice from external agencies and change the status of the child on the SEN register.

Use of Reasonable Force (Guidance 8/11, supersedes 4/10 guidance)

This guidance gives all members of school staff the power to use “reasonable force” for the following criteria:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

This power extends to volunteers and to parents who, for example, may be assisting on school trips.

HOWEVER at Loatlands Primary School the Headteacher has not authorised to the above people or those not trained in Team Teach using reasonable force. The rationale for which are the needs of our pupils, the high standard of training and practice we deliver and expect and the risk presented by our pupils.