

## Behaviour Policy

### Loatlands Primary School

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## Loatlands Primary School Behaviour Policy

*“But why crush behaviours with punishment when you can grow them with love? Visible consistencies with visible kindness allows exceptional behaviour to flourish” (Paul Dix, Pivotal Education)*

### 1. Policy statement

Loatlands is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal behaviour, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour. It is underpinned by three key approaches – ready, respectful, safe.

### 2. Aims of the policy

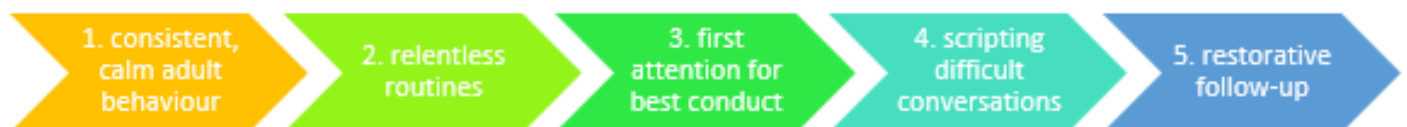
- To create a culture of exceptional behaviour for learning
- To ensure that all learners are treated fairly, shown respect and promote good relationships
- To refuse to give learners attention and importance for poor behaviour choices
- To help learners take control of their behaviour and accept the consequences of it
- To promote consistency for behaviour across the school
- To ensure that excellent behaviour is a minimum expectation for all

### 3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach positive behaviour through interventions

Our behaviour policy is based on the five pillars of Pivotal Education.



#### 4. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- > [Behaviour and discipline in schools \(Oct 2022\)](#)
- > [Searching, screening and confiscation at school \(July 2023\)](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education \(Sept 2023\)](#)
- > [School suspensions and permanent exclusions \(Sept 2023\)](#)
- > [Use of reasonable force in schools \(July 2013\)](#)
- > [Supporting pupils with medical conditions at school \(Aug 2017\)](#)
- > It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice. \(June 2014\)](#)
- > 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 must publish their behaviour policy online

#### 5. Our Behavioural Philosophy and agreed statement of behaviour principles

Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. As a school our expectations of behaviour are high; we expect pupils to behave around school and when we take them out of school. Our policy shows how we reward consistently good standards of behaviour in order to promote the highest standards and how we will deal with incidents when our expectations are not met. Our behaviour policy reflects our school ethos and values in action. The three values which underpin this policy are: **ready, respectful, safe**. These values will be taught through assemblies, PHSE and our management of behaviour situations.

The Education and Inspections Act 2006 and DfE guidance requires the Governing Body to make and frequently review a statement of general behaviour principles in determining measures by the Headteacher to promote good behaviour through this policy.

The agreed statement of principles for Loatlands Primary School (underpinned by our school values):

- > Every pupil understands they have the right to feel safe, valued, respected and to learn free from the disruption of others
- > All pupils, staff and visitors are free from any form of discrimination
- > Every member of the school community understands how they should treat other people and how they should be treated
- > Ensure opportunities for forgiveness and reconciliation are provided
- > Staff and volunteers act as role model for pupils ensuring high expectations for behaviour and positive relationship with pupils

- > Rewards, Sanctions and if necessary positive handling are used effectively, consistently and fairly by staff, in line with this behaviour policy
- > Suspensions and Exclusions are only used as a last resort as described in the trust's suspension and exclusion policy
- > Ensure the involvement of families, where appropriate, in behaviour incidents to foster good relationship between home and school
- > Ensure our pupils take on moral responsibilities linked to our values to: care for each other; demonstrate honesty by taking responsibility for their actions and showing respect for all.

## 6. Expectations of adults

We expect every adult to:

- **Meet and greet** at the door
- Refer to “**ready, respectful, safe**”
- **Model** positive behaviour and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** mechanism every day
- Be **calm**, and give “take up time” (time for children to make changes to their behaviour) when going through the steps. Prevention rather than sanctions
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving badly

Teaching staff will uphold the Teachers' standards.

*“Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct”*

Phase Leaders:

Phase leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, model and guide and to show a unified and consistent approach to learners.

Phase leaders will:

- Be a visible presence in their phase to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and support staff in conversations
- Celebrate learners regularly, who go above and beyond
- Encourage the use of “recognition spots” and phone calls home
- Ensure training needs are identified and met

Senior Leaders:

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, model and guide and to show a unified and consistent approach to learners.

Senior leaders will:

- Meet and greet learners at the beginning of every day

- Be visible around the site and at key periods of transition
- Celebrate staff, leaders and learners whose effort goes above and beyond
- Share good practice
- Support teachers and Phase leaders
- Use behaviour data to assess the behaviour policy and practice

## 7. Recognition and reward

We recognise and reward learners who go above and beyond our standards. Our staff recognise that the use of praise in developing a positive attitude in the classroom cannot be underestimated. It is the key to developing positive relationships, including the learners who are hardest to reach. Pupils and staff are recognised for going above and beyond and demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to take an active role in good behaviour, rather than passive compliance.

At Loatlands, we recognise good behaviour, effort and conduct in the following ways:

- Recognition spots on the recognition walls
- Conversations with parents at the beginning and the end of the day
- The use of “Marvellous Me” thumbs up and badges
- Phone calls home
- “noticing” when learners are making the right choices
- “Wow walls” in classrooms
- “Loatlands Ambassadors” for those children who always go above and beyond

## 8. Managing behaviour

Engagement with learning is always our primary aim at Loatlands Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Loatlands Primary School praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given “take up time” in between steps.

### Steps for managing and modifying unwanted behaviour

Learners are held responsible for their behaviour. All staff at Loatlands deal with behaviour without delegating. Staff use the steps below when dealing with behaviour.

1. Redirect	Gentle and positive encouragement. Verbal reminder of our three simple rules – <b>Ready, Respectful, Safe</b>
2. Respond	Private verbal reminder of the expectations. Praise will be given if the child then shows good behaviour as a result of the behaviour. <i>You need to...thankyou.</i>
3. Remind	Clear verbal caution delivered privately, making the child aware of their behaviour and clearly outlining the consequences if they continue.

	<i>You need to think carefully about your choices. If I speak to you again about your choices the consequence will be Reflection Time.</i>
4. Reflect	Time out for a short period away from the classroom. <i>You need to have some Reflection Time. I will speak to you in ...minutes.</i>
5. Repair	<p>At the end of Reflection Time, check the child is regulated. If they are, carry on with Repair conversation using the questions below. If not say <i>I notice you are not ready to talk. I will come back in... minutes.</i></p> <p>1) <i>What happened?</i> 2) <i>Who was affected?</i> 3) <i>How are we going to make it right?</i></p> <p><b>NEVER ASK THE CHILD 'Why?'</b></p> <p>Initially you may need to prompt the child if they cannot answer the above questions, for example by providing children with an example response '<i>I think you...</i>' In some cases, depending on the age of the child, it may be appropriate to ask 'why' to gain a deeper understanding.</p> <p>Adults should record all Reflection Time on CPOMS. Parents must be informed on collection or via a telephone call about the behaviour incident. This must happen the same day.</p>

#### Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- All forms of bullying (several times, on purpose) or child on child abuse
- Racist, sexist or homophobic comments
- Physically striking adults.

#### 9. Restorative Practice

Loatlands Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Loatlands Behaviour Blueprint) and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

#### 10. Recording:

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

### 11. Persistent Unwanted Behaviour Choices

Where staff notice a child shows persistent unwanted behaviour choices over a period of time, we will work in collaboration with parents and the child to create an individualised behaviour support plan. This may include but is not limited to reflection journals or behaviour contracts. Reflection journals will be given to children who have received three strikes for persistent unwanted behaviour choices. These will be discussed with the parents through phone calls home after each strike. The reflection journals are a way to positively reinforce behaviour choices within the classroom and address unwanted behaviour. Individual targets will be set, and these will be reviewed and shared weekly with parents. The length of time a child spends on a reflection journal will be determined by their age, needs and progress made towards meeting these targets.

### 12. Exclusions:

#### Suspensions

At Loatlands Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

#### Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Loatlands Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### 13. Language:

At Loatlands Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

### 14. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the SENCO will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk, as advised by the SENCO, outside agencies, and according to advice from the educational psychology service where appropriate.

### 15. Searching, Screening and Confiscation:

The Headteacher and the staff they authorise, have statutory powers to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item that is detrimental to maintaining high standards of behaviour and a safe environment.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that is likely to be used to commit an offence or cause personal injury
- tobacco or cigarette papers
- fireworks
- pornographic material



If a pupil is not willing to cooperate, they may be sanctioned in line with the school's behaviour policy.

## 16. Related Policies:

### Bullying

Loatlands Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

### Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Power to Use Reasonable Force (in line with Use of Reasonable Force in Schools, DfE 2013)

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Force and Restraint policy).

Child Protection and Safeguarding Policy

Suspension and Exclusion Policy

Anti-bullying Policy

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix



Respect, Resilience, Curiosity

## The Loatlands Way

This is how we do it here.....

At Loatlands Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

### Visible adult consistencies

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

### Behaviour Rules

1. Be ready
2. Be respectful
3. Be safe

### Over and above

1. Values
2. Attitudes
3. Effort
4. Initiative

### Relentless Routines

Walking feet

Legendary lining up

Terrific transitions

Remarkable respect

### Behaviour Management Steps

**Redirect** (non-verbal clues)  
**Respond** (verbal reminders privately)  
**Remind** (outlining behaviour and consequences)  
**Reflect** (short period away from the class)  
**Repair** (restorative conversation)

### Microscript (30 second intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
  - **I've noticed that.....**(you are feeling angry/cross/frustrated)
  - **At Loatlands, we...** (refer to the 3 school rules – ready, respectful and safe)
- **Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
  - **See me for 2** (or up to 5) minutes after class/during break.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
  - **I wonder why...** (you are feeling cross)
  - **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

### Restorative Conversation

What happened?

Who was affected?

How can we put it right?