



# **Behaviour Policy (Pupil Discipline)**

**Date of Completion: October 2020**

**Date of Next Review: October 2022**

**Governing Body Approved: 7<sup>th</sup> March 2019**

**Appendix 4: COVID crisis amended September 2020**

**Version 1.0**

## WHAT IS BEHAVIOUR?

- Behaviour is everything which children do; their attitudes to school and learning the thinking and language they use; their relationships with other children and adults; their self-awareness; their respect for property and their care and concern for others and the environment.
- Good behaviour is that which a school community and the wider community regard as acceptable and valued in a child.
- Poor behaviour is the opposite.
- We will encourage/highlight good behaviour, and reward and praise behaviour that goes above and beyond the minimum expectation of all children. We will discourage, correct, reject and match sanctions to inappropriate behaviour.
- ***It is important at all times that we convey to children that by rejecting their unacceptable behaviour, we do not reject them.***

## Longthorpe's Behaviour Characteristics

- These characteristics underpin everything we do in school. Staff take time to explain the rules which are collaboratively drawn up with the school council members and worded to match the understanding level of the children, yet reflect the same ethos:

### Longthorpe Behaviours

We agree to:

- Take **responsibility/independence** – organise yourself and do your best to learn every lesson, every day.
- Be **trustworthy** – be honest, reliable and admit mistakes.
- Be **empathic** - care for everyone, all around the school and in the community.
- Be **respectful** –treat all others, the building and property with respect.
- Be **resilient** – *bounce back* quickly when disappointed or fail (First Attempt In Learning).
- Be **tenacious** – keep going; persevere and find other ways of solving problems.
- Be **curious** – wonder about the world and ask questions to investigate.
- Be a **critical thinker** – evaluate/analyse information, make connections and identify patterns to solve problems by experimenting with ideas.
- **Be cheerful; have fun at school; enjoy learning!**
- **Additional behaviour expectations during the COVID crisis can be found in Appendix 4.**

**Classroom Charter** – is to be negotiated with a new class, in the first week of school, annually in September, in order to gain the commitment of the children. These rules will draw on the Longthorpe Behaviours as a foundation.

## **Playground Arrangements**

- Limits - at short break times, children should be on the playground. At lunchtime children may be able to use the whole of the school field dependent upon weather.
- A variety of sports are allowed on the playground using the goal area. KS2 children may play football on the field. The Senior Midday Supervisor will decide if the field is fit.
- The KS2 fort play/goal areas are timetabled, so it is clear who should be using it (e.g. a specific year group or girls only). If this group do not wish to use it then other children may. Adults on duty will ensure that all children understand the tips for keeping safe and enjoying themselves. All classes should have the timetable up as a poster for both areas (Appendix 1). Teachers on duty, will check it is safe to go on (if inclement weather).

## **CELEBRATING & REWARDING BEHAVIOUR**

Good behaviour is expected as the minimum; children should choose to do the right thing, treat other human beings well and work hard to do their best, as learning is for themselves and is a privilege (younger children may require more support with this from adults). We believe children should be intrinsically motivated to do their best with their learning and that is the expectation and that parents should support and encourage this. Behaviour that goes beyond the minimum expectation may be rewarded.

### **Creating a Positive Environment**

We will:

- create a warm, happy and supportive atmosphere
- explain and model the behaviour we wish to see in the children
- recognise and highlight behaviour that goes beyond the minimum expectation as it occurs and inform parents about it
- encourage a *Growth Mindset* in all our children
- encourage and explain to children that they are responsible for their own choices, their learning and the internal rewards that come with doing your best and really achieving something
- consistently apply Longthorpe Learning Behaviours, rewards and consequences

### **Social Re-inforcement**

We will:

- use exacting praise/phrases to encourage desired behaviour such as 'I appreciate it when....', rather than general terms such as 'Good!' (A teacher's verbal response is very powerful.)
- use non-verbal reinforcement cues, e.g., a nod, a smile or a raised eyebrow.

- communicate with parents/carers the learning behaviours of their children, including at parents' evening.
- use assembly times to celebrate and praise the achievements of individuals, groups and classes.
- use a pupil's forename for praise and to focus them upon instructions.
- use House Points as a reward to remind children of their responsibility to do their best to support their House.
- praise in public and reprimand in private.

### **Symbolic/Token Re-inforcement that may be used:**

- house points
- achievement certificates for going beyond the minimum (presented in achievement assemblies)
- Head/Deputy stickers
- smiley faces
- good work/behaviour stickers
- children are involved in deciding an appropriate reward for their class, so that they all contribute and work together to complete their class reward chart

### **Special Activities/Rewards/Responsibilities**

- Volunteers carry out tasks/jobs/duties with responsibility, as a reward for them showing a good level of responsibility and trust.
- Children who are disengaging may be given a positive role/responsibility to undertake to support them, with making better choices and being a positive role model.
- Opportunity to vote for a reward activity for the class which may be extra play, cooking, games, a visitor to come in, watch a film etc.
- House reward for the winning House at the end of each year.
- Y6 reward for putting in the expected effort to strive to achieve their best before going to secondary school.

### **Note**

- It is important that the child/ren have ownership over the class reward on offer and that they understand the commitment from them as individuals and a class to receive the reward.
- Additional incentives may be used for a short period, with individuals who find it very difficult to uphold the Longthorpe Behaviours, to help them get back to the minimum expectation, if required. The incentives are shared and implemented by the school community consistently. This may involve devising an *Individual Behaviour Plan* (with the child and parents/carers if appropriate), which will be shared with the child and parents/carers and reviewed.
- Enjoying positive relationships, achieving in an exciting, relevant curriculum that requires creativity and builds character are the most motivating factors.

## **MANAGING & RECORDING INAPPROPRIATE BEHAVIOUR IN GENERAL**

*All systems/ sanctions and procedures are used at the professional discretion of the teacher. Behaviour incidents are recorded on the school's MIS (Scholar Pack) when appropriate to do so.*

Children are expected to adhere to our Longthorpe Behaviours and Class Charter.

The following approaches may be used; they are not hierarchical:

### **Day to day, low level misdemeanour, admonished by**

- Reminder of Longthorpe Behaviours and use of Proximal Praise e.g. 'Good concentration David.' (David is seated next to the child whom you are trying to elicit the appropriate behaviour from.)
- Quiet word from teacher at side.
- Isolating a child from his/her group or class.
- Verbal reminder of desired behaviour and consequence of choosing not to do it. Names will not be put on the board for negative reasons – teachers may record this for themselves in a class behaviour notebook and record on Scholar pack when reaches orange section in Appendix 3.
- If misbehaviour continues then it results loss of playtime. This is supervised by an adult. Children should spend time reflecting and be able to tell the adult at the end what positive action they would take next time in the future. The class teacher will record any loss of break/lunch time on Scholar Pack along with the reason/s.
- Class teachers are responsible for monitoring their children's behaviour. If a child misses several playtimes they will contact the parents to seek their support. If necessary, the teacher may start a behaviour contract, for 4 weeks, where the child's behaviour is monitored more closely and they are encouraged to try and work on smaller targets. It is then reviewed after 4 weeks. Every half term the KS1/2 team leader monitors the number of children missing play etc and share with SLT – further action will be taken if needed.
- Removal from the playground or classroom for a short time out. (Limited so that it doesn't affect curriculum access.) Zoning or removal from the playground, particularly if repeated playground incidents.
- Children will be sent to other classes, Key Stage Leader, House Leader, SLT.
- Loss of break/part/all of lunch time.

(See Appendix 2 – Strategies for encouraging good classroom behaviour)

(See Appendix 3 – for behaviour flow chart)

**PSHE(Personal, Social and Health Education)/ SEAL support** – promotes positive pupil conduct, with the aim of pupil ownership of their conduct. For most children this will mean reinforcement of that which they have already learned but for some, ideas will be introduced for the first time and will need much work. Promoting self-esteem will be included in this work and taking responsibility for our own choices.

**More serious negative behaviour choices are dealt with by:**

- Communication with home and behaviour contract when several instances entered in miscreant book/school's Management Information System (MIS), this may be escalated more quickly dependent upon the severity of the incident (see More Serious Misbehaviours)
- Entrance into the schools Management Information System (school record of serious misbehaviours)
- Lunchtime/after school detention (parents are informed at least 24 hours in advance if after school)
- Intervention by the team leader
- Intervention by the head teacher or deputy head if appropriate.
- Internal seclusion to another classroom, leader, deputy or head for the day
- External seclusion (to another school) for 1/2/3/ days
- Fixed Term Exclusion (FTE) at home and/or possible lunchtime exclusions
- Permanent exclusion

These consequences/strategies are **not in a hierarchical order** and the response is dependent upon the seriousness/frequency/length/impact on peer/s of the behaviour/s e.g. repeated belligerent refusal to follow adult instructions or disruption of other children's learning, bullying, may lead directly to an internal seclusion, external seclusion or bullying may lead directly to a **FTE (Fixed Term Exclusion)** or **Permanent Exclusion**.

**After School Detention**

Used sparingly. From 15.20 to 16.00, supervised by members of the management team.

We will consider any special circumstances about individuals, that we are aware of, which may/may not contribute to their negative behaviour choices, when deciding upon consequences; however, this will not be used to excuse poor behaviour choices.

**More Serious Misbehaviours – to be recorded on the MIS (Blue Book Section)**

- 1) Swearing/being very disrespectful towards adults.
- 2) Physical injury to an adult (non-accidental)
- 3) Serious physical/violent aggression towards peer/s or adults

- 4) Bullying, which is usually sustained victimisation over a period of time (e.g. name calling; isolating children; humiliation, causing of physical/emotional harm; cyber bullying.)
- 5) Racial and/or physical abuse
- 6) Belligerent refusal to co-operate with an adult or follow their instructions
- 7) Sexual misconduct
- 8) Alcohol/drug abuse
- 9) Damage/theft to school/personal property – wilful or careless damage to school property will be charged to the child’s parents.

There is **no hierarchy** for the severity of these behaviours. These more severe transgressions are dealt with by a senior member of staff (most likely a Key Stage Leader or Deputy/Headteacher) and parents are informed about such incidents at the discretion of HT/DH. Sanctions are issued to fit the misconduct and may lead directly to an External Seclusion/Fixed Term Exclusion/Permanent Exclusion if deemed appropriate. The School follows the [DfE's Exclusion Guidance](#).

### **Racist Incidents / Physical attribute Incidents**

**Including comments about sexuality, gender, transgender, race, age, disability.**

- These need to be recorded in the *Blue Book* section of school’s MIS (Scholar Pack) and dealt with by a member of the management team and are anonymously reported termly, under *Protected Characteristics*, to the LA.

### **Positive handling/Pupil Restraint**

- Great care is to be taken in handling pupils. Restraint should only be used when the pupil in question, another pupil or member of staff is at risk of harm. (See Restraint Policy)

### **Further intervention**

Individualised programmes may utilise further methodologies to take account of pupil’s specific behavioural needs. These may include:

- 1) Behaviour Contracts/Positive Behaviour Plans
- 2) Behaviour Report Books
- 3) Circle time
- 4) Anger Management
- 5) Drawing / Talking Therapy
- 6) Social stories
- 7) SEAL Silver Groups
- 8) Sensory circuits

Where a child is persistently displaying unacceptable behaviour the SLT/Deputy/Head and/or SENDCo will assist the class teacher in:

- tracking the poor behaviour
- determining the reasons/triggers for such behaviour
- inviting parents/child/school representative to attend a behaviour conference or parental training
- drawing up a behaviour contract/plan and proforma for monitoring improvements in behaviour
- employing suitable methodologies to acquire the desired behaviour (see list above)
- implementing, with the support of parents, an Early Health Assessment to seek the support of external agencies
- referral to the LA Behaviour Panel or Pupil Referral Unit

(See Appendix 2 for further advice)

### **Vulnerable children**

It is possible that some behaviour is a result of situations which the teacher may not know about. The child may have a CP folder or a disclosure may result from talking to them about their behaviour. Staff should follow the Child Protection/Safeguarding policy if this happens and seek advice from a Designated Person in school. Although the approach to that child's behaviour might be different and allowances might be given, there still needs to be clear expectations of what we want their behaviour to be like in school and the consequences outlined above will still be enacted if deemed appropriate.

## **APPENDIX 1**

### **KS2 Play Equipment**

**To be safe and to enjoy yourself remember the following points:**

- Only do what you feel comfortable with, no one can force you
  - You can change your mind
  - Look before you leap or slide
  - Give people space & time
- Take off any scarves that are round your neck
  - Check you have suitable footwear on
- Check, with the sign or teacher, if it is ok to go on
  - Take turns
- Help and encourage people, without forcing them
  - Go down the slide rather than up it!
  - Respect each other and the equipment

**Most of all have fun!**

## **APPENDIX 2- Strategies for Encouraging Good Classroom Behaviour**

### **Classroom Level Intervention Approaches (not in order or hierarchical)**

- Tactical or Planned ignoring - Teacher has decided not to notice specific behaviour of a specific child. This is part of a planned strategy for dealing with their behaviour; then discuss it with child at an appropriate time. Praise them when they make the right choice.
- State the rule/desired behaviour - Restate the rule being broken – refer to class/school desired behaviours if appropriate: 'Sally, the rule is we walk in the classroom.'
- Description of reality - State the facts: 'David, you are talking' – a calm statement perhaps with a shocked element and this may be enough to right behaviour
- Give a simple instruction or direction, e.g. "I want you to return to your seat." (I statements are powerful) "I need you to ...."
- *Broken Record* technique, where you repeat the instruction until the child complies, or if there is resistance or they are argumentative, acknowledge their point of view but reiterate what they must do: 'I know you have not finished your work yet Harry, but I need you to put your pencil down.' If appropriate, you may communicate clearly that you will listen to them later at an appropriate time.
- Rule reminding, "We have a rule about listening, use it Jonathan."
- Distract and divert. Ask a question of the inattentive child.  
"I notice that you have not started yet." Or "How are you going to start?"
- Avoid conflict and creating an audience.
- If necessary re-direct work (discuss tone and attitude later when the audience has gone – in private).
- Use the language of choice and consequence. Make the choice clear. "Either you get on quietly or you will move to work on your own." or "If you choose not to do you work now, you are choosing to do it at break/lunch time."
- Isolate. "Because you have chosen to carry on disturbing Jonathan with your talking, you have chosen to sit by yourself."  
(A child should not always be isolated or there is no opportunity to acquire needed social behaviours.)
- Remove: in room; teacher/partner's room (Time Out); team leader's room; Family Liaison Officer; Deputy & Headteacher (when severely disruptive – this is the last port of call).
- Re-establish normal relationships quickly ensuring the child knows why action was taken. Avoid post-mortems, focus on moving forwards positively.

### **Visual Prompt / Sliding Scale**

- Teachers may in negotiation with the class have a visual reminder of individuals' performance in relation to expected behaviour displayed. This may be on a numbered

123 scale or pictorial form e.g. traffic light. This should be positive based i.e. names on for doing the right thing, names off until complying.

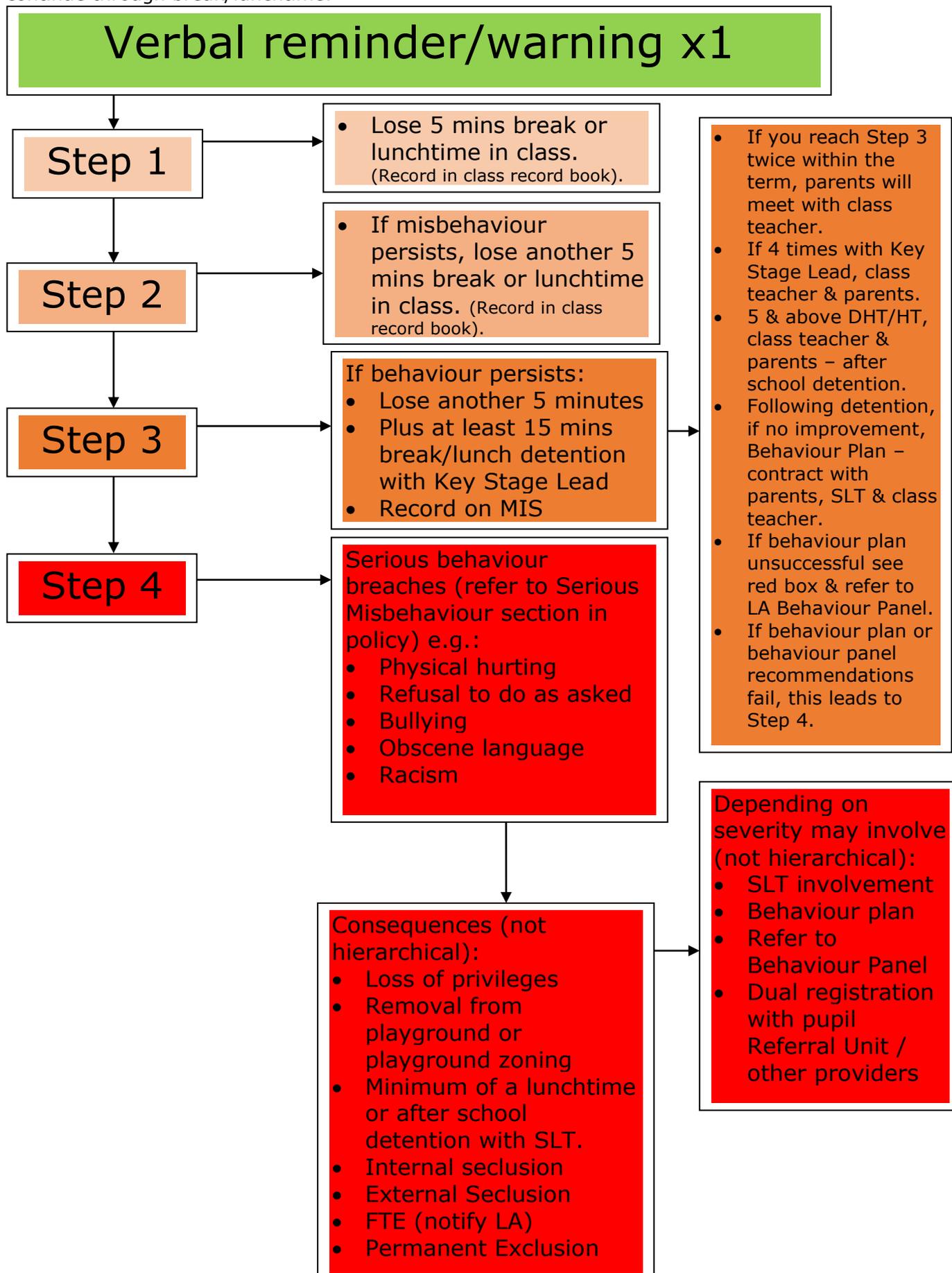
**Despite all our good intentions there will be some children who still show challenging behaviours**

We should make provision for these occasions by:

- Not getting side-tracked – concentrate on the primary behaviour and deal with that alone.
- Reaffirming expected behaviour/rules and identifying sanctions (working in isolation, leaving the room) – giving the child an exit from the situation.
- Identifying a 'cooling down/time out' area.
- Minimising unnecessary conflict, sarcasm or embarrassment when disciplining. (Make every effort to praise in public; reprimand in private)
- Avoid arguing or pleading with children – give clear choices and consequences of choices they make.
- Tell the children you "need" them to do a certain task – redirect to what they need to do not what they need not do – positive reinforcement of what needs to be done.

**APPENDIX 3- Behaviour Flow Chart – (all steps may not be followed in order, as it may be appropriate/necessary to move straight to Step 4)**

NB: if children do not complete the work that they are able to due to lack of effort they will continue through break/lunchtime.



## **APPENDIX 4: Additional Behaviour Expectations for Children during COVID Crisis September 2020**

### **Children must:**

- Follow all adult instructions at all times, including remaining in any designated zones/areas both in and outside of the building
- Follow all altered routines for arrival and departure e.g. social distancing on approach and entry, specific points of entry, routes into and around school, start/end of day/break/lunch times, not congregating with others – remaining 2m apart from all others where possible
- Follow school instructions on hygiene, such as handwashing and sanitising (See DfE posters)
- Follow clear expectations on sneezing, coughing, tissues and disposal ('catch it, bin it, kill it'), if no tissue sneezing and coughing into elbow and avoiding touching mouth, nose, eyes with hands
- Never deliberately use Covid-19 risk of infection as a threat or actual event, for example deliberately coughing/spitting over someone or biting them; this will be treated as a serious breach of the behaviour policy.
- Tell an adult straight away if they are experiencing symptoms of coronavirus and/or feeling unwell
- Not share any equipment or other items including what can and cannot be brought into school e.g. packed lunches, drinking bottles
- Only 'socialise', at a 2m distance where possible, at school with their teaching/bubble group in and outside the classroom
- Move around the school as per specific instructions e.g. out of bounds areas, queuing, toileting, lunchtime routines etc.
- Follow the guidelines for maintaining social distancing at break/lunch times, including where they may or may not play
- Follow clear rules about toileting e.g. only use their 'bubble's' designated toilet, one at a time whilst abiding by social distancing
- Treat the sanitising units which have been placed in the school with respect
- Treat the toilet facilities, which are essential for regular handwashing, with respect
- Follow all the safety rules and expectations, including e-safety rules, to make sure they are looking after themselves/each other in school and online, especially if/when learning at home (Know/understand, that if they don't, they may be sent home, as this is a serious breach of the school's behaviour policy. Children will not be able to return to school until they can be safe.)
- Understand that these changes are about keeping everyone safe, including themselves

### **Children with Additional Needs**

It is expected that all pupils educated in a 'bubble' within school will be able to comply with the additional behaviour expectations above.

The school will make its best endeavours to make reasonable adjustments on an individual basis for children with additional needs; however, this will not compromise the safety or wellbeing of other children or adults in school.

A risk assessment may need to be carried out with individual children to ascertain whether a child can be safely educated in the current school environment during this pandemic. Possible Risk Assessment reasonable adjustments, where appropriate:

- Support from an adult within a bubble group
- Educated individually or within a small group if capacity allows
- Supported with continued education at home

### **Managing Behaviour**

We will of course do our utmost to support children with all behaviour expectations at school. Breaching these principles will be considered a serious matter and will be dealt with accordingly under the school's behaviour management policy.

Longthorpe Primary School will communicate expectations to parents and use professional discretion addressing any issues or needs that arise. Reasons to fixed term and/or permanently exclude remain current, and at the discretion of the Headteacher exercising professional judgement. (If a child is repeatedly or deliberately breaking these expectations, this will be treated as a very serious matter, and may result in a Fixed Term or Permanent Exclusion, as may single breaches of protocols/expectations.)

Where a child deliberately uses Covid-19 risk of infection as a threat or actual event, for example deliberately coughing over someone, this will also be treated as a serious breach of the behaviour policy, and the Trust's Covid-19 risk assessment.

However, staff will exercise professional judgement on each case as they arise, taking into account the exceptional circumstances and the likely social and emotional impact that a considerable time away from a formal classroom/setting is likely to have had – particularly on vulnerable children.

Where parents/carers or other responsible adults do not adhere to school guidance particularly around: social distancing and congregating on or near to the school; and adhering to the health and safety guidelines; the expectation is for the leadership team to remind parents/carers and responsible adults of our expectations. This may necessitate measures to remove (temporarily) or ban (permanently) individuals from the school site. Longthorpe School follows the latest guidance from the government.

The standards of behaviour outlined in the Trust's risk assessment, the school's behaviour policy and appendix reflects the needs of the whole community. Everyone's support is necessary to make sure that our steps to manage this process are as effective as possible.