



Lingdale Primary School

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Behaviour Policy and Procedures

This policy operates in conjunction with:

- Child Protection & Safeguarding of Children policy
- Anti-Bullying Policy
- Exclusion Policy
- E Safety Policy

Trust Behaviour Principles

Section 1: Rationale and purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Trusts, 2012).
2. The purpose of the Statement is to provide guidance for the Chief Executive and Executive Team in drawing up the trust school's Behaviour Policies so that they reflect the shared aspirations and beliefs of the Board of Directors, staff and parents for the pupils in the trust as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Board of Directors support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Head of School/Executive Headteacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Head of School/Executive Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Trusts: a guide for Chief Executives and trust staff.
4. The School Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Section 2: Principles

5. The Board of Directors of Lingfield Education Trust strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
6. All pupils and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils and between pupils. All visitors to any trust schools should feel safe and free from the effects of poor behaviour at all times and in all parts of the trust.
7. Lingfield Education Trust is an inclusive trust. All members of the trust community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end, the trust will ensure there is a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
8. The trusts legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the School Behaviour Policy and made known to all staff.

Lingdale Primary Behaviour Policy

Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time within a school, in the local community and in preparation for their life after leaving the school.

The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be outlined in the 'Home – School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins a school within the trust.

9. The school rules should be clearly stated in the School Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Board of Directors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

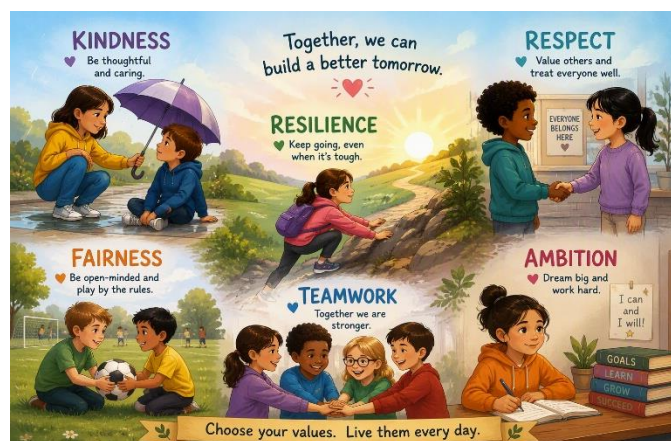
10. The Board of Directors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the School Behaviour Policy and regularly monitored for their consistency fair application and effectiveness.

11. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the School Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Board of Directors strongly feel that exclusions must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head of School/Executive Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he/she fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

Lingdale Primary Statement of Behaviour Principles

Our firm belief is that the best schools for their children and communities succeed with all learners - not just the compliant ones. We aim to be the best school that we can be, for all of the children attending Lingdale, where children get what they need, not what they 'deserve'. We can achieve this through a bedrock of kindness and strong relationships across school. Strong and trusting relationships between children and staff are key in the realisation of this policy.

Our motto '**working together to be the best that we can be**' encompasses everything that we aim to achieve through school. We instill our six virtues through policies, curriculum and every day practice.



Working in conjunction with this, we have our Code of Conduct, three simple rules which are taught and referred to consistently across school.

Be Safe, Be Ready and Be Respectful!

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as adults can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual member of staff's problem.

Our purpose is:

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

We do this by:

- All staff project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- All staff have a high standard of pupil expectation in all aspects of work.
- All staff try to raise the levels of pupils' self-esteem.
- We provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- We provide a varied range of teaching and learning styles to suit the needs of pupils.
- We provide an attractive learning environment and quality resources.
- We track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- We encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- We make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- We consistently and fairly implement reward and sanctions systems.
- We encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- Promoting our six virtues across school life to ensure that they become good citizens in the wider world.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and senior leaders. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

1. Our Rules are

- Be Safe
- Be Ready
- Be Respectful

Be Safe	
1.	
Never	• Do anything silly or dangerous where you might be hurt. - Stay in school at break times or leave school without permission. - Talk to strangers in school unless they have a school badge.
Always	• Tell someone if you are unhappy, being picked on or bullied.
Be Respectful	
2.	
Never	• Do anything to hurt others (such as hitting/name calling). - Be cheeky or rude to adults. • Steal or deliberately damage school equipment. • Drop litter or deface the school building. • Give the school a bad name.
Always	• Be friendly to visitors, newcomers and other children.
Be Ready	
3.	
Never	• Distract others from working.
Always	• Be proud of your school. • Wear your school uniform • Bring your book bag and water bottle

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at EYFS and KS1.

Common language is used across school. "Give me 5."

2. Our Listening Code

3. Our Line up Code

When I am to give me 5 I:

Stop what I am doing
Empty hands/show me five
Look at the teacher
Keep quiet and still
Listen to instructions

When I am asked to line up I:

Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

4. We have specific rules which are enforced on the grounds of health, welfare and safety

a. Food and drink

Children are provided with a fresh piece of fruit FREE of charge every day. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

Children have regular access to water and are supplied with water bottles. Water is also available during lunch.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activity- See Uniform Policy.

Indoors: - no jewellery, trainers / all plimsols, shorts, tee shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors: - No jewellery, plimsols or trainers, shorts, tee shirt, (tracksuit in certain conditions).
See Uniform Policy

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles

d. School Clothing

Uniform may be purchased from any retailer. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes or trainers should be worn. See Uniform Policy.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to a member of staff verbally or in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the class teacher and stored in locked storage upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head Teacher' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, a senior leader should be sent for.

Our 'Use of Physical Intervention Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, an appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so need reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with a 'Dojo point'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Show me 5 please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.

- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (EYFS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtime. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground.

The Headteacher is responsible for drawing up playground rotas and for arranging cover in the case of staff absence.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playtime and Lunchtime Weekly Tracking Sheet' should be completed daily by staff on duty to track the behaviour of individuals.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they tidy up and walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

In suitable weather conditions, the field may be used at playtimes. This is the decision of the SLT. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers and teaching assistants should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers and teaching assistants that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are allowed back into school during playtimes under supervision. Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school.

Any other behaviour at playtime should be dealt with by the teachers/ teaching assistant on duty, or reported to a senior member of staff according to severity or frequency, (refer to Sanctions). Children may need a reminder or warning outside but this is logged on a playground log not in the classroom. If a child is struggling after a reminder, warning/final warning at playtime, they may need to sit out for 5/10 mins on the bench to calm down. For more serious incidents they may need to sit out for full playtime or miss the next one. For physical outside where a child hurts another child intentionally, they would miss 15 mins of play or lunch time that day or the following day. For more serious incidents seek SLT advice.

Any child needing medical attention at playtime will be dealt with by a member of staff on duty if it is a normal 'bump or scrape'. More serious injuries need to be referred to a member of staff with First Aid Training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

General

- Favourable comments can and should be entered on pieces of work,
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school

- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Buddies, Monitors, School Council, etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System: 'Dojo point'

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojo points'. A Dojo point may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Following the school's six virtues – **kindness, respect, resilience, fairness, teamwork and ambition**
- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding Dojo points, a member of staff should reinforce the good behaviour e.g. 'You can have a Dojo point for waiting so patiently'.

Once awarded a Dojo point can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A 'Dojo point' can be awarded by any staff member to any child at any time. Staff can upload a Dojo point themselves by logging onto the learning at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**. Children can collect dojo points and redeem them for a prize in our Dojo shop.

Award Assembly and Certificates

Each week, each teacher selects children to receive Headteacher award in assembly. Awards are given for attainment, achievement, reading and attitude. Children are given certificates and sit on the bench in the hall.

An award is also given by the School Council for good outside/playtime class behaviour. The School Council choose the class and base their decision on the class tracking sheet. This is also awarded in assembly every two weeks.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SEND Manager and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

We have an agreed system of sanctions which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Detention outside of school hours is not part of our agreed sanctions. In exceptional circumstances, depending on the nature of the incident, the sequence of sanctions will be bypassed resulting in fixed term or permanent exclusion.

All staff have the right to apply agreed sanctions up to and including Time Out C. More serious sanctions, such as playground exclusions or internal exclusions, must be agreed in advance with SLT. Exclusion can only be given by the Headteacher. In exceptional circumstances if the HT cannot be contacted, the DHT may become involved.

Tracking Behaviour

Behaviour is tracked and monitored on teams. A behaviour analysis is produced by the Headteacher and shared with Governors and relevant staff. All serious behaviour incidents/red cards are logged directly on CPOMS, enabling consistent recording and effective monitoring across the school. Behaviour data is reviewed weekly to identify low-level issues, emerging patterns and trends relating to individual pupils, classes or specific cohorts. This supports timely intervention and informed decision-making.

Exclusion and Seclusion

Seclusion is only used as a last resort when a child needs a calm, supervised space away from their peers to regulate, reflect and reset. It is a short-term supportive strategy designed to help a child re-engage safely once they are ready. Unlike exclusion, seclusion does not remove a child from the school community.

Exclusion, however, is a formal statutory action in which a child is removed from school for a fixed period or permanently. During any exclusion, the child cannot be positively influenced by school and will miss valuable learning time. For this reason, exclusion is never used lightly. By law, schools must have clear procedures in place should exclusion be necessary. Our procedures follow the Lingfield Education Trust Exclusion Policy, which can be found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

As a general rule, for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Classroom teacher /TA

Use normal strategies:

e.g. Polite requests, reminder then a warning (no more than two), repositioning, separating etc.

Step 1

Classroom teacher/ TA

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2

Classroom teacher Time Out (A)/Yellow card

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc. without causing disturbance.
- Child records when, why on class list at isolation table.

*If behaviour improves return to lesson. If not or if child refuses, move to **Step 3***

For a regular offender: (regular =- more than three times in two weeks)

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with HT and/or SENCO: consider Behaviour Intervention.

Step 3

Teacher colleague Time Out (B)/Red card

- Child escorted to designated colleague. (Agree in advance where your children will go. This will depend on the age/ needs of the child, their relationships with others in different classes, not all children from your class need to go to the same class, for regular offenders agree in advance with the child where they will go – no surprises!)
- Up to 1 hour working alone without causing disturbance. i.e. until the end of that lesson.
- Possible removal of treats / playtime.
- Child records when, why on class record sheet, which is sent to HT, on a weekly basis.
- Complete class tracking sheet – sent to HT on weekly basis.
- This to be logged on the school's CPOMS.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender: (regular = more than three times in two weeks)

- Discussion with SLT at pastoral meeting.
- Involvement of HT and/or SEND Manager.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour action plan' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4

Senior Leader/ HT

Time Out (C)

- Child escorted to HT.
- 1 session to half a day working alone without causing disturbance.
- Takes place in HT/DHT room.
- Parents/carers informed of isolation by telephone, followed up with letter.
- This to be logged on the school's CPOMS.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender: (regular = more than three times in two weeks)

- Discussion with SLT at Pastoral Meeting.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Plan'.
- Parents/carers informed by meeting/ telephone that child's behaviour is causing serious concern followed up with letter.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to Multi Agency Team (Early Help)i.e. Ed Psych etc.

Step 5

Head Teacher

Behaviour Contract/Chart

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Consider reduced school day.
- Reviewed daily.
- Parents informed.

If behaviour improves return to PSP. If not, refer to Trust Exclusions Policy

Fixed Short Term/Long term/permanent Exclusion

Lingdale Primary School must have procedures in place, by law, should the need or situation arrive. Our procedures are detailed within our Trust Exclusion Policy which is found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

Dealing with Incidents

De-escalation

We constantly strive to adopt approaches and practice to support our pupils through anger, misconduct, challenge and difficult behaviours by de-escalation techniques (See Appendix ...Tool Box).

Inappropriate Language Report

The usual sanctions will be applied. In addition, where a child causes serious offence by using unacceptable language, then a red Inappropriate Language Report should be filled in and a photocopy sent home.

Vandalism

The usual sanctions will be applied. In addition, where a child deliberately causes damage to school equipment or property a vandalism form is completed and sent home. Where appropriate a contribution is requested.

Serious Incidents

Serious incidents may include some or all of the following:

Any Peer-on Peer abuse (as defined in the Trust Peer on Peer abuse policy)

Threatening behaviour or violence against a child

Threatening behaviour or violence against an adult

Vandalism

Serious disruption

In all such cases a Serious Incident form is completed and discussed with the HT and parents.

Powers of search

If we believe a child has something in their possession which is not allowed at school, e.g. a mobile phone or sweets, we would ask the child to hand over the article/s for safe keeping to be returned at the end of the school day.

If a child refuses, normal procedures and sanctions for dealing with incidents would apply.

If we believe a child has something in their possession which poses a risk to themselves or others, e.g. a lighter or a knife, we would ask the child to hand over the article/s. This would then be followed up with contact with parents and, depending on the severity of the incident, an appropriate sanction would be applied. If the child refused to comply we would contact parents for support whilst keeping the child away from others.

We would in all cases seek to de-escalate the situation. We would not seek to forcibly search a child.

Reasonable Force

Where a child is putting themselves or others in danger we would use reasonable force to stop this. This would always be done in line with our school policy (see Physical Intervention Policy) and in line with 'Team Teach' approaches. It would only be applied if de-escalation techniques had not been effective and only if there was an immediate threat to the child's safety or the safety of others. Positive Handling Plans are in place when / if required.

Team Teach

Where there is a serious risk of danger, then staff are trained in low-level therapeutic approaches to physical intervention. There is an established training protocol in the school, and we use 'Team Teach' as our adopted strategy. 'Team Teach' is also the preferred strategy of the Academy Trust.

A serious incident form/bound book must be completed every time Team Teach is used and the incident logged with the HT.

Internal Exclusions and Playground Exclusions

These are decided by the HT or in her absence a member of the SLT. They are given for:

Serious incidents
Persistent disruption in class

In each case parents are contacted by telephone by SLT and this is confirmed by letter.

See Sanctions Procedure.

Procedure for Internal Exclusion

IEs are held in the HT office.

Children are brought to school, MAIN ENTRANCE, and collected by parents.

The child works in isolation on work similar to that being done by their class at the time. Lunch is provided in the same room and toilet breaks are taken as appropriate.

At some point during the IE the HT will discuss the incident with the child and record this on cpoms.

Procedure for Playground Exclusion (PE)

Children are brought and collected from school by parents.

They spend breaktime and lunchtime in the HT room supervised by a member of staff

Exclusion v Enlisting Family Support

In this school we do not normally consider exclusion as an appropriate tool for supporting children and their families.

However, where there is a serious breach of the School Code of Conduct, or where the Health & Safety of pupils or staff is at risk, then the Head Teacher may decide to use exclusion when all other avenues have been explored.

In most situations where behaviour has reached beyond acceptable and operable levels we would rather enlist the help and support of the family so that we can work together to support the child towards learning more acceptable behaviours. However, where there is a health and safety risk to children or to adults then an exclusion may have to take place.

Exclusion can only be done by the Headteacher and in her absence the DHT. Guidance is in the HT's office or can be found on DfE website.

The shortest fixed term exclusion possible is sought. This is likely to have as much effect as a longer occasion.

Parents are informed and asked to collect their child from school. Work is prepared and given to the parent for completion by the child during the exclusion.

A day and time is agreed for the reintegration interview.

Behaviour outside school

We would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school

Incidents outside school would be investigated fully and normal sanctions would be applied.

Children with emotional and behavioural difficulties

We acknowledge that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEND and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour reports.
- Regular proactive contact from school

Both use the school 'Dojo' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Children with ASD and emotional/ behavioural difficulties

- Classes which have children with ASD or emotional/ behavioural difficulties have a clear, designated area to go to if they are in crisis. They can ask to 'take 5'.

School Environment

We want our school to be welcoming and safe. To support positive behaviour we ensure the following:

Generally

- All areas are tidy and cared for.
- Displays are relevant, up to date and celebrate pupils' work.

Classrooms

- Classrooms are welcoming and attractive with a range of good resources and displays to support learning and showcase pupils' work.
- Class charters in place (Linked to Rights of the Child UNICEF)
- All classrooms have a clear, designated area where children can work away from the main group if needed.

Playground

- Is checked daily by the caretaker and kept clean and tidy.
- Equipment is provided to engage the children in purposeful play.
- Is well staffed.

General Guidance

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- | | | |
|--------------------------|---|------------------------------------|
| • Humiliate | - | it breeds resentment |
| • Shout | - | it diminishes you |
| • Over react | - | the problem will grow |
| • Use blanket punishment | - | the innocent will resent you |
| • Over punish | - | never punish what you cannot prove |

Early Years Foundation Stage

In EYFS we recognise the importance of teaching the children how to behave. Staff will model behavioural expectations and discuss these with children at appropriate times. In the first instance, if a child is not following the school rules, staff will guide them away from the area and talk to them about their behaviour. Staff will use a restorative approach to try to educate the children on the consequences of their behaviour. The primary focus of this approach is to teach the children our school rules of Be Safe, Be Ready and Be Respectful.

In the classroom and playground, children will receive a polite reminder that they are not following a school rule. If a child continues to not follow the school rules, a staff member will guide them away from the area and talk to them about their behaviour. The child will be able to return to the area after the talk and apologising, if appropriate. If after speaking to the child a third time, the child will be guided away from the area and will sit at a designated area for 3 minutes. A sand timer/cushion will be provided and children will stay in this area until the timer is finished. After the timer is finished, an adult will discuss the behaviour with the child. Rarely, it may be appropriate for the child to spend time outside the classroom due to dangerous and aggressive behaviour. This would have the support of the EYFS Lead or SLT.

EYFS use similar awards to the rest of school. These rewards are detailed below: 1. Class dojos
2. Star of the day and stickers. This will be linked to the school rules and values. 3. Star of the week/Headteacher Award.

Responsibilities

Class teachers

Class teachers are responsible for the management of behaviour in their class. It is primarily the role of the class teacher to ensure that their children behave appropriately in lessons and that learning is not disrupted.

Class teachers ensure that the Time Out sanctions are used consistently and that positive behaviour is rewarded.

Teaching Assistants

We are fortunate that currently each class has a teaching assistant. The role of the TA is primarily to support learning, but clearly they need to support behaviour too.

SLT

The SLT will support with severe behaviour incidents, as needed.

Parent/ Carer

Parents play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support.

Parents are informed of good behaviour through certificates and Dale postcards home. Equally if their child is behaving inappropriately at school, they must always be informed. It is preferable to inform the parent face to face about concerns, failing that a telephone call. This should be followed up with a letter.

In cases of challenging behaviour parents will be invited to meet with staff. At this meeting a Behaviour Action Plan will be completed, including agreed Team Teach holds, if necessary.

Appendix A

CHILDREN'S RIGHTS - Linked to Articles in UNICEF Child Charter – Rights Respecting School Award.

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

RECORDING ISOLATION: Notes

Time Out A: a class list/behaviour tracker

Record TO A on a class list to:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being given TO A

Time Out B: class list/behaviour tracker

All should be recorded and

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible SEND plans

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.

Letter sent to parents.

Incident should be logged on CPOMS.

Statements/Comments should be brief but succinct, clear, unambiguous e.g. 'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

rather : 'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story etc.

 Head Teacher's Award  	
Dale Postcard home 	
	Dojo points 
Positive comment	
Reminder	
Warning	
Yellow card	
Red card - reflection	

Behaviour checklist for teachers

Classroom

Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom.
Display rules in the class - and ensure that the pupils and staff know what they are.
Display the tariff of sanctions in class.
Have a system in place to follow through with all sanctions.
Display the tariff of rewards in class.
Have a system in place to follow through with all rewards.
Have a visual timetable on the wall.
Follow the school behaviour policy.

Pupils

Know the names of children.
Have a plan for children who are likely to misbehave.
Ensure other adults in the class know the plan.
Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.
Praise the behaviour you want to see more of.
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
Differentiate.
Stay calm.
Have clear routines for transitions and for stopping the class.
Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 3

Tool box to support de-escalation techniques

Verbal advice	"If you want to help me, then you need to get on with your work...do you need any help?"
Fresh face	Move back out of immediate range and let other staff/pupils become the focus.
Reassurance	"I'll always try to be here if you need me." "Although that was wrong, we can help you put things right again."
Success reminder	"Remember that excellent number work you did for me this morning..."
Choices/limits/consequences	"If you make a bad choice here, you know that you will have to miss 3 minutes playtime."
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "When I was talking to your mam on the phone..." "Did you see East Enders last night?" "Would you like a drink of water?"
Space given	"I'm going to leave you alone for a little while."
Withdrawal from class / activity	"I would like you to go and finish that work over in the library area, please."
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	"Focus on 'feeling' words.... ○ Note general content of message. ○ Observe body language. ○ Ask yourself, "If I were having that experience right now, what would I be feeling?" ○ Reflect meanings. "You feel....because..."
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction other than reflection.
3 part assertive message	"When you are not listening I feel disappointed because I can't help you with your work."
Negotiation	"If you come back into class, I will see (name) for you at dinnertime and help you sort it out."
Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top.
Emphasise concern for welfare	"Are you alright?... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"

Lingdale Primary Behaviour Policy

Show understanding	"I'd feel angry if that had happened to me..." "No-one can think straight when they are angry. Now that you are calm, we need to think about what set this all off." "If my little boy was upset like you, I would like to think that his teacher could help.."
Help Script	"Name', I can see you're upset/ angry ...I'm here to help. Come with me. You talk, I'll listen."