

Leading Learning Trust – Behaviour Policy

This policy applies to both Selwyn Primary School and to Portway Primary School

Date reviewed:	February 2021
Reviewed by:	Leadership team
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Policy ratified by CEO (as per Scheme of Delegation):	March 2021



Leading
Learning Trust



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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

Date	Document title	Version
April 2017	Initial draft of the policy released, with separate policies in place to reflect the slightly differing approaches at Selwyn and Portway.	1.0
November 2017	<p>Very minor changes made as follows (no additional trustee approval sought as updates are minor tweaks in line with revised Preventing and Tackling Bullying DfE advice - July 2017):</p> <ol style="list-style-type: none">1. Incidents outside school: In extreme cases of unacceptable behaviour (such as cyber bullying section 90 and 91 of the above mentioned act) at any time, whether or not the conditions above apply, that: (etc.)2. Appendix 1 - addition of cyber bullying in the general guidance post 'Step 6'. <p>Agreed next review in October 2019.</p>	2.0
November 2019	Both Selwyn and Portway Behaviour Policies reviewed and amalgamated, ensuring a common overall approach to the management of behaviour across the Trust, whilst allowing for individual differences as appropriate.	3.0
Feb 2021	2.11. Behaviours in Nursery - to accommodate 2YO provision.	4.0



1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 2 years by the School Leadership Teams, and is then ratified by the CEO.



2. THE POLICY

2.1. Introduction

At the Leading Learning Trust we aim to deliver a Behaviour Policy that is simple, highly effective and utterly consistent. This document will outline how our adults react to and acknowledge outstanding behaviour; intervene and correct poor behaviour; and structure restorative conversations when dealing with conflict. This will create a consistency that will empower our adults as well make our children feel happy, safe and secure. We work in caring communities, whose values are built on mutual trust and respect for all. The Trust's Behaviour Policy is therefore designed so that every member of the school community will feel valued and respected, and each person will be treated fairly. At Leading Learning Trust we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others, including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

2.2. Aims

- Outline visible consistencies in adult behaviours and interactions.
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers.
- Ensure pupils, staff and parents have a shared sense of direction and a feeling of common purpose.
- Create simple and effective ways to promote positive behaviour.
- Create a calm, purposeful and happy atmosphere within the school.
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.
- Establish clear boundaries around appropriate and inappropriate behaviour and ensure that safety is paramount at all times.

2.3. Our Trust Agreement

Our Trust Agreement is an important and simple way for all to remember our vision and values. Our agreement is as follows:



This is our school – a place where we learn. May all here:

Be kind, helpful and honest,
Be respectful to one another,
Take care of our environment.

With perseverance, and in partnership, we
succeed.

We use the '5Cs' to articulate the positive behaviours associated with the Trust Agreement :

- Care
- Co-operation
- Courtesy
- Commitment
- Consideration

2.4. How we promote good behaviour

- We outline a series of visible adult consistencies (Appendix 1)
- Our Trust Agreement and '5Cs' (**Care, Courtesy, Co-operation, Commitment & Consideration**) will be visibly displayed across the school.
- We then make clear our expectations of good behaviour through referring to the Trust Agreement and '5Cs'
- We promote children to go "Above and beyond" these expectations and recognise those behaviors on a daily basis.
- We use certificates to acknowledge when a child regularly displays positive behaviour and learning attitudes over the course of a term. Staff will monitor certificates to ensure all children are aware that their efforts are being rewarded.
- We promote mutual respect through our school virtues each week during assembly.
- We encourage children to take responsibility for their own actions and behaviour.
- We actively attempt to praise and reward good behaviour publicly.
- We use an objective and consistent house point system (Appendix 2) where children can earn points for their house with a weekly winner announced.
- The Head/Deputy will be made aware of exemplary behaviour or achievements in order to celebrate and give recognition.
- Adults will always use calm discussion and aim to encourage positive



behaviours and constructive conversations.

2.5. How we manage inappropriate behaviour

- Inappropriate behaviour (outlined in Appendix 3) will be dealt with quietly and where possible privately in an emotionless and if necessary scripted way.
- Our focus will be on immediacy of consequence rather than weight of punishment.
- Punishments and sanctions will be clear and consistent across the school (Appendix 3).
- Structure conversations will be used when managing and resolving conflict.
- If there is inappropriate behaviour, a 'Steps' warning system will be used (Appendix 3). This is progressive and children can move back down if behaviour improves or up to the next step if it deteriorates.
- A clear, progressive and restorative system will be used, to deal with children who regularly display inappropriate behaviour.
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises.
- We have a Behaviour Team who focus on behaviour support. The Behaviour Team can work with a child, parents and class teacher when necessary.

2.6. Our Code of Conduct

For a code of conduct to be effective it needs to be consistent and carried through by every member of the school community.

We expect our children to:

- Follow the 5Cs at all times.
- Know, understand and follow the School Agreement.
- Work to the best of their abilities and allow other children to do the same.
- Treat all adults and children with respect and politeness.
- Look after equipment and the environment as well as keeping the school tidy.
- Take responsibility for their own learning and actions.

We expect our staff to:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's agreement, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and help them to develop their full potential.



- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Establish classroom routines and procedures to prevent negative behaviours.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

We expect our parents and carers to:

- Support children to realise the importance of learning and to praise them for their efforts and achievements.
- Show respect for all members of the school community.
- Be aware of the School Agreement, rewards and consequences which are displayed in the school entrance and classrooms, and to refer to these at home.
- Ensure children attend regularly and punctually.
- Support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

We expect our Trustees and Governors to:

- To ensure Portway Primary School and Selwyn Primary School have a Behaviour Policy and procedures in place that are in accordance with local authority guidance and Government guidance.
- Promote and monitor the implementation of this policy.
- Promote whole school adherence to the practices within this policy.
- To ensure that staff undertake appropriate behaviour management training.
- To ensure Portway Primary School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and Government guidance.
- Ensure equality of delivery to individuals and groups through monitoring exclusions.
- To nominate a Governor to be responsible for liaising with the LA and in the event of allegations of abuse being made against the Head teacher.

How do we ensure that all SEND children are included in our approach?

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand, in order to have a positive approach for all children.



- We may have positive behaviour strategies including a Behaviour Support Plan for individuals where a child needs extra support.
- The Learning Mentor and Teaching Assistants will work closely with teachers to monitor and support, through individual or group work.

2.7. Exclusion (consequences of serious unacceptable behaviour)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify his/her behaviour. We see Exclusion as a last resort, but there are incidents or circumstances where it will be the only appropriate step. For example: in line with Local Authority Guidance, there will be a minimum of a 5-day Fixed Term External Exclusion for bringing an offensive weapon to school.

2.7.1. Internal exclusion

An Internal Exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership Team for at least half a day. The duration will be dependent on the circumstances and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated Internal Exclusions could result in a Fixed Term External Exclusion.

2.7.2. Fixed term external exclusion

Term External Exclusion is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the Local Authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If an incident is deemed to be serious enough to consider a fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a RIET placement has not been provided, the school will provide work for the length of the



exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not recur.

2.7.3. Pastoral Support Plans (PSPs)

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In such circumstances, the school will put a PSP into place in order to support the child and try to prevent the behaviour recurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

2.8. Health and safety

- Undertake a risk assessment of any children who display disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Train staff who may need to work with children who require positive handling (see our Positive Handling Policy).
- Ensure all staff are aware of the policy on positive handling of children.

2.8.1. Physical intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

- assaulting or injuring another person;
- injuring themselves;
- putting himself/herself into danger (e.g. attempting to run away), or
- damaging property.

Further details are provided in our Positive Handling Policy.



2.9. Confiscating items

Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

The Head teacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

2.10. Incidents outside of school

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Selwyn or Portway Primary School.

In extreme cases of unacceptable behaviour (such as cyber-bullying sections 90 and 91 of the above-mentioned Act) at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school.



2.11. Behaviours in Nursery

At Portway Pre-School we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures

The nursery uses the following strategies to help prevent biting including individual, one-to-one and small group times so that each child is receiving positive attention. Creating areas for children who are feeling overwhelmed to go to, including stories to talk about emotions. We also support social and emotional development by providing activities and stories that help children to recognise feelings and empathise with characters and events.

For children who have oral stimulation needs, resources will be provided to fulfil this requirement including sensory activities such as biting rings.

Staff will be vigilant to identify when children need more stimulation or quiet times. Adequate resources will be provided and, when possible, more than one toy to minimise conflicts.

At Portway Pre-School, every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

However, in the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone, if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.



- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

2.12. Resources

- We have expert advice and training to ensure we are up to date with Local Authority and national initiatives.
- We promote our whole school virtues materials through weekly class Reflection Time and in whole school or phase assemblies to reinforce positive behaviour.

2.13. Appendix 1 - Visible consistencies

Walk the line - Each time a teacher collects their class from outside they will walk up one side of the line and down the other. As they walk, they will loudly praise good behaviour. Any inappropriate behaviour will be addressed at eye level and quietly.

Classroom Greet - A member of staff will always greet the children at the door of the classroom when they arrive in the morning.

Loud praise, private correction - All praise is to be loud and celebrated first, any corrections must be subtle, quiet and where possible private.






2.14. Appendix 2 - House Point systems

2.14.1. Selwyn's House point System

Behaviour	Amount of House Points
Outstanding effort sticker in workbooks	1 house point
Name on the "Above and Beyond" board	1 house point
Outstanding Homework effort	1 house point
Demonstrating one of the 5Cs	1 house point

These are the **only ways** a child can earn a house point.



2.14.2. Portway House point System

House Points	Examples
1	Good manners, listening, adhering to class routines, making progress, kindness
2	Volunteering, showing the 5Cs, producing good work, outside school work/achievements, achieved targets
3	Producing exceptional work, contributing to the school environment, excellent role models,



2.15. Appendix 3 - Inappropriate behaviour and steps systems

2.15.1. Selwyn's step system

Step 1 - *Low level inappropriate behaviour* - (calling out, not listening to simple instructions, not focussing on work, disrupting others)

Step 2 - *Repetition of low level inappropriate behaviour*

Step 3 - Time out in class (5mins approx) - Restorative discussion with CT in break or lunch about behaviour.

Step 4 - *Time out in partner class with work*. Parents notified and spoke to after school that day. Restorative discussion had with CT at break, lunch or after school.

Step 5 - *Time out with Phase Leader with work*. Parents contacted immediately by BL. Restorative discussion had with CT and PL at break, lunch or after school.

Step 6 - *Meeting with Head Teacher*. Parents contacted immediately and BL informed Phase 4 triggered automatically.

Selwyn's list of inappropriate behaviors and their consequences

Behaviour	Sanction
<i>Rude, disruptive or inappropriate behaviour in class</i>	Steps system
<i>Unfinished work from lack of effort</i>	Stay in class with support until finished if not CT not on duty.
<i>Inadequate class routines (Lining up, transitions etc)</i>	Rehearsal of routines during break or lunch time - Not blanket
<i>Swearing</i>	Discussion with CT about the use of swear words - Parents notified at the end of the day.
<i>Break time conflict</i>	Restorative discussion with first contact adult. CT notified. If incidents are consistent CT to begin phase 2.
<i>Physical violence and/or Extreme Verbal abuse (Racism, homophobia etc)</i>	Straight to BL and PL. Trigger phase 4.



2.15.2. Portway's Step System

When poor choices are made the steps listed below will be implemented. The pupils name will be placed on the class step chart at the appropriate stage.

Steps	Action	Examples of behaviours
Look (eye contact/quiet word)	Discreet prompting from an adult that certain behaviour is inappropriate and needs to stop.	<ul style="list-style-type: none"> • Poor choices such as calling out and not focusing. • Not treating a friend nicely e.g being unkind
Step 1	Warning Clear verbal warning is given	
Step 2	Final verbal warning with consequences outlined	<ul style="list-style-type: none"> • Not being positive towards adults.e.g. Answering back, ignoring instructions • Not completing work. • Poor behaviour at break or lunch • Use of undesirable language e.g. name calling
Step 3	15 minute reflection at break and/or lunch	<ul style="list-style-type: none"> • Harming another child • Throwing or damaging items • Undesirable behaviours. E.g. spitting, eating items they shouldn't be and when they shouldn't be • Repeated step 1 & 2 behaviours
Step 4	Meeting with year leader/ Assistant Head Teacher	<ul style="list-style-type: none"> • Harming an adult • Fighting • Stealing
Step 5	Meeting with Head Teacher	<ul style="list-style-type: none"> • Derogatory language e.g. swearing and racist remarks • Walking out of class



		<ul style="list-style-type: none">• Repeated step 3 & 4 behaviours in a week
Step 6	Exclusion	<ul style="list-style-type: none">• Repeated step 4 & 5 behaviours• Head teachers discretion

