



School Behaviour Policy

(including exclusions)

Review Date:	Committee:	Ratified:
October 2015	PPW	January 2016
October 2016	PPW	October 2016

Other Information: <ul style="list-style-type: none">- Includes: anti-bullying- Documents to support policy can be found in separate behaviour file eg. exclusion letters; exclusion leaflet; parenting contracts; guidance documents (force/restraint); positive behaviour management principles/guidance	Written statement of Behaviour principles is an integral part of this policy. In reviewing/revising these, school will consult with stakeholders
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The purpose of this policy is:

- To promote self-discipline and respect for others and regard for authority.
- To help prevent all forms of bullying.
- To ensure consistency in behaviour management and expectations.
- To lead to a good standard of behaviour by pupils.
- To help ensure pupils complete tasks.

It is our aim at Ladybridge Community Primary School, in partnership with Parents/Carers, to create and maintain a secure, happy and disciplined environment in which everyone has the best possible chance to learn.

We are aware that we share responsibility with parents for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Parents play the most important role in teaching about positive ways to behave.

Responsibilities for all members of the school community

Parents/Carers	Pupils	Staff / Governors
<ul style="list-style-type: none">• To provide positive role models• To teach children to respect other people's feelings and property• To be aware of the school's values and expectations• To support the values and expectations of the school• To ensure their child is ready and alert to learn on arrival at school• To liaise with school regarding issues which may impact upon their child's/others behaviour in school• Acknowledge and reward good behaviour and celebrate success	<ul style="list-style-type: none">• To support and care for each other• To respect one another's property and work• To listen to others and respect their opinions• To take responsibility for their own actions and behaviour• To do as asked by all members of staff• To follow the school Code of Conduct at all times	<ul style="list-style-type: none">• To provide positive role models• To be consistent in dealing with children• To promote and share the aims and expectations of the school.• To have high expectations of the children• To meet the educational, social and behavioural needs of the children• To provide a stimulating curriculum• Acknowledge and reward good behaviour and celebrate success• To teach self awareness, managing feelings, motivation, empathy and social skills appropriate to age and understanding.• To communicate and liaise closely with parents/carers

In all classes, children are expected to follow the school's code of conduct (see page 4). This is displayed all around school (and also in every child's planner and included as part of the School-Home Agreement).

Elements of the code of conduct should be referred to regularly and proactively. It is the responsibility of the staff in each class to manage behaviour in a calm and appropriate manner.

Rewards

Staff have the freedom and flexibility to develop and implement their own rewards, some of which can be individual, group or class related.

Key Stage Pupil of the Week – Every week, pupils are nominated by class teachers, who then identify one winner. This pupil then receives a certificate, awarded in Good Work Assembly, and their name is displayed prominently within the key stage.

House Points – Every child is allocated a house: Ruby, Sapphire, Diamond or Emerald. House points are awarded by staff to reinforce and reward expectations, and are tallied in every classroom. ‘House Point Captains’ (Year 6 children) are responsible for the collection and collation of house points on a weekly basis, along with the leading of the weekly ‘House Point Assembly’ (whole school), in which individual class winners (with the most house points) are announced and rewarded with a badge; children receiving ten weekly class wins (not necessarily consecutive) are awarded with a gold star badge.

Along with individual rewards, the house with the most house points is rewarded on a termly basis, with a party. ‘House Captains’ announce the weekly house winners, in order for children to track their progress towards this end of term reward, and the house trophy is adorned with the house colours for that week.

Always Bands – Children are awarded Always Bands, when their behaviour consistently demonstrates the following of the school’s code of conduct. In order to achieve such consistency, each teacher monitors their pupils’ behaviour against the school code of conduct, using the same behaviour chart. Every expectation is listed, along with the expectation of ‘****’ (consistently excellent effort); when children have demonstrated all six, they are awarded an Always Band. Pupils are able to track their own progress towards this goal, using the class chart. Every year group has its own colour band, with the intention that by the end of their primary education, children will have had the opportunity to collect the colours of the rainbow.

Consequences

Every class has a traffic light system, to ensure that behaviour management remains consistent. Children are expected to remain on green and those that do so are entered into a daily class draw for three house points. When behaviour is deemed inappropriate, and does not follow the school code of conduct, appropriate consequences are distributed:

1. Verbal Warning
2. Amber
3. Red

* *The above order of steps is a guideline only; consequences will always be proportionate to a pupil’s conduct.*

Any incidents of ‘red’ are recorded on our school behaviour log, which is analysed, on a weekly basis, by the school’s behaviour lead. Parents are contacted by the class teacher every time their child’s behaviour is recorded on the log. For every three ‘reds’, during the same half term, letters are sent to parents, in order to keep them informed. If there is little improvement, a referral to behavior support might be made, with support from the child’s parents.

If the incident is a racist incident, a separate form is completed with the child involved and the incident is logged by school and reported to Governors on a termly basis.

Ladybridge Primary School Code of Conduct

Rewards	Our Expectations	Consequences
Smiley faces Key Stage Pupil of the Week Reward Smiles Praise Stickers Prizes Golden time Letters and phone calls/texts home Certificates House points Class reward Always bands	B e polite, fair and kind W alk quietly around school E verything in its place L et others learn L isten carefully and follow instructions	Verbal warning Amber Red Work in another room in school See a senior member of staff Parents contacted/letter sent home Parents meet with school Internal/external exclusion

“Pupils respect each other, behave exceptionally well and show a real eagerness for learning.”
Ofsted Inspectors

Exclusions:- In cases of persistent unacceptable behaviour and where the other sanctions/strategies listed above have been exhausted, the Bolton Council Exclusion- Good Practice guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body). Exclusion letters, along with leaflets for parents are in the Appendices.

Behavioural Special Needs:- In case of children identified as having “ behavioural special needs”, the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to deliver improvements in the child’s behaviour over a specific period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

Confiscation and powers of searching

- Where a pupil is suspected of having a knife in their possession, the Headteacher or Deputy Headteacher (or duty manager) has the right to search this pupil.
- When an item has been confiscated (as a disciplinary penalty) the item will, at the nearest appropriate time, be taken to the office and placed in a secure draw. A record of items and the grounds for action will be kept.

Control and Restraint

The use of force to control or the use of pupil restraint will only be used as a last resort/in emergency. Section 93 (Education and Inspection Act 2006) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) Committing any offence.
- b) Causing personal injury to, or damage to the property of, any personal.
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.
 - The force must be proportional to the consequences it is intended to prevent.
 - The degree of force used should be the minimum needed to achieve the desired result.

Examples of situations that particularly call for judgments of this kind include:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil is committing or on the verge of committing, deliberate damage to property;
- A pupil is causing, or at risk causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- A pupil absconds from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
 - i. Entail serious risks to the pupil’s safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property: or
 - ii. Lead to behaviour that prejudices good order and discipline, such as disrupting other classes:

- A pupil persistently refuses to follow an instruction to leave a classroom;
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force would be reasonable if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied, and could not realistically be dealt with by other means.

Those pupils (SEN) who are considered at greater risk of needing restrictive physical interventions will have this discussed with a) pupils and b) parents. A positive handling plan sets out the techniques that should be used and those that should not normally be used. An individual risk assessment is appropriate where it is known that force is more likely to be necessary to restrain a particular pupil.

Using Force

- Other strategies must have been used before force/ restraint is.
- Emergency/ high risk situations mean that force is justified eg. Child running on to a busy road.
- Make every effort to avoid causing injury.
- Avoid touching/restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Type of Force

- Passive physical contact resulting from standing between pupils or blocking a pupils path.
- Active physical contact eg.
 - Leading a pupil by hand/arm
 - Ushering a pupil away by placing a hand in the centre of the back
 - Use of restrictive holds (extreme circumstances and only by those trained.)

Reporting and recording Incidents

- Record all significant incidents in which force has been used.
- Analyse and discuss the incident, including time out for staff/children when appropriate.
- Parents will also be informed
- Any injuries sustained in the incident will require an accident form completing.

Significant Incident Record

Details of pupil or pupils on whom force was used by a member of staff (name, class)

Date, time and location of incident

Names of staff involved (directly or as witnesses)

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.

Reason for using force and description of force used.

Any injury suffered by staff or pupils and any first aid and/or medical attention required.

Follow up, including post-incident support and any disciplinary action against pupils.

Any information about the incident shared with staff not involved in it and external agencies.

When and how those with parental responsibility were informed about the incident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report complied by:

Report countersigned by:

Name and role:

Name and role:

Signature:

Signature:

Date:

Date: