



The Lea Primary School and Nursery

Behaviour Policy

Reviewed by	Neki Suharan
Date of review	November 2019
Chair of Governors	Beth Featherby/Sharon Mansour
Head Teacher	James Berry
Date of next review	November 2020

Statement of Behaviour Expectations

High standards of behaviour

At The Lea Primary School and Nursery, we strongly believe that high standards of behaviour lie at the heart of a successful school. It supports all children to make the best possible progress in all aspects of their school life, and all staff to be able to teach and promote good learning without interruption. We believe that the expectation of high standards of behaviour can also have a positive effect on the life of children outside school.

To achieve this, we are committed to 'Step On' which is a therapeutic approach to behaviour management, with an emphasis on consistency, teaching internal discipline rather than imposing external discipline and on care and control, not punishment.

Our aim is to develop a more positive focus on improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties.

Right to feel safe at all times

All children and staff have the right to feel safe at all times whilst in school. There should be mutual respect between all members of the school community. This includes understanding that bullying, discrimination or harassment of any description is unacceptable and attracts a zero-tolerance attitude. Even if it occurs outside normal school hours, this type of behaviour will be dealt with in accordance with the sanctions laid out in the following policies: Behaviour; Anti-bullying; E-safety and Child Protection.

Inclusivity and Equality

The Lea Primary School and Nursery is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. To this end the school has a clear and comprehensive Anti-Bullying Policy that is consistently applied and monitored for its effectiveness.

School Rules

The Golden Rules underpin the workings of our school. They are displayed in all classrooms. Rewarding pupils for their good behaviour and effort in their work is important in maintaining their motivation, and contributes towards supporting positive mental health and well-being.

Do be gentle

Do be kind and helpful

Do be honest

Do work hard

Do look after property

Do listen to people

Behaviour Policy

The role of the Class Teams

It is the responsibility of all adults working in the classroom to ensure that class and school rules are followed and that all children behave in a responsible manner. All adults have high expectations of the children and they make every effort to ensure that all children behave to the best of their ability, recognising where vulnerable pupils, particularly those with Special Educational Needs, may need reasonable adjustments to be made in the application of our Behaviour Policy.

We teach and promote pro-social behaviours through:

- Building rapport/relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

If a child displays difficult or anti-social behaviours in class, the class teacher will deal with the incident themselves, using the school's agreed sanctions. They may seek advice and support from the Behaviour lead, Step-On tutors and members of the Senior Leadership Team if this behaviour continues. This includes using Roots and Fruits (Appendix 1) and Anxiety Mapping (Appendix 2), which focuses on developing a deeper understanding behind the behaviour so staff are better able to support the child.

If there are concerns about the behaviour of a child in school, the class teacher will contact the child's parents/carers and meet to discuss the situation.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's Behaviour Policy and to report to the Governors on its effectiveness.

The role of the Parents

We expect parents to work with the school to set high standards of behaviour. We are dedicated to working with parents to support this; parents are encouraged to contact/seek advice from the Class Teacher in the first instance. The responsibilities of parents/carers with respect to their children's behaviour are outlined in the Home School Agreement, which children, parents/carers and teachers will be asked to sign in Reception and at the start of KS2/Year3, or later when a pupil joins the school.

Rewards

At The Lea, we praise and reward children for good behaviour in a variety of ways.

The following rewards are offered to the children for following the Golden Rules

- Verbal praise; body language (smile, thumbs-up, nod)
- Stickers; star of the day; stamps; certificates; whole class awards e.g. marble in the jar; extra playtime.

- Sharing with the class.
- Team points recorded in card; 'lucky dip' - winner celebrated in assembly
- Headteacher stickers and notes home
- Celebration Assembly; Star of the Week; Headteacher awards, attendance awards, individual team point awards, whole school team points

Sanctions

The school employs a number of sanctions to implement school rules and to ensure a safe and positive learning environment.

It is important that sanctions are as immediate as possible and the following are the consequences for children who are unable to follow the Golden Rules both in the classroom and at playtime.

- Missing some or all of playtime or lunchtime, supervised by class teacher or Teaching Assistant. This includes an opportunity for teaching the right behaviour to pupils, and a time for reflection.

Children who disrupt the learning of other children or behave inappropriately will be given a warning, and then moved away from their peers. The adults in the classroom will remind the child of expected behaviours. Time out may be offered or directed to give the child an opportunity to 'reset' their thinking. If the behaviour continues then a member of the Senior Leadership Team will be called and the child will work either in another classroom or in the Headteacher's office.

For those few children whose behaviour continues to cause concern there will be close monitoring by Senior Leadership Team. We will work with parents and any outside agencies involved. Staff work very closely with parents in supporting children who may be experiencing difficulties

High standards of behaviour are also expected when children are taking part in school-organised or school-related activities, travelling to and from school and wearing school uniform. The Headteacher may determine that a sanction is necessary if behaviour does not meet the expected standards.

The use of Reasonable Force

On the very few occasions when pupils are at risk of injuring themselves, injuring others or seriously damaging property, there may have to be to be a physical intervention to remove them from the situation.

Staff have had Hertfordshire Steps training. Step On is de-escalation approach that uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Where a child is exhibiting dangerous behaviour, a Risk Reduction Plan (Appendix 2) may be introduced. This is shared with parents and all staff.

*See the policy for **Restrictive Physical Intervention***

Records relating to behaviour

The school keeps a variety of records concerning behaviour. The class teacher may record incidents that take place in the classroom, particularly if there are concerns over a child's behaviour or where a pattern is emerging. A behaviour log may be used which will be shared with the parents.

Behaviour which causes the Midday Supervisory Assistants concern is dealt with as soon as possible, using a restorative conversation script, and reported to the class teacher. Further incidents of inappropriate behaviour are recorded in the MSA logbook, stored in the School Office, where teachers can monitor behaviour patterns. Parents/carers will be informed as necessary.

Records of all bullying and racist incidents are kept in the Headteacher's office. The Headteacher also keeps a record of any child who is excluded for a fixed-term or who is permanently excluded.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

If there is no improvement in the child's behaviour or for a serious, one-off incident of violence: fixed term exclusion may be implemented. In the case of an extreme one-off incident the school and governing body may consider permanent exclusion.

If there is no improvement and other children are being put at risk on a repeated basis, permanent exclusion will be considered.

Parents have the right to an appeal process against exclusion where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, strongly believe that the exclusion sanction, particularly those that are permanent, will only be used as a last resort.

The Governing Body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

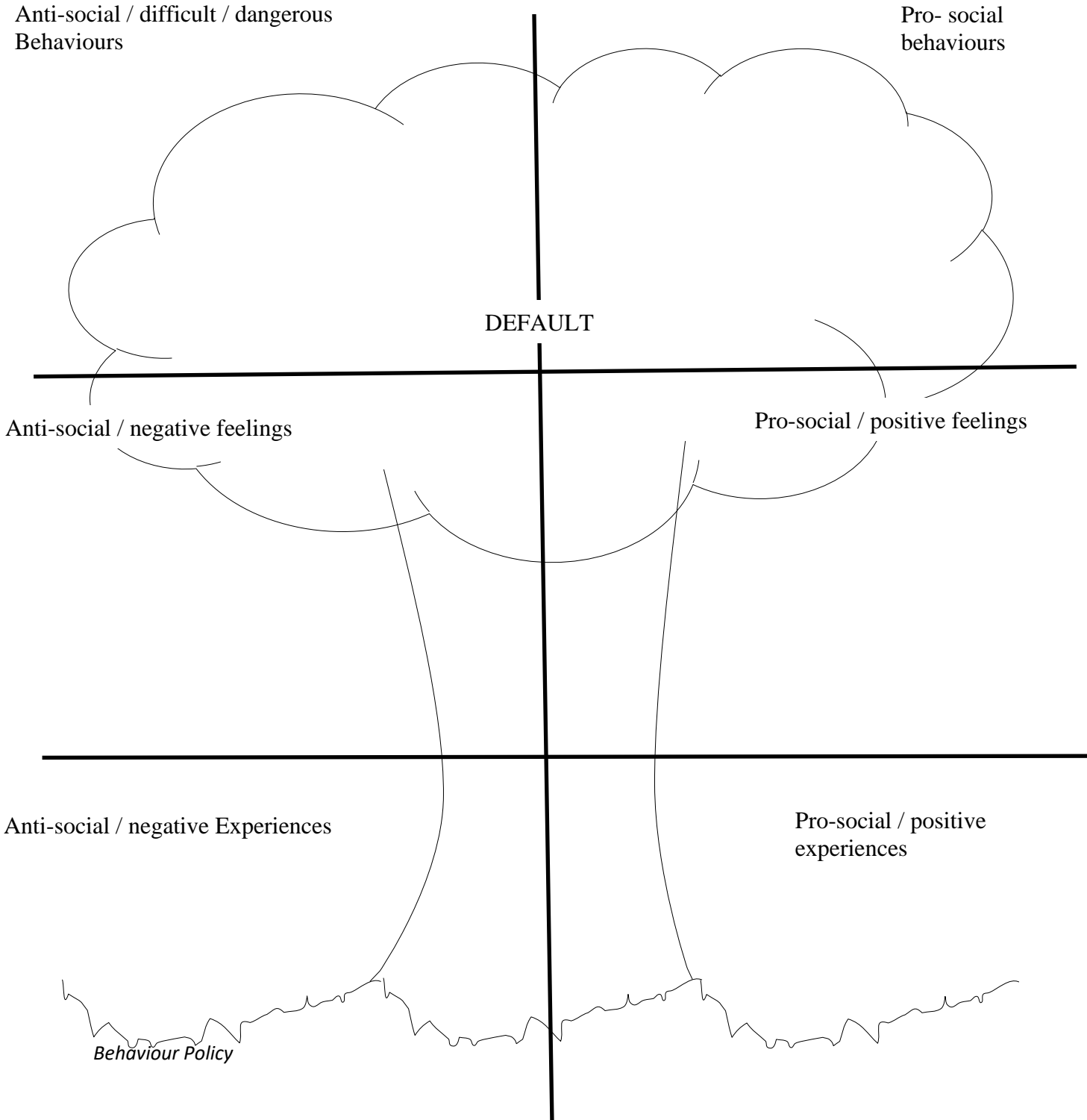
The Governing Body will establish a Governors' Disciplinary Committee of at least three members to consider the appeal.

If the Governors' Disciplinary Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and Local Authority of their decision.

Appendix. 1. Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

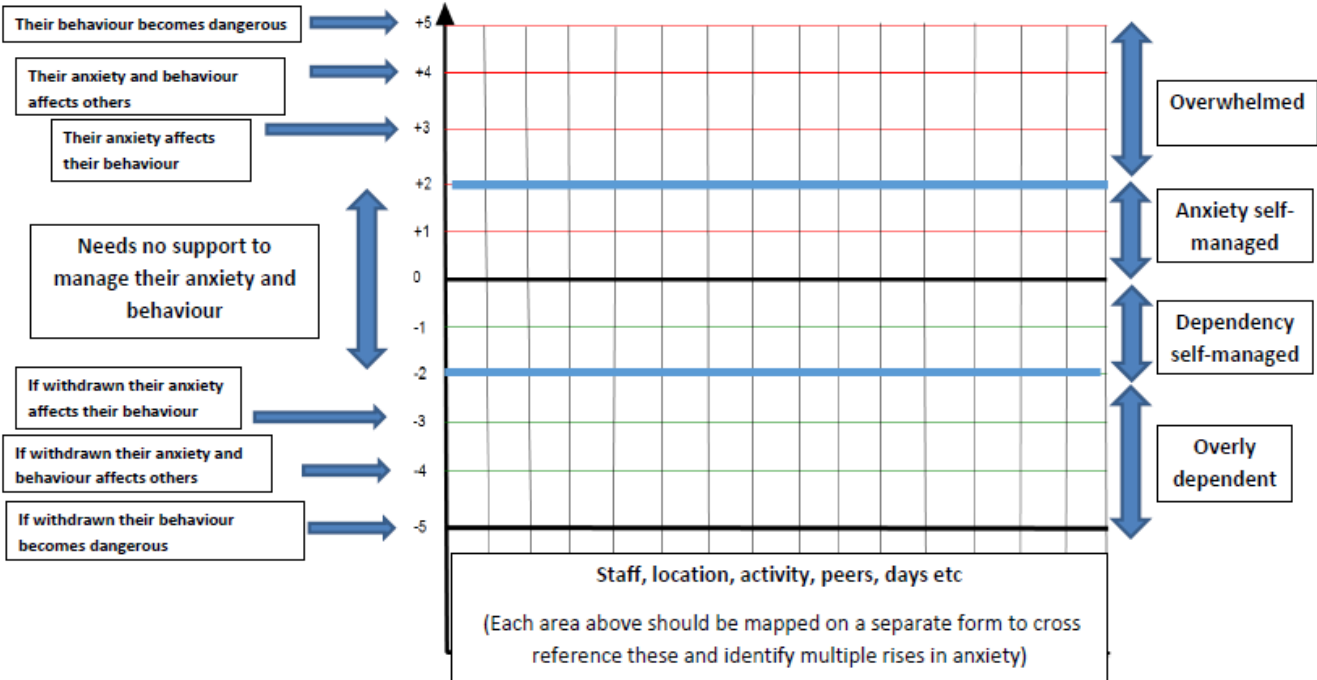
Name	
Supporting Staff	
Date	
Review Date	



Appendix 2

Anxiety mapping guidance

Anxiety Mapping



Manchester Stars 2018

Appendix.3.

Example Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....