



BEHAVIOUR POLICY

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Next Review: September 2023

Updates in blue

Introductory Philosophy Statement

“Good behaviour and discipline are the key foundations of good education. Without orderly atmosphere and appropriate pastoral support systems, effective teaching and learning cannot take place. If children are permitted to misbehave at school or to absent themselves from it, they prejudice their own educational chances. Worse, they disrupt the education of children around them.”

Aims of the policy

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone and raise awareness about appropriate behaviour
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a constant approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To help pupils, staff, parents and governors have a sense of direction and feeling of common purpose

Whole School Expectations

1. We expect everyone in our school community to display a high standard of behaviour both in and out of school (this includes on the way to and from school)
2. We expect everyone to take pride in themselves, a pride in their work and their school property and the property of others
3. We expect everyone to listen and respect others right to listen
4. We expect mutual respect and tolerance towards all members of the school community regardless of their cultural background
5. We expect everyone to be polite, helpful, co-operative and caring towards each other
6. We expect everyone to conduct themselves in a safe and sensible manner at all times – this includes when accessing the internet
7. We expect pupils to wear school uniform
8. It is our overall aim in school to build children’s confidence and develop self discipline

We have 3 rules. Be Safe. Be Ready. Be Respectful. The 3 B's. These are shared with children through assemblies and by class teachers. Children know these rules and staff reference all issues within these rules.

Key routines for Pupils

The following key routines are essential to ensure a safe and orderly learning environment

1. Walk around school and follow correct route
Keep left on stairs
2. Play in the following places. Juniors in the big yard and Infants in the small yard. The quiet/calm area is used for sitting and talking no balls or running.
3. Litter is placed in the bin
4. Toys are not allowed in school
5. Mobile phones are not allowed in school
6. Only authorised web sites can be accessed by pupils
7. Accessing of unauthorised / inappropriate web sites will result in parents being contacted
8. Gum, sweets and pop are not allowed in school
9. Arrive at school punctually for the start of the day and with the necessary equipment labelled with your name
10. Leave school in an orderly fashion and go straight home only crossing with the school crossing patrol
11. Follow school and classroom routines both during lesson times and during wet breaks
12. Follow lunchtime routines
13. Report incidents of bullying or dangerous occurrences to a member of staff (See Anti Bullying Policy)
14. Try your hardest to learn and let others in your class learn as well
15. Be polite and show consideration and manners eg: opening doors etc

Key Routines for Staff

1. Monitor children moving around school. Ensure the children keep in a quiet and orderly line.
2. Be punctual, ready to collect your children at the appropriate time.
3. **Never** leave children unsupervised anywhere on the school site
4. Classrooms are to be left neat and tidy, children to be responsible for their own work things, equipment and work place.
5. Staff must formally report, to their line manager or the headteacher, any serious incident of accidents.
6. All incidents and accidents must be logged appropriately (See Health and Safety Policy).
7. Always follow up and record instances of bullying or dangerous occurrences.
8. Always be ready to listen and take children's concerns seriously. If in doubt refer to the Headteacher, Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Deputy (DSD). (See Child Protection and Safeguarding Policy).
9. Work closely with other members of staff including non-teaching staff.
10. Wherever possible do not hinder the learning of the class when disciplining an individual child. If unavoidable, stress the importance of implications on learning
11. Staff should ensure that coats, outdoor clothing and PE kits are named separately by parent / carers
12. Children are to be encouraged, at all times, to use good manners and to behave well at lunchtime

Positive recognition by teachers of good behaviour is a key factor in motivating and engaging pupils in the process of developing better behaviour.

Parents / Carers Responsibilities

1. To make children aware of appropriate behaviour in all situations
2. To encourage independence and self discipline
3. To show an interest in all that your child does in school
4. To foster good relationships with the school
5. To be aware of and support the school rules and expectations
6. Any grievance or anxiety should be taken to the classteacher in the first instance
7. Parents / carers must not confront other children at any time at school and must treat all staff and governors with courtesy and respect
8. To ensure that children arrive and are collected on time. A record of all late arrivals and collections is kept
9. Not to come onto the school site during the school day unless invited by a member of staff / for a prearrange appointment
10. To support school in the implementation of this policy

Rewards and Sanctions

Behaviour in class is first and foremost the responsibility of the class teacher. Good relationships are the basics of good discipline. Good pupil/teacher relationships create a positive self image and also mean that pupils will accept sanctions. This will enable pupils to move along the continuum towards greater independence from adult control thus developing their self awareness and self control outside the classroom.

Rewards

We praise and reward children for good behaviour in a variety of ways

1. Staff congratulate / praise pupils for positive behaviour
2. Staff incentives/awards. Points result in a range of rewards. Systems vary between classes so as to meet the needs of all children
3. Teachers send praise post cards for good behaviour and effort etc, that has happened in school
4. Each week children (maximum 1 x per class) receive 'Star in the Spotlight' certificates
5. Exceptional achievements that have occurred in or out of school are highlighted in class
6. House points are awarded to pupils for a wide range of positive actions. House scores are reported each week in assembly.

7. Children at lunchtime maybe given house points as a reward for good behaviour

Sanctions

Sanctions are used to help children learn what appropriate behaviour is. It is important that all parties (including child and parents) see that the matter has been dealt with fairly and appropriately. Our aim is for children to take responsibility for their own behaviour. It is important that children follow rules and expectations. It may be that children who compromise their safety or the safety of others have to be sent home (this will count as an exclusion)

1. The school employs a range of sanctions to enforce school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation
2. We expect children to listen carefully in class and to follow instructions straight away. If they do not do so we may ask them to move seats to sit closer to the teacher or to sit on their own
3. We expect children to try their best in all activities. If they do not do so they may have to repeat the task during their own time.
4. A senior member of staff, deputy head teacher or the head teacher may be asked to intervene.

Lunchtime Behaviour:

If a child behaves in a way that is dangerous for them or others or if a child's behaviour is inappropriate in other ways e.g. use of bad language, the following sanctions will be used.

1. He/she will be reminded of the rules.
2. If the negative behaviour persists, the child will be asked to [stand/sit somewhere in isolation](#) for an appropriate period of time.
3. If the child's negative behaviour does not improve, they will be taken off the yard and this may result in the child spending subsequent playtimes off the yard and parents being contacted.
4. Children whom are having difficulty with social skills or making friends may be supported by the [Safeguarding Liaison Officer](#) or a member of the Inclusion Team.

At any stage parents may be contacted if deemed necessary.

What we do if a child [does not follow the rules](#)

We remind them [of the rule they are breaking](#) and ask them to stop. Where necessary we discuss incidents with the children involved. Where possible we encourage children to try to resolve disagreements themselves.

We encourage children to take responsibility for their own behaviour.

Individuals or groups may be referred to the support team for additional help when necessary.

Support Referral System

Informal Level

Pupils encountering any difficulties in relation to behaviour are supported by staff in class and the safeguarding liaison officer in order to help pupils to understand and start taking control of their actions.

Formal Level

Parents will be encouraged to seek support through their GP

Parents may also ask the school through the Special Needs code of practice, to request additional support from the LA such as an Educational Psychologist.

Role of the Class teacher/Support Staff.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their class behave in a responsible manner during lesson time.

All staff in our school have high expectations of all children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly and enforce the classroom codes consistently. All staff treat all children with respect and understanding.

Class teachers liaise with external agencies, as necessary, to support and guide the progress of children.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

There are some specific behaviours that we recognise as a safeguarding concern. (See safeguarding and CP policy for further information) Incidents of this nature are dealt with as outlined below.

Peer-on-peer abuse

Staff and students to be made aware that peer abuse IS abuse and should never be tolerated.

All allegations of any abuse will be investigated and dealt with.

Peer abuse is the physical, emotional and sexual abuse of a child by their peers on or off line, including:

- Bullying + cyberbullying & youth produced imagery.
- Sexual violence, harassment, comments, jokes, non-consensual sexual activity.
- Non/consensual sharing or nude or semi-nude images and/or videos.
- Abuse in intimate personal peer relationships.
- Up-skirting.
- Physical abuse & assault (or threats to harm).
- Initiation & hazing rituals, humiliation and violence.

Lowfield Primary School will address issues early between pupils which might later provoke conflict. The school will also address all inappropriate behaviour to prevent future problematic, abusive or violent behaviour

Learning Support will be offered, in a timely manner to support both victims and perpetrators of abuse. Where appropriate outside agency referrals will be made, with the consent of parents to further address issues and support perpetrators to change their behaviour.

Allegations will be discussed with parents of both victims and perpetrators of abuse and will be invited to meet with school staff and to be part of intervention plans.

Lowfield Primary School will adopt the following points to take appropriate action to safeguarding pupils in school:-

- To always take complaints seriously.
- Never ask a student for a written statement as this can affect criminal investigations.
- Assess needs of victim and perpetrator.
- Consider a referral to police, social care, CYT or MAST.
- Convene a risk management meeting.
- Record all incidents and all action taken using CPOMs.

Sexual Violence & Harassment

Due to the complex nature of incidents of sexual violence and harassment, Lowfield School will facilitate, where possible a multi-agency approach with regards to decision making and action planning.

A member of the DSL/DSD will inform the perpetrator of any action and next steps taken with Social care or the police.

DSL/DSD will risk assess all reports of sexual action to enable them to consider whether a referral to the police or Social care is needed. Risk assessments will consider:

- The impact of the alleged/abuser being educated at the same school.
- How/what strategies will be used to minimise the identified risks.

Risk assessment will be kept in the safeguarding file and reviewed regularly, wither at TAF/Social care meetings or half termly within school.

Lowfield will always participate in a multi-agency approach when required and will seek Early Help intervention wherever possible.

LOWFIELD PRIMARY SCHOOL

E-SAFETY RULES

This is how we stay safe when we use computers/tablets/the internet:

I will ask a teacher / an adult if I want to use the computer/tablets/the internet.

I will only use activities that the teacher / an adult has told or allowed me to use.

I will take care of the computer and other equipment

I will ask for help from the teacher / an adult if I am not sure what to do or if I think I have done something wrong.

I will tell the teacher / an adult if I see something that upsets me on the screen.

I know that if I break the rules I might not be allowed to use a computer.

I will behave responsibly and safely online

Signed
(child).....

Signed
(parent).....

Think before you click

S



I will only use the Internet and email with an adult

A



I will only click on icons and links when I know they are safe

F



I will only send friendly and polite messages

E



If I see something I don't like on a screen, I will always tell an adult

My Name:

My Signature: