

Leaffield C. of E. Primary School



Behaviour Policy

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
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Aims

Leaffield School aims to be a place where everyone can learn to live with each other in a calm and orderly environment. To achieve this, our aims are:

- To ensure that every member of the school community feels valued and respected.
- To provide a caring community where values are built on mutual trust and Christian principles.
- To insist on high standards of behaviour.
- To enhance the development of positive relationships between children, staff, governors, parents and members of the local community.
- To help children grow in a safe and secure environment where they can develop self-esteem and self-discipline.
- To reward and promote good behaviour that will help develop kindness and co-operation.
- To encourage a positive attitude to learning and create an atmosphere of mutual support.
- To enable our children to rebound from setbacks and increase their motivation to persevere and take on new challenges.

Vision and Values

Our Vision is to develop young people with healthy enquiring minds, compassion for others and the courage to act. Our values are embedded in the life of the school. Christian values underpin all relationships across the school and our commitment to caring for others and achieving excellence.

Leaffield CE. School uses a Growth Mindset approach to encourage a positive attitude to learning and an atmosphere of mutual support. This enables our children to rebound from setbacks and increases their motivation to persevere and take on new challenges.

Our School Behaviour Code

RESPECT

- We are kind, thoughtful and helpful to each other.
- We show respect and consideration to everyone.
- We respect the property of others.

LEARNING

- We work calmly and co-operatively.
- We share equipment, spaces and take turns.

NOISE

- We talk appropriately for the occasion or context.
- We listen and take turns to speak
- We do not shout out or interrupt an adult or a child.

MOVEMENT

- We walk around school in a careful and controlled way and do not run around the corners in the playground
- We take care playing in the playground and when on The Green we keep within the cones

SAFETY

- We do not hurt people.
- We only use equipment in areas of the school as we have been instructed.
- We do not allow strangers onto school property.

PROBLEMS

- We try to solve arguments quickly and in a fair way. Younger children may need an adult to help.
- We use words to solve our differences

Agreed rules for happy and safe playtimes

- Playtime starts when we get outside.
- Playtime finishes on the first whistle, bell or when an adult calls us - We line up and wait quietly for our teacher.
- We treat everyone fairly.
- We allow others to play their own games.
- We ask children on their own if they wish to join in.
- We will not use bad language or make rude gestures.
- We will not be aggressive or nasty to others – we will use words to solve differences.
- We will share the equipment and will not kick balls over the wall, into people or on the roof deliberately.
- We will not sit on the dry-stone walls or pull out the stones.
- We will not go through any gate without permission.
- If we need to go inside, we will ask permission of an adult.
- There will be no rough games that involve physical contact in the playground or on The Green
- When we hear a continuous whistle, we will walk calmly and quietly into the hall

Expectations

Children can expect

- To be able to learn in a friendly, encouraging and secure school environment.
- To work and play in a healthy, safe, attractive and pleasant place.
- To be respected and valued as individuals.
- To be fairly treated.
- To be given opportunities for learning in a broad and balanced and enjoyable curriculum.

Staff can expect

- To work in a safe and pleasant environment and to achieve job satisfaction
- To be respected and valued by children, parents, governors and each other.

Each class has a set of rules for living and working in their class, reflecting the age and development of the children. They are similar in nature to the School Behaviour Code to ensure continuity, safety and security.

Rewards

Children's good behaviour is rewarded appropriately in a variety of ways.

- Staff praise and congratulate children.

- Staff award children with reward cards, stars or stickers.
- Each week some children are awarded Smile Awards to recognise their demonstration and commitment to our Christian values.
- Each week some children are awarded 'Golden Learning' certificates to celebrate specific areas of learning.
- Each term a child from each class is nominated for the Governors' Cup, which is presented in Collective Worship by a member of the schools' Governing Body.

Personal rewards – beyond stickers and certificates

Through the teaching of Christian values, we promote the importance of gaining non-material rewards and encourage children to understand that they can feel greatly reward by the act of 'doing the right thing'.

Consequences

When children do not follow the Behaviour Code, or school or class rules there will be a consequence of their actions.

In Years One to Year Four the children use a 'Good to be Green' Chart; a system which uses coloured cards to enable children to be aware of the behaviour choices that they are making. A move from green towards red reflects negative behaviour choices. Some classes also use gold and silver cards to reward positive choices. The most important aspect of this system is that children are made aware of the choices they are making, and these are explicitly communicated to them, to enable them to change behaviours. Children need to understand why their name is being moved from for example from green to yellow. At the yellow stage, children may be asked to sit out of some of their playtime because of inappropriate choices and this time may be used for the completion of missed work or for reflection.

Example of the system

1. A reminder of the rules (using the 'language of choice'), You need to make the right choice about your behaviour. Please can you If you choose not to you will receive a yellow card.
2. If the undesired behaviour continues the child will **automatically** get a yellow card.
3. A red card is given if the child continues to misbehave. At this stage the child may be taken to the headteacher/senior teacher on site.
4. A second red card during the same week may result in the headteacher contacting parents to discuss the behaviour.

Fresh Starts

It is important that the cards are cleared/returned to Green at the end of a session / half day, so that children understand that they can make a fresh start. Teachers must be clear with their class and the adults supporting each classroom when the cards are returned e.g. at the end of the session / half day. It is important to be explicit with the children about 'their fresh start' and to be consistent with this aspect of the system.

Year 5 to Year 6

Children in this class do not use the 'Going for Green' chart. Behaviour management is managed through verbal dialogue with children as a way of preparing them for the transition to secondary school. Children are still made aware of their behaviour choices but are expected to 'do the right' thing because it is the right thing to do, not for the reward of a gold/silver/green card. Children in this class are still rewarded with the whole school systems of reward e.g. Smile Awards etc.

Foundation Stage

At this stage, distraction is often used as a strategy for encouraging children away from unwanted behaviours. Time out of activities is used as a consequence for children who continue to misbehave. Time out is used straight away for violent or destructive behaviour. Parents are notified of these instances

In the playground

Rewards and consequences are also used in the outside area. Staff may issue yellow and red verbal warnings. Children must be reminded of their choices and the consequences of not making positive choices. If a child does not change their behaviour after a yellow warning, a child may be asked to have 'time out' of the play.

If a child is involved in physically fighting, or extreme verbal behaviour (particularly discriminatory) they should have a red warning and be seen by the Headteacher/senior teacher on site.

Additionally, children may be asked to take a couple of minutes 'chill out time' from an activity to calm down if they have become agitated or frustrated. Restorative justice is used to support children who are experiencing difficulties with friendships.

Inappropriate Behaviour

When dealing with inappropriate behaviour adults will:

- investigate the incident thoroughly,
- listen to all of the children involved, including the use of Restorative Justice
- obtain appropriate support from other adults e.g. SENCO, Senior Leaders
- explore any underlying reasons and seek to address these wherever possible,
- communicate processes and events to parents/carers at the first reasonable opportunity,
- implement sanctions clearly and consistently.

Prior to giving a sanction staff will explore the reasons for inappropriate behaviour. Children will always be supported to reflect on their behaviour, to apologise and to make restoration. Strategies for promoting future positive behaviour may be considered more appropriate than the use of sanctions.

Staff at Leafield understand that challenging behaviour can be a sign of a child trying to communicate a difficulty or challenge in their lives. Ongoing challenging behaviours must be discussed with the Headteacher / SENCO (Special Educational Needs Co-ordinator) so that the appropriate investigation or support can be put in place.

As necessary, sanctions will be used as follows (not all sanctions may be appropriate):

- a verbal reprimand and a reminder of desired behaviours
- sitting a child alone/away from the main group of children/in a different classroom,
- using other adults to work with children needing support/distraction,
- one-to-one discussion,
- loss of privileges,
- time out - two verbal warnings will usually be given prior to time out,
- use of a daily report sheet,
- informing parents,
- internal exclusion,
- the use of a fixed term suspension or permanent exclusion.

The use of sanctions is characterised by:

- a focus on the behaviour and not on the child,
- explaining clearly why a sanction is being applied,
- apology and forgiveness, ensuring that the child is helped to understand the importance of apology and the scope of the school's forgiveness,
- retaining the dignity of the child and minimising shame,
- drawing attention to the school's behaviour code and the ethos of the school,
- dealing positively with inappropriate behaviour,
- teaching children how to modify and manage their behaviour to avoid future sanctions,
- providing opportunities for reflection on actions and the impact on others.

Steps for Dealing with more Unacceptable Behaviour may include:

- A written apology will be made as appropriate.
- The child will be encouraged and supported to learn from the incident.
- Removal of significant privileges.
- Formal discussion will take place between the class teacher and the parents, (including the child if appropriate).
- An Individual Behaviour Plan may be implemented.
- A Home/school diary or chart may be set up if appropriate – parents and child will be involved in targets.
- A period of internal exclusion may be instigated.
- Regular meetings held and recorded to evaluate progress towards targets.
- Development of behaviour modification strategies recorded in a behaviour plan with the advice of the SENCO, Educational Psychologist (EP) or Emotional and Behavioural Disorders (EBD) outreach worker as appropriate.
- Formal discussion between head teacher and parents indicating the possibility of suspension/exclusion.
- If a fixed term suspension is considered appropriate it will be administered, following Department for Education (DfE) guidelines.
- Where the child's behaviour is consistently detrimental to the well-being of himself/herself or others in the school or is in serious breach of this behaviour policy, permanent exclusion may result.

Fixed term suspension and permanent exclusions are usually only used as a last resort, but they may nonetheless be used for a one-off serious breach of this behaviour policy. The Head teacher and governors will follow DfE exclusions guidance ([Exclusion from maintained schools, academies or pupil referral units in England](#)) in respect of the administration of any suspensions/exclusions.

On some occasions, the behaviour, or threat of behaviour may indicate to staff that a child may have a stolen item, a weapon, alcohol or an illegal substance in their bag, drawer or other item. A search can be considered if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a potentially dangerous, stolen or prohibited item, or if the pupil has agreed. Bags/property should be searched by two members of staff, unless the risk of harm to others means that a search by one member of staff is considered necessary.

Staff may confiscate any items that they consider to be dangerous and may contact the police if this is felt to be necessary.

Parents should be advised of any search of their child's property that has taken place as soon as reasonably practicable, whether or not anything was found.

In the unlikely event that a child needs to be searched, the relevant [DfE guidance](#) will be followed.

Inappropriate or unacceptable behaviours will be considered as minor, medium or major and will be dealt with as follows-

Minor incidents will be handled by the responsible member of staff present and following the school's system of green/red cards.

Medium incidents will usually be dealt with by the class teacher, or the teacher on duty. Where a medium incident forms part of a pattern, or is a repeated behaviour the headteacher, or a senior leader may be involved.

Major incidents will always be referred to the headteacher/senior leaders, who will deal with the matter in collaboration with the class teacher.

Both medium and major incidents may be considered to be serious breaches of this policy. The school will be as supportive as possible to individual pupils, but the safety and well-being of the school community will remain paramount. Where there is sufficient evidence that a pupil has committed a serious breach of this policy and if it is believed that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, then the pupil may be suspended for a fixed term or excluded from school permanently. DfE guidance governing suspensions and exclusions is followed in relation to any exclusion from school.

<p><u>Minor Incidents</u> Examples of this may include:</p> <ul style="list-style-type: none"> • Initial lack of co-operation • Being cheeky/teasing • Being involved in minor arguments 	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • reminding child of expectations/the behaviour that is desired, • the use of facial expressions e.g. raised eyebrows, • humour (as distraction only), • a change of voice – lower tone, changed volume, • ignoring, following up as appropriate • distraction, • removing from a group.
<p><u>Medium incidents</u> Examples of this may include:</p> <ul style="list-style-type: none"> • Being deliberately rude • Being disruptive • More persistent teasing • Lying • Spitting • Inappropriate/offensive language, including swearing • Disobedience 	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • using other children to say what is wrong/how to make matters better, • using Reflect and Repair sheets, • repeating work which is unsatisfactory because of poor behaviour, • a verbal reprimand, • sitting a child alone/away from main group of children.

<ul style="list-style-type: none"> • Physically hurting another child • Inappropriate use of social media 	<ul style="list-style-type: none"> • using other adults, • one-to-one discussion, • using warnings, • loss of privileges, • requesting a letter of apology, • informing parents, • a period of internal exclusion, • the use of a fixed term suspension.
<p><u>Major Incidents</u> Examples of this may include:</p> <ul style="list-style-type: none"> • Bullying • Abusive language including sexist/racial comments/abuse • Threatening or aggressive behaviour • Physical Assault / hurting an adult or child • Theft • Deliberate deceit or disobedience/defiance • Deliberate damage to property • Unsafe or anti-social behaviour • Repeated, continued or disruptive behaviour • Significant, or unresolved danger to members of the school community • Possession of a potentially dangerous substance, implement or weapon • Inappropriate use of social media 	<p>Action from the responsible adult may include:</p> <ul style="list-style-type: none"> • Incident recorded and kept on file, • Sanction agreed and implemented, • Parents will be contacted by a senior leader, • A search of belongings may be carried out, • A record will be kept of meetings, • An Individual Behaviour plan will be drawn up, (or reviewed) if appropriate, • Internal exclusions may be used, • External agencies will be involved as appropriate, • Fixed term suspension and permanent exclusion may be used.

Restraining

Whenever a physical intervention has to be made, except where it is deemed to be an emergency, there should be a verbal warning. Where possible staff should always attempt to use diversion or diffusion in preference to physical interventions. Staff should only use the techniques and methods approved for use in this school (Team Teach), though staff members who are not trained should not, on that basis, fail to intervene in order to protect a child from harm or danger. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported.

Staff should only use physical restraint when there is no other realistic alternative. Other than in an emergency, staff should only attempt physical intervention/restraint when they are confident that such action will result in de-escalation and a reduction of risk.