



Little Leigh Primary School
Behaviour Policy
Approved by Governors June 2023



Educating Hearts. Educating Minds.

We provide a safe and inclusive learning environment where everyone is valued and encouraged to aspire to be the best that they can be, with relationships at the heart of our approach.

Rationale

At Little Leigh Primary School, we aim to establish a happy and caring school community, which encourages respect for others' feelings, beliefs and possessions and we understand that such a community needs a structure to develop socially responsible behaviour that will equip children for life.

Aims

We achieve positive behaviour for learning in school by:

- Encouraging children to work alongside three simple principles, Ready, Respectful and Safe.
- Demonstrating consistency in our expectations for all children.
- Fostering a culture built on positive relationships throughout school.
- Modelling positive behaviours to all children.
- Meeting and greeting children every day.
- Focusing on behaviours that we are looking for.
- Demonstrating clear routines and expectations within the school day.

Encouraging Positive Behaviour for Learning in School

Our school rules are based on three principles, Ready, Respectful and Safe:

We are:

- **Ready to learn**

Children are active in their learning and will be demonstrating behaviours to ensure that learning potential is maximised to the best of their ability. Children will be listening at the right times, taking part in their learning, giving 100% effort and resilient towards challenge.

- **Respectful to others**

Children will be honest, show kindness, listen to others, solve conflicts calmly and respectfully and follow instructions from all adults.

- **Safe at work and play**

Children will play safely during break and lunch times, they will use equipment correctly and appropriately for its use and will ensure that school property is cared for to a high standard. Children to feel proud of their school.

Behaviour Management

School staff set the tone for behaviour in their classrooms and around school. Staff must model pride in their environment, the tidiness of their working space, politeness and a calm manner in the face of negative behaviour.

Therefore, staff will:

- use consistent language (positive framing) when speaking with children about their behaviours; for example, 'well done, you have chosen to respect others by showing kindness'.
- model 'calm' when dealing with any child's negative behaviour; for example, 'You have chosen to stop **** from learning as you are talking when you shouldn't be – please listen.';
- emphasise the positive, including praise for good behaviour as well as good work;
- make sure the children are able to articulate R.R.S and what it stands for;
- greet each child each morning as they come into the classroom. Staff will be in their classrooms before children come in from playtime and lunchtime (KS2 on playground)– greeting the children positively.

Reasonable Adjustments

Staff must recognise that for a small number of children, behaviour may not be a choice but an expression of anxiety. Where children demonstrate more distressing behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support by way of ensuring rubber boundaries are put in place. Senior Leaders will be available to work with the class teachers to support this. Staff will:

- Start with recording the behaviour (actions)
- Take time to analyse the underlying causes (setting and triggers)
- Analyse the consequences (results)
- Alter the triggers and/ or results
- Teach more appropriate responses
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident

Reasonable adjustments will also be made for children based on their age and corresponding understanding. Children in EYFS, for example, do not have a formal break time and therefore would be expected to use their consequence time to think about their actions and engage in conversations with a member of staff to ensure clear understandings of what has happened and how it can be prevented in the future.

Recognition

Rewards are more effective than consequences in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

- Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded.
- Rewards will be applied fairly and consistently.
- Praise and rewards may be for an individual pupil, class, year group or whole school.

Rewards include:

- Verbal praise to acknowledge learning behaviours.
- Stickers to initiate conversations with parents and carers at home.
- Taking work to show Head Teacher
- Each Friday in Celebration Assembly, 1 child from each class is chosen by their teacher to earn a 'School Award' certificate – these are given to children who have stood out that week in demonstrating model behaviours of one of the school rules.

- Lunchtime rewards from midday staff
- Dojo rewards

All behaviour which demonstrates the school rules (RRS) rewarded with a Dojo point. When children reach one of the following milestones, they will receive a certificate:

50 Dojo points	Bronze
100 Dojo points	Silver
150 Dojo points	Gold
200 Dojo points	Platinum
250 Dojo points	Diamond

Our Restorative Approach

Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff. Our current restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and use restorative language and questions to allow children to understand the impact of their behaviours.

During restorative talks with children regarding their behaviours, examples of the questions include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you/we need to happen now?

Consequences	
Behaviour	Approach
Step 1 A behaviour we wouldn't expect to see Reminder	A reminder of the 3 school rules. Identify the rule the child has broken. Remind the child of a time they were behaving how you would like them to. Finally, ensure they have understood what you have said. Make clear that the behaviour must stop. If the behaviour continues, they will receive a warning.
Step 2: Child repeats the behaviour Warning x2	A clear, verbal warning delivered privately where possible. Make the child aware of their behaviour and clearly outline that if another warning is given, there will be a sanction as a consequence.

<p>Step 3: Child continues with the behaviour</p> <p>Consequence</p>	<p>Explain that as they have had a third warning, they will miss their break or equivalent time at lunch as a consequence. If the child is given a warning in the afternoon, they will complete their consequence at break time the next day. Children will be given 5 minutes respite time to go to the toilet, have a snack and fresh air.? The child may eat their snack and have a drink. At this point, staff will record behaviour incident on Edaware for SLT to be notified. The child will sit with the staff member whilst it is being recorded. Parents to be informed at the end of the school day.</p> <p>EYFS & Y1 Children are expected to have 5 minutes as a consequence time to think about what has happened and what could be different next time. This will be a period of quiet, with time allocated to talk with an adult about the situation. Children will be supported in their reflection time by asking the questions under Our Restorative Approach (previous page).</p>
<p>Step 4: Continuation of poor behaviour.</p>	<p>If a child's negative behaviour has been recorded 3 times on Edaware following the protocol above, then the class teacher is to contact parents to arrange a meeting. Parents are informed of the 3 occasions and that their child is at risk of being put onto a 'Behaviour Plan.' If a child's behaviour does not improve (ie. a further 3 occasions recorded on Edaware), then a meeting will be planned with the class teacher, parents, child and a senior leader. (EYFS, Y1, Y2 – JP, Y3, Y4, Y5 and Y6 – CN) It is a senior leaders' decision to place a child on a Behaviour Plan. Meeting minutes to be added to Edaware.</p>
<p>Any act of deliberate, physical or verbal violence. Any inappropriate use of IT</p>	<p>If a child is physically or verbally violent towards another child, then this is to be recorded onto Edaware. The child will need to be placed somewhere safe to calm down. Only when the child is calm must a restorative conversation take place and a consequence issued. (A member of SLT will decide the consequence due to the aggressive nature of the behaviour). The same applies for inappropriate use of IT in lessons</p>

Suspension

We recognise that there may be rare occasions when a pupil's behaviour is such that suspension from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Little Leigh Primary follows the guidance in Section 3 of the DfE's 'Exclusions from Maintained Schools' September 2022 with particular reference to 'a guide to the law.'
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Behaviour beyond the school gates

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off site school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Little Leigh Primary School, should these rare instances occur, we will follow the guidance in this behaviour management policy

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. As a school, Little Leigh Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour.

To be reviewed June 2024.