

Lovers' Lane Primary and Nursery School



Behaviour Policy

Date Reviewed: February 2024

Next review date: February 2025

Behaviour Policy

Core Beliefs/Mission Statement

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.

We have four core values which underpin every aspect of our learning community:

- **Show Respect**
- **Work Together**
- **Aspire and**
- **Nurture**

At Lovers' Lane Primary we want to make sure all our children are happy and secure in an environment that promotes good behaviour. This is vital to promote good relationships with respect for all, regardless of race, gender or creed, and civilised behaviour which ensures the safety and well-being of all staff and pupils. We also aim to give children a sense of self-respect, whereby they can function and attain success at their own level, growing in confidence and hence in the ability to respect and cooperate with others. Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

AIMS

At Lovers' Lane, all staff will:

- Uphold the core values of our school.
- Recognise and highlight good behaviour.
- Ensure that all children are praised for behaving well and promoting our core values.

Ensure criticism is constructive - highlighting the inappropriate behaviour and not directed at the child.

Explain and model the behaviour we expect to see.

Encourage children to be responsible for their own behaviour and help children to understand the behaviour choices they make.

Inform parents about children's good behaviour.

- Reward individuals and groups of children for behaving well and upholding our values.
- Be consistent in their approach to dealing with all behaviours.
- Record levels of behaviour on the school system for future reference.

At Lovers' Lane, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others.
- Aspire and work together in their learning.
- Understand that positive behaviours will be rewarded.
- Be positive role models for each other.
- Respect themselves and each other by following school rules.
- Understand that negative behaviour has a consequence.
- Accept that the more severe the behaviour the more severe the consequence.

POSITIVE BEHAVIOUR AND REWARDS

At Lovers' Lane, we have a positive approach to behaviour. Our school core values have been written in conjunction with the children and are referred to at all times. These are written using positive language to reinforce whole school expectations of behaviour. The school uses a variety of rewards, both in class and across the whole school. These are used to promote good behaviour, good work and effort. Reward systems include:

- Verbal praise & gestures which are specific to behaviour and learning
- Rewards from class teachers and from the Head teacher and Assistant Head teachers.
- Celebration Assemblies.
- Certificates and Stickers
- Attendance awards & incentives.
- Class Dojo points are awarded for positive behaviours and can be deducted for negative behaviours
- Class Dojo points are available for demonstrating our school values and positive learner behaviour.
- Once a pupil has received a certain amount of DOJOs (to be decided by the class teacher) a small prize is received.
- Individual class rewards based on the core values.
- Celebration postcards home.

This list is not exhaustive and not all these reward systems are used at all times. The staff endeavour to make rewards relevant to cohorts, individuals, phase or session. Targets are set with specific behaviour goals on an individual, class, phase and whole school basis which are then rewarded accordingly.

INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES

Rewards and incentives are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed.

At Lovers' Lane, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying the negative behaviours, they will receive a consequence that is in line with their behaviour. These consequences and levels of behaviour will be displayed in a consequence chart which is referred to by all staff and remains consistent across phases. (See below.)

The children have had the opportunity to share their views on what they consider to be suitable consequences for their negative behaviour and appropriate rewards for positive behaviour through pupil forums and school council meetings. They have contributed their ideas.

It is expected that children will be given the opportunity to reflect on their behaviour and, when it is negative, make plans for a positive change. It would be expected that the child take responsibility for their behaviour and endeavour to restore the balance of relationships through an apology this is facilitated by the use of (when appropriate) restorative practices. It is also anticipated that children will learn to manage their own behaviour through the use of group and class strategies but that they learn to develop their own strategies for controlling their behaviour – this is facilitated by using an Emotions Coaching approach to dealing with behaviour.

It is expected that staff keep records of children who have displayed medium or high levels of behaviours using the school's Safeguarding System. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

If a pupil is consistently making poor behaviour choices which affect their learning and the safety of others, then we will follow our Graduated Response process to work with all stakeholders to try and help the pupil to make positive changes to help the pupil.

BEHAVIOUR CONSEQUENCES

<p>Low level Fiddling and distracting others Running in school Not lining up properly Not putting hands up Interrupting Not listening Name calling and answering back Shouting out Chewing Inappropriate noises If low level behaviour continues staff will then move on to medium level</p>	<p>Consequences: The steps are as follows:</p> <ul style="list-style-type: none"> • Verbal warning • 5 minutes missed playtime • 10 minutes missed playtime • Miss full playtime • conversation with parents/carers • Persistent disruption may lead to Behaviour plan/SBAP referral • Log on Safeguard online as incident– to DSLs, including headteacher and AHT.
<p>Medium Level Ignoring staff instructions Invading other children’s personal space Play fighting Telling Lies Refusing to complete assigned class work Damaging/ destroying other people’s work Damaging/destroying display Leaving class without permission Swearing Showing disrespect to others If medium level continues staff will move onto High Level following discussion and agreement with SLT.</p>	<p>Consequences:</p> <ul style="list-style-type: none"> • Child’s free time is lost with a conversation with parents/carers to follow up. • Escalation to SLT • Classroom withdrawal 1 session – parents/carers phoned • Classroom withdrawal 2 sessions – parents/carers phoned • Headteacher and AHT will monitor and a behaviour plan may be agreed with Behaviour Lead/SBAP involvement through Pathway to Provision. • Incident reported on Safeguard – to DSLs, including headteacher and AHT.
<p>High Level Refusing to take consequences Causing others to be/feel unsafe Persistently disrupting the learning of others Bullying, including about protected characteristics Racist behaviour Physical assault on an adult/another child, including fighting Child on child abuse, including sexual harassment/abuse. Throwing objects at other people Threatening/aggressive behaviour towards other children/ adults Leaving school without permission Stealing Damaging property Breaking Health and Safety Rules intentionally If high level continues, SLT will consult SBAP, Family SENCo and Fair Access Team NCC for advice. This could lead to a managed move, alternative provision or permanent exclusion. Permanent exclusion will always be a last resort.</p>	<p>Consequences:</p> <ul style="list-style-type: none"> • Full consequence time - parents informed by HT/AHT • Classroom withdrawal from all children all day parents/carers phoned and meeting arranged • Suspension (school can issue up to 45 days per pupil in an academic year) • Managed move (child is educated at another site, but is still on school roll). • Exclusion (permanent – child is removed from school roll – ie loses school place) • Incident reported on Safeguard – to DSLs, including headteacher and AHT. • If Suspension/ Exclusion incident reported to NCC via online form, letter sent to parents/carers and work pack provided for first 5 days of suspension/ exclusion. See suspension and Exclusion Policy on school website for more details.

- Suspension (formerly called fixed term exclusion) may be given as a consequence for very serious behaviour (High Level). This will include informing the Local Authority and will require a reintegration meeting with parents.
- Exclusion (permanent) is a last resort and support and advice would be sought through the SBAP and Fair access team before this stage was reached.

KEY POINTS

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher has instructed them otherwise) with responsibility for pupils, such as teaching assistants and other support staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupil's property.

BULLYING

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying goes on and that we are always ready to listen to any concerns the children have.
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The teacher who is investigating will record the incident with a Senior Leadership Team member if it is felt necessary a written record will be kept. The children are told of this process so they realise that the incident is taken seriously. Parents will be invited to meet with the teacher and a member of SLT.

- Record all items of bullying on the Anti-bullying form pro-forma and on 'Safeguard online' in the child's chronology
- Respond – Depending on the severity of the incident there are various responses and consequences available to the Head teacher (stated previously).
- Follow-up – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.

Please see the Anti Bullying Policy for further information on how the school deals with the issue of Bullying.

Our school is part of the 'All Together' Project with the 'Anti-bullying Alliance', so our curriculum is enhanced through materials and resources from the Anti-bullying Alliance, as well as a full audit of provision informing actions in school as part of our 'All Together' work.

When responding to issues of cyberbullying, these procedures apply. Children are taught how to collect evidence through the use of new technologies and how to report or block people online.

For additional information, please see the school's Acceptable Use Policy.

PLAYGROUND BEHAVIOUR

At Lovers' Lane, we realise that children's behaviour can be affected during unstructured social times. Therefore, we ensure the correct supervision and systems are in place to aid and model good behaviour to all children. There will always be 2 adults covering playground duties and due to ratio requirements. Playgrounds will be managed per Key Stage due to the difference of break times and will promote positive experiences for all children.

At lunch to promote positive behaviour and experiences a number of strategies will be employed, such as: buddy systems run by the children and clubs run by members of staff. SLT will support midday supervisor throughout lunchtimes as required.

BEHAVIOUR AND SEN

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given an SEND support plan. This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. SEND support plans have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussions with parents, staff and other professionals where required. EHAFs will be completed in conjunction with families where behaviour is impacting on children's learning and attitudes in school in order to support learning. Behaviour targets will be shared with parents /carers and supporting adults.

PARTNERSHIPS

At Lovers' Lane, we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents/carers are encouraged to work with school and share strategies which can be implemented both at home and school.

Lovers' Lane also works closely with other agencies such as the Education Welfare Officer (EWO), School Nurse and other support services (such as the Newark School Behaviour and Attendance Partnership - SBAP) and these are involved when needed.

We work hard with our partners in the Newark Town Schools through enrichment work, such as local secondary schools and colleges as well as charities to support our pupils in being confident to make kind and healthy choices. We are also part of the 'All Together' Anti-bullying Project, as detailed above, with the Anti-bullying Alliance and in links with NCC (Nottinghamshire County Council). Our school also buy-in the services of CASY counselling and have a member of staff who is an ELSA. These support systems are in place to support vulnerable children's welfare and emotions, which in turn support positive self-image and behaviour. The Healthy Families Team through our school nurse also support children in our school.

POSITIVE HANDLING

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others and to ensure their emotional well-being. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

STAFF TRAINING

All staff follow the behaviour policy and receive additional training when required.

Additional training is provided by outside agencies and, when appropriate, in conjunction with other schools, to support children with specific needs that may impact on behaviour. All staff have been trained in Emotions Coaching and Restorative Practice approaches by our behaviour lead, following CPD for the Behaviour Lead with our SBAP (School Behaviour and Attendance Partnership).

ADDITIONAL POINTS TO NOTE

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will record incidents on the appropriate school systems (Safeguard online software – a secure system for logging concerns and incidents).
- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.
- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the appropriate age of the child (For example the 'Thinking Chair' in Foundation).

- We will endeavour to treat children with the utmost respect at all times, never using sarcasm or demeaning speech or physical presence. The sanction is the consequence and not the public humiliation.
- We will give the required period of time to parents when informing them of consequence time after school and make sure the arrangements fit in with parents' needs.
- We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.
- Our children are supported by ELSA, a Learning Coach and we subscribe to CASY Counselling who provide us with a bespoke package for our children and staff and also benefit our children with the support of our local Healthy Families Team (School nursing).
- We help our children to self-regulate through strategies such as grounding and breathing. We are a 'TAKE 5' school, working with 'Each Amazing Breath' to build resilience and emotional well-being.
- All staff have been trained in Emotions Coaching and Restorative Practice approaches and use these to address behaviour incidents to teach strategies for resolving conflict to the children and also to enable children to reflect on events and understand and manage their own emotions.