

Behaviour Policy

Lyminster Primary School



Approved by:	Full Governing Body	Date:
Last reviewed on:	July 2022	
Next review due by:	July 2023	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

In creating and implementing this policy we take full account of advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- The [special educational needs and disability \(SEND\) code of practice](#)
- [School Exclusions](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, eg not listening or being discourteous
- Incorrect uniform, unless previously discussed and agreed with the Headteacher
- Behaviours which, although unintentional, could have the potential to cause harm (eg rough play)
- Causing, or potentially causing, some hurt or upset through thoughtlessness

Serious misbehaviour is defined as:

- Repeated misbehaviour/breaches of the school rules, or non-compliance with instructions
- Any form of bullying, or intentionally causing hurt
- Threatening behaviour, words or actions (including deliberate swearing at people)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, and includes deliberately using sexualised language towards another person
- Vandalism
- Theft
- Fighting, striking out or causing physical harm
- Unsafe behaviour despite having insight or previously having been warned
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour (see also Equality Policy), including eg using the word 'gay' as an insult if they already have insight
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. He/she also has overall responsibility in ensuring that the school curriculum fully promotes positive choices and enables the children to take responsibility for themselves and their contribution/impact on the community.

5.3 Staff

Staff are responsible for:

- Following the staff code of conduct in full
- Implementing the behaviour policy consistently
- Modelling positive behaviour and treating all pupils fairly and with respect
- Providing or supporting a personalised approach to the specific behavioural needs of particular pupils (in liaison with the Inclusion Leader and/or Learning Mentors)
- Recording behaviour incidents and communicating with senior staff where there are patterned, persistent or serious breaches of this policy
- Supporting good classroom management as outlined in Section 8 below.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Support the school by accepting and reinforcing any sanctions given, and by following the home-school agreement
- Adhere to the staff code of conduct as it applies to visitors to the school, in particular by never displaying threatening behaviour or compromising the safety or dignity of pupils, staff or other parents/carers.

6. Pupil code of conduct

At Lyminster Primary School, safety is always our prime concern, and this is why our three 'Golden Rules' are based on safety:

- Show self-control, using strategies if you need to;
- Walk sensibly around the school, and to and from school as well;
- Follow adults' instructions, as they are here to keep you safe!

In addition, we use what are sometimes known as 'Fundamental British Values' – though we believe these to be more universal – as a guiding force in our code of conduct. These give us our remaining school rules:

Democracy:

- Make it possible for everyone to learn and be heard;
- Abide by the class charter and any other rules we have agreed together;

Rule of Law:

- Be honest about situations and accept sanctions when given;
- Wear the correct uniform and represent the school well;

Individual Liberty:

- Accept other people's choices and individuality;
- Look out for each other and never cause hurt;

Mutual Respect:

- Show respect to all others and their rights*;
- Treat the building and all property with respect.

*At Lyminster Primary School we follow and support the United Nations Convention on the Rights of the Child.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Individual merits (personalized to each class, including dojo points or 'moving up' – when these build to '5 of something special' the child visits the Headteacher for a badge)
- Letters, texts or phone calls home to parents/carers

- Special responsibilities/privileges
- Dragon (House) Points – these can earn a mufti day
- Golden Time minutes – whole class reward
- Stickers etc, including in the dinner hall
- Certificates, including weekly ‘Stars’ for Writing, Mathematics, Reading and Presentation, as well as half-termly ‘Golden Dragon Awards’ for progress and Reading Awards for home-reading
- Headteacher’s Tea nominations – ‘Always Children’
- Personalized rewards as per Individual Behaviour Plans

Appendix 3 summarizes the core reward system used in all classes.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- ‘Moving their name down’
- Sending the pupil out of the class
- Expecting work to be completed at break or lunchtime
- Otherwise keeping the child in at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers (teachers or senior members of staff only)
- Putting a pupil ‘on report’

Agreeing a behaviour contract, or introducing a new behaviour plan, will also be considered as a matter of course, however this is not considered or treated as a sanction. Our ‘**Behaviour Toolkit**’ outlines the steps to be taken and resources which can be used to help children who persistently misbehave turn around their behaviour.

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to another classroom (or a senior member of staff if this is not possible) during lessons if they are disruptive, and they will be expected to complete the same work as they would in class if this is appropriate.

Appendix 2 outlines the stepped process for repeated or serious misbehaviour, including our Yellow and Red Card system.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school – the school rules and expectations are considered to be equally in force in these situations as they would be on-site.

The school also reserves the right to sanction children for misbehaviour outside of school/in the community generally, particularly where this behaviour could impact on the reputation of the school or the safety and well-being of other children. Sanctions given will be proportionate at the discretion of the Headteacher or senior member of staff, and in-line with this policy. Parents/carers will be notified and involved from the beginning of the process.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding, whistleblowing and disciplinary policies for more information on responding to allegations of abuse. The needs – current and future – and rights of everyone involved will need to be considered and balanced.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Behaviour Management is an aspect of everything that we do in school, particularly in terms of being pre-emptive and preventative. Fundamentally, we know that behaviour is communication and our job as adults is to 'listen' carefully and actively to this communication, to ensure that the child can be enabled to make more positive choices in the future, and that good relationships and order can be very quickly restored.

8.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classrooms, as well as around the school generally. The playground, for example, is considered in many ways to be an outdoor classroom, and the same principles of good classroom management apply in all areas of the school.

To the full extent any or all of the following apply to their job role, they will:

- Implement this policy with consistency and understanding of its underlying principles
- Create and maintain an appropriately stimulating environment that encourages pupils to be engaged whilst supporting their self-regulation
- Display and refer to the pupil code of conduct and their own classroom or playground rules (including class charters)
- Listening to and unpicking 'both sides' to ensure the policy, and in particular any rewards and sanctions, are implemented fairly
- Ensuring that all children can access and be successful in their learning
- Being mindful of the importance of awareness and prevention – actively looking out for signs or potential triggers, and planning with behaviour needs/patterns in mind
- Develop a positive relationship with and amongst pupils, which includes:
 - Greeting pupils in the morning/at the start of sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day/session positively and starting the next day afresh
 - Using the stepped processes calmly and consistently for dealing with misbehaviour/low-level disruption
 - Using positive reinforcement and acknowledging the effort and contributions of all
 - Listening to pupils and ensuring their voices and views can be heard
 - Taking responsibility and dealing with behavioural incidents, as per this policy, as they occur
 - Using the principles of restorative justice to ensure relationships are repaired and nurtured.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school's curriculum – most explicitly in our Values Assemblies and PSHE programme – will give universal support to all pupils in learning how to make positive choices and take responsibility for themselves and their actions as they grow towards adulthood. Class teams are trained to be aware and mindful of children's holistic needs and to make themselves available to listen and support wherever required.

Second wave support may also take the form of specific interventions, either individually or in small groups, delivered by members of staff under the guidance and overall direction of the Inclusion Leader. These are likely to be part of an individual learning plan, agreed and reviewed termly by the class teacher, Headteacher and Inclusion Leader, with input from the child and parents/carers.

Learning Mentors are employed by the school to undertake some of this specialist work, as well as to be 'on-hand' for class teachers, the pupils themselves and their families, as needs arise or change.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits particularly or persistently challenging behaviour to determine whether they have any underlying needs that are not currently being met, and agree next steps with the class teacher.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan/adapt additional support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. The emphasis of this information sharing will be on helping successful strategies to be set up and ready as appropriate for when the child transfers.

10. Training

Our staff are trained on managing behaviour, as part of their induction process and/or training requirements as a subject of employment.

Staff are given training in positive handling on a needs-assessed basis, taking into consideration their job role and the proportion of other appropriately trained staff on-site at any time.

Behaviour management will also form part of continuing professional development. Additional, personalized training can be requested from, or required by, the Inclusion Leader or line manager as part of ongoing performance management processes.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Safeguarding Governor(s) at least annually. If there are any recommended changes this is will then be reviewed/agreed by the full governing body, and in any case every 3 years.

12. Links with other policies

This behaviour policy is linked particularly explicitly to the following policies:

- Safeguarding & Child Protection Policy;
- Special Educational Needs Policy;
- Staff Code of Conduct/Disciplinary Policy;
- Anti-Bullying Policy;
- Teaching & Learning Policy;
- Whistleblowing Policy;
- Equality Policy

Appendix 1

Governors Written Statement of Behaviour Principles

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Lyminster Primary School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Lyminster Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Lyminster Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Appendix 2: Agreed Protocols for Misbehaviour:

One clear, consistent, and predictable process...

The following is a stepped process, to be followed in order for low-level misbehaviour or disruption. For serious misbehaviour (see policy for agreed examples), which includes regular misbehaviour which is not diminishing, it is expected that we escalate straight to Step 4 (Red Card). A senior member of staff will consider whether there is a need to take this further.

Some children will need extra support, and understanding....

If a child is still regularly misbehaving after or despite use of the stepped process, the 'Behaviour Toolkit' will be employed so that wider or personalized preventative strategies are in place – however the steps below are still expected to be followed unless an Individual Behaviour Plan specifies otherwise.

We offer restoration at every stage, and a fresh start each day where we can...

If the misbehaviour is not as regular, it would be expected that the stepped process resets each day. For repeated serious misbehaviour, however, the stepped (exclusion) process may be escalated over the course of a term.

The priority, after safety and well-being, is learning...

It is expected that children who have missed or not completed work, due to their own misbehaviour, will catch up on this work at breaks and lunches until the work is complete. Safely and successfully reintegrating the child so that they continue to receive their full education is always the priority.

We are always mindful of our legal, as well as moral, responsibilities...

External exclusion (Step 6) may be used without going through some or all of the earlier steps, if the safety and well-being of children or staff has been very seriously compromised, or could be, as a result of a breach of the behaviour policy. For more information on this process see the most up-to-date DfE guidance on School Exclusions. Only the Headteacher or Deputy Headteacher may take the decision to externally exclude a child, and they will follow this statutory guidance.

Whilst a high degree of consistency is vital to the successful implementation of any behaviour policy, all staff need to be mindful of issues of equality and individual need (particularly SEND). It is for this reason that the school reserves the right to use suitable and measured discretion at all stages of these stepped protocols.

Stepped Response to Misbehaviour:

Step:	Sanctions (& Scripts):	Next Steps:
0.	Maintain proactive strategies and good classroom management as outlined in Section 8 of the policy. Also, non-verbal cues and strategies if there are warning signs of 'trouble brewing', such as eye contact, proximity, gestures etc.	
1.	Verbal reminder or reprimand <i>I need you to...</i> <i>I don't like it when you...</i> <i>Thank You for...</i>	Monitor and look for opportunities to praise making more sensible choices. Ensure restoration if needed.
2.	Name recorded/move down zone board (this step does not apply at break and lunch) <i>If you choose to continue... then you are choosing to....</i> <i>Maybe that's true but I need you to...</i> <i>I look forward to spotting better choices...</i>	As above
3.	Move down zone board to yellow – time out <i>We all have the right to learn so you need to work ... for ... minutes.</i> <i>You have chosen to ... so the consequence is ...</i> <i>What do we need to do to make things right?</i> <i>Remember your strategies. Do you need me to remind you?</i>	As above. Notify parents at end of day.
4.	Red Card – Remainder of/next session and next break to be spent out of class (eg partner class). Work must be caught up on and the sanction can be extended to facilitate this. <i>Explain the reason why you...</i> <i>Try to explain the reason why I/he/she...</i> <i>We all have the right to be safe so you will need to...</i>	As above but notify parents as early as possible. Record on CPOMS and alert a senior member of staff.
5.	Internal Exclusion by senior member of staff <i>What needs to change for you to be successful today/tomorrow?</i> <i>What needs to change is...</i> <i>What choices led to this consequence?</i>	As above, led by the senior member of staff. Work to be prepared by the class teacher.
6.	Fixed Term Exclusion by the Headteacher or Deputy Headteacher <i>The impact of your choices on ... has been ...</i>	As above, including completion of legal paperwork & notify WSCC. Re-entry meeting planned if appropriate and actions agreed and in place to try to prevent recurrence.
7.	Permanent Exclusion by the Headteacher	

Appendix 3

3 Tiered Celebration System

DO YOURSELF PROUD

- Children will be recognized publicly for their positive choices and contribution using a class system - this may be dojo points or similar, or 'moving up' a zone board;
- In going above and beyond to respect the rights of the school and everything/everyone it contains will earn the children a special merit against their name. Children will earn pin badges from the Headteacher for every 5 merits they get.
- Some children who very consistently demonstrate the positive behaviours we promote will be invited to a very special 'Headteacher's Tea'.
- For particular individual successes in their work, children can be awarded a 'Headteacher's Award' sticker and/or may receive a text or phone call home!

WORK AS A TEAM

- All children have been allocated a dragon house: Wyvern, Penn, Fire Drake and Knucker.
- Children will have opportunities to receive dragon points based on their positive behaviour and choices.
- At the end of every half term, the points will be counted and the winning house will get a 'home clothes day' to celebrate their achievement. All children across the school from that house will have the choice to wear their own clothes.

ACHIEVE AS A CLASS

- Class teachers have a system in their class whereby the children, based on positive behaviour, can earn minutes. Good behaviour in corridors/assemblies etc as a class can earn a 'High 5', or 5 minutes, awarded by an adult other than their class adult.
- When the children get up to 60 minutes, they are given a class reward. These rewards are discussed with the children and they are given an element of choice over how they'd like to celebrate their achievement.
- Classes can earn bonus playtimes for taking particular care of their classroom environment - the 'Golden Dustpan'.

