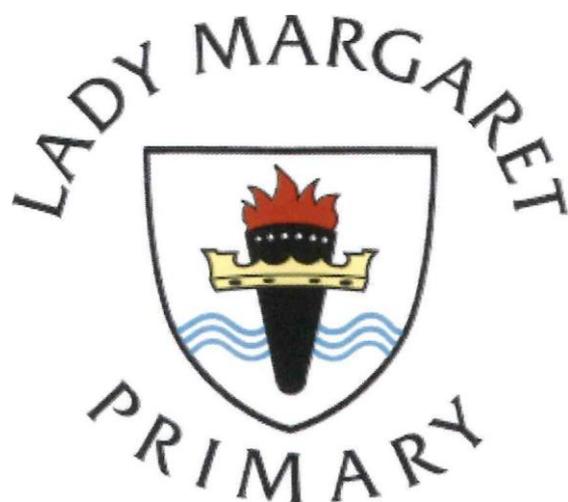


Lady Margaret Primary School



Where children come FIRST

Behaviour Policy

Approved by:	Fully Governing Body	Date: 5 th June 2020
Last reviewed on:	June 2020	
Next review due by:	June 2021	

This policy supports the **Rights Respecting principles** adopted by Lady Margaret Primary School and is particular relevant to the following articles:

Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 32

Governments must protect children from work that is dangerous or might harm their health or education.

Article 37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

Article 39

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

COVID-19 During the current pandemic while schools are only partially open and children need to be contained within a small isolated group with one or two members of staff, the behaviour management procedures as they stand in this policy cannot be fully adhered to. Therefore children will be provided with up to three verbal warnings on each day, if your child does not alter their behaviour as a result of these warnings they will be required to access their learning from home. This would be headteacher's decision and parents would be informed of this in writing. We always aim to work in partnership with parents and hope to come to an amicable resolution. However if a parent refuses to accept the headteacher's decision it is likely that this will result in a formal exclusion.

1. At LMPS we focus on positive behaviour and attitudes to learning and praise those pupils demonstrating expected behaviour.
2. We hold regular Achievement assemblies, when pupils are praised for exceptional work and behavior.
3. We also hold monthly Values assemblies which celebrate the core values of Lady Margaret Primary School – Learning, Motivation, Progress and Success. Children receive certificates for demonstrating these qualities.
4. We have a positive behaviour display for pupils who demonstrate LMPS values.
5. We are aiming for:
 - Incidents of low level disruption to be extremely rare and when they occur they are dealt with swiftly, consistently and effectively.
 - Pupils' behaviour outside of lessons to be impeccable. Pupils to show pride in their school by excellent conduct and manners.
6. All pupils are allocated to one of four houses and they are encouraged to collect house points by demonstrating expected behaviour, particularly when moving around the school. Any staff member can award house points and all staff should use this system.
7. All classrooms must have a house point chart and this should be used consistently across the school. Teachers may have systems for behaviour management within classes but these must be consistent across the year group.
8. All classrooms have their behaviour management systems displayed on the outside of the classroom door.

9. Points can be awarded for good work, positive attitudes, politeness, helping others etc. in class. These should be given frequently so that pupils recognise the purpose.

10. We are focusing on improving behaviour as pupils move around the school so all staff members are given bronze, silver and gold stickers:

Bronze = 1 house point

Silver = 2 house points

Gold = 5 house points (for exceptionally good behaviour)

11. If a child is given a sticker, they wear it and put their house points up on the house point chart in their classroom.

12. House captains will collate the points at the end of each week. The house with the most points is awarded the behaviour cup on the following week in HT assembly. This is recorded on a central display board.

13. House points cannot be taken away from children; they are a reward for good behaviour.

14. At the end of each half term, the house with the most points is rewarded with additional playtime/sports activity on the field/film. The assistant head teacher selects and makes the arrangements for this activity.

15. Lunchtime staff also give out the house point stickers and record inappropriate behaviour on forms which is then added to SIMS. In addition, lunchtime staff select pupils to sit on the top table each **Friday** at lunchtime with a member of the senior staff, this is usually the head teacher. This table is special and the children selected are also given permission to get their lunch first. They are then given a certificate to take home.

16. Year 6 Hall monitors are allowed to be first in their line for lunch and will then support the monitoring of the hall. They will also be on duty in the corridors to stop children coming inside. They are equipped with a clipboard and bronze stickers.

17. Sometimes pupils display inappropriate behaviour and this must not be tolerated.

In EYFS, the following procedures are carried out consistently.

1. Warning
2. Sad face on the board
3. Time out with a timer and the adult should discuss the unacceptable behavior with the child.
4. This is then repeated
5. If the behaviour is still occurring then the child is sent to the phase leader and parents are verbally informed.
If the parents do not collect, a note should be put in the child's diary and should be followed up in the morning.
6. If this behaviour continues, a pastoral support plan should be devised by the class teacher and the phase leader and parents then invited in to discuss the support put in place.
7. The pastoral support plan is continued for two weeks and reviewed each week.
8. If progress is made, the pastoral support plan is adapted or completed.
9. If progress is not made using the pastoral support plan, a report is then put into place.
10. The report plan is agreed by the AHT/year leader for the year group and then this is communicated to parents.
11. If there is still no improvement on report then a meeting between parents and Head teacher should be called and exclusion considered.

If behaviour disrupts learning in any way in KS1 and KS2, the following procedures should be followed:

1. Verbal warning - reflective conversation with an adult.
2. Second verbal warning – reflective conversation with an adult
3. Work for up to end of teaching session in parallel classroom – reflective conversation with adult, log on SIMS and written notification to parents.
4. Reflective conversation with the year leader during break or lunch, log on SIMS, written notification to parents.
5. Work in year leader's classroom for AM/PM. No breaks, written notification to parents, log on SIMS, Level 2 internal exclusion.
6. Work in year leader's classroom for a whole day – no breaks,

written communication to parents, meeting with year leader and parents, log on SIMS, level 2 Internal Exclusion.

7. Work in AHT/DHTs office – whole day – no breaks, letter to parents, meeting with AHT or DHT, log on SIMS, level 3 internal exclusion.
8. Mrs Rai meets with parents.
9. Exclusion is considered.

If a reflective conversation has already been given in a week, then go to Stage 5.

Pastoral Support plans are devised between class teachers and assistant head teachers to support children who regularly demonstrate difficulties with behaviour or learning. These continue for 2 weeks, being reviewed weekly with parents. If progress is made, the Pastoral Support Plan is adapted and then completed.

If progress is not made, the pupil will be put on Report in consultation with the DH/AHT for the phase. This is also put in place for 2 weeks.

If progress is still not adequate, a meeting will be held between the parents and the Head teacher. Exclusion will then be a consideration.

18. If any child displays any of the following behaviours they go straight to stage 5:

- physically hurts a peer or an adult;
- uses inappropriate language; including swearing;
- spitting;
- Stealing

19. If any child displays any of the following behaviours they go straight to stage 7:

- is involved in bullying or harassment of another child/ren including cyber bullying
- steals
- makes any derogatory comments related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

Exclusions

Exclusion procedures – please refer to exclusion from maintained school, academies and pupil referral units in England (September 2017).

Pupils may be receive a fixed term or permanent exclusion.

Fixed term exclusions are imposed in response to breaches of the behaviour policy, including persistent disruptive behavior, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions are considered inappropriate.

Permanent exclusions are given for persistent breaches of the behaviour policy. It is an acknowledgement that the school has exhausted all available strategies. For a serious breach of the behaviour policy a pupil may receive a permanent exclusion for a 'one off' serious offence such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious threat or actual violence against another pupils or member of staff
- Sexual misconduct

The following is not an exhaustive list but rather examples of the types of behaviour that may result in an exclusion:

- Violence /aggressive behaviour towards any member of staff will result in an exclusion
- Any damage to school property (on purpose) may lead to exclusion depending on individual cases
- Any action which places pupils at risk will lead to exclusion
- Persistent disruptive behaviour will lead to an exclusion

If a child receives a fixed term exclusion their parent/carer will be informed and work will be set for them to complete at home. Governors and the LA are informed of exclusions (although the individual details are not given to the former group). The parent/carer is required to attend a return to school meeting with the head teacher on the day the pupils is due to return to school. Failure to attend may result in the child not be readmitted on that day.

Appendix: 1 Behaviour Stages

Rewards and consequences behaviour ladder

Rewards for demonstrating LMPS values include housepoints, praise and awards, for example awarded certificates in Values assemblies, Rights Respecting stickers tea with Mrs Rai.

Serious behaviours
Physically hurts a peer or an adult

Uses inappropriate language including Swearing

Stealing

Spitting |

Go to Stage 5

Examples of Low level Disruptive Behaviours
Talking over someone
Fiddling/figeting
Not staying in seat after being requested to do so
Unkindness
Distracting others from learning
Not co-operating with others.

More serious
Work refusal
Misuse/abuse of school resources

Children can be kept in at break times or lunchtimes to complete work or for reflective conversations

Significant Behaviours

Physically hurts a peer or an adult

Bullying or harassment of another child/ren including cyber bullying

Stealing

Making any derogatory comments related to Special Educational need, sexual orientation, sex, race, religion, gender reassignment or disability.

Deliberate and serious damage to school resources.

Go to Stage 6 or 7

1. Verbal Warning - reminded of choices
Think about it.
2. Verbal Warning - reminded again of choices
Reflective conversation with teacher
3. Work for up to end of teaching session in parallel classroom.
Log on Sims, Class teacher conversation with parents.
4. Work in Year Leader's classroom for AM/PM.
Log on Sims, Class teacher conversation with parents
Level 1 Internal Exclusion
5. Work in Year Leader's classroom for whole day
Log on Sims, Year Leader with class teacher conversation with parents
Level 2 Internal Exclusion
6. Work in AHT/DHT office for whole day. No breaks.
Log on Sims
AHT/DHT conversation with parents and written letter detailing conversation.
Level 2 Internal Exclusion
7. Headteacher Mrs Rai
Log onto Sims

Reflective conversation with teacher

Already worked in Year Leader classroom for whole date this week.
Go to Stage 6

Learning and motivation leads to progress and success