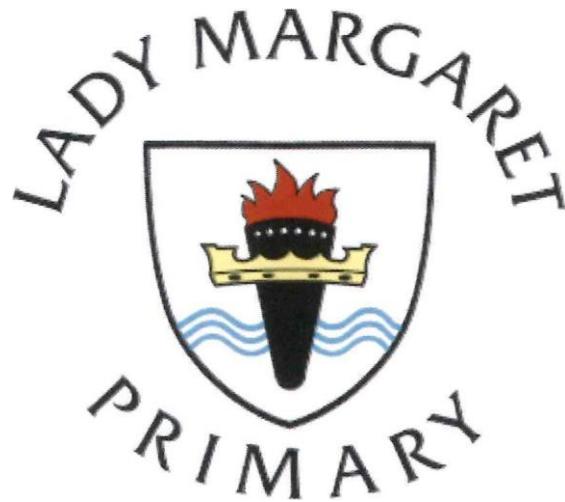


Lady Margaret Primary School



Where children come FIRST

Behaviour Policy

Approved by:	Teaching & Learning Committee	Date: Autumn 2020
Last reviewed on:	Aug-20	
Next review due by:	Aug-21	

This policy supports the **Rights Respecting principles** adopted by Lady Margaret Primary School and is particularly 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 Behaviour procedures will be implemented in line with this policy
Communication with parents will be in the form of a telephone call, letter and or email correspondence. The reason for this is that our risk assessment prevents parents entering the building. The only possible exception to this is in the case of a vulnerable child or a child with an EHC plan when the headteacher decides that a socially distanced face to face meeting is required. It is the headteacher's decision entirely if this is to take place as adequate precautions need to be implemented.

If a child does not follow school policy or purposefully puts others at risk, the head teacher will ask the parents to come to school for an exclusion meeting.

During this challenging time, we expect pupils to:

- Socially distance themselves from others on entry and exit from the school site
- To follow instructions
- To walk around the building at all times and keep their hands to themselves (do not touch walls and equipment)
- Catch it, bin it, kill it for coughs or sneezes
- To NOT bring any balls or equipment into school
- To wash their hands correctly and regularly as directed
- To stay in their allocated bubbles at all times
- To stay in designated areas both inside and outside (unless they are with an adult)
- When outside they should only use the equipment allocated to them

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 behaviour. Currently, these will take place in class and be reported in the newsletters, on the website and on the J2e platform.
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. Again these are likely to take place in class at the current time.

4. We have a positive behaviour display for pupils who demonstrate LMPS values in the school foyer.
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 stop systems displayed on the inside of the classroom door.
9. Points can be awarded for good work, positive attitudes, politeness, helping others etc. I removed a part here. 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. The child with the most house points each week will be given a certificate. House points will be linked with J2Stars on LGFL.
14. **House points cannot be taken away from children; they are a reward for good behaviour.**
15. 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 headteacher selects and makes the arrangements for this activity. **Currently this will take place in bubbles.**
16. 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. **This will not take place in the autumn term and will be reviewed in the spring term in line with Covid-19 guidance.**
17. 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. **This will not take place in the autumn term and will be reviewed in the spring term in line with Covid-19 guidance.**
18. Sometimes pupils display inappropriate behaviour and this must not be tolerated.

In EYFS, the following procedures are carried out consistently

1. Verbal warning that behaviour is not acceptable. Positive models of behaviour shown to child.
2. 2nd verbal warning that behaviour continues to be not acceptable; name written onto the board and adult should now closely monitor child (either personally or request another staff member to do so)
For any incidents and /or behaviour that have resulted in another child being hurt or upset, or that are likely to result in injury to another child or adult start immediately from 3.
For any behaviour in contravention of the COVID behaviour rules, start at 3.
3. Time out from class room activities. An adult should remain with the child at all times and the adult should discuss the behaviour with the child with a view to discovering the trigger and talking about other ways that the child could have behaved. **(If a breach of**

COVID safety rules has occurred, the adult should talk about the importance of the rules and why they are in place.)

It may be necessary at this point to remove the child from the classroom or outdoor area to a quieter place to calm down. If the child's behaviour is placing other children's safety at risk, then the rest of the class could be moved instead. This would be the case if the child was throwing objects or furniture or hitting/ kicking out without control. Once the child is calm they should return to the classroom and they should apologise (with support) to any children or adults that have been hurt. **Log on to sims and parents informed.**

4. If a child **continues** to hurt/ upset other children or be involved in inappropriate behaviour then a more formal meeting should be arranged with parents. During this meeting, staff should check home situation, ask whether there are any changes in the home environment, (new baby / change of adults/ bereavements etc.) Together with the parent, agree some targets for the next 5-6 weeks. Eg: reduction of hitting to less than 1 per week. / Uses words instead of hitting. **Also discuss what support we will provide to help the child achieve this target.** Set a date for a follow up meeting.
Record on Sims

Once a formal meeting has taken place and targets agreed, all behaviour incidents involving this child should be logged onto an ABC chart. **Continue to log significant behaviour incidents on SIMS.**

If the continuing behaviour contravenes COVID safety rules: the child is continuing to not follow school policy or purposefully putting others at risk, the head teacher will ask the parents to come to school for an meeting. Exclusion will then be a consideration.

5. At the follow up meeting, review whether the child has managed to meet the targets and whether an improvement has been seen. If there is improvement, then discuss the gradual removal of support in the forthcoming weeks.

If there has been no improvement in behaviour by the end of the period or the behaviour deteriorates further, then prior to the parent meeting, discuss child with AHT for EYFS. Pastoral AHT may also be involved.

Further actions may be, but are not limited to

- SLCN assessment
- SEN Concern
- PSP (pastoral support plan)
- reduced timetable

They may be other actions at this point depending on the individual circumstances.

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

1. Verbal warning – reminded of choice to do the right thing
2. Second verbal warning – reflective conversation with an adult within bubble.
3. Work for up to end of teaching session in year leader’s classroom (only when YL is present). **Sent to YL if YL is not in class** – reflective conversation with YL, log on SIMS and written notification to parents. It might be worth clarifying whose responsibility it is to log this on SIMS – Teacher or YL.
4. Work in year leader’s classroom for AM/PM. No breaks, written notification to parents, log on SIMS, Level 1 internal exclusion.
5. 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.
6. AHT meets parents – pastoral support plan. Work in AHT office – whole day – no breaks, letter to parents, meeting with AHT, log on SIMS, level 3 internal exclusion.
7. DHT meets with parents. Child placed on report
8. Mrs Rai meets with parents and an exclusion is considered.

When a year leader deems a child’s behaviour is of concern they would refer the child to the pastoral AHT. She will meet with the child and discuss next steps.

If there is no improvement the pastoral AHT would meet with parents and discuss a pastoral support plan (PSP). **Other leaders must be kept informed (stage 6)**. Pastoral Support plans are devised between class teachers and assistant head teacher to support children who regularly demonstrate difficulties with behaviour or learning. These continue for 3 weeks, being reviewed daily (for the first week) and weekly (for weeks 2 and 3) 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 put in place for 2 weeks. **(stage 7)**

If progress is still not adequate, a meeting will be held between the parents and the Head teacher. Exclusion will then be a consideration. **(stage 8)**

5. If any child displays any of the following behaviours they go straight to internal exclusion with the AHT as a minimum **(stage 6)**. The headteacher reserves the right to consider an immediate exclusion if the health, safety and wellbeing of

a pupil or member of staff is affected:

- physically hurts a peer or an adult;
- uses inappropriate language; including swearing;
- spitting;
- stealing;
- is involved in bullying or harassment of another child/ren including cyber bullying
- 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 behaviour and/or repeated disregard of expectations, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions are considered inappropriate. Only the headteacher has the right to exclude a child.

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:

- Intentional violent /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 and/or the pastoral AHT/ or DHT on the day the pupil is due to return to school. Failure to attend may result in the child not be readmitted on that day. A pastoral support plan will be agreed and implemented to aim to reduce the risk of future exclusions.

Appendix: 1 Behaviour Stages

Rewards and Consequences Behaviour Chart	
1.	Verbal warning – reminded of choice to do the right thing
2.	Second verbal warning – reflective conversation with an adult within bubble
3.	Work for up to end of teaching session in year leader's classroom (only when YL is present) Sent to YL if YL is not in classroom – reflective conversation with YL, log on SIMs and written notification to parents.
4.	Work in year leader's classroom for AM/PM. No breaks, written communication to parents, meeting with year leader and parents, log on SIMs, level 1 internal exclusion
5.	Work in year leader's classroom for whole day – no breaks, written communication to parents, meeting with year leader and parents, log on SIMs, level 2 internal exclusion
6.	AHT meets parents – pastoral support plan. Work in AHT office – whole day – no breaks, letter to parents, meeting with AHT, log on SIMs, level 3 internal exclusion
7.	DHT meets with parents. Child placed on report.
8.	Mrs Rai meets with parents and an exclusion is considered.

Rewards for demonstrating LMPS values includes house points, praise and awards, for example awarded certificates in Values assemblies, Rights Respecting stickers or tea with Mrs Rai.

Examples of low-level disruptive behaviours

- Talking over someone
- Fiddling/fidgeting
- 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

Appendix 2

Behaviour and Accident Reporting Procedures in EYFS

ISOLATED INCIDENT

If a child has an accident and requires medical attention of any kind, parents must be informed using a note and a verbal discussion to reassure.

The medical help given should be recorded in the log book in the medical box.

If the accident involves another child (ie: another child hit them or pushes them or in the event of a significant event when a child becomes very upset as a result of another child's actions / words) then you will need to speak to with BOTH parents, maintaining the confidentiality of both children. Do not name the children involved. This will also need to be logged on SIMs.

If a 'squabble' occurs between 2 children and neither child is physically / emotionally hurt, you may discuss the behaviour with the children but you do not need to speak with parents. You may want to keep your own record.

CONTINUING BEHAVIOUR

If a child **continues** to hurt/ upset other children or be involved in inappropriate behaviour then a more formal meeting should be arranged with parents. During this meeting, staff should check home situation, ask whether there are any changes in the home environment, (new baby / change of adults/ bereavements etc.) Together with the parent, agree some targets for the next 5-6 weeks. Eg: reduction of hitting to less than 1 per week. / Uses words instead of hitting. **Also discuss what support we will provide to help the child achieve this target.**

Set a date for a follow up meeting.

Notes of this meeting should be kept and added to SIMS.

Once a formal meeting has taken place and targets agreed, **all** behaviour incidents involving this child should be logged onto an ABC chart. **Continue to log significant behaviour incidents on SIMS.**

If the continuing behaviour contravenes COVID safety rules: the child is continuing to not follow school policy or purposefully putting others at risk, the head teacher will ask the parents to come to school for an exclusion meeting.

At the follow up meeting, review whether the child has managed to meet the targets and whether an improvement has been seen. If there is improvement, then discuss the gradual removal of support in the forthcoming weeks. **Record notes from meeting on SIMS.**

If there has been no improvement in behaviour by the end of the period or

the behaviour deteriorates further during the period then prior to the parent meeting, discuss child with AHT for EYFS. Pastoral AHT may also be involved.

Further actions may be, but are not limited to:

- SLCN assessment
- SEN Concern
- PSP (pastoral support plan)
- reduced timetable

They may be other actions at this point depending on the individual circumstances.