St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford CE Primary School

Behaviour Policy

Prepared By	*Amanda Woolmer – Headteacher*
Approved by the Committee/Governing body	*LGB – Long Melford CE Primary School*
Signature of Chair of Governors	
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1 Introduction

We are proud to belong to Long Melford CE Primary School. Everyone is valued in our caring Christian community. They have the right to feel respected and be treated appropriately. Each individual is responsible for their behaviour. As adults we model positive and acceptable behaviour, even when tested!

2 Aims

- To promote an environment where everyone feels happy, safe and secure.
- To foster a Christian, caring and supportive community whose values are built on trust and respect for all.
- To support all members of the community so that they may work together to provide the best opportunities for learning.
- To provide a structure where inappropriate behaviour is managed in a firm but fair manner.

3. Our approach towards behaviour management.

At Long Melford CE Primary we believe in a positive approach to behaviour management. We aim to equip children with the social and emotional skills to make good choices about their own behaviour in all situations. This involves developing confident children with high levels of self-esteem and resilience.

Our whole school rules are:

- We follow instructions;
- We do not use unkind words or actions;
- We listen respectfully (with our hearts, minds, ears, eyes and bodies);
- We try our best to learn and allow others to learn.

Rewards

- Praise
- Stickers
- House points
- Raffle Tickets
- Class rewards
- Notes and texts to parents
- Certificates

Consequences

- Reminder
- Warning
- Quiet space – thinking time

- Talk with headteacher
- Incident Report
- Behaviour Report
- Tracking sheet and parent involvement
- Individual Behaviour Plan

Tracking of children's behaviour
Each class will keep a weekly record of behaviour. The weekly logs will be stored centrally so they can be monitored by Senior Management. All staff will contribute to this record. Children who receive no warnings about their behaviour will receive a half termly note to parents.
If there are repeated incidents of warnings and thinking time being given, the child will be put on an amber list that will be shared with all staff. An incident report not only provides a record of serious or repetitive poor behaviour but presents an opportunity to explore the possible causes of the behaviour and help to identify any behaviour support that may be needed to prevent the problem happening again. Children who have had more than 3 incident reports in a half term will be placed on a home-school tracking sheet which will be developed and shared with parents. The child will also be placed on a red tracking sheet which will be shared by all staff.

Leadership and Management
The management team will model respecting behaviour and language for the pupils and staff. All staff are expected to react quickly to any examples of poor behaviour. The leadership team are always available to support other staff in the management of pupils and their behaviour. Rewards and consequences should be administered immediately and consistently across the school.

4. Classroom management

Teachers are expected to create a positive classroom environment where praise is used to recognise and illustrate expected learning behaviours, allowing all children the right to learn. Teachers are expected to model respectful interactions and support children in managing their behaviour.

Building Learning Power - Learning behaviours
At Long Melford CE Primary School we have decided to explicitly teach the skills needed within 'Building Learning Power', these include:

- Reslience – being ready, willing and able to lock on to learning
    - Absorption – flow; the pleasure of being rapt in learning
    - Managing distractions – recognising and reducing interruptions
    - Noticing – really sensing what's out there
    - Perseverance – stickability; tolerating the feelings of learning
- Resourcefulness – being ready, willing and able to learn in different ways
    - Questioning - getting below the surface; playing with situations
    - Making links – seeking coherence, relevance and meaning
    - Imagining – using the mind's eye as a learning theatre

    - Reasoning – thinking rigorously and methodically
    - Capitalising – making good use of resources
- Reflectiveness – being ready, willing and able to become more strategic about learning
    - Working learning out in advance
    - Revising – monitoring and adapting along the way
    - Distilling – drawing out the lessons from experience
    - Meta-learning – understanding learning, and yourself as a learner
- Reciprocity – being ready, willing and able to learn alone and with others
    - Interdependence – balancing relf-reliance and sociability
    - Collaboration – the skills of learning with others
    - Empathy and listening – getting inside others' minds
    - Imitation – picking up others' habits and values

Principles of nurture

Teaching staff understand that the six principles of nurture can help to understand the behaviours of all children and can be used to support children with emotional and behaviour problems:

1. Children's learning can be understood developmentally;
2. The classroom offers a safe base;
3. The importance of developing self-esteem;
4. The importance of developing language to communicate feelings;
5. All behaviour is communication;
6. All transitions can be difficult for some children.

Rule agreements

Rules agreements should be clearly displayed and regularly referred to. Children must be clear about expectations, the rewards and consequences. The use of consequences should be recorded using the agreed system so that a clear record of behaviour is kept.

Voice

It is expected that all adults will talk respectfully to pupils. Shouting is not an acceptable behaviour management strategy except in noisy or dangerous situations. Psychologically, shouting indicates a problem and raises anxiety issues. It is good practice to teach the class a signal which the adult will use attention is required. The children can also be taught a signal to show they are giving the adult attention.

Social dynamics

It is important to consider the social, as well as academic, dimensions of children that are working or sitting together. Is the mix supporting learning behaviours or distracting from them?

Appropriateness of task

It is important that task is pitched appropriately to the age, ability and interest of the children. Children need activities to access and engage on during playtimes and lunchtimes, especially wet breaks.

Physical environment
Classrooms need to be comfortable; children need to be sitting comfortably, light and heat levels need to be conducive to learning.

Relationship
One of the biggest influences on managing classroom behaviour is the relationship the adult has with the pupils. Pupils need to trust and respect their teacher and this relationship has to be developed.

5. Behaviour Strategies

Remind the child of the rule that is not being followed
Concisely remind the child of the rule s/he is not following, do not engage in debate e.g. 'Tom you are talking, the instruction is to listen.'

Three part praise
Praise is most effective when:
1. The person is named e.g. Tom
2. The praise is given: well done
3. The behaviour is identified: for putting your hand up and not shouting out.

Proximity Praise
Praising the behaviours that are wanted is a good way of encouraging all children display them and more effective than 'nagging' about unwanted ones.

Attention signals
The class should be taught a signal that shows the adult needs their attention.

Vigilant Ignoring
Ignore the unwanted behaviour and focus and use proximity praise

Fairs Pairs
Ignore the unwanted behaviour and praise a wanted behaviour, for example:

Nathan is shouting out answers in a class question session.
Two or three are putting up their hands to answer questions.
Teacher: "Gary, I like the way you're remembering to put your hand up.
What's your answer?"
Gary answers.
New question.
Teacher: "Great Sian. Your hand is up. What do you think?"
One or two others who don't always put their hands up do so.
Teacher asks them for answers praising them by name for putting their hands up.
Nathan still tries to call out but is met by 'vigilant ignoring'. Finally he puts his hand up to answer a question.
Teacher: "You've got your hand up Nathan, that's good. What can you tell us?

Not reinforcing learned behaviours
Tantrums and refusal to follow instructions can be learned behaviour – any recognition can be a reinforcement of this behaviour. So, the most effective response is to do as little as possible. The bad effects of the behaviour will need to be managed, and that may mean intervening to stop others being hurt or damage to property, removing the other children from the room etc. But while this is being done, you should be trying to ensure the least possible attention to the tantruming child. And once the tantrum has receded the pupil should come back to the class with no discussion of the incident at that time.
Later the incident should be followed up with the child. If this behaviour is regular an Individual Behaviour Plan will need to be developed with the child, school and parents.

6 Physical restraint and the use of reasonable force

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

However, physically moving or restraining children should always be the last course of action and only used to prevent the child or others from being hurt.
Physical intervention will nearly always result in an escalation of an outburst.
Help from another adult will be sought and whenever possible the rest of the children moved to a safe place first. All school staff must have Restraint Training.

7. Pupil Support Systems

If a pupil has more than three incident reports in a half term or there is concern about managing the pupil's behaviour a tracking sheet will be put in place and shared with parents. This sheet will record the behaviours allowing us to celebrate strengths and identify possible triggers to challenging behaviours.
If the behaviour needs more than this sheet a behaviour plan will be put in place with the child and shared with the parents. There may be rare occasions when a risk assessment needs to be carried out to ensure the safety of the child, other pupils and staff. We will consider the need to involve other agencies and discuss options such as the CAF process.

Other agencies
The Common Assessment Framework will be used when the school and parent feel support from a range of other agencies would be beneficial.

The Curriculum
Our PSHE programme offers us the opportunity to explore behaviours and teach behaviour management strategies to all children. Some children may benefit from small group work or even nurture group support to manage these behaviours. We will explicitly teach learning behaviours across the whole curriculum.

8. Behaviour Outside School

Reports to the school of a pupil's poor behaviour outside school will be reported to the parents of the child by the headteacher. This behaviour may be followed up in school e.g. through discussion in assemblies or PSHE.
If it is felt a child's behaviour could cause problems during a school visit a risk assessment must be put in place. The school may decide that the pupil's behaviour means that the risk is too great to include him/her in the visit and alternative provision will be made for him/her to remain in school.

9. Screening, Searching and Confiscation

Knives or weapons, alcohol, illegal drugs and stolen items are banned items.
If there is the suspicion that a pupil has entered the school premises with these banned items the teaching staff may ask them to turn out their pockets or bags – this is a with consent search. Teachers may search pupils without their consent if they have reasonable grounds for suspecting a child is carrying a banned item. Where possible and practical, parents will be notified and invited to be present at the search. The search may only take place on school grounds. Two adults should be present, ideally one being the headteacher. The person conducting a personal search should be the same gender as the pupil (and if possible so should the witness).
The law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer
- Clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.
- After the search, the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. The headteacher will inform the parents of the child and Chair of Governors of an instance when it has been necessary to conduct a search.

10. False allegations made against staff

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
Pupils that are found to have made malicious allegations against staff will the subject of discussions with the head, governors and parents to decide on the most appropriate course of action which may involve a temporary or permanent exclusion.

11. Exclusions

We would hope that behaviour matters can be addressed by positive working relationships between home and school. However, there are occasions when children stop co-operating with the school. Exclusion is then the last resort.

1. In the first instance a short, fixed term exclusion will apply. This form of exclusion may be used to deal with for example, an act of extreme violence on a child or adult.

2. After the second fixed term exclusion and third incident of an equally serious nature a permanent exclusion will apply.

3. Only the Headteacher has the power to exclude a child from school.

All such procedures will follow county guidelines.
The governors and Headteacher and LA reserve the right to apply a permanent exclusion immediately in exceptional circumstances. It is our duty to keep our pupils and staff safe at all times.
We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance:
'Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion' (September 2017).
We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to

make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

12. Bullying

Bullying is having the intention of hurting another person either physically or emotionally. Bullying is pre-planned and premeditated, often reoccurring over a long period of time and initiated by the same perpetrator/s. Bullying can result in pain and distress to the victim. Bullying is not one-off 'falling out' incidents e.g. two children having an altercation at break time.

Bullying can be:

- **Emotional**-being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical**-pushing, kicking, hitting, punching or any use of violence
- **Racist**-racial taunts, graffiti, gestures
- **Sexual**-unwanted physical contact or sexually abusive comments
- **Homophobic**- because of or focusing on the issue of sexuality
- **Verbal**-name-calling, sarcasm, spreading rumours, teasing
- **Cyber**-all areas of internet, such as email and internet chat room misuse
- **Mobile phone**-threats by text messaging and calls
- **Technological**-misuse of cameras, phones, video facilities etc.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school participates in the national anti-bullying week every November and tackles the issues around bullying, including cyber-bullying, in PSHE.
Please refer to our anti-bullying policy for further information.

13. Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. Children who need medication such as, an asthma inhaler will need a plan in place. Children with allergies will need a health care plan in place.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-

term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. However, the police and social services may have been involved beforehand for earlier incidents.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion, for a fixed term. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed. (please see Drugs Policy).

14. Reviewing and Monitoring

The Headteacher is responsible for the management of everyone's behaviour in school. Each class teacher is responsible for managing behaviour in their class and sharing their concerns, seeking advice from their Key Stage Leader in the first instance. A termly staff meeting provides a forum for staff to share and discuss class behavioural issues.
The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the 'playground' book that is taken onto the playground at lunchtimes and rests in the staffroom.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed at the start of every new academic year and provides a focus for the first few settling-in days of the new school year.

Our school rules

With the help, support and guidance of God:

- We are kind and take care of others.
- We can listen carefully and follow instructions.
- We work hard and try our best.
- We always tell the truth and are honest.
- We take care of school property and everyone's belongings.
- We use good manners at all times.

Proud to belong

A caring Christian Community

INCIDENT RECORD

Name of student	Class
Date of Incident	Time of Incident

Nature of incident
Action already taken
Result of initial action
Further Action to be taken

THINK SHEET

What was my mistake?

_____

_____

_____

How can I make it better?

_____

_____

_____

_____

_____

What should I do next time?

_____

_____

_____

_____

_____

_____

Child:_____ Teacher:_____

Date:_____

Long Melford Church of England Primary School's
Consequences and Rewards

Consequences	Rewards
• Stand by my desk for a few minutes. Then have a quiet chat about expected behaviour.	• Stickers
• Yellow Card / Red Card. If a child gets a card they miss 5 minutes from playtime (yellow) and 15 minutes (red).	• House Points
• A Reminder / Warning – move to another space.	• Golden Certificates
• A Reminder before moving to the next step (eg staying in at playtime).	• Parent Text used to send a text to parents.
• Sending a child out to another class teacher for ten minutes 'Time Out'.	• Work photocopied and sent home.
• Time Out in the classroom	• Child takes work to Head / Assistant Heads.
• Traffic Lights (or weather steps). Child sent to SLT member when on red / thunder cloud. Lights / steps give reflection time and prompts for expected behaviour.	• Stars of the Week Wall • Golden Time • Just Dance Session • Behaviour Learning Power Certificates • Good Citizen awards