



Latimer Primary School

Behaviour Policy

DATE APPROVED: 20 th March 2019	SIGNATURE CHAIR OF GOVERNORS:
FREQUENCY OF REVIEW: Every 3 years	
DATE OF NEXT REVIEW: March 2022	

Aims:

The purpose of this policy is to provide a consistent approach to behaviour management; define what we consider to be unacceptable behaviour, including bullying; outline the expectations at Latimer; summarise the roles and responsibilities of all children and adults for managing behaviour and outline our systems of rewards and sanctions.

Latimer Primary School is proud of the excellent behaviour of its pupils. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued.

Where individual pupil behaviour becomes a concern, we will deal with matters quickly, fairly and firmly.

Who was consulted?

This policy was initially devised by Year 6 pupils and staff and approved by the governing body following consultation with teachers, pupils and parents.

Roles and responsibilities

Adults are most important for establishing acceptable and expected behaviours within school and for ensuring the behaviour policy is applied consistently and effectively.

- The **governing body** is responsible for reviewing and approving the written statement of behaviour principles. They will also review this behaviour policy in conjunction with the Head teacher, monitor the policies effectiveness and hold the Head Teacher to account for its implementation.
- The **Head Teacher** will be responsible for making sure that this policy is implemented and for reporting to governors on its impact. The head teacher will:
 - refer to the governing body's written statement of behaviour principles when reviewing the behaviour policy
 - provide support and guidance in successfully implementing the behaviour policy
 - ensure local authority and national guidelines, policies and best practice are adhered to
 - ensure statutory government guidance is observed
- All **staff** will:
 - apply the behaviour policy consistently
 - model appropriate behaviour
 - provide an adapted approach to children with identified behaviour needs
 - record behaviour incidents appropriately
- **Pupils** are expected to observe the rules and to follow the Simple Truths at all times.
- **Parents** 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

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving data from the Head Teacher with regards to:

- Fixed-term and permanent exclusions
- Number of internal exclusions
- Instances of bullying and action taken
- Patterns/concerns arising re behaviour (broken down into pupil groups where necessary)
- Support provided for victims of incidents and/or bullying

The governing committee responsible for behaviour will visit the school periodically throughout the year, at different times of the day and will report back to the Full Governing Body.

Principles

The principles of the Latimer behaviour policy are underpinned by the schools ethos of '*Developing Responsibility; Caring about Achievement*', The Simple Truths and the anti-bullying policy.

The Simple Truths are:

- I will cross the road for you
- I will take responsibility for myself and others
- I am no better or worse than anyone else
- I take pride in always doing my best.

We seek to ensure that children take responsibility for their own behaviour and support others to take responsibility for theirs. It is expected that all children display behaviours which follow the 'Simple Truths.

Children do not always conform to these agreed standards and a system of sanctions is therefore required, likewise reward systems are in place for those pupils who clearly conform to these standards.

Rewarding Good Behaviour:

At Latimer children are expected to demonstrate excellent behaviour throughout the school day. There are a number of class specific and school reward systems in place to reward children when they consistently display positive behaviour and to provide a model to other children of good behaviour. Children may also be praised and rewarded for improved behaviour.

Sanctions:

The Behaviour Log, Green card and Red Card Systems

Where a child's behaviour does not conform to the Simple Truths, the following behavioural system shall be used:

Warning:

Where there is an instance of low-level poor behaviour (including learning behaviour) children should be given a warning in the first instance. Children should be reminded of expected behaviour and given the opportunity to amend their behaviour.

Behaviour log:

If there are further instances of poor behaviour by the same child or if the incident is deemed to be a serious concern the staff member should give the child concerned a 'Behaviour log'. The staff members concern should be discussed with the child and linked to one or more of the Simple Truths.

When discussing the incident with the child the staff member should use the emotional coaching language of to ensure that the child knows how to amend their behaviour in the future:

- 'What went wrong?'
- 'Why did it happen?'
- 'What could you do differently?'

Following the behaviour log the child should miss 20 minutes of the next available break time, whereby they are supervised and supplied with an appropriate activity. The child should reflect and understand how his or her behaviour affects their learning and that of others.

For older children (KS2) it may be appropriate for the children concerned to receive a 'Think Sheet' to help them reflect on and evaluate the impact their behaviour has on learning and enjoyment of school life and how it can be improved.

The behaviour will be recorded on the child's record through the SIMS system to enable reporting.

Following a behaviour log parents should be contacted by the teacher or the staff member who gave the behaviour log, to discuss the concerns with them. If a parent is unavailable then it may be appropriate to send a text message to inform the parents.

Green Card System

When a child has received 3 behaviour logs within a term (1/2 term for EYFS and KS1), the child shall begin a 'Green Card'.

The Green card involves the child concerned taking responsibility for their behaviour on a lesson by lesson basis, which will be signed at the end of the day by the class teacher (or covering staff member). The card shall be taken home by the child for the child's parent(s) or carer(s) to sign and returned to school the next day.

The child will receive a 'smile' for the lesson if their behaviour has been as expected or a 'straight-face' if they have received a warning. If their behaviour warrants a further behaviour log they should receive a 'sad' face. The behaviour log should be recorded on the SIMS system.

The child should remain on the 'Green Card' for 5 consecutive days of school attendance. If behaviour does not significantly improve the teacher may choose to extend the period of the green

card for another 5 days. If during this period, the pupil behaves in such a way that their behaviour warrants another behaviour log, they will be moved onto a 'Red Card'.

Red Card System

If the child fails to respond positively to the 'Green Card' system a 'Red Card' will be introduced which is similar to the Green Card. Whilst the child is on a 'Red Card', they should discuss their behaviour with the Head Teacher or another member of the SLT at lunch-times and at the end of the school day. The staff member will also sign the card. The parents signature is also required.

Further Measures:

At any point during the day, more serious instances of behaviour, including bullying, vandalism, and disrespecting a staff member, should be referred immediately to the Head Teacher or Senior Leadership Team.

If there are not improvements in behaviour following persistent efforts by the school and consistent application of the above systems, there may be a need for further measures at the discretion of the Head Teacher. This may include fixed-term or permanent exclusions. All exclusions will follow the DFE guidance: *Exclusion from maintained schools and academies and pupil referral units in England* statutory guidance. In all instances both the welfare of the child and the whole school community will be taken into consideration.

Adapting Behaviour Systems

On occasion, it is judged that the behaviour policy may need adapting for children including for those who have Social, Emotional, Mental Health (SEMH) needs and may have difficulties in managing their emotions and behaviour. In these circumstances an individual behaviour plan will be created for the child in conjunction with their parents, adults who work with them, SLT and if appropriate other agencies such as Oakfield School or the Educational Psychologist.

Behaviour systems outside of the classroom:

Pupils are expected to follow the school behaviour expectations regardless of the time of the day or activity; this includes during break times and lunchtimes. If a child presents poor behaviour during these times, then a slightly different approach will be taken than during lesson times.

Lunchtime

During lunch times children follow the Happy Lunchtimes Behaviour Plan. If the children do not follow the 'Simple Truths' lunch-time follow the appropriate sanctions:

- Level 1 behaviours: E.g. low level behaviours or where reminders are needed. Lunch-time supervisors remind children of the expectation- e.g. "remember to always walk...come off there / pick that up". Children are given a smile and reminded to enjoy their lunchtime.
- Level 2 behaviours: Children who have repeated offences, need calm down time, are displaying low-level unkind behaviours or breaking the rules. Lunch-time supervisors will talk to the children to remind them of the expected behaviours. Children will have 2 minute reflection time walking next to the lunch-time supervisor. Children are given a smile and reminded to enjoy their lunchtime.

- Level 3: for repeated level 2 behaviours, swearing / racist / violence/refusing to do level 2 reflection time. All of these issues are referred straight to the member of SLT on duty. SLT then deal accordingly following the school behaviour policy.

Rewards: For excellent behaviour at lunch-times the children are rewarded with a pom-pom. The pom-poms are collected collectively by the class. During a weekly assembly children celebrate their achievements and the winning class will receive a collective award.

For individual children who consistently display excellent lunch-time behaviour children may receive a certificate from a lunch-time supervisor, invitation to the top-table or other reward. For exceptional behaviour during lunch-times over a consistent period, the 'Golden Pom-Pom' may be awarded by the Head Teachers.

Extended School

Any persistently low level behaviour will result in the child being given a **warning**. They will be talked through options to improve their behaviour to ensure this does not cause further problems. The child will then be given a short 'time out' session to calm down and reflect upon the behaviour and how they will respond to the advice and options that have just been discussed.

Should this behaviour be presented again, or another case low level behaviour displayed, then a **behaviour log** will be presented. Behaviour logs may also be given out immediately if a serious problem occurs. When a behaviour log has been issued, the child will be given further time out. Parents will then be notified of this behaviour log on the same day and will be expected to reinforce this with their child.

If a child receives **3 behaviour logs** in any one school term (1/2 term for EYFS/KS1) then they will be issued with an **orange card**. This orange card will track the child's behaviour at the sessions they attend and should show an improvement in behaviour. Parents will again be informed. This orange card will be issued and monitored closely by the Head Teachers /SLT.

Should a child be involved with or display any further offensive/negative behaviour whilst on this orange card this may result in the child receiving a **ban from the club for one week**. If the behaviour continues then the Head Teachers may consider if they are able to continue attending the Extended School Provision.

Positive Handling

In some circumstances, where a pupil poses a risk to themselves or others, positive handling may be required. Positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of contact:

(a) Physical Contact: Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils.

(b) Physical Intervention: This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling: This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded using

the 'Serious Incident Log' (appendix 1) and filed with the appropriate lead member of SLT. The Head Teacher will be informed of all incidences of Positive Handling use.

Strategies for Dealing with Challenging Behaviour:

All challenging behaviour will be addressed using the guidelines set out in the behaviour policy. Should an incident require further intervention then staff will use reasonable physical intervention or positive handling, using the minimum degree of contact to prevent a child harming him or herself, others or property.

Where a child's behaviour is regularly challenging, Team Teach training will be sought for those members of staff that work with this child. A risk assessment and individual behaviour plan will also be in place. A member of the SLT team will oversee the support that the child is receiving to ensure the approach used for the child is consistent and all staff are receiving the appropriate support.

All records of physical intervention should be recorded using a 'Serious Incident Form (appendix 1), kept in the child's behaviour file. A record of Physical Intervention (appendix 2) should also be recorded in the behaviour monitoring file and reported to the Head Teacher.

Where children have special educational needs the class teacher and SLT will discuss how best the behavioural needs of these pupils may be met. Further support may be sought from the school SEN co-ordinator or external agencies as appropriate.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382996/Exclusion_Guidance - January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382996/Exclusion_Guidance_-_January_2015.pdf)

Appendix 1

Record of incident

Child's Name	
Date	
Adults involved	
Nature of incident:	Physical Verbal Absconding Destructive
Context prior to incident:	
Trigger (Antecedent):	
Resulting behaviour:	
Calmed down?	
Action taken:	
Further action required (if any):	

Appendix 2

Name of child/young person Year Group.....

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
------	-------------	------	--------

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:
 1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g., Wrap, single elbow, double elbow, etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently? *
 Were they taken to ground by staff? *

**tick as appropriate*

Has the child/young person been held before?	Yes/No
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	

Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when?

.....

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

.....

.....

Please specify any related record forms

Accident Book Anti Bullying and Racist Incident Record Form

Serious Incident Record Complaints recorded

Other (please specify)

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?
Form completed by:	Name	Designation	Date and time