



Latimer Primary School

Behaviour Policy- including school exclusion and positive handling

DATE APPROVED: 15 th June 2022	SIGNATURE CHAIR OF GOVERNORS: 
FREQUENCY OF REVIEW: Every 3 years	
DATE OF NEXT REVIEW: 15 th June 2025	

Aims:

The purpose of this policy is to promote an ethos of excellent behaviour and positive culture at Latimer; reflecting the school's ethos of Developing Responsibility; Caring about Achievement and the 'Simple Truths'.

This policy intends to set out a consistent approach to behaviour management; define what we consider to be unacceptable behaviour, including bullying; outline the high 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 behaviour is the responsibility of all in the school community and is promoted by high-quality teaching, effective learning and positive relationships between school, pupils and their families.

Where individual pupil behaviour becomes a concern, we will deal with matters quickly, fairly and firmly. We support all pupils with taking responsibility for their behaviour including those with additional needs (including SEMH) and using a holistic perspective considering the child's background and any adverse childhood experiences.

Who was consulted?

This policy was produced in consultation with pupils, parents, staff and governors.

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
- **Teachers will:**
 - Establish a culture of high-expectations for learning and behaviour in their classroom
 - Ensure that appropriate systems of rewards are maintained in class.
 - Work with parents at the earliest opportunity if there are concerns regarding poor behaviour (including learning behaviour) or patterns of poor behaviour are emerging
 - Ensure that behaviour at lunch time is managed effectively
 - Ensure that behaviour recording is effective using the CPOMS system.
 - Report any concerns to the Head Teacher where concerns are ongoing
- **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
- **Pupils** are expected to observe the school and class rules and to follow the Simple Truths at all times.

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
- Any concerns arising re whole school or cohort behaviour patterns
- Support provided for victims of incidents and/or bullying

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 take responsibility
- I take pride in always doing my best
- We are all equal but different
- I treat others how I wish to be treated

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.

Child on Child (Peer on Peer) Abuse

Latimer Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Any incidents of peer-on-peer abuse will be dealt with seriously by the Designated Safeguarding Lead or their deputy in-line with the Safeguarding Partnership Guidance in responding to peer-on-peer abuse. Further measures will be considered by the Head Teacher as appropriate sanctions dependent on the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy and online safety policy.

Behaviour Systems

Rewarding Good Behaviour:

At Latimer children are expected to demonstrate excellent behaviour throughout the school day. Whole school reward systems include:

- Head Teachers awards- Given by the Head Teacher or SLT
- Star Awards- given by staff for those pupils following the Simple Truths
- Achievers Awards- issued on a Friday in assembly linking to the Simple Truths

Teachers are expected to have a consistent reward scheme in their classroom to support behaviour and learning. This should be adapted for individual classes and cohorts as required. Examples of this may be personal points, raffle tickets etc

Managing Unwanted Behaviour or disruption

Where a child's behaviour does not follow the Simple Truths this should be challenged by all staff. This includes examples of low-level disruption, poor learning behaviours and more escalated behaviours.

Working with Parents and Guardians

It is expected that teachers work directly with parents and families at the earliest possible point. If concerns regarding low-level behaviour or more serious disruption are occurring teachers should contact the parents or guardians at the first instance. Parents are requested to support efforts made by staff in school to manage behaviour and reiterate at home expectations for behaviour in school.

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 member giving the behaviour log should discuss with the incident with the child and reflect using the Simple Truths and an emotional coaching strategy.

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 children in KS2 should miss 20 minutes of the next available break time, whereby they complete a reflection sheet (appendix 4). The child should reflect and understand how his or her behaviour affects their learning and that of others.

For children in KS1 and EYFS staff should scaffold the questions of the reflection sheet through a verbal approach. For pupils in EYFS the use of a time out spot may be used. For repeated examples of poor behaviour in KS1 it may be appropriate for that pupil to miss their break time as determined by the class teacher.

The behaviour will be recorded by the teacher or the staff member giving the behaviour log on the child's record through the CPOMS system to enable reporting and tracking of individual behaviour concerns.

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 CPOMS 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.

The child should remain on the red card for 5 consecutive days of school attendance. If a pupil's behaviour does not improve during this period further measures may be considered by the Head Teacher or SLT.

The Head Teacher or SLT reserve the right to escalate a pupil to an immediate red card in examples of serious violence, bullying, absconding or serious examples of disrespectful behaviour to adults.

Further Measures:

If a pupil's behaviour is not improving using the system of sanctions or if the incident is of significant concern the Head Teacher or SLT may take the following further measures:

Internal Isolation: If a pupil consistently does not respond to the sanction system in place a period of internal isolation may be considered. In this circumstance pupils will spend a period of the school day or days away from their usual classroom setting with a member of SLT or an individual designated to supervise them. They will be provided with appropriate work by the class teacher to complete during this session. This will usually be a period of at least one day depending on the seriousness of the incident.

Fixed-term 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, staff and the wider school community will be considered as a priority.

Permanent exclusion: The use of permanent exclusion is a last resort that may only be considered once all behaviour strategies and systems have been exhausted. Before making any decision regarding permanent exclusion the Head Teachers will consult with external agencies including the inclusion service at Leicestershire County Council. All exclusions follow the DfE Statutory guidance *Exclusion from maintained schools and academies and pupil referral units in England*

Adapting Behaviour Systems

At Latimer, we take a holistic approach to behaviour management occasion, taking into consideration children's backgrounds and potential adverse childhood experiences. For some pupils judged that the behaviour policy may need adapting for children to ensure that they are able to meet the high-expectations for behaviour at Latimer.

This includes those pupils SEND needs including Social, Emotional, Mental Health (SEMH) and may have difficulties in managing their emotions and behaviour. In these circumstances an individual behaviour plan (appendix 3) 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 at Extended Schools, Clubs or at Lunch Time

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.

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

Lunchtimes

- 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 token which are collected collectively by the class. Teachers should implement their own system to reward the class when they have reached an appropriate amount of tokens.

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. This record should be uploaded to CPOMS and recorded in the behaviour

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 or equivalent training will be sought for those members of staff that work with this child. A risk assessment and positive handling plan (appendix 4) 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 pupil's CPOMS 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.

Appendix 1

Record of Serious 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

Record of Positive Handling

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?
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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

Appendix 3: Adapted Behaviour Plan

PUPIL NAME:	YEAR GROUP:	CLASS:	WRITTEN BY:
Medical conditions/SEMH needs:			
Challenging behaviour	What does it look like? What causes most behaviour logs		
Known Triggers	Triggers People/times of day/lessons/breaks/lunches		
Targets	What are we working towards?		
Strategies to encourage positive behaviour •	How do we maintain positive behavior? <ul style="list-style-type: none"> • How do we get there? • Phrases to use • Rewards, motivators • Adaptations to behavior policy 		
Reactive strategies	How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should help be sought?		
Support after an incident	How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil? How do we record incident? Communication with parents Long term considerations		
Date plan starts:		Date of next review: Set date to review in line with parents evening schedule and at end of academic year for transition	

Signed by Staff working with pupil	
Signed and agreed by parents	



Latimer Primary School

Reflecting on my behaviour

Name: _____ Class: _____ Date: _____

What went wrong?

I did not (tick each one that you did not follow):

- Take pride in doing my best;
- treat others the way I want to be treated;
- take responsibility for my behaviour;
- treat everybody equally;
- cross the road for my friends;

because Describe what _____

Why do you think this happened?

I should have _____
What should you have done _____

If I had done this _____
What would have been different? _____

Next Time I will _____

My Signature _____