




# Latimer Primary School

## Behaviour Policy – including exclusion & positive handling

|   |  |
|---|--|
| <b>DATE APPROVED:</b> 16 <sup>th</sup> September 2024 | <b>SIGNATURE CHAIR OF GOVERNORS:</b><br> |
| <b>FREQUENCY OF REVIEW:</b> 3 Years                   |  |
| <b>DATE OF NEXT REVIEW:</b> August 2027               |  |

### Aims:

The purpose of this policy is to set out our expectation of excellent behaviour at Latimer and how this relates to Latimer's ethos of *Developing Responsibility; Caring about Achievement*, and our values, the 'Simple Truths'.

This policy intends to define a consistent approach to behaviour management; outline what we consider to be unacceptable behaviour, including bullying; form 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.
    - Work with parents and families at the earliest possible point.
    - 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
    - Support efforts made by staff in school to manage behaviour and to reiterate expectations for behaviour
- **Pupils** are expected to observe the school and class rules and to follow the Simple Truths at all times, including during lunch and extended school.

### **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 school's 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'.



## Child-on-Child (prev. peer-on-peer) Abuse

Latimer Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse seriously; this includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of "banter" or "growing-up". We are committed to a whole school approach that ensures the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond.

We aim to provide pupils with the strategies to confidently bring forward concerns and to support others in making responsible choices. As part of the curriculum, we teach our pupils about their rights and the protected characteristics. We aim to develop a culture of informed, responsible behaviour choices.

In cases where child-on-child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all pupils who have been affected by the situation.

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

- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; this may include threatening behaviour
- bullying, including cyber bullying, prejudice-based and discriminatory bullying
- abuse in intimate relationships between peers
- children who display sexually harmful behaviour
- sexual violence including threats of
- sexual harassment, such as sexual comments, remarks, jokes and online

- sexting or youth produced digital imagery
- up-skirting
- hazing / initiation type violence and rituals
- gang association and serious violence (County Lines)
- radicalisation
- child sexual exploitation

Any incidents of child-on-child abuse will be dealt with contextually and in-line with this policy. Senior members of staff and designated safeguarding leads (inc. deputies) as appropriate to the incident. Other policies such as the anti-bullying policy, child protection policy and online safety policy will also be referred to as appropriate.

## **Behaviour Systems**

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 Responsible Behaviour**

All children are expected to demonstrate excellent behaviour; to achieve this, we use a positive reinforcement approach. This is where we give specific praise and reward where a child has demonstrated excellent responsibility and behaviour. Reward systems include:

- **Verbal praise and recognition:** giving specific feedback about what the child has done well.
- A class teacher **speaking to a parent** to say how pleased they are by their child's behaviour, progress or attitude towards learning.
- **In-class reward system:** acknowledging individual's learning, behaviour or attitude. These may change year group-to-year group depending on the age and response of the children.
- **Latimer Star Tokens:** whole class reward system. Pupils gain star tokens for whole class behaviour. When the jar is full, the class receive a reward chosen by them, e.g. extra MUGA time, mini discos, games' time. The pupils choose the award they are working towards.
- **Headteacher's Award:** stickers given by one of the Co-Headteacher's for exemplary effort and behaviour, for pupils who have embodied the Simple Truths.
- **Achiever's Award:** certificates linked directly to the Simple Truths. Every week each teacher chooses one child from their class who has taken responsibility and has followed the Simple Truths.
- **Lunchtime certificates:** weekly the midday supervisors choose children who have demonstrated excellent behaviour at lunchtime.



## **What happens when pupils do not follow these agreed standards?**

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

### **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 the incident with the child and reflect using the Simple Truths and an emotional coaching strategy.

The unwanted behaviour is recorded on the CPOMs system and monitored by the class teacher. Parents are informed that their child has received a behaviour log either by text, when incidents are related to low-level disruption or, where there are more serious incidents, the class teacher will make contact with parents to discuss concerns and actions. If a child receives a behaviour log, they will join a member of the senior leadership team, during the next breaktime, in the 'put it right room'. During this time, SLT will talk to the child about their behaviour and will help them to reflect on the Simple Truths. The child should reflect and understand how his or her behaviour affects their learning and that of others.

When discussing the incident with the child the staff member will use emotional coaching language 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?'

## **Green Card System**

Where 3 behaviour logs have been given out, within half a term for EYFS/KS1 or a whole term for KS2, children will proceed to a **green card**.

The green card involves the child concerned taking responsibility for their behaviour on a lesson-by-lesson basis. The child will receive a 'smile' for a lesson if their behaviour has been as expected. If they have received a warning, a 'straight-face' will be used. 'Time-out' in another class may be utilised to give the child time and space to reflect on, and to adapt their behaviour before it escalates. If their behaviour warrants a further behaviour log, they will receive a 'sad' face. The behaviour log is recorded on CPOMs.

The green card is signed at the end of the day by the class teacher (or covering staff member). It will then be taken home by the child for their parent(s) or carer(s) to sign and returned to school the next day.

The child should remain on the 'green card' for at least 5 consecutive days of school attendance. It is hoped that once a child has completed the green card, they are ready to go back to behaviour log system without further need for intervention from adults. 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**

For a few children, a green card isn't enough and they continue to find it difficult to adapt their behaviour. In these cases, children will proceed to a **red card**. This monitors a child's behaviour throughout the day, with visits to one of the headteachers following lunch and at the end of the school day. Children are reminded of the behaviour expectations and are sanctioned or praised accordingly. As with the green card, a parent's 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, the red card may be extended and/or 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 it may be necessary to adapt the behaviour approach, to give them the best possible chance to meet the high expectations for behaviour at Latimer.

This includes those pupils with 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: low-level behaviours or where reminders are needed. Lunch-time supervisors remind children of the expectation e.g. walk please / come off there / pick that up.
- Level 2 behaviours: children who have repeated offences, need calm down time, are displaying low-level unkind behaviours or breaking the rules. Lunchtime 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 before continuing with their play.
- Level 3: for repeated level 2 behaviours, swearing / racist / violence/refusing to do level 2 reflection time. All of these issues are referred to the member of SLT on duty. SLT then deal accordingly following the school behaviour policy.

## **Extended School (breakfast club and afterschool club)**

Any persistently low-level behaviour will result in the child being given a **warning**. The child will be reminded of the behaviour expectations to prevent further incidents. Should this behaviour continue, or other behaviours displayed, then a **behaviour log** will be given. When a behaviour log has been issued, the children will be given time out to calm and reflect on their behaviour. Parents will be notified.

If a child receives 3 behaviour logs, within ½ a term for EYFS/KS1 or a whole term for KS2, then they will be issued with an **orange card**. This will track the child's behaviour during the sessions they attend. Parents will be informed and the orange card shared with SLT.

Should a child's behaviour not improve while on the orange card or there is a serious incident, this may result in the child receiving a **ban from extended schools for one week**. If the behaviour continues then the Headteacher 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<br>Verbal<br>Absconding<br>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? |
|------|-------------|------|--------|

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

|   |  |                    |                             |                    |
|---|--|--------------------|-----------------------------|--------------------|
| <b>PUPIL NAME:</b>                                |  | <b>YEAR GROUP:</b> | <b>CLASS:</b>               | <b>WRITTEN BY:</b> |
| <b>Medical conditions/SEMH needs:</b>             |  |                    |                             |                    |
| <b>Challenging behaviour</b>                      |  |                    |                             |                    |
| <b>Known Triggers</b>                             |  |                    |                             |                    |
| <b>Physical or verbal cues</b>                    |  |                    |                             |                    |
| <b>Targets</b>                                    |  |                    |                             |                    |
| <b>Strategies to encourage positive behaviour</b> |  |                    |                             |                    |
| <b>Reactive strategies/<br/>De-escalation</b>     |  |                    |                             |                    |
| <b>Support after an incident</b>                  |  |                    |                             |                    |
| <b>Reporting</b>                                  |  |                    |                             |                    |
| <b>Date plan starts:</b>                          |  |                    | <b>Date of next review:</b> |                    |
| <b>Signed by Staff working with pupil</b>         |  |                    |                             |                    |
| <b>Signed and agreed by parents</b>               |  |                    |                             |                    |



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>What went wrong?</b></p> <p><b>I did not (tick each one that you did not follow):</b></p> <ul style="list-style-type: none"><li>• take pride in doing my best</li><li>• treat others the way I want to be treated</li><li>• take responsibility for my behaviour</li><li>• treat everybody equally</li><li>• cross the road for my friends</li></ul> |  |  |  |  |
| <p>What went wrong?</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr></table>   |  |  |  |  |
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| <p>How were you feeling?</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>  |  |  |  |  |
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| <p>What could you do differently?</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>   |  |  |  |  |
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| <p>What should happen now?</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>  |  |  |  |  |
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This behaviour plan has been developed to support pupils whose behaviour may be causing a concern. Strategies in place to support pupils should reflect those outlined in the behaviour policy and in line with Latimer's high expectations for all pupils.

Where adaptations to the behaviour policy are made these must be agreed with SLT and recorded on the behaviour plan as an adaptation. The behaviour plan then must be uploaded to CPOMS under 'individual behaviour monitoring'

All incidents where pupil's behaviour does not meet school expectations should continue to be recorded as a behaviour log and reported on CPOMS for record keeping. However, how these are communicated to pupils or parents may be adapted in line with the behaviour plan.

If pupils demonstrate behaviour where physical intervention may be necessary or if external agency support is required a personal handling plan should be created.