



***Leasowe Primary
School
Behaviour Policy
2023-2024***

Approved by: Governing body

Date: July 2023

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Leasowe Primary School

Behaviour Policy

Statement from Education Act 2007 (Section 175)

Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its pupils.

Leasowe Primary is a place where everyone is included and valued. At LPS we expect and encourage good behaviour from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards; a place where everybody feels safe, respected and able to thrive. The aim is to provide an inclusive, calm environment to learn and develop self-control, respect and appreciation of others.

The purpose of this policy is to provide clear guidance to, and understanding of, the expected behaviour of children and adults whilst at Leasowe Primary School. We follow an Assertive Discipline structure, which places an emphasis on highlighting and encouraging positive behaviour. We also aim to help all children to understand the consequences of their behaviour and its effect on others.

This policy has been written after discussions with pupils, staff, parents and governors of Leasowe Primary School, and it reflects the values and principles that we consider to be important and central to our school.

Our aims are:

- To develop a Behaviour Policy, supported and followed by the whole school community.
- To develop a caring, family ethos, where learning can take place in a safe and happy environment.
- To work in partnership with parents/carers to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for all children and to provide clear sanctions for inappropriate behaviour.
- To resolve behavioural problems in a caring and understanding manner.

Objectives:

- Expectations of good behaviour are made clear and are consistent across school.
- Children are encouraged to take responsibility for their own actions and behaviour and also to recognise and congratulate good behaviour of others.
- Positive behaviour is recognised and rewarded both publicly and in private by all adults and encouraged among peers.
- A whole school approach is used when dealing with inappropriate behaviour.
- For children to show: self-respect and respect for others; belief in themselves and a positive learning attitude; pride in their efforts and of our school and community.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To take care of the school property and environment.
- To cooperate with other children and adults.

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All Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To adhere to and consistently refer to our LPS values.
- Meet and greet children in the morning and after play times.
- Support each other in dealing with behavioural issues around school.

Senior Leaders responsibilities:

- Be a visible presence around school, especially at transition times.
- Celebrate children's positive behaviour.
- Support staff in managing learners with more complex behaviours.
- Regularly monitor behaviour data (recorded on class record sheets) to target and assess practice.
- Regularly monitor the implementation of the behaviour policy across school to ensure consistency and effectiveness.
- Encourage regular positive feedback to parents and be available to sit in with any parent meetings if required.
- Ensure staff training needs are identified and targeted.

Parental responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

How we encourage good social behaviour

- We work hard to build nurturing and respectful relationships, where children feel valued.
- We ensure that children are praised and celebrated for good behaviour.
- Children receive individual and whole class rewards (Dojo points and Recognition Board).
- We hold weekly celebration assemblies where children are given certificates and invited to weekly 'Leasowe Leader' lunches.
- Older children are encouraged to be good role models to the younger children by promoting our Leasowe Values and 'spotting' others doing the same.
- Continually remind children of school rules and expected behaviour.
- Encourage children to be responsible for their own behaviour.
- To regularly deliver SEAL (Social & Emotional Aspects of Learning) and PSHCE (Personal, Social and Health Education).
- All adults will encourage pupils to exhibit good behaviour by setting a good example.
- A consistent approach to getting the children's attention will be used across school. This will be raising an arm in the air. Children will recognise that this means they are required to stop and listen.

After discussion with children and staff, we have agreed that good behaviour is:

- Always using good manners and being polite.
- Respecting everybody and everything.
- Helping others and recognising their individual needs.
- Expected whenever you are representing our school whether on or off the premises.
- Working to the best of our ability at all times.

We recognise that there are times when the children will forget our aims for good behaviour and will be inconsiderate towards others. We believe that we should try to understand the reasons for this misbehaviour, so that we can deal with it and resolve it most effectively.

We aim to prevent inappropriate behaviour by:

- **Building strong relationships**

At LPS we are very aware of the impact that strong relationships have on the ability to manage behaviour and place emphasis on knowing our children, families and community well. We recognise that children have varying needs and social situations which may impact their behaviour in school. With this in mind, our first step in preventing inappropriate behaviour is to ensure we have a good knowledge of our children individually and build relationships where open discussions can take place and any possible underlying reasons for poor behaviour can be explored.

- **De-escalation techniques**

Staff should remain calm and deescalate situations, where possible, at the first signs of a child beginning to make poor choices or struggling with their emotions. This may be through the use of humour or distraction, providing the child with something else to focus on and redirecting from the undesirable behaviour.

'Rest Easy' techniques should be encouraged including the breathing strategies learnt by the children and time available in the designated Rest Easy, with the aim of resetting their mind set.

- Reminding pupils of the school values, and making reference to them regularly and consistently across school.
- Involving the children in reviewing the school rules.
- Rewarding good behaviour and regularly praising and sharing achievements with parents and carers.
- Providing reflection time and personalised behavior systems for children who find the whole class environment difficult to manage.
- Ensuring that playtimes and transition times are well staffed and so carefully monitored.

For a child who has particular difficulty in managing their own behaviour and may be unable to access the whole school system, we may draw up an Individual Behaviour Programme, including a personalised behaviour system, tailored to the needs of the child. We may suggest a referral to our Learning Hub or other professionals. Where appropriate, we will seek the advice and support of other agencies in consultation with parents/carers.

Our School Values

At LPS we have three core values which underpin all we do:

L – Love learning

P – Pride in all we do

S – Safety and Respect for all

L – Love learning

- We try our best in all we do.
- We are ready to listen and learn.
- We show a positive 'can do attitude' to our work and other challenges.

P – Pride in all we do

- We take pride in our work by making it the best it can be.
- We take pride in our school by keeping it tidy.
- We take pride in ourselves by striving to be the best version of ourselves.

S – Safety and Respect for all

- We are kind and look after each other.
- We follow instruction to keep us safe.
- We listen to each other and value the opinions of others.

Our Behaviour System

Rewards

1. Children will be awarded dojo points for displaying our school values. The child in each class with the most dojo points will win a prize or privilege e.g. 10mins of choosing time doing something they enjoy.
2. Each class will have a Recognition Board displayed on the wall, showing our LPS values. If a child is consistently displaying one or more of our values, their name will be moved on to the recognition board. Once the whole class have made it on to the board, they will earn a 'golden playtime' to be taken as soon as possible.
3. We will continue to reward with verbal praise and stickers. Each Friday we will hold a 'celebration assembly'. A Leasowe Leader will be chosen each week for showing our school values. They will receive a certificate and be invited to a special lunch on Friday.
4. During transition times e.g. play times, lunch times, assemblies our 'LPS Spotters' and teachers will be looking out for children who are displaying our school values. Children that have been 'spotted' will receive 5 dojos and also an 'LPS token'. These will be collected and one drawn out in assembly to win a prize.
5. Positive postcards will be sent home to inform parents/carers that their child has been working hard to follow our school values. Positive phone calls and conversations should also be happening regularly.

Managing undesirable behaviour

Children are reminded that they are responsible for their own actions and that not following our LPS values has consequences. For the majority of our learners, a gentle reminder of our values is all that is needed. Although, there are some occasions when the following stepped behaviour code may need followed. This should be done calmly, fairly and consistently across school.

| Step | Action |
|-----------------------------|--|
| 1.De-escalation/Redirection | <p>The first stage should always be prevention at the earliest stage possible. If you notice a child has come into school or from play time 'the wrong way up' allow them time to talk with an adult or provide an opportunity for them to have some space in order to redirect their mind set and hopefully avoid potential behaviour issues.</p> <p>Children should be encouraged to use the Rest Easy areas within their classrooms. In these areas the children will have access to a range of sensory toys and activities and prompt cards reminding them of the breathing techniques learnt in Rest Easy sessions. The aim here is to redirect the children's mind set to a calmer, more positive one before any behaviour issues occur.</p> |

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| 2.Warning | <p>A clear verbal warning, given privately where possible, is given to the child stating the value they are not following and clearly outlining the consequences if they continue.</p> <p><i>You are choosing not to follow our P value as you are not ready to learn. If you continue to not be ready to learn you will miss 5 mins of playtime.</i></p> |
| 3.Miss 5 mins of playtime | If the warning is not heeded, the child will miss 5 mins of the following play time. |
| 4.Miss 10 mins of playtime | If behaviour continues, the child will miss 10 mins of the following playtime. As above. |
| 5.15 minute detention | <p>If behaviour continues, a 15 minute detention will be issued for the following break or lunch time. This time should be spent with the adult who has given the sanction and a restorative discussion should take place in order to work out why the poor choices were made, how it could have been handled differently and working on getting the child back on track' for the next session.</p> <p><i>This restorative discussion should take place during all of the missed playtime sessions.</i></p> |
| 6.Meeting with head/deputy | For persistent behaviour issues, a meeting with the head teacher or deputy will take place. Parents will be informed at this point. |
| 7.Reset time/Internal exclusion | <p>If a child continues not to follow our LPS values after the above steps, they will work away from their class for a fixed amount of time. If possible, this will take place in a quiet space with the supervision of an adult. Where this is not possible, another classroom will be used. This allows the child and adult some time and space to reflect upon the incident/incidents and what steps could be taken to resolve the situation and reset. Parents will be called and informed of this.</p> <p>Re-induction – a meeting between the child and class teacher should take place before re-induction to the class. This should be a positive conversation and focus on a fresh start.</p> |

- Every session should be a fresh start once the consequence has been completed. For example if a child has missed 5 mins of a play time, they have completed their consequence and should return to the beginning of the steps in the new session. If a

child is consistently getting to the early stages of the stepped behaviour code in many sessions, the adult may use their discretion to give further steps when necessary.

- Any incidents of violence are an immediate move to step 5 – a 15 min detention.
- Where possible, consequences should not be carried over to the next day. If a child needs to miss time towards the end of the day and there is not another playtime, they can be sent to another class to work for the designated time.
Every day is a fresh start.

Record of behaviour

It is important for us to keep a record of behaviour issues in order for us to monitor any patterns or identify where further intervention is required.

When a child enters any stage of the behaviour steps, this must be recorded on the daily behaviour log (see appendix). This should be done with the child but discreetly where possible. Daily logs will be collected by Behaviour lead half termly for monitoring. Teachers should be monitoring them regularly in order to spot any patterns of behaviour.

Any incidents where a child has moved to step 5 or beyond should be recorded on CPOMS.

Hub provision

As many of the children in the Hub classes have complex behavioural, learning and medical needs it will often not be appropriate for them to follow the behaviour steps outlined above. Instead, a more personalised, tailored approach is needed and children will have individual behaviour management arrangements as agreed with the Hub staff and SLT.

Behaviour outside of school

Leasowe Primary School expects all our staff and pupils to act in a way that positively promotes the school in our community. On the rare occasion that a pupil's behaviour does not do so and brings the school reputation into disrepute they could be subject to sanctions from school. This power is given under Section 89(5) of the Education and Inspections Act 2006, which gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

Confiscation of Items

Staff have the right to remove children's' property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk, keep it in a safe place and return it to the parents at the end of the day. All items will be safely stored for the period of time agreed. In addition, Behaviour and Discipline in Schools, February 2014,

states that the law allows maintained schools to have the 'Power to search without consent' for prohibited items.

The following items are banned from school premises:

Suspensions

We do not wish to suspend any child from school, but sometimes this may be necessary when a child becomes a danger to themselves or others or when the behaviour of one child has significant impact on the learning in the classroom.

Therefore, when all reasonable strategies have been attempted and have failed, suspension is the next option for the school in order to keep everybody safe.

Suspensions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Children are preventing the education and safe guarding of others
- Suspensions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time

Internal Suspensions and Fixed Term Suspensions

Internal Suspension is an alternative to Fixed Term Suspension. It is a sanction which supports parents and carers by isolating pupils within school as opposed to pupils missing valuable learning time if they are at home.

This decision can only be made by a member of the Senior Leadership Team. Pupils who continue to display the same poor behaviour following Internal Suspension will be subject to further sanctions. Fixed Term Suspensions (FTS) are a very serious sanction, that can only be sanctioned by the Headteacher or Deputy Head for one or more fixed periods, for up to 45 days in any one school year.

The decision to suspend a pupil from school is only taken after full and careful consideration of the facts.

We will act fairly, lawfully and reasonably and give particular consideration to the treatment of pupils vulnerable to suspension. When considering a FTS, the school will take into account the nature of the incident and any reasonable adjustments, and will scale the period of suspension appropriately. As a school we will ensure a written confirmation of the suspension is provided to parents.

Parents or carers will be expected to attend a 'back to school' interview with a member of the Senior Leadership team before reintegration of suspended pupils in to the school environment.

A thorough, considered and restorative reintegration meeting/meetings will take place with the child before re-entering the classroom, focussing positively on ways forward to support them in class.

As a school, we recognise that all children have a right to education and will therefore take reasonable steps to set and mark work during a child's exclusion period.

Permanent Exclusions

In rare and extreme cases a permanent exclusion may be enforced. Permanent exclusions will only take place in response to a serious breach or persistent breaches of the school's behaviour policy *and* where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Head teacher and in her absence through delegated powers the Deputy Head have the power to exclude a pupil from school. If the Head or Deputy excludes a pupil they will inform the parents immediately, giving reasons for the exclusion via a letter.

At the same time, it will be made it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal. The Head or Deputy will also inform the LA and the governing body about any permanent exclusion and about any fixed term exclusion. The governing body will meet as a discipline committee and consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be re-instated, the Head must comply with this ruling.

Bullying

Incidents of bullying will be dealt with in accordance with the Anti-Bullying Policy based on the principles outlined above for helping children learn to manage their own behaviour.

Emergency procedures

Each class has a phone which should be used to summon assistance in emergencies.

Staff training

INSET time will be allocated for all staff to become familiar with the revised policy. A 'coaching' approach will be adopted whereby more experienced members of staff will mentor those with less experience. Regular observations will take place in order to monitor the implementation of the policy and to identify where any training needs are across the school.

Weekly support sessions are available on request with our Rest Easy coordinator to discuss effective de-escalation strategies.

