



Launton C.E. Primary School

Behaviour Policy

Behaviour for Learning and Life

School Philosophy

Good behaviour in school is central to a good education. In Launton School we manage behaviour well to provide a calm, safe supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

- All children are expected to show consideration, courtesy, and respect for all members of the school community
- Care for personal and public property
- Co-operation: the success of our community is based on us all working together

ROLES, RESPONSIBILITIES AND EXPECTATIONS

School leaders:

- Will ensure that all new staff are inducted into the school's behaviour culture, that they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- Will consider the training needs of staff, and ensure that they have adequate training on how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour, and how to support pupils
- Will engage with experts such as Educational Psychologists, Mental Health Support teams and other support services to inform effective implementation of the behaviour policy
- Are responsible for keeping a central record of incidents involving restraint and bullying, and any other significant incidents

In the event of a serious incident, the Headteacher:

- Will investigate whether any extenuating circumstances may apply
- Will decide on whether a fixed term suspension or permanent exclusion or any other sanction is appropriate having considered all the circumstances of the case
- May impose sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other students at risk in school (see paragraph 94, DfE document, 'Behaviour in Schools' – Advice for Head Teachers and school staff).

All staff will:

- Uphold the school approach to behaviour by teaching and modelling expected behaviour and positive relationships set out in this policy
- Support pupils to meet the school expectations for behaviour and the boundaries of acceptable conduct
- Ensure prompt communication with parents, striving to work in partnership
- Ensure that actions taken, and any sanctions applied are recorded appropriately
- Liaise with external agencies, as necessary, to support and guide the progress of each child
- Read and understand their responsibilities in relation to the DfE guidance on the 'Use of reasonable force' and understand when reasonable force can be used and by whom
- For a definition of reasonable force visit this link to the DfE advice for head teachers, staff and governing bodies (July 2013) <http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The children are expected to:

- Work within the framework of this policy supporting the school's core values
- Accept given sanctions
- Model appropriate behaviour for younger children, as they move through the school
- Be caring and considerate towards others
- Work to the best of their ability and share and value the contribution of others
- Listen seriously and carefully
- Move around the school sensibly with a regard for others
- Respect property and equipment
- Take increasing responsibility as they move through the school for their own actions and for putting things right
- Be truthful

All pupils are supported to make good choices, resulting in pupils behaving well and building up and maintaining good relationships.

The governing body:

- Is responsible for agreeing the standards of appropriate behaviour and the policy to support this
- Will monitor the effectiveness of the policy and review within the School's policy review schedule

Rewards

We look for opportunities to praise and reward children, not just for academic achievement but for positive attitudes and effort, for example

- care and kindness towards each other
- meeting a personal challenge or overcoming an obstacle
- working in a way which goes above and beyond what is normally expected of them

To promote behaviour in an encouraging way the school has adopted a system of rewards which includes:

- Verbal praise
- Certificates and praise in achievement assembly (Friday) for learning, behaviour and effort in all lessons
- Positive messages to parents, including phone calls home
- Personal sticker chart for each child in their work- station; these will be laminated when complete and presented to children to take home
- Headteacher's awards

Some pupils may have an Inclusion Support Plan, if deemed appropriate by the class teacher in consultation with the child, parents, SENCO, Senior Leadership Team and Headteacher.

Sanctions

We strive to employ a consistent and hierarchical set of sanctions if a child breaks a school rule. This is to ensure a safe, calm and effective learning environment in which positive, happy, healthy relationships flourish. Children need to understand the consequences they could face if they choose not to comply with the school rules.

The system gives students the chance to reflect on and regulate their own behaviour. If they choose not to, they will be given a warning. If they still do not respond, they will receive a consequence. We recognise that the consequence system will only work alongside the following:

- Clear and on-going teaching of expected behaviour, rules and routines
- Effective communication systems within school and between home and school, and outside agencies (when involved)
- One to one meetings between children and teacher or support staff to talk about behaviour
- A balance between sanctions and rewards

Recording

- Class teachers are responsible for keeping written records of incidences and relevant conversations with parents/carers when they report concerns about behaviour
- Standard incident forms are kept in a central file
- The recording of significant incidents on CPOMS, including incidences involving restraint, and bullying incidences is overseen by the Headteacher
- An additional risk assessment is completed for children with an identified behaviour need

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately: a copy of the anti-bullying policy is available by contacting the school office and is on the school website. All staff have checklists on how to manage a bullying incident. There is a yearly school self-assessment on the management of these issues, followed up by an action plan when needed.

Behaviour that gives cause for concern will be reported to the LA and support services requested. Advice from external agencies will be sought and acted upon.

We acknowledge the requirement to balance a number of duties, particularly where a pupil has SEND that at times may affect their behaviour

- Duties under the Equality Act 2010 to take such steps as is reasonable to avoid substantial disadvantage to a disabled pupil caused by the school's policies or practices
- Duties under the Children and Families Act 2014 to use 'best endeavours' to meet the needs of those with SEND
- If the pupil has an Education Health and Care Plan, the provisions set out in that plan must be secured

We also refer to the DfE guidance (May 2023) "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement", DfE guidance (September 2022) "Behaviour in schools" and "The SEN Code of Practice" to ensure this policy is up to date and in line with current national advice and recommendations.

Please also refer to our Anti-Bullying Policy and the SEN Policy.

Our School Rules

These rules were written by the children. The rules are displayed and used to remind children about the behaviour they believe is appropriate.

School Rules –

- Try your best
- Do your work and let others do theirs
- Look after our school and equipment
- Keep safe and play well
- Be polite
- Tell the truth

Some examples of behaviour that is not acceptable at Launton School:

- Refusing to cooperate with a member of staff
- Refusing to work or producing work of a poor standard
- Answering back or rudeness
- Swearing, using bad language
- Verbal and/or physical aggression
- Name calling
- Vandalism
- Disruptive behaviour
- Racist, sexist or prejudiced remarks or attitudes
- Running inside school buildings or standing on furniture
- Leaving the school premises without permission
- Failing to follow Covid-19 infection control measures, when required (refer to our five point code)

Sanctions:

We want to encourage an open, tolerant and happy atmosphere, with lots of talking to and listening to the children. However, if children break rules, they are liable to sanctions. To promote consistency of practice across the school, when dealing with unacceptable behaviour the following steps could normally be appropriate:

- Reminder about the agreed rules which gives the opportunity for the child to make a good choice
- Time out of class with work and time missed from playtime
- A letter apologising for their behaviour
- Recovery time with a paired teacher
- A letter or telephone call informing parents
- Sent to a Senior Teacher, Assistant Headteacher or Headteacher

Children who display unacceptable behaviour should be aware that action will be taken, and sanctions will be imposed.

In serious cases fixed term suspension and permanent exclusion will normally be considered

A decision to exclude a pupil permanently will be taken:

- 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 such as staff or pupils in the school.

DfE guidance (May 2023) "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement"

5-point code

