

# LAVANT C.E. PRIMARY SCHOOL



*Learning together in faith – always aiming for the best*

## Behaviour Policy

Reviewed: Spring 22  
Review: Spring 25

## **AIMS AND EXPECTATIONS**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated positively and fairly. We are a caring Christian community, whose values are built on biblical principles, mutual trust and respect for all. The aim of this policy is to ensure that our school has a positive atmosphere, where all members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, promoting the safeguarding and welfare of children.

### **School Aims**

- To provide inspirational real life learning experiences which challenge, engage and motivate within a creative, inclusive Christian environment.
- To nurture reflective learners who have a sense of responsibility, humility and respect.
- To encourage effective, purposeful collaboration between individuals, who understand the importance of their contribution to local and global communities.
- To foster a life-long love of learning where individuals accept challenges and take risks with the perseverance to adapt and aspire.

## **RESPONSIBILITIES**

Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn as part of a learning culture. At our school we recognise the biggest driver of positive behaviours are positive role models. In line with this, there is a joint approach and shared responsibility between the staff, parent, pupils, and governors of the school.

### **Responsibilities of staff:**

- To respect and value each individual.
- Meet and greet (greeting children with a smile and positive exchange will impact on learning, behaviour and create a sense of belonging).
- To set high standards and expect them to be reached.
- To offer children a rich balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally.
- To encourage good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and stimulating environment that is purposeful and well-organised.
- Make known and follow the rules of the school, classrooms and playgrounds.
- To be a good role model.
- To make children aware of the Christian values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- To work together as a team to support children's positive behaviour.
- To support one another as a cooperative staff team.
- To be punctual when on duty.
- To have self-discipline in emotional reactions to situations that arise.

### **Responsibilities of the Headteacher:**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

### **Responsibilities of the Governors:**

- The governing body has the responsibility of setting down guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

### **Responsibilities of Parents:**

- To support and co-operate with the school to ensure exemplary behaviour
- To be aware of our school expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning and arrives punctually at school at 8:45am and collected at 3:15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to learn at home and offer support with activities set by teachers as well as their own interests.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- To act as good role-models for their children.

### **Responsibility of Pupils:**

- To have high expectation of themselves in all areas of school life and to value learning opportunities both in and out of school.
- To engage with and demonstrate the school's values daily
- To accept responsibility and consequences of their actions.
- To be kind, helpful and caring for others, and show respect to all.
- To know that everyone has the right to be happy and safe at school, and play their part to ensure this.
- To uphold all class and whole school expectations.

### **CLASS CHARTERS**

At the beginning of the year we establish an agreed code of conduct with each class. This is shared with and agreed with all pupils. This is referred to throughout the year and amended when appropriate.

### **Strategies for recognising and celebrating positive behaviours**

Positivity and praise is fundamental to everyday life at Lavant. Ultimately, it is our aim that children identify their own strengths and areas of challenge, and develop an intrinsic sense of pride in their behaviour and learning. We recognise and celebrate good behaviour and learning in a variety of ways:

- a recognition board for children who go above and beyond in each classroom;
- noticing positive behaviours and using positive language patterns;
- written/verbal feedback that celebrates achievements and identifies areas for development;
- learning is regularly shared with parents to reflect and celebrate progress and attitudes;
- Weekly celebration assemblies are designed to recognise and celebrate all aspects of school life.
- 'Time to shine' provides children with an opportunity to reflect on their own learning and celebrate achievement
- celebrating achievements outside school;
- sending children to other members of staff for celebration and praise.

### **When wrong choices are made – A stepped approach.**

We expect the very best standards of behaviour, but recognise that the best way to ensure these standards are maintained is through a belief in 'reflection, forgiveness and reconciliation'. The school uses the language of 'choices and consequences' to enable pupils to learn to take responsibility for their own actions. When choices lead to negative behaviours, the pupil will be asked to reflect on what has happened and staff may issue a consequence that is appropriate to the choice made.

Consequences given are proportionate and reasonable taking account of the child's individual needs and circumstances and may include a

- Verbal reminder of expectations of positive learning behaviours / choices
- Reminder of 'Good to be Green' behaviours
- Verbal warning – strategies put into place e.g. name on board.
- Green card turns to Yellow for a visual reminder
- Moved to an alternative place to work

- Yellow card turns to Red card and a discussion with class teacher and head teacher is held. Parents are informed and sanctions agreed.
- Fixed term exclusion – pupil excluded from school for a set period of time.
- Permanent exclusion – pupil excluded from the school permanently

By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. At all times, a strong emphasis is placed on putting poor choices right – forgiveness offered, and a fresh start.

### **Good to be Green Behaviour charts – guidance for use.**

To ensure a consistent approach to behaviour management across the school, we use a 3 colour card system across the whole school which is displayed in each class.

The aim of the chart is to celebrate positive behaviour by individual pupil's cards showing green.

**A yellow warning card** may only be issued after the pupil has already received a verbal warning, which they did not adhere to and the member of staff has implemented appropriate intervention strategies e.g. moved the child away from the situation, an additional adult provided to support the child. A yellow warning card may come with an action to be taken e.g. miss a play, write a letter of apology. When a warning card is issued, the card is returned to green for the start of the next session.

**A red consequence card** may be issued if poor behaviour continues and all appropriate strategies implemented. If a red card is issued, the head teacher will inform the parents of the situation and appropriate way forward will be agreed.

*Behaviours such as physical violence, swearing or damaging property could result in immediate yellow or red card.*

### **BREAKTIME/LUNCHTIME BEHAVIOUR**

- If children have a dispute during break times then members of staff will be available to support a solution.
- If a child makes a wrong choice, e.g. name calling, aggressive behaviour, then time out is given so the child has time to reflect, then the adult dealing with the behaviour will speak to the child to ascertain why this happened and decided whether it needs reporting to a senior member of staff.

### **Fixed-term and permanent exclusions:**

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school. Exclusions may be "internal", "fixed term" or "permanent" and clear guidance on these is given.

- Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Reasonable Force / Restraint**

Please see: Use of reasonable force Advice for head teachers, staff and governing bodies July 2014.  
Also see our school 'Use of Reasonable Force Policy'.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

## **Off-site Discipline**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

## **BULLYING**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do our best to ensure that all pupils are free from fear. (See Anti-bullying policy.

### **Record Keeping**

The school records significant / persistent incidences of poor behaviour using CPOMs. The member of staff taking the lead on the incident is responsible for recording it and alerting all other relevant members of staff.

The SENCo will hold records of PSP meetings and progress made towards the targets that are subsequently set.

The head teacher keeps a record of any pupil who is excluded internally or for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

To be read in conjunction with the following policies; Anti-bullying, SEND, Use of Reasonable Force Policy Equality and Health and Safety Policy

Date: March 2022