Lady Royd Primary School

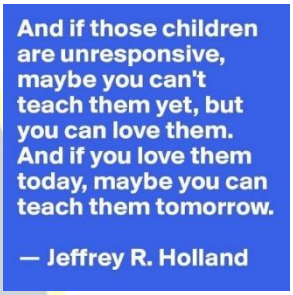
Behaviour Policy

Issued: July 2024
Reviewed: July 2026
Next Review Due: July 2027

Our ethos, character and values pervade Lady Royd Primary school ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Accountability	Self-confidence	Perseverance	Integrity	Respect	Empathy
Take responsibility for own actions, behaviour and learning, belongings and surroundings and support others in doing the same.	Celebrate your individuality and demonstrate the self confidence in your own ability to make the right choices.	Apply yourself to every aspect of school life with positivity and determination to do your very best.	Always be truthful and act with kindness, honesty and integrity.	Treat people with the same levels of respect, courtesy and fairness you would expect from others.	Understand and share another person's experiences and emotions.

Our School is a community and our core values represent the way we want each member of that community to treat one another.



We will treat each other with

- Tolerance
- Respect
- Fairness and justice
- Empathy
- Honesty

We expect children and adults to

- Accept personal responsibility for their actions
- Recognise and value the unique contribution each individual in our community makes
- Try to understand the point of view of others
- Cooperate with others and show them consideration
- Take care of each other and the property and possessions of all.

The Governing Body

Promotes these values and seeks to create an environment in the school which encourages and reinforces good behaviour. It is acknowledged that society expects good behavior and consideration for others as an important outcome of the educational process.

Aims



- To create an environment which encourages and reinforces good behavior.
- To define acceptable standards of behavior.
- To encourage consistency of response to both positive and negative behavior.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by all of the school community.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

- We believe that good behaviour ensures our children can learn and our teachers can teach so we can all learn and work together to achieve our best.
- We are committed to providing a welcoming school where children are encouraged to appreciate others and develop attitudes of tolerance, care, concern and self-respect in a happy, safe and secure environment.
- It is the responsibility of all adults at Lady Royd to ensure all pupils are safe from physical or emotional harm including bullying in any form.
- Children need to feel adults have dealt with issues fairly.
- Children need boundaries so they know what is and what is not acceptable behaviour. Our job is to model what we expect and also provide restorative practice to enable children to learn from mistakes and put it right next time.

This policy is based on our core values of:

1. **Accountability**
2. **Respect**
3. **Integrity**
4. **Self confidence**
5. **Empathy**
6. **Perseverance**

Aim

To create an environment which enables children to learn and develop academically, socially and emotionally to the best of their ability.

Objectives

- The behaviour policy is based on rules, rewards and consequences.
- The rules will be discussed fully in school and parents will be asked to discuss them with their child at home.
- All children should know the school's six basic rules for good behaviour, and also the consequences of not following the rules.

Children make the choice to behave well (or not) and also learn to accept responsibility for their own actions.

The Lady Royd Behaviour Code is centered on three key expectations:

- **Ready** for learning throughout the school day
- **Respect** for self, each other and our learning environment
- **Safe** actions and environment so that everyone is safe and feels safe

School Rules

1. We keep our hands, feet and hurtful words to ourselves
2. We do as an adult asks us the first time
3. We listen to others when they are speaking

4. We are polite at all times
5. We walk on the left hand side of the corridor remembering to use our indoor hands (hands by your side when walking)
6. We respect and care for our school environment and everyone in it

We promote positive behaviour in a number of ways:

Behaviour Strategies and Teaching Good Behaviour

Adults at Lady Royd believe that children need the support of a scaffold around them to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or ignorant of the expectations.

Our Key Principles

Know that there are three behaviour principles in school known as the **key principles**. These are to

- **be respectful,**
- **be responsible,**
- **be ready to learn.**

Consistency of all staff

All staff will provide children with consistent language and a consistent response. Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Staff will use consistent positive reinforcement with clear routines for supporting, encouraging and celebrating appropriate behaviour.

Words we will use	What these words mean
Sanction	Step
Caution	Warning
Reminder	A thing that causes someone to remember something
Restorative	Having the ability to restore health, strength or well-being
Consistency	Carrying out an action in the same way over time, so it is fair or accurate. We recognise this is important for a stable approach to managing behaviour
Forgiveness	The process by which a 'victim' of unkindness lets go of negative emotions towards the unkind person
This language is important for us all to understand.	

At Lady Royd the following principles are followed:

- **The adults are consistent with simple expectations clearly communicated to all children**
- **The adults are consistent in their respect to all children even on the rare occasion that a child is disrespectful to them**

- **The adults model consistent levels of emotional control and emotional restraint**
- **Adults acting as consistent role models enables our children to see good behaviour and are therefore able to learn from this example**
- **Adults are consistent in their understanding that part of learning good behaviour involves making mistakes**
- **Adults will consistently reinforce routines for behaviour in the classrooms and around the school site**

Rewards:

Recognition Board
Every classroom will have a board of recognition where staff can celebrate the children being successful publicly linked to the schools 6 core values. This board will be used throughout the week.
Golden book*: Fridays assembly will showcase the 3 children who have the most points for work in each class and there name will go in Golden Book. The following reward system will apply:*

- *4x bronze- special lunch with the Headteacher*
- *8x silver special lunch and trip out (e.g the park and ice cream)*
- *12x gold - special lunch and trip out (bowling, cinema)*
- *16x platinum- special award*

Hot Chocolate Monday:
To reward weekly positive behaviour each class teacher will pick 2 children to have a hot chocolate with the Headteacher in his office. This will get a special mention in the newsletter and is a way of thanking children on a weekly basis for positive behaviour choices.

Golden Learners:
Every half term staff choose a child who has worked exceptionally hard and displayed our core values in their work, play and interactions with others. In our final worship of the half term they are presented with a special card with their picture on it and it goes on our Golden Learner notice board.

You will also see positive behaviour supported by:

- Reference to the school rules frequently which must be displayed in all classrooms and work spaces
- Praise for pupils modelling positive behaviours
- Rewarding whole class positive behaviour during class time, break and lunchtimes
- In order to encourage the class to work together there will be a class reward.
- Star of the Week Celebration will run on a Friday
- All class teachers will nominate their chosen Star of the Week
- Parents will be invited on Friday afternoon.
- School Rules should be adhered to and high expectations in class will be set.
- Text messages sent home once a week from each teacher

What we will do as a team

- Teachers will meet and greet at the classroom door offering a handshake; every child in their class will be greeted.
- Associate staff will greet children as they enter school
- Model positive behaviours and build positive relationships with children

- Talk about expected behaviour explicitly, making it clear what is expected in different situations
- Personally follow up a child's behaviour every time a sanction is given and engage in reflective dialogue with children
- Be calm and give 'take up time' every time a sanction is used

Consistent Approach
Lady Royd expects children to be well-behaved, well-mannered and attentive. Examples of such behaviours are:

- Children address adults using their names (Mr Jones)
- Children say "Please" and "Thank you"
- Children hold doors open for each other and say "Thank you"
- Child hold doors open for adults and say "After you"
- Children walk in lines, with tidy hands, quietly and respectfully around school
- Children wear the correct school uniform
- Children are expected to be punctual

How will we support pupils with SEMH and vulnerable needs?

The cycle of support will be used for those children who have social and emotional needs. Children who are very upset by incidents have the option to use the quiet room to reflect and have a time of calm before trying to explain what has happened or before they undertake the consequence. Children who are calm are more likely to respond to the adult and understand the need for the consequence.

We will also use:

1. Social stories to support
2. Individual success charts for key pupils for individual days and sessions
3. Daily contact with parents if necessary at the beginning and end of the day
4. The frequency of support and praise will be increased to support behaviour choices
5. Personal handling plans, risk assessments and targeted support for key pupils to minimise risk
6. IEPs will indicate individualised targets to support with behaviour which in turn will lead to better engagement.
7. Regular reviews with the SENCO, Pastoral team and class teacher to review the cycle of support and these will be a minimum of half termly
8. External agencies such as SCIL (SEMH) and the educational psychologist will be used to support referrals

Sanctions

Children are held responsible for their behaviour and staff will use five steps to manage poor conduct. All sanctions need to be fair, consistent and proportionate and taking into account the child's additional needs.
The school has reviewed our systems and the following sanctions have been agreed.

Stage	Action	Other
<u>Stage 1</u> Eyes	Non verbal- positive reinforcement of good behaviour	**We need to look at the pitch of the lesson, is it a task worth doing? Is it too hard or too easy?** **What happened before school?**
<u>Stage 2</u> **Reminder**	Verbal warning using the language of choice. Gentle encouragement, a 'nudge' in the right direction, a small act of kindness; with a reminder of the expectations of **Ready, Respectful, Safe** will be delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage	Think about having a quiet working place in class.
<u>Stage 3</u> **Caution**	Think about your choices. A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices	At all points pupils must be presented with two choices and these must be explained in detail.
<u>Stage 4</u> **Last Chance**	Do you need time out to help? Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.	**Important- every lesson is a new start**
<u>Stage 5</u> **Regulation**	Take some time at the regulation station. These are set up outside the classroom. It is the step before an internal referral. The pupil has 10 minutes or less depending on the situation to try and regulate themselves and get back into class to work.	**<u>All</u> staff are responsible for logging onto CPOMS.** **Communication with parents must be made.** **Communication must be made with SENCO.**
<u>Stage 6</u> **Internal referral**	At this point the learner may be referred internally, with work, to another room in the phase for the remainder of the lesson. A short restorative conversation should take place as soon as possible afterwards. If the incident finishes here, the teacher must log the incident and a sanction should be imposed. In some instances, an internal referral may involve a request for a pupil to speak with an alternate colleague e.g., Peer teacher, Inclusion manager/learning mentor or member or learning mentor and a discussion about the seriousness of the incident will take place	Reflection room can be used in extreme crisis to calm pupils down Parents may be called in at this point if the behaviour is not changing.

	accompanied by a discussion about how to move forward positively. Nurture, Phase Leaders, AHT, HT are expected to intervene if there are three or more internal referrals from the same child/class in a 5- day rolling period Restorative work will begin with the pupil reminding them of their choices and that work must be completed. If work is not completed it will go home. This would begin with phase leaders, move to AHT, and finally to the HT.	
Stage 7 SLT sanction	This will be used if pupils are violent to other members of staff or are behaving in unsafe way which make other people feel unsafe. This only applies if either: a. The learner refuses to engage with an internal referral or b. A serious breach is committed by a learner that may result in a fixed-term suspension. The member of staff on duty must be called to collect the learner. They should not be sent to the external referral room. The teacher should provide work. A reconciliation meeting should take place before the next lesson. If the learner does not attend or does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.	There is a space outside the heads office or we agree another appropriate space in school for the day after. A meeting with parents would be called in school. All issues logged on CPOMS
Stage 8	Fixed Term suspension (See Exclusions policy)	Parents/staff and child meeting when the pupil comes back to discuss behaviour contract and what will happen next. SEBD support if required. EX1 form will be completed by office and HT and put onto CPOMS. This will be given to parents. EX1 forms are sent to the Trust on a half termly basis.
Stage 9	Permanent Exclusion (see Exclusions policy)	Trust guidance will be followed regarding permanent exclusions- see BDAT policy

Procedures for Dealing with Major Breaches of Discipline

The following procedures may be used for major breaches of discipline:

- An oral warning by the Head Teacher concerning future conduct
    - Withdrawal from the classroom for the rest of the day
- Internal exclusion with a member of the pastoral team (term: 1-5 days); in some cases an internal exclusion may be made with the support of another local school
- A letter to parents informing them of their child's unacceptable behaviour
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour
- Daily report to the Head Teacher to confirm that behaviour has been satisfactory
- For incidents on the way home from school, the child may be kept in the classroom until an adult collects them each evening or released from school later than other the children
- For continued, serious incidents at lunchtimes, the child may be excluded for the lunchtime period
- The child may have their place withdrawn from an 'out-of-school' club or school visit
- A case conference with parents and support agencies
- Fixed term suspension (see Exclusion Suspension Policy)
- Permanent exclusion (see Exclusion Suspension Policy)
    - Parents have the right of appeal to the Governing Body against any decision to exclude their child (see Exclusion Suspension Policy).

These procedures should not be read as an exhaustive list or seen to be used only in the order in which they are listed.

The Department of Education's publication 'Behaviour in schools - Advice for head teachers and school staff' (September 2022) states that "schools have the power to sanction pupils for misbehaviour to such an extent as is reasonable".

Serious Breaches of Discipline:
This is any of:

- Deliberately hurting other children or adults
- Vandalism
- Aggressive or threatening behaviour towards another child or adult
- Bullying: racist, homophobic or cyber at school
- Deliberate use of inappropriate language
- Refusal to do as an adult asks (after reasonable support is offered)
- Running out of the school grounds
- Being abusive to adults or children
- Bullying pupils
- Physical violence and bullying would be two reasons why they could not return to the playground and this will be decided at the discretion of the Headteacher.

These behaviours will lead straight to pupils being involved in a restorative with a member of staff. They may require some time in another or when more serious possibly a fixed term suspension depending on the nature of the incident.

There will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff;

- Supplying of an illegal drug;
- Carrying an offensive weapon;
- Serious theft
- Drugs related incident/behaviour/substance misuse.
- Arson
- Racial assault or harassment.
- Sexual assault or harassment.

School will also consider whether or not to inform the police where such a criminal offence has taken place. School will also consider whether or not to inform other agencies e.g. Youth offending team, social workers, etc.

RUNNING OUT OF THE SCHOOL GROUNDS

- Staff will not chase after a pupil – the safety of all pupils is paramount.
- The staff member will inform the Head/Deputy Headteacher who will support with the situation.
- The staff member(s) will assess the situation and try to maintain 'watch' over the pupil who is "outside the school".
- Telephone contact with parent/carer will be undertaken, explaining the incident/situation and requiring them to attend school.
- If parent/carer cannot be contacted, police will be contacted on the community number.

As a follow up to incidents of this nature:

- Restorative practices will take place
- These will be undertaken at an appropriate time following serious or complex incidents.
- Restorative questions will be asked to those harmed and those who harmed.
- Adults can decide the most effective, safe way to do this depending on the situation and pupils involved but ideally it will be done in a circle with all those involved present.
- Classes will do regular circle time to model the restorative practices and discuss class issues.

CPOMs Discipline Record

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.
Suspension and Exclusion must always be recorded.

Intervention

By law, members of staff and visitors authorized by the Headteacher have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- or damaging property

The school has a withdrawal room where children can be taken when incidents of this kind

have taken place (see Positive Handling Policy).

A Restrictive Intervention Incident entry is completed on CPOMs and the situation discussed with the Head Teacher who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies.

All incidents of Restrictive Intervention are reported to parents at the first opportunity

Alternatives to exclusion

The school will take all reasonable steps to ensure that children have an opportunity to rectify their mistakes and learn from them with a restorative approach and to give pay back to the school community or individual dependent on the negative behaviour displayed. A serious breach is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, will be considered.

Pupil Mobile Phones in School

In line with the Department for Education guidance 'Mobile phones in schools', the school does not permit pupils to have their mobile phone with them during the school day. School leaders are able to exercise their legal power to confiscate mobile phones or similar devices for a length of time they deem appropriate and in line with the school's Confiscation Policy. In considering whether a confiscation is a proportionate penalty, leaders will consider what, if any, disciplinary outcome is needed.

The school is mindful that for children in Key Stage Two who travel to school independently without a mobile phone, their parents/carers may feel this poses a risk or have a perception of increased risk to their children. As such, the school will allow pupils in key stage two to bring a mobile phone to school if the pupil is not collected from the classroom door. The expectation is that once a pupil is on the school premises, they will immediately visit the school office to leave their mobile phone securely for the duration of the school day. Pupils should not use their phones before or after school whilst on the school premises unless they are making contact with a responsible adult regarding their journey to or from school. Children, only in Year 6, who walk to and from school without an accompanying adult may carry a mobile phone for safety. In these cases, children may bring a mobile phone in to school but must deposit it with the school office at the start of the day and collect it from the office at the end of the day. Any mobile phones discovered to have been brought into the school and not handed into the office will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office, and this will result in a consequence for the child. Children are not allowed to carry mobile phones on any school trips. If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from a member of the senior leadership team. In circumstances where there is a suspicion that the material on the mobile phone was obtained whilst in school the child will be externally suspended.

Appendix 1

	**Eyes** “Keep on task”
	**Reminder**
	**Caution** Think about your choices…..
	**Last chance** Do you need time out to help?
	**Regulation** Take some time at the regulation station…
	**Internal Referral** We need a break in another class

Appendix 2

Reminders / Assertive Structures

- "I'd like to see you..." – listening straight away
- "I know you can..." – help Stephen clean the table box
- "I need you to impress me by..." – following the routines
- "You can impress me by..." – walking quietly and safely in the line
- "Show me you can..." – listen carefully
- "I know you (enjoyed reading your book) yesterday because (you we talking to Sophie about ...)

Walk away, be busy. Assume closure.

Fogging techniques

Student	**Adult**
'It wasn't me'	'I hear what you are saying....'
'But they were doing the same thing'	'I understand.....'
'I was only.....'	'Maybe you were....and yet....'
'You are not being fair'	'Yes sometimes I may appear unfair...'
'It's boring'	'Be that as it may...'
'You are a ..... (name calling)	'There may be some truth in that....'(with follow up served cold!)' or 'I am sorry that you are having a bad day'.

Restorative Meetings

The meetings are led by a person who is independent from the situation

These are the questions you will be asking the child:

1.**What's happened?**
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?

Reaffirm your commitment to building a trusting relationship

Appendix 3

If we see behaviour which is extreme we do not need to work through every stage. Some behaviour moves straight to an internal referral or further- see below)

Behaviour	Stage	Sanction
Swearing at an adult Discrimination of any kind (racist, homophobic, religious, gender) Persistent behaviour towards adults and children which is rude e.g not listening Stealing. Mimicking and laughing at others Bullying (physical, verbal, online) Sexualised language and derogatory comments Deliberately spoiling a lesson. Vandalism and trashing/breaking equipment.	6.Internal referral	This behaviour is not part of school 3 R's and as a result you will need to have an internal referral somewhere else.
As above (situation dependent)	7.SLT sanction	Due the seriousness of the situation going to another classroom is not an option so you will have to spend some time with a member of SLT or DHT/HT
Violence to adults Persistent disruptive behaviour over a period of time.	8.Suspension	Due to you not being safe and not keeping other safe you will need to have some time at home and therefore will be suspended.