



Laycock Primary School Positive Behaviour Policy April 2021 v6

Mission Statement

We believe that every member of staff has a right to teach and every child has a right to learn and therefore we have high expectations of behaviour. Everyone is entitled to an orderly environment in which they feel safe & secure and where they can work to achieve increased standards of attainment. It is our belief that everyone should treat others in the way that they themselves wish to be treated and this underpins our Positive Behaviour Policy.

Aims:

- To promote an effective school with positive school ethos.
- To resolve incidents promptly and efficiently using a restorative approach¹ and employ effective strategies to deal with unacceptable behaviour.
- To teach pupils to understand and develop good, acceptable codes of behaviour in a consistent way.
- To have a whole school approach to behaviour in school and share this with parents.
- To incorporate the six principles of 'Nurturing Schools' which are:
 - ✓ Children's learning is understood developmentally.
 - ✓ The classroom offers a safe base.
 - ✓ We understand the importance of nurture for the development of wellbeing.
 - ✓ We know that language is a vital means of communication.
 - ✓ We understand that all behaviour is communication.
 - ✓ We acknowledge the importance of transition in children's lives.
- To teach children to take responsibility for their behaviour by learning how to behave and by practising good behaviour at Laycock Primary School.
- To foster mutual respect and tolerance and teach children to value each other's activities, choices and preferences.
- To respect the differing abilities, strengths, cultures and social backgrounds of children in our care.
- To promote and foster a good grasp of resilience, resourcefulness, responsibility, reasoning and reflectiveness to underpin forming of good behaviour.

This policy should be read in conjunction with the Anti-Bullying Policy, Computing Policy and Special Educational Needs Policy and with reference to the Restorative Practice documentation. It has been written with reference to 'Behaviour and Discipline In Schools - Advice for Headteachers and School Staff', DfE 2015; "The Pupil Exclusions Manual", Education Bradford, and "Exclusion from Maintained Schools, Academies and Pupil Referral Units In England", DfE 2012.

This policy may be adapted in order to meet the needs of individual children.

1 - A restorative practice is an alternative and positive approach regarding mutually respectful relationships to create a cohesive community which is value based and needs led, providing the foundations on which teaching and learning can flourish.

Those affected are invited to share:

- *What has happened.*
- *What the impact has been on those involved.*
- *What needs to happen to put things right or to make things better in the future.*

Rules.

There are 5 basic rules which we expect all pupils to follow:

1. Always do as you are told first time.
2. Always keep hands, feet and objects to yourself.
3. Show good listening skills to all.
4. Move sensibly around school at all times.
5. Respect everything and everyone.

Rewards:

Pupils who follow these rules will be rewarded with combinations of the following:

- Verbal praise;
- Stickers;
- Dojos - child and parents know the reason for the award. Child with the most dojos in each year group at the end of the week receives a Dojo Champion certificate awarded in assembly and a reward from the class 'goodie box'.
- 'Good To Be Green' card on class chart
- Privilege Card on class chart awarded to children who always do the right thing, which equates to 10 dojos.
- 'Well Done' ribbons;
- 'Golden Time' - up to 30 mins a week for activities such as extra (structured) playtime; choice of indoor games; ICT 'choose' time; short DVDs; 'mini bakes'; construction etc.

Consequences.

Children who break the five school rules will follow a succession of consequences:

If a rule is broken -

Step 1 - verbal warning & reminder of the rule that has been broken (either child identifies rule broken or adult explains to them, as appropriate.) The child's name & 'X' is recorded on the class behaviour record sheet.

Step 2 - when another or same rule is broken later in the same day, the child puts a **tick in the column for the rule they have broken next to their name.**

Step 3 - A **further tick** is placed in the appropriate column of the behaviour record sheet next to the child's name. The child is told to **sit away** within the classroom to consider their behaviour with instruction to return to their place and the lesson when they can make the positive decision to do so. A **yellow card** is placed on their 'Good To Be Green chart'.

Step 4 - A **further tick** is placed in the appropriate column of the behaviour record sheet next to the child's name. **Ten minutes 'Time Out'** (decided by the teacher as to whether this is in their own class or another class), with **time paid back in child's own time** (next break time). A **red card** is placed on their 'Good To Be Green chart' & a **warning given that an 'Extreme' will be given** should their behaviour not improve, in line with the rules / expectations.

If a child receives a red card on their 'Good To Be Green' chart: efforts towards improved behaviour to the school expectations can reduce this to yellow, and in turn back to green. The ticks on the class sheet remain as a running record of behaviour in class so as to support identification of patterns / issues to address.

If the child **persists beyond this** with disruptive behaviour then, at the teacher's discretion, they will move to **'Extreme Behaviour' 1** - see below.

At the teacher's discretion, additional consideration may be given to the child's age and any other circumstances that affect the child before a sanction is imposed.

In EYFS:

Step 1 - child have their verbal warning and reminder.

Step 2 - when another or same rule is broken later in the same day, the adult puts a tick in the column for the rule the child has broken next to their name. A 'penny' reward is lost. Child has 5 minutes 'calm down' time on the 'Time out cushion'.

From Step 3 onwards, the policy is followed as above.

Some behaviours fall outside the five rules above & are deemed to be more extreme.

'Extreme' behaviours include:

1. Refusal to do as told.
2. An intention to harm or injure or to be violent.
3. Dishonesty / lying / stealing.
4. Swearing, offensive or racist language, and language deliberately chosen to offend or hurt.
5. Leaving the premises without permission.
6. Vandalism.
7. Bullying (including E-bullying, sexist, homophobic or racist language) - a deliberate & persistent act using force, threat or coercion to abuse, intimidate, dominate or hurt another person with actions or words. The behaviour is often repeated and habitual. *Please see the appended Anti-Bullying Policy for further guidance.*
8. Spitting
9. **Behaviour demonstrating deliberate lack of respect.**

In the event of an incident that requires additional adult support, the **red spikey 'splat'** from the door of the room in which the class is working is sent with a child to the office and support will come to your room. All classes also have Walkie Talkies.

Children who break behaviour in an extreme way will be sent with a carbon copy explanation of the incident to the Headteacher / Deputy Headteacher who will deal with the behaviour with the following consequences. In the event that both the Headteacher and Deputy Headteacher are unavailable, the class teacher will inform parents of the incident and explain it will be dealt with the following day.

Consequences for breaking 'Extreme' rules are, by necessity, more severe:

Step 1 - The child will be sent to the Headteacher who will discuss the impact of their behaviour using a restorative justice approach. Parents will be informed of their child's behaviour by **text**. The child will be entered into the **behaviour log**. A Pastoral Support Plan (**PSP**) may be initiated and copied to the class teacher, SENCO and Child and Parent Support worker (ChaP), as well as parents. The child will **miss their next lunch time play** & will spend it supervised by an adult.

Step 2 - The child will be sent to the Headteacher who will discuss the impact of their behaviour using a restorative justice approach. Parents will be informed of their child's behaviour by **yellow letter**. The child will be entered into the behaviour log. Their PSP will be reviewed and circulated as in step 1. The child will **lose 10 minutes of their Friday 'Golden Time'**.

Step 3 - The child will be sent to the Headteacher who will discuss the impact of their behaviour using a restorative justice approach. Parents will be informed of their child's behaviour by **red letter**. The child will be entered into the behaviour log. Their **PSP** will be reviewed and circulated as in step 1. The child will **lose 20 minutes of their Friday 'Golden Time'**.

Step 4 - The child will be sent to the Headteacher who will discuss the impact of their behaviour using a restorative justice approach and enter them into the behaviour log. **Parents will be called into school by way of a red letter invitation** to discuss their child's behaviour. The **PSP** will be reviewed & include expectations / responsibilities for home **support**; it will be circulated as in step 1. External agency support may be sought. The child will **lose all of their Friday 'Golden Time'**. (If the 3rd & 4th Extreme Behaviours occur in the same week, then the following week's Golden Time will be lost also.) The child will be **excluded from class for one day**, with no contact with other children (may be more, depending on child, extreme behaviour broken, extenuating circumstances, etc; ***this step may be repeated at SLT discretion with an increased period of internal exclusion.***)
The child will be provided with educationally valuable but independent work to complete during the exclusion.

Step 5 - This **may be** an extension of step 4 by way of an increased internal exclusion. **Parents will be called into school**. A **two day exclusion** from school may be imposed where appropriate. **Governors** will be **informed** of the child's extreme behaviour. **Outside support / advice** must be sought.

Should extreme behaviours continue then this **may be extended to a five day exclusion** from school.

A Pastoral Support Plan (PSP) is a document that clearly states the expected improvements in behaviour and the adult / agencies who will support improvement. Parents are expected to support the PSP for the benefit of their child.

Each half term is a new start with regard to Extreme Behaviours.

Exclusions:

The decision to exclude a pupil may follow an 'Extreme' incident, although this decision would only be taken in extreme circumstances where there is no other 'safe alternative.' By 'safe alternative' we are referring to strategies such as internal exclusion, a restorative justice process, outside agency support or calling a multi-disciplinary meeting of all involved parties. We follow the recommendations of the Bradford Education 'Pupil Exclusion Manual' and as such a decision to exclude a pupil would be taken only:

- In response to serious breaches of the school's Behaviour Policy AND
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, including adults.

Reference should be made to the 'Pupil Exclusion Manual' in the headteacher's office in the event of an exclusion to ensure the policy is applied accurately and consistently and that the appropriate exclusion is applied. All necessary paperwork is explained and contained within this document. Parents are kept informed at all stages towards potential exclusion.

Extensions to the Behaviour Policy beyond the school day and grounds:

The Education and Inspections Act 2006 gives schools statutory power to discipline pupils for breaking school rules. Section 89, paragraph 5 of the Act extends this power to the regulation of pupils' behaviour "at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school". Page 9 explains that, subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Even if the above conditions do not apply, pupils can be disciplined for misbehaviour at any time that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The Behaviour Policy of Laycock Primary School extends so as to include these conditions to ensure that good behaviour and discipline among the pupil body as a whole is maintained. Laycock Primary School includes within this remit instances of cyber bullying such as on Social Media or by way of text messaging or similar. This is because such behaviour could have repercussions for the orderly running of the school.

In dealing with any incident outside school hours and / or premises an 'Extreme' will only be given in an instance where there is absolutely no doubt as to the inappropriate behaviour of the pupil; as an example, where the incident was witnessed by a member of staff. All such incidents will be brought to the attention of the parents of those involved regardless of any action taken by the school.

Similarly, Laycock Primary School will recognise all outstanding behaviour outside school.



Laycock Primary School Positive Behaviour Policy - Classroom record of behaviour

1 = Do as you are told first time; 2 = Keep hands, feet & objects to yourself; 3 = Show good listening skills to all;
4 = Move sensibly around school at all times; 5 = respect everything & everyone.

Class:		Rule broken					Child spoken to re LLD?	Comments
Date	Name	1	2	3	4	5		



Behaviour monitoring sheet

Name: _____ Class: _____

I will:

You must get a smiley face in every session to meet this contract. You must see Mrs Nove or Mrs Taylor every night to have your behaviour checked.

Date	Session 1	Break	Session 2	Lunch	Session 3	comments

This monitoring sheet will remain in school. I may take a photocopy home for my parents to see how well I am doing.

I will keep this contract: _____ (pupil)

Adult: _____

Individual Behaviour Record.

Name: _____

1- Refusal to do as told; 2 - An intention to harm / injure or be violent; 3 - Dishonesty / lying / stealing; 4 - Swearing, offensive / racist language / language deliberately chosen to offend or hurt; 5 - Leaving the premises without permission; 6 - Vandalism; 7 - Bullying (including E-bullying); 8 – Spitting; 9 - Behaviour demonstrating deliberate lack of respect.

Date	Extreme Rule broken	Action / Comments

Behaviour Log – Overview. Sheet number

W/B: _____

1- Refusal to do as told; 2 - An intention to harm / injure or be violent; 3 - Dishonesty / lying / stealing; 4 - Swearing, offensive / racist language / language deliberately chosen to offend or hurt; 5 - Leaving the premises without permission; 6 - Vandalism; 7 - Bullying (including E-bullying); 8 – Spitting; 9 - Behaviour demonstrating deliberate lack of respect.

Date	Name	Class	Lesson or break?	1	2	3	4	5	6	7	8	9	No of 'Extremes'?

Yellow Letter to Parents:

Dear *****,

At Laycock Primary it is our belief that everyone should treat others in the way that they themselves wish to be treated and this under-pins our Positive Behaviour Policy.

Unfortunately, your child has today broken a second 'Extreme' behaviour:

Extreme rule broken:		Number of Extreme Rules broken this half term: <div style="border: 1px solid black; display: inline-block; padding: 5px; text-align: center; width: 40px; height: 30px; line-height: 30px;">2</div>
1	Refusal to do as told;	
2	An intention to harm or injure or to be violent;	
3	Dishonesty / lying / stealing;	
4	Swearing, offensive or racist language, and language deliberately chosen to offend or hurt;	
5	Leaving the premises without permission;	
6	Vandalism;	
7	Bullying (including E-bullying).	
8	Spitting	
9	Behaviour demonstrating deliberate lack of respect	
Notes:-		

As a result of this your child will miss 10 minutes of their Friday 'Golden Time' and their Pastoral Support Plan (PSP) will be reviewed to help ensure that there is no repeat of such behaviour; a copy will be sent to you so that you have an opportunity to contribute to this plan, with the expectation that we will work together to implement it.

Yours sincerely,

Mrs J Nove
Headteacher

Red Letter to Parents:

DATE

Dear *****,

At Laycock Primary it is our belief that everyone should treat others in the way that they themselves wish to be treated and this under-pins our Positive Behaviour Policy.

Extreme rule broken:		Number of Extreme Rules broken this half term:
1	Refusal to do as told;	<div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> </div> <p>If your child breaks another of our Extreme rules this half term the consequence will be: <i>'The child will be sent to the Headteacher & their behaviour recorded in the behaviour log. The impact of their behaviour on the victim will be discussed. The child will lose all of their Friday 'Golden Time'. (If the 3rd & 4th Extreme Behaviours occur in the same week, then the following week's Golden Time will be lost also.) Parents will be called into school by way of a red letter of invitation to discuss their child's behaviour. The Pastoral Support Plan (PSP) will be reviewed & include expectations / responsibilities for home involvement. External agency support may be sought. The child will be excluded from class for 1 day, with no contact with other children (may be more depending on child, extreme behaviour broken, extenuating circumstances, etc; this step may be repeated at Senior Leadership Team's discretion with an increased period of internal exclusion). The child will be provided with educationally valuable but independent work to complete during the exclusion.'</i></p>
2	An intention to harm or injure or to be violent;	
3	Dishonesty / lying / stealing;	
4	Swearing, offensive or racist language, and language deliberately chosen to offend or hurt;	
5	Leaving the premises without permission;	
6	Vandalism;	
7	Bullying (including E-bullying).	
8	Spitting	
9	Behaviour demonstrating deliberate lack of respect	
Notes:-		

Unfortunately, your child has today broken a third 'Extreme' behaviour:

As a result of this your child will miss 20 minutes of their Friday 'Golden Time' and their Pastoral Support Plan (PSP) will be reviewed to help ensure that there is no repeat of such behaviour; a copy will be sent to you so that you have an opportunity to contribute to this plan, with the expectation that we will work together to implement it and so avoid the need for an internal exclusion from class for your child.

Yours sincerely,

Mrs J Nove
Headteacher

Red Letter Invitation to Parents:

DATE

Dear *****,

At Laycock Primary it is our belief that everyone should treat others in the way that they themselves wish to be treated and this under-pins our Positive Behaviour Policy.

Unfortunately, your child has today broken a fourth 'Extreme' behaviour.

Extreme rule broken:		Date
1	Refusal to do as told;	
2	An intention to harm or injure or to be violent;	
3	Dishonesty / lying / stealing;	
4	Swearing, offensive or racist language, and language deliberately chosen to offend or hurt;	
5	Leaving the premises without permission;	
6	Vandalism;	
7	Bullying (including E-bullying).	
8	Spitting	
9	Behaviour demonstrating deliberate lack of respect	
Notes:-		

The Red Letter you received following the third Extreme Behaviour explained the need for you to attend school to discuss your child's behaviour should a further incident occur.

An appointment has been made for you on _____ at _____. ***It is expected that you attend this appointment. Please phone the office immediately to rearrange if you know that you cannot attend school at this time.***

As a result of their behaviour your child will miss their Friday 'Golden Time' and they will be excluded from class for one day. Their Pastoral Support Plan (PSP) will be reviewed and external agency support may be sought to help ensure that there is no repeat of such behaviour; this will be discussed with you at the meeting so that you are able to contribute to this plan, with the expectation that we will work together to implement it and so avoid the need for further exclusions from class for your child.

Yours sincerely,

Mrs J Nove
Headteacher

Pastoral Support Plan -

Pupil name:		DOB:	SEN status & date status initiated:		
Reason for PSP / brief history:					
Objectives	Action & by whom (incl school, parents & outside agencies)	Timescale	How monitored	Review / Progress	