



Laycock Primary School Positive Behaviour Policy September 2023 v1

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 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.*

Laycock Primary School adopts a positive approach to behaviour management and seeks to acknowledge those children who are setting the best example. As such these children will be praised for their behaviour and, where necessary, their example will be used to help others achieve the expected standard of behaviour. The 'three before me' approach of praising three children setting a good example before specifically requesting a child improve their behaviour will be used by all staff, unless there is a risk of harm by not intervening more swiftly.

Rules.

There are 3 basic expectations which all pupils are expected to follow:

1. Ready - quiet, listening, equipment ready, ready to try hard, good attitude, home learning completed.
2. Respect - to staff, peers, environment, belongings, parents, self, your learning, your future.
3. Responsible - following instructions, smart walking, honesty.

Rewards:

Pupils who follow these expectations 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
- Name on class 'Recognition Board' for focus behaviours and / or learning attributes.
- 'Star of the Week' certificate;
- A '3 Rs' postcard home which tells the parents / carers what their child has done to deserve this recognition;
- Three children (max) per class who have always done the right things all week (gone above & beyond) receive a special treat, eg top table with SLT on Friday lunch time; hot chocolate with a member of staff; forest schools activity session etc.

Consequences.

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

If a rule is broken, the adult addresses the behaviour as soon as practicably possible, in private. They may say to the child, 'I need to speak with you for 2 minutes at playtime.'

Step 1 -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. (*Remember: Praise in public, reprimand in private*)

Step 2 - caution: when another or same rule is broken later in the same day, the adult verbally cautions the child, making them aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Record a **tick in the column for the rule they have broken next to their 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.

Step 3 - Last chance: Privately, give the child a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour using the 30 second script (do not deviate):
I noticed you are...(having trouble getting started; looking upset).
It was the rule about (Ready / respect / Responsible - then add specific detail) that you broke.
You are choosing to catch up in your playtime unless you settle and complete your work now.
Do you need to move to (this place here) to get your work done? (This effectively gives them the choice to conform, without any further excuse for failing to do so).

Do you remember last week when you (give an example of behaviour you are looking for)?

That is who I need to see today.

Thank you for listening. (Give the child a moment to reflect / accept).

A **further tick** is placed in the appropriate column of the behaviour record sheet next to the child's name. The child will stay behind after the lesson to complete their work (unless it is completed to an expected standard during the lesson.)

Step 4 - Change of face: This may be a short time in a different room or time with a different adult for the child to calm down, look at the situation from a different perspective and compose themselves. They may need help to do this as above. A **further tick** is placed in the appropriate column of the behaviour record sheet next to the child's name. On their return, the child is told that, should this behaviour continue, they will be placed on an 'Extreme 1' (refusal).

Repair: This might be a quick chat at breaktime or may require a more formal meeting, but takes place with any child who has reached stage 3 or 4. A clear, achievable expectation is set for the next session & proactively sought, so as to set the child back on a positive trajectory.

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. Child has 5 minutes 'time out' on the 'Time out cushion'.

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

Some behaviours fall outside the three expectations 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, all classes have Walkie Talkies, which are also taken outside on all playtime duties.

Children who break behaviour in an extreme way will be referred with a carbon copy explanation of the incident to the Headteacher / SLT, who will address the behaviour alongside the staff member who witnessed the incident, with the following consequences. In the event that all SLT are unavailable, the Nurture Lead will follow up in school. Incidents will be dealt with on a child-by-child / case-by-case basis using a restorative approach, and parents contacted as appropriate. **All incidents are recorded on CPOMS, under the category of 'Behaviour', by the staff member who witnessed the incident.**

EYFS & KS1: children will be supported with co-regulation using identified feelings boards to ensure they have time to reflect on their behaviour and understand how they need to behave differently in future. If appropriate, they will be sent to discuss the incident with a member of SLT. KS1 children would remain in the hall after their lunch (whilst KS2 are having their lunch) to help with clearing the hall/handing out cups etc to miss the first 15 mins of their lunchtime play.

KS2: children will be expected to 'pay back' to the school community in an appropriate way, for example, reading with children lower down school for 15 minutes, during their playtime; litter picking using pickers at playtime; tidying reading book shelves / library shelves at playtime; sorting hut equipment back into boxes during playtime, etc. If appropriate, they will be sent to discuss the incident with a member of SLT.

It may be more appropriate for certain children to have an immediate or alternative consequence e.g if the extreme occurs in the afternoon, behaviours are repeated, etc, such as removal from the classroom - to complete a set piece of work or to temporarily separate children.

Should the behaviours persist, a Pastoral Support Plan (**PSP**) may be initiated and copied to the class teacher, SENCO and Child and Parent Support worker (ChP), as well as parents.

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.

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 practice 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 may 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.

[illegible]



Behaviour monitoring sheet

Name: _____ Class: _____

I will:

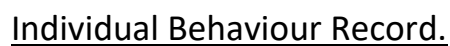
You must get a smiley face in every session to meet this contract. You must see Mrs Nove or Mrs Taylor every night to have your behaviour checked.

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 / carers to see how well I am doing.

I will keep this contract: _____ (pupil)

Adult: _____



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.

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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	



Laycock Primary School Positive Behaviour Policy

Playtime to Classroom communication of behaviour

1 = Ready: Listening; attitude; quiet; home learning; trying; equipment. **2 = Responsible:** following instructions; honesty; smart walking. **3 = Respect:** staff; peers; self; environment; belongings; parents; your learning; your future

Class:		Expectation broken			
Date	Name	1 Ready	2 Responsible	3 Respect	Comments



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Date	Name	1 Ready	2 Responsible	3 Respect	Comments