



Longmoor Community Primary School Behaviour Policy

Introduction

This policy is a statement of the aims, principles and strategies for behaviour management at Longmoor Community Primary School. It takes into account:

- Local authority guidelines;
- DfE guidance including that detailed in the Education and Inspections Act 2006;
- The school's legal duties under the Equality Act 2010, including that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

The policy was originally developed through a process of consultation between all members of the school community including teaching and non-teaching staff, parents, governors and pupils.

Our 2019 Ofsted inspection rated behaviour and attitudes in our school as 'outstanding', saying, *"Pupils behave extremely well during lessons and at playtimes. They are happy and are proud to attend this school."*

It should be noted that head teachers are able to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff (section 89 of the Education Act 2006).

Aims

At Longmoor Community Primary School it is our aim that our Positive Behaviour Policy:

- Encourages a calm, purposeful, safe and happy atmosphere within the school.
- Helps each child to learn to accept responsibility for his/her own behaviour.
- Positively encourages good behaviour, self-discipline and a respect for others and for authority.
- Promotes positive behaviour where parents, adults in school, children and governors are involved as active participants.
- Fosters positive caring attitudes towards everyone and an atmosphere in which achievements at all levels are acknowledged and valued.
- Helps children to understand that to misbehave is to make the wrong choice.
- Teaches children that poor behaviour has clear consequences in proportion to the incident concerned.
- Sets out to prevent bullying in all its forms and deals with bullying quickly and effectively where it does occur.
- Provides a clear framework of rules and sanctions for all children.



- Offer children who have shown poor behaviour a route to reconciliation and restoration.
- Makes boundaries of acceptable behaviour clearly understood and for these to be seen as reasonable, sensitive and consistently applied throughout the school.
- Helps children to think of alternative ways of sorting out their problems.

School Practice

To promote positive behaviour, children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure relationships with them which promote positive behaviour through the consistent application of:

- Expectations
- Rules
- Routines
- Rewards
- Sanctions

Expectations

Teachers have high expectations across all areas of school life including behaviour, learning attitudes and academic work.

These high expectations are communicated by:

- Providing the role model the children need through modelling respectful relationships.
- Pre-empting and preventing poor behaviour through thoughtful management and organization of pupils in a way which encourages them to show their best.
- Reinforcing and encouraging the desired standards through praise and rewards.
- Ensuring that everyone is aware of the value of basic good manners in encouraging positive attitudes and relationships across the whole school community.

Rules

For these to be properly understood and taken on board by the children, their purpose and appropriateness must be clear:

- Our school and class rules reflect our Mission Statement – ***‘we are committed to providing a safe and stimulating environment in which children are challenged to achieve their full potential.’***
- Our school rules have been set by the School Council after consultation with their peers.
- Class rules are also set in each classroom at the beginning of the year with the involvement of the class.



- Our rules are displayed in class and around the school, they are consistently enforced and celebrated.
- Our rules are positively phrased and expressed simply.

Routines

In school children are encouraged to:

- Behave in an appropriate and respectful manner.
- Move around the school quietly and calmly so others are not disturbed or distracted.
- Leave all areas where they have been working tidy and in a suitable condition for others to use.
- Be aware of others as they move through doors and entrances including holding doors open for adults.
- Speak to others in a polite and respectful way, including the use of please and thank-you.

We teach our rules and consolidate responsibilities through the routines that we put in place. In this way, children develop self-discipline and become independent learners.

Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff.

Clear reasons for routines are explained to the children.

Children are encouraged to remember routines through praise and reminders.

Rewards

Rewards can:

- Help nurture positive relationships and the promotion of positive behaviour.
- Help make the school experience a happy and positive one.
- Encourage children to repeat desired behaviours.
- Encourage other children to demonstrate desired behaviours.
- Contribute to the development of children's self-esteem and confidence.

A reward can be in the form of informal encouragement or a more formal incentive. The following list of possible rewards is not exhaustive, nor is it set out in any order of priority:
Encouragement for positive behaviour – verbal praise, written comment on pupil's work, picking out specific points or ideas for positive comment, a 'Marvellous Me' sent home to family, sent to senior teacher or headteacher to show work or for praise.

Incentives – rewarding a child for a specific achievement or recognizing their role as a model for good behaviour in a more public or specific way e.g. certificates at Celebration Assembly, points system awards, prizes, stickers, selection for a particular event or activity.



All school staff, including lunchtime supervisory assistants may reward pupils for good behaviour.

Sanctions

In our school, children are encouraged in good behaviour through positive recognition and rewards. Even in a well-ordered and positive environment though, sanctions are necessary from time to time to deal with episodes of poor behaviour and to encourage children to return to good behaviour. Sanctions are applied in line with the following principles:

- Sanctions are always applied consistently, fairly and firmly.
- Clear guidance on responding to behaviour issues will be followed by all staff.
- There will be a rapid response to incidents of bullying and racial harassment.
- There will be a readiness to tackle persistent behaviour problems.
- It will be made clear that it is the behaviour that is unacceptable not the pupil.
- Along with application of the sanction, the child will be helped to find a way to make reparation and restore relationships if needed.

The class teacher generally deals with minor breaches of discipline as far as sanctions are concerned. For example - restate rule & give warning; sitting away from peers; time out; communication with parent; report to more senior teacher(s); loss of playtime or lunchtime; for more persistent behaviour problems – use of behaviour card system.

The following sanctions may also be used:

- Withdrawal from participation in practical work for a period of time as appropriate to safeguard the health, safety and general welfare of the majority of pupils.
- Participation in any school trips, events or clubs (including after-school activity clubs) that are not an essential part of the curriculum may be withdrawn.
- Withdrawal from a particular lesson or peer group.
- On rare occasions, it may be considered necessary or desirable to transfer a pupil from one class to another. Prior to such serious action being taken, the Headteacher will fully discuss the matter with the pupil's parents/carers.

Where a pupil has a disability or special educational need which may be an underlying cause of continuous problematic behaviour, the Headteacher and SENCO may draw upon the advice and support of relevant agencies. This does not mean that a child with a disability/special educational need should never be disciplined but that extra attention should be paid to taking their needs into consideration.

Bullying

- Bullying is behaviour that is:
 - repeated
 - intended to hurt someone either physically or emotionally
 - usually involves an imbalance of power between the perpetrator and the victim



- often aimed at certain groups, for example because of race or religion.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone, online, through technology or social media

We are very clear in our school that all forms of bullying are completely unacceptable and we believe that our values and our ethos are fundamental in preventing bullying. In our 2019 Ofsted inspection, it was noted that, *"Pupils learn about the different forms of bullying. They told us that it rarely happens and that adults sort any problems out quickly."*

Other ways in which we work to prevent bullying include, but are not limited to: our school and class rules; our school curriculum; our staff training; our adult and pupil acceptable use policies; our playground buddies; strategies used by our Pastoral Lead LSA; support from our Brighter Horizons counsellor; focused days/weeks such as our 'Anti-bullying Week'.

We are a 'telling' school – that is, children know that the very first step if someone is making them feel sad or upset or if someone they know is being made to feel sad or upset is to **tell someone**. There is a range of people who they can tell, including:

- The headteacher
- The deputy headteacher (school designated safeguarding lead)
- Our phase lead teachers
- Any class teacher
- The school's SENCO
- The school's Pastoral Lead LSA
- Any support member of staff
- Any other member of school staff
- An adult family member
- A lunchtime supervisor
- Our Brighter Horizons counsellor
- A playground buddy or play leader

Where bullying does occur, we will deal with it quickly and firmly. Sanctions will be used in accordance with the school's behaviour policy.

In line with the principles of this behaviour policy, we will also seek to make the person carrying out the bullying aware of the impact of their behaviour and to restore relationships between



the bully and the person being bullied if possible. However, we are clear that our first duty is to support the child being bullied.

If we have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, we will address this as a child protection concern. We will then report those concerns to Liverpool local authority's social care. Even if we do not consider safeguarding an issue, we may draw upon a range of internal and external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying (for example, our in-school counselling service Brighter Horizons).

We will report instances of racial or homophobic bullying to our governing body and to Liverpool local authority through their formal report procedure.

Exclusion

Exclusion is the final sanction and the decision to exclude a child for a fixed period or permanently will only be taken by the Headteacher:

- In response to serious breaches of the school's discipline policy.
- Once the alternative strategies / sanctions have previously been tried and failed (unless there is a need to fast track to exclusion).
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

The following points must also be noted:

- Exclusion will usually be in response to sustained poor behaviour but in cases of serious violence a fast track route to exclusion will be taken.
- Exclusion will not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the school or the pupil concerned.
- Exclusion will only follow a full, fair and balanced investigation of the incident that will consider all the relevant facts and firm evidence to support the allegations made.
- Depending on the circumstances, it will be either a fixed term or a permanent exclusion.
- Exclusion is at the discretion of the Headteacher.
- Parents will be notified of exclusion by letter following a pre-exclusion discussion.
- Parents have the right of appeal to the Governing Body against any decision to exclude from day 5 of the exclusion.

Exclusion during the midday break

Pupils can be excluded during the compulsory part of the school day and also over the period between sessions.

- The school considers that debarment is an appropriate disciplinary sanction that may be used to maintain good order and discipline throughout the lunch break without the



need to disrupt a pupil's formal education. Debarment in this context means directing that a pupil may not remain on the school premises during the midday break.

- This action will only be taken after careful consideration and discussion with parents.
- In the case of a pupil whose conduct during the midday break is becoming unacceptable, the Headteacher will warn the parent of the possibility of debarment.
- Written notice of the debarment will be sent to the parent.
- Where the pupil is in receipt of an awarded meal, the meal will be supplied to the pupil before he or she leaves the premises.
- Debarment from the midday break does not preclude the pupil being excluded from school if behaviour during the school day or lunchtime warrants such action.

In cases where the parent is unable or unwilling to co-operate with the school in the debarment of their child it is open to the Headteacher to consider exclusion or the use of other appropriate sanctions as an appropriate response to the pupil's misbehaviour.

Possible concealment of stolen property, illegal drugs or an offensive weapon

Where staff have reason to believe that a child has hidden on his/her person either stolen property, illegal drugs or an offensive weapon, they should take the following action:

- Ask the child to hand over the article. Staff may be persistent in this request and can take time to give the child the opportunity to comply with the request.
- If the child refuses to comply he/she should be warned that the police might be called.
- Staff can ask a child to turn out his/her bag or pockets and remove outer items of clothing. This should only be done in the presence of an adult witness.
- If the child still refuses to comply and staff continue to have suspicions they should inform the Headteacher who will repeat these points of action.
- If the child still refuses to comply the Headteacher will then inform the parents/carers and the police.
- All actions should be carried out by two members of staff, away from the rest of the children, in a quiet room where interruption is unlikely.

Mobile phones and other communication devices

The school takes its responsibility to safeguard pupils and protect them from bullying of all forms very seriously. For this reason, pupils are not allowed to bring mobile phones or other communication devices into school. The only exception to this is Year 6 pupils who walk home and whose parents have sent a letter into school seeking permission. In this instance and where a mobile phone has been brought into school accidentally, it should be immediately handed in to the school office to be collected at the end of the day. The school can take no responsibility for the security of phones or other devices brought into school.

Where staff have reason to believe that a child has in their possession or hidden on his/her person a mobile phone or communication device they should follow this procedure:



- Ask the child to hand over the article. Staff may be persistent in this request and can take time to give the child the opportunity to comply with the request.
- Staff can ask a child to turn out his/her bag or pockets and remove outer items of clothing. This should only be done in the presence of an adult witness.
- If the child still refuses to comply and staff continue to have suspicions they should inform the Headteacher who will repeat these points of action.
- If the child still refuses to comply the Headteacher will then inform the parents/carers.
- All actions should be carried out by two members of staff, away from the rest of the children, in a quiet room where interruption is unlikely.

Any mobile phone or communication device found should be confiscated i.e. handed in to the school office and the confiscation reported to the Headteacher. The child's parent/carer will have to collect the phone from the school office.

Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of staff, usually the Headteacher. The action will be properly recorded. The record will include the time, who was present and what was found.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Where a child has special educational needs (SEN), the decision as to whether to use reasonable force must take into account not only the circumstances of the case but also an understanding of the needs of the child.

Pastoral Support for staff

Where a member of staff is accused of misconduct in the use of their powers relating to behaviour and discipline, the Headteacher will draw upon advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance with regard to the pastoral support school staff can expect to receive.

Monitoring and Evaluation

Regular monitoring and evaluation are essential in order to ensure consistency of application across the school and to build on the strengths of this policy and allow for necessary revisions. Monitoring and evaluation of this policy will be on a termly basis by the Senior Management Team. It will be evaluated by the Governing Body once a year.

This Behaviour Policy was approved by the Governing Body in November 2019. It will be reviewed by November 2020.