

# Behaviour Management Policy

St Leonard's C.E. Primary School



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 16 December 2021
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<b>Last reviewed on:</b>	November 2021
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<b>Next review due by:</b>	November 2023
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## St. Leonard's C.E. Primary School Behaviour Management Policy

St. Leonard's C.E. Primary School (St Leonard's) is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in All its Fullness" and our core values of Love, Respect and Responsibility.

Our catalogue of school policies can be found on our website at '*School Policies and Procedures*' under the '*Information*' tab. You can also find a glossary of terms under '*key information*' which you may find helpful as it explains any educational jargon.

In addition under the '*School*' tab there are further details setting out St Leonard's Ethos, Vision and values and the roles and responsibilities of the Head Teacher, Staff and Governors.

### **Rationale**

1. This policy explains the process and practice which informs the School's management of behaviour.
2. We expect and encourage a caring and responsible attitude towards peers and all adults. We aim to foster self-discipline and consideration for others in an environment where positive behaviour is encouraged. As staff we aim to acknowledge and praise examples of respect, caring, good manners and consideration, and act as role models. We aim to work in partnership with children and parents to support good behaviour both in school and at home.

### **Supporting Social, Emotional and Mental Health (SEMH)**

3. The school has in place a 3-tier pyramid of support in order to promote and safeguard children's SEMH through a graduated response according to need (see appendix A):
  - a) universal support for all children to encourage good mental health and to give them regular opportunities to name and share their emotions;
  - b) targeted support, for example SEND support, Nurture groups or by supporting the needs of the wider family; and
  - c) higher level individual support through our Fegan's or Place2Be Counsellors, or through outside agencies brokered by our Complex Needs Team.
4. If the school has concerns about the emotional or mental health of a family, then it will offer support through an EHA (Early Help Assessment). SEMH and pastoral care will always be a part of support where a child or family is part of a community TAF (Team Around the

Family). The school will always support CIN (Child In Need) or Child Protection plans and work with other agencies to ensure the safety and well-being of children.

### **Positive Behaviour**

5. Good relationships form the basis for positive behaviour at school. Each year children, parents and staff jointly sign the Home and School Contract. Individual classes agree their ground rules at the beginning of the year, and these are displayed clearly in each class. There are also agreed rules for behaviour at lunchtime. Rules are seen as necessary to ensure the rights of everyone, and are linked to responsibilities and British Values. Children are encouraged to develop emotional self-regulation and weekly Monday circle time is used to develop positive self-esteem which promotes good behaviour.
6. Class rewards, including stickers, certificates and dojo points, are used to recognise examples of good behaviour. Star of the Week, Home Learner, Reader of the Week and Mathematician of the Week certificates and Head Teacher awards in the Friday Celebration Assemblies reward the demonstration of school values and Learning Powers.

### **Unacceptable Behaviour**

7. Unacceptable behaviour is any behaviour which harms the wellbeing of others or disrupts learning. Examples of unacceptable behaviour include:
  - a) Verbal abuse to staff or pupils;
  - b) Swearing;
  - c) Fighting;
  - d) Racist remarks;
  - e) Homophobic remarks;
  - f) Unkind teasing;
  - g) Bullying;
  - h) Spitting;
  - i) Wilful refusal to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk of contracting COVID-19;
  - j) Physical abuse to/attack on staff or pupils including the throwing of objects;
  - k) Serious actual or threatened violence against another pupil or staff;
  - l) Sexual abuse or assault;
  - m) Damage to property;
  - n) Misuse or supply of illegal substances;
  - o) Carrying an offensive weapon;
  - p) Arson;
  - q) Theft;
  - r) Rudeness;
  - s) Vandalism;
  - t) Refusal to follow instructions; and
  - u) Refusal to complete assigned work.
8. This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that a behaviour or incident constitutes as unacceptable behaviour.

9. Staff have high expectations for learning and behaviour. They will act swiftly when dealing with unacceptable behaviour and restore a calm atmosphere. Although the circumstances will be considered individually, each case will be dealt with consistently and fairly. Responses will be appropriate to the age and level of understanding of the pupil.
10. Where Bullying or Racism are involved then the school Anti-Bullying policy will be followed or the Anti-Racism policy.

### **Managing Behaviour – Classroom Expectations**

11. If a child exhibits unacceptable behaviour in the classroom – the following steps will ordinarily apply unless the unacceptable behaviour in question warrants an immediate escalation to stage 4. The decision to escalate is at the discretion of the Head Teacher.

#### Stage 1

12. If a child exhibits the following behaviours in class such as;

- a) Shouting out;
- b) Distracting other children;
- c) Ignoring adult instruction;
- d) Refusal to work; and

the behaviour does not cease after three verbal warnings then Stage 2 will be triggered and logged on CPOMS (Child Protection Online Management System).

#### Stage 2

13. The child will be sent to their Leader of Learning (Head of Key Stage). They will be expected to sit quietly and complete work for approximately 30 minutes, then return to class. The Leader of Learning will discuss the unacceptable behaviour with the child and he/she will be asked to apologise to the member of staff. The Class Teacher will inform parents about concerns regarding the child's behaviour.

14. When the child is in a Leader of Learning's class then they will be sent as follows:

- a) Early Years class to Key Stage 1
- b) Key Stage 1 class to Lower Key Stage 2
- c) Lower Key Stage 2 class to Upper Key Stage 2
- d) Upper Key Stage 2 class to Lower Key Stage 2

15. If the designated Leader of Learning is not available then the child will be sent to another department, as close in age to their own as possible. If the Family Welfare Support Officer is available then the Pastoral room may be used instead for the same purpose.

16. If the child refuses to sit quietly, distracts learning or is disrespectful at this stage, or refuses to go, and three verbal warnings have been issued then Stage 3 will be triggered and logged on CPOMS.

### Stage 3

17. The child will be sent to the Leadership room. They will remain there for a set amount of time, usually an hour, and will complete learning missed in class.
18. A letter will be sent home to parents or carers informing them that their child has triggered a cause for concern regarding their behaviour and support sought at the targeted level in the SEMH pyramid.
19. Parents will be offered additional support either at home or school, or through a Parenting Contract.
20. If a child triggers a stage 3 incident more than three times during a six-week period then Stage 4 will be triggered.

### Stage 4

21. Parents will be required to attend a formal meeting with the Head Teacher or an Assistant Head Teacher, to discuss the serious implications of their child's behaviour and the progress being made with any parenting contracts which are in place.
22. If behaviour is of a serious nature then, depending upon severity, cases may be escalated straight to Stage 4. This should be seen as a supportive measure aimed at improving relationships between home and school and reducing the need to use the school Exclusion Policy.

### **Managing Behaviour – Lunchtime and Breaktime**

23. Children are also expected to behave with respect and model school values at breaktimes and lunchtimes. If children display unacceptable behaviour during these unstructured times they will be asked to attend lunchtime detention, staffed by a member of the Senior Leadership Team or a senior member of staff. Children will have the opportunity to discuss their behaviour and given time to reflect upon which of the school values they did not model and how their behaviour affected others. A record of the incident will be kept on CPOMS.
24. Parents will be informed of the detention by a letter home. If a child has three lunchtime detentions within a half term, parents will be informed and a final warning given that if they should have another detention within the half term the child will have to serve an internal exclusion at lunchtimes and eat their lunch with a member of the Senior Leadership Team for a set period – usually up to one week.

### **Exclusion Policy**

25. St Leonard's follows the Oxfordshire County Council Zero Tolerance policy towards physical abuse of staff, or verbal abuse of staff making reference to protected characteristics, and such instances may lead to a fixed-term or permanent exclusion even for a first offence.
26. St Leonard's does not tolerate bullying and where appropriate this may also lead to exclusion. Please see the Exclusion Policy and the Anti-bullying policy for more detail.

## Positive Handling

27. Very occasionally it may be necessary to use reasonable force if a child is posing a risk to themselves or others. The school follows the non-statutory advice Use of Reasonable Force published by the Department for Education in July 2013.
28. This states that:
- “Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstances.”*
- “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 in the playground; and*
  - *Restrain a pupil at risk of harming themselves through physical outbursts”*
29. These occasions are likely to be extremely rare, but may include the event of an actual or threatened fight in which someone may be injured, a pupil running in a corridor or stairway or putting themselves at risk by attempting to leave the premises without permission, or where a pupil is throwing objects which might injure others.
30. School cannot use force as a punishment – it is always unlawful to use force as a punishment.
31. It is our policy to use de-escalation strategies wherever possible and to carefully assess the need for use of restraint or reasonable force. Before intervening physically an adult will, wherever practicable, tell the pupil who is misbehaving to stop. A calm, measured approach will be used. Any other children who are at risk will be removed, and assistance will be summoned from a colleague or colleagues. All attempts will be made to diffuse the situation both non-verbally and verbally.
32. We ensure that staff who may need to control or restrain children have the necessary Team Teach training needed to act safely. Staff will be fully supported by the school when they intervene with the intention of preventing a situation from getting worse and protecting other children.
33. Any child who is liable to need physical intervention will have an individual handling protocol agreed with their parents. All incidents of use of reasonable force are recorded in a bound and numbered book and parents contacted to discuss the situation.

34. This policy should be read in conjunction with the following government guidance and internal school policies.

Government guidance:

- *Sexual Violence and Sexual Harassment between children in schools and colleges (2021)*  
[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-2021.pdf)
- *Improving Behaviour in Schools (EEF, June 2019)*  
[Improving Behaviour in Schools Evidence Review.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools-evidence-review)
- *Mental Health and Behaviour in Schools (DfE, November 2018)*  
[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741114/mental-health-and-behaviour-in-schools-2018.pdf)
- *Positive environments where children can flourish (Ofsted, March 2018)*  
[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682227/positive-environments-where-children-can-flourish-2018.pdf)
- *Behaviour and Discipline in School (DfE, January 2016)*  
[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/52111/behaviour-and-discipline-in-school-2016.pdf)
- *Use of reasonable force (July 2013)*  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

School policies:

- Anti-Bullying policy;
- Anti-Racism policy;
- Child Protection and Safeguarding policy;
- Equality policy;
- Exclusion policy;
- Mental Health and Well-Being policy; and
- Special Educational Needs and Disability (SEND) policy.

**Monitoring and review**

Reviewed and ratified at Full Governors Meeting on \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_

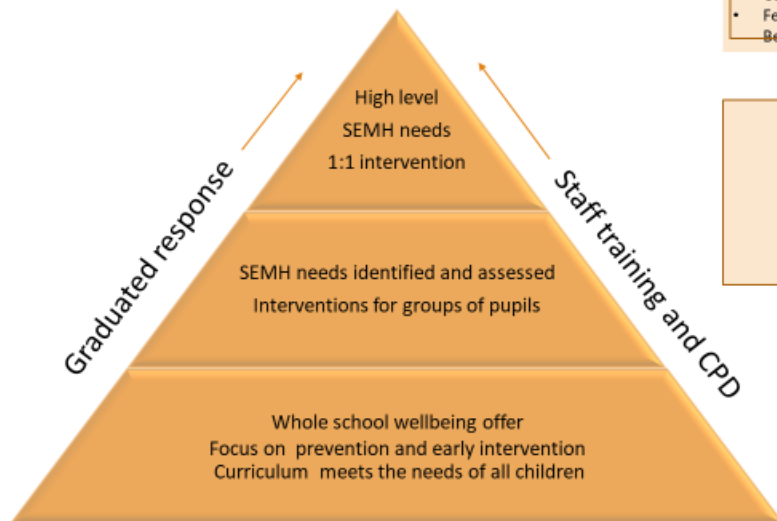
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## Appendix A



St Leonard's C. E.  
Primary School

### SEMH provision 3 waves of support – St Leonard's CE Primary School Offer



- Complex Needs Team/SENDCo
- Fegan's counselling/ Place2Be counselling/MHST
- Bereavement support

- SEND support
- Nurture
- Playing Therapeutically
- Breakfast Club/ After School Club
- ELSA training (planned)
- Parent workshops (planned)

- Whole school greet and Circle Time on Mondays
- Calm Boxes / Worry Monsters in every classroom
- Values Based assemblies/ Growth Mindset/ BLP
- PSHE curriculum, assessment and SCARF
- Emotional Literacy within the wider curriculum
- Mental Health and behaviour policies
- Zones of Regulation and strategies
- PACE – playfulness, acceptance, curiosity, empathy
- Mental Health Champion Teachers