



## Long Mountain CE Primary School and Pre School

**'...let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'** Matthew 5: 15-16

### BEHAVIOUR POLICY

At Long Mountain CE Primary School and Pre School, each policy reflects our Christian ethos and vision. We are an inclusive Church of England school community where each child knows they are loved and valued for who they are and can grow to their full potential.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

|  |                             |
|--|-----------------------------|
| This policy was written/reviewed in:     | January 2024                |
| This policy was adopted by governors on: | 13 <sup>th</sup> March 2024 |
| This policy is due for review in:        | January 2025                |
| Signed by the headteacher:               | J-A Rowlands                |
| Signed by the Chair of Governors:        | D.Stacey                    |

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# Whole School Behaviour & Discipline Policy

## Section 1 -Introduction

Long Mountain CofE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision within our school community ‘...**let your light shine before others, that they may see your good deeds and glorify your Father in heaven.**’ Matthew 5: 15-16. Our behaviour policy guides staff to teach self-discipline, not blind compliance, through our core Christian values of the **fruits of the spirit: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.**

It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

## Core Principles

The core principles of behaviour at Long Mountain Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children’s self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- **Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be ‘on board’ and acting consistently.**

The fair and consistent implementation of this policy is the responsibility of all staff.

## Aims

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe, and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils

- To foster an atmosphere of mutual support with the implementation of the behaviour policy

### **Expectations (all stakeholders)**

At Long Mountain Primary School, we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of school policy and systems and that each class has its own class charter.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

### **Five Pillars of practice:**

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

## **Section 2**

### **Charter of Rights and Responsibilities**

The existing code of conduct was reviewed with pupils and staff and has been adapted as follows:

We all have the ***right:***

1. To receive a good and enjoyable education, which is broad and balanced.
2. To be provided with a safe and secure classroom environment.
3. To be listened to and to have opportunities to express opinions.
4. To good quality resources.
5. To teachers and adults who are caring and fair.
6. To have fun and enjoy our time in school.
7. To friendships and to work cooperatively with others.

We all have the ***responsibility:***

1. To work and learn to our full potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To listen to and to respect the opinions of others.
5. To be respectful and helpful to all adults.
6. To behave in a sensible and mature way at all times.
7. To look after each other.

Each class in school has the same set of rules: **Be Ready. Be Respectful. Be Safe**

All behaviour in school is underpinned by these three school rules.

## **Rewards**

We will reward positive behaviour through:

### **Praise**

Actively looking for positive behaviour - being effusive in praising those pupils who are behaving well, rather than focusing on the negative.

Class Dojo Points will be awarded for positive behaviour – **once these points have been earned, they cannot be taken away for any reason.** Pupils may be awarded points for themselves and for their houses.

Stickers and praise stamps etc may be given to reinforce positive behaviour.

Children may be sent to other members of staff for praise.

Headteacher's Praise – given to reward effort, achievement, and attainment. Praise will be given and a Headteacher sticker may be awarded

### **Recognition Board**

Every day is a fresh start for all children. All classes have a 'Recognition Board' in place. The intention is for children to be recognised for positive behaviour as often as is possible.

We operate a 'three strikes' system when managing low-level disruption in class. Children will receive a discrete verbal warning, a second discrete verbal warning and finally parents will be informed through a conversation or message. The consequence of a third strike is a swift imposition for the child, to be used at the teachers' discretion.

### **Certificates of achievement**

A weekly Class Dojo award given by the class teacher, with the contribution of the class, and presented during Celebration Worship. The children's names will be recorded in the weekly school newsletter. Class teachers may give out additional class awards.

### **Above and Beyond**

Children who go above and beyond what is expected of them are rewarded in special ways, through positive notes (Pozy notes), phone calls home or post cards home. We also have a weekly 'Hot Chocolate with the Headteacher', an event in which children are nominated to meet with the headteacher to reward their excellent behaviour. **Our approach to these rewards is based upon 'now that...' as opposed to 'if... then...' in order to encourage creative and self-regulating behaviour.**

### **Lunchtime Awards**

Each adult on duty at lunchtime may choose a child (or more) for a reward (Pozy, sticker etc).

## **Section 3**

All staff should follow the guidelines contained in the behaviour and discipline matrix.

In every incident the unacceptable behaviour will be explained to the pupil, and they will have the opportunity to explain their actions.

**\*adults will follow responses as far as is deemed appropriate.**

**Playtime/Lunchtime Matrix**

**Level 1 – Minor Inappropriate Behaviours (reported to class teachers if persistent and only recorded on CPOMS if parent is informed)**

|  |   |
|--|---|
| Behaviour  | Adult responses <b>may</b> include (class):*  |
| Interrupting others<br>Spoiling the games of others<br>Avoiding work/ wasting time<br>Being noisy/ excessive talking<br>Play fighting/ rough play<br>Hindering other pupils<br>Cheekiness<br>Disruption of learning<br>Teasing | Appropriate body language<br>Praise someone displaying appropriate behaviour<br>↓<br>Discrete discussion<br>↓<br>First warning<br>↓<br>Second warning<br>↓<br>Third warning. Teachers and parents informed about behaviour. |

**Level 2 – Major Inappropriate Behaviours (always reported to class teachers and only recorded on CPOMS if parent is informed) For all incidents children will complete a reflection sheet (See appendices)**

|  |   |
|--|---|
| Behaviour  | Adult responses <b>may</b> include (class):*  |
| Rudeness to/ Arguing<br>Lying<br>Refusal to follow adult instruction<br>Inappropriate name calling<br>Inappropriate physical contact<br>Swearing ( <i>i.e. kicking, hitting, pushing</i> ) | Discussion with class teacher<br>↓<br>Parents informed<br>↓<br>Persistent/repeated behaviour: Sent to Class Teacher (accompanied by an adult)<br>↓<br>Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of SLT |

**Level 3 – Serious Unacceptable Behaviours – Always recorded on CPOMS. Parent always informed. For all incidents children will complete a reflection sheet (See appendices)**

|  |   |
|--|---|
| Behaviour  | Adult responses <b>may</b> include (class):*                                      |
| Vandalism<br>Dangerous refusal to follow instructions<br>Bullying<br>Theft<br>Fighting<br>Severe inappropriate physical contact<br>Inappropriate sexual contact<br>Verbal abuse of staff | Involvement of SLT<br>↓<br>Parents informed<br>↓<br>Involvement of other agencies |

**Level 4 – Severe Incidents – Always recorded on CPOMS. Parents always informed. For all incidents children will complete a reflection sheet (See appendices)**

|   |  |
|---|--|
| Behaviour   | Adult responses <b>may</b> include (class):*   |
| Racial/Homophobic abuse<br>Physical fighting ( <i>where an adult has to intervene for the safety of the children</i> )<br>Physical abuse of staff | Involvement of SLT<br>↓<br>Parents contacted by SLT<br>↓<br>Involvement of Headteacher leading to internal exclusion<br>↓<br>Possible pupil planning meeting<br>↓<br>Internal exclusion / Fixed term exclusion<br>Repeated incidents could lead to permanent exclusion |

## **Section 4 – Implementation of the policy and additional information**

### **How the policy will be implemented in our school**

Behaviour will be a key part of the SDP and will be implemented through:

- the involvement of all children and staff
- governor involvement
- parental involvement
- time scale [reviewed annually]
- cost implications
- staffing implications
- CPD
- when the policy will be reviewed and updated and how.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Staff will never use involvement of other staff or SLT as a threat. Pupils will NEVER be sent to another teacher / SLT as punishment.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

### **Individual Needs**

Staff acknowledge that one size, doesn't always fit all. On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, dependant on a child's individual needs and circumstances. In particular circumstances, there will be different rules for different children.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

### **Children's views**

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be taken into account through meetings of the

School Council. The Headteacher will also provide a suggestion box, which will be addressed on a regular basis.

### **Inclusion**

At Long Mountain Primary School, we would expect that all children, regardless of age, gender, background, ethnicity or ability, would participate and be made full aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences

### **Racist/LGBT discrimination**

**Racist** incidents are defined, by school, as those in which the racial characteristics of a person are used to discriminate and/or cause offence to an individual.

**Homophobic** incidents are defined as those in which actual or perceived sexuality of a person is used to discriminate and/or cause offence to an individual.

In any case of a suspect racist incident, SLT will consider context, the age of the children involved and any other contributory factors before taking appropriate action.

### **Internal Suspension**

Internal exclusion (playtime/lunchtime/lesson time) will only be used when it is deemed appropriate by school leadership. This will be when leadership feel it is in the interest of the safety of the child in question or others, or when more time is needed to establish the facts surrounding an incident. Parents will always be informed when an internal exclusion is taking place.

### **Suspension**

Fixed term exclusion will be at the discretion of the headteacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime and will be for a specified number of sessions. Fixed term exclusion may also take the form of exclusion from school for a fixed number of days. Parents are informed of these decisions in writing and will be written confirmation of the exclusion period within twenty-four hours of a decision.

### **Exclusion**

Permanent exclusion will only be made if, in the opinion of the headteacher, and after consultation with School's Governing Body and LA, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

Permanent exclusion of a pupil will **only occur as a last resort** when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour. This will be avoided if at all possible, as Long Mountain Primary School acknowledge that to exclude a pupil from primary school may well have a negative impact on that pupil far beyond primary school.

### **Alternatives to Exclusion**

#### **Restorative conference**

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include a senior leader, Teacher, Learner, Learner advocate (if requested), Parent/Guardian and a Governor representative. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines, and personal organisation.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner or parents refuses to attend or engage with the Restorative Conference then further action will be considered.



## **Impact of Mobile Phones on Behaviour**

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed (e.g. children walking to school unaccompanied by parents). In such circumstances, the child's phone must be kept in the school office until they go home. Children are not permitted to bring mobile phones on school trips. See Mobile Phone policy for further info.

## **Physical Intervention**

It is currently very unusual for school staff at Long Mountain Primary School to make use of physical intervention. The school works in line with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

Key elements are stated here and are agreed school policy:

### **Who can use reasonable force?**

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. 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.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

### **Staff training**

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will undertake specialist training.

### **Success Criteria**

- Code of Conduct / School Charter is in place
- Parents are informed of the Behaviour Policy, school rules, rewards and consequences
- **All staff** are using the rewards and consequences consistently and appropriately
- Less time is spent addressing inappropriate behaviour and **more in praising and promoting positive behaviours** – staff will 'look for the good'.
- Staff feel more confident to address behaviour issues
- More effective teaching and learning is taking place
- A more positive working atmosphere is established

### **Appendices**

#### **Behaviour Improvement Support Plan**

As a school we have high standards in all areas, and behaviour is a significant part of our values-based approach to school life. A small minority of children may not be willing or able to comply with school's values-based approach to managing behaviour. For these children, it may be necessary to devise a

#### **Behaviour Improvement Support Plan.**

The concept of support plan is important – we want to support the child towards behaving in a more appropriate, acceptable and self-regulated way. In designing a plan, the following will need to be considered:

1. The purpose of any Behaviour Improvement Support Plan should be to help the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is recommended, one that includes the teacher(s), support staff, senior leaders, parent(s) and the pupil in the process. It will be more difficult to succeed with a Behaviour Improvement Support Plan if the parent and/or pupil are not willing participants.

There are a number of steps to be taken if a Behaviour Improvement Support Plan is needed. These are the steps that we take:

1. **Identify and monitor behaviours:** make a record of all inappropriate behaviours being exhibited by a child (listed in class behaviour books / CPOMS, as stated in Behaviour Policy).
2. **Keep an individual chronology:** if inappropriate behaviours persist, document each time behaviour occurs in an individual chronology. The purpose of this is to get a precise baseline record of behaviour. In this process, we follow an ABC method of recording (antecedent, behaviour, consequence). Parents and the children will be informed that a record is being kept, as this in itself may act as a deterrent.
3. **Analyse Information Gathered:** once the recording phase is completed (at least one week), an analysis of the information may be able to answer the following questions: What does this tell me (patterns, triggers etc)? What can I do about it?
4. **Implement Intervention Strategy:** at this point a plan may be deemed to be necessary and parent(s) will be invited into school to meet with the class teacher.

If a Behaviour Improvement Support Plan is deemed to be necessary, then the following will be put into place:

- Initial meeting to design and establish plan
- Weekly meetings between parent, child, and teacher in school to review plan and necessary action. Weekly meetings will continue until a plan is deemed not to be necessary.
- Any child receiving support through an Individual Behaviour Support Plan will need permission and authorisation from senior leadership for extra-curricular events (trips, sports events, clubs etc).

If progress being made is unsatisfactory then:

- senior leaders will be involved in review meetings and the frequency of meetings may be increased.
- The LA inclusion team will become involved
- Further assessments may be undertaken
- If lack of progress is deemed to be due to lack of parental engagement, then Early Help processes will be offered.

### **CPOMS Record**

To be completed for all Level 2, Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour. Include:

- Pupil concerned
- Nature of incident
- What was the environment?
- What was the pupil doing?
- Who else was present?
- How was the pupil's mood? Based on what evidence?
- What happened? *A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.*
- How did you respond?
- How did the child respond to your reaction?
- Did anyone else react to the behaviour (pupil or adult)?
- What was the consequence given for the behaviour?
- Does any further action need to be taken?

# Reflection Time

|  |  |
|--|--|
| <b>Name:</b>                                 | <b>Date:</b>                             |
| <b>Which rule did I not meet?</b>            | <i>Be ready. Be respectful. Be safe.</i> |
| <b>What happened?</b>                        |  |
| <b>What were you thinking?</b>               |  |
| <b>What do you think now?</b>                |  |
| <b>Who has been affected and how?</b>        |  |
| <b>What needs to happen to put it right?</b> |  |