



Lytham C.E Primary School Management of Pupil Behaviour Policy



Policy Leader: Mrs. A. Wooldridge

Policy adapted: September 2023

Review dates (and amended if required): September 2024

Last adopted by the Governing Body: November 2023 (pending full approval)

Our Management of Pupil Behaviour Policy is underpinned by our mission statement:

'To inspire everyone in our school family to be the best they can be within our caring Christian Community.'

Our school has a positive Christian ethos and our Christian values shine through everything we do. We encourage pupils to exercise self-control through promoting good behaviour, raising morale and self-esteem, by operating a system of praise and reward.

We encourage the highest standards of behaviour and recognise that the implementation of our Behaviour Policy requires the active involvement and cooperation of each member of our school community: pupils, parents and carers, governors, teachers, non-teaching and welfare staff.

This policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of SEND.

Staff must not deviate, amend or adapt any other systems or strategies for their class without there being exceptional circumstance and, in all cases, only with the permission of the Headteacher.

Our EYFS and KS1 Rules

- *We will follow instructions straightaway from any adult*
- *We will listen carefully*
- *We will not hurt each other*
- *We will work hard and not distract others from their learning*
- *We will show respect for our school*

Our KS2 Rules

- *We will follow instructions straightaway from any adult*
- *We will actively listen and engage in learning*
- *We will not hurt each other*
- *We will work hard and not distract others from their learning*
- *We will show respect for our school*

Aims

- To practise our Christian values of love, determination, faith, forgiveness, friendship, honesty, responsibility, service and thankfulness.
- To lead by example in the way that we treat each other and the children in our care and follow the example of Jesus.
- To create a happy, caring, family atmosphere where everyone feels safe and valued.
- To provide a positive learning environment that encourages children to achieve the maximum success in all they do.
- To teach values and attitudes, including responsible behaviour, self-discipline and respect for themselves, others and property.

- To treat problems that may occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.
- To help make clear, to children, the distinction between minor and more serious offences.
- To understand the reasons why children may misbehave, and support those children for whom behaviour is a specific difficulty – with special arrangements and accommodations made for children with SEND and with an Educational Health Care Plan (EHCP).
- To support children in making positive choices about their behaviour leading to increasing independence.

Transition Behaviour

Expectations for behaviour during transition times are as follows (all staff to reinforce this):

- All class staff to accompany children to classroom/playground;
- Children in straight lines, arms by their sides, facing the way they are travelling;
- Children to be collected from the hall at the end of worship;
- Walking safely through school;
- Line order numbers if lining up is an issue;
- All adults to be referred to as “teachers”.

Rewards

Our Behaviour Policy is based on positive reinforcement. Rewards and incentives are available for all children who exceed our general daily expectations for behaviour and conduct.

- House Points – all the children are grouped into four houses: Ballam (green), Clifton (yellow), Mythop (blue) and Westby (red). House points are awarded for those pupils who are Stars of the Week and Christian Values Superstars. These are collected by the House Captains each Friday during Celebration Worship and a trophy awarded to the winning house during the half termly Celebration Worship. Each term, the winning house receives a reward.
- ‘Star of the Week’ certificates are awarded by class teachers and this is celebrated during Friday Celebration worship. These may be awarded for good behaviour and attitude as well as good work. Parents are notified on the fortnightly newsletter.
- ‘Parable of the Talent’ certificates are awarded for special talents and extra effort. These are awarded in the same way as ‘Star of the Week’. There is a half termly focus – e.g. presentation and handwriting; independent mental maths; sporting achievement; music, etc.
- All children can receive an individual small reward for going above and beyond the normal expectations Eg taking work to show a different staff member, praise in front of peers etc..., a sticker

Sanctions

Sanctions used are appropriate to the behaviour and the age of the child, and may include:

- A reminder (1st reminder/2nd reminder) of the expected behaviour and our Christian Values;
- If second reminder not conformed to: time out from their playtimes (5 min. intervals);
- Working away from peers/out of class;

Inform parents via behaviour letter (senior leader involved if behaviour not improved and second meeting called involving the senior leader); It is VERY IMPORTANT that this letter is issued on the day of the sanction. A copy of this letter should be retained on the child’s permanent record (using the CPOMS system).

- Behaviour contract/agreement – triad between family/pupil/school – half-termly reviews.

Unacceptable Behaviour

The Headteacher, Staff and Governors consider the following to be unacceptable behaviour:

- a) Violence or physical aggression towards anybody within school/community;
- b) Verbal abuse, including swearing at or in the presence of, others;
- c) Deliberate damage to personal or school property;
- d) Stealing;
- e) Racist behaviour;
- f) Homophobic behaviour;
- g) Any other prejudicial behaviour;
- h) Spitting;
- i) Repetition of minor offences/non-compliance;
- j) Telling lies;
- k) Unsafe behaviour;

Reporting Behaviour/Concerns

The CPOMS System should be used to record significant events and concerns. A user guide for the system can be downloaded from the staff handbook (from the school's website).

Reports on CPOMS should be:

- Factual and evidence-based
- Use full names for everyone (avoid the use of initials) and include job titles and relationships
- Never write assumptions
- Direct quotes should be represented in quote marks
- Be as succinct as possible (consider bullet points)
- Include any required actions at the end of each CPOM

When recording anything on the CPOMS system, staff need to be mindful that this could be read by external agencies (including social services, the Police and the Courts) as well as parents.

Where actions are identified or requested, these should be completed in a timely manner.

To preserve the integrity of the information, staff must use their own logins when reporting information.

Welfare staff use incident forms to report concerns

When dealing with an incident:

- **Listen** to what children have to say. They have a right to express their opinion.
- If more than one child is involved let **each** child have their say, **then** decide on a course of action.
- Stay calm.
- Try not to jump to conclusions.
- Where possible, involve the children in deciding the outcome of an incident. This encourages and teaches the children the skills to sort out their own problems.
- Be fair.
- Insist on honesty.
- Emphasise that children can choose how to behave, and those behaviours have consequences.
- In any reprimand, ensure that it is clear that it is the behaviour that is unacceptable, not the child.
- Inform all relevant members of staff

- Continually remind children to tell an adult if someone does something to them that they do not like, and to keep telling until the problem is sorted out so that they are happy about it.
- 1.2. By following the above guidelines, confrontations are usually avoided. However, if a confrontation situation begins to develop:
- Stay calm
 - Be quiet and confident
 - Do not take personally what the child says
 - Do not let the inappropriate behaviour (e.g. yelling, threatening) incite your anger
 - Try not to mirror the inappropriate behaviour (e.g. yelling back)
 - Take your time, think about what you are going to do and say
 - Keep talking calmly and quietly to the child
 - Acknowledge how they feel
 - When the child has become calmer, talk to them in a quiet place about the incident and its consequences
 - Give the child space, encouraging the child to stop, take a minute, take deep breaths (this allows the body to calm and allows the children to begin to reflect).
- 1.3. After dealing with an incident, all children should be asked if they are happy with the way the incident has been dealt with and if the sanctions imposed (if any) are fair. The outcomes of this conversation should be recorded on CPOMS.

Dealing with Unacceptable Behaviour

Behaviour incidents should always be dealt with in a caring manner and in the context of our Christian Values. We recognise that it is the **behaviour** which is unacceptable and not the child themselves. Children should be supported in making positive choices and made aware of the consequences of making poor choices. All staff have the responsibility to deal appropriately with incidences of inappropriate behaviour. This may involve talking with the child/ren concerned and imposing appropriate sanctions. More serious, or repeated incidents should be reported to the Key Stage Leader. Parents may be contacted and invited into school to discuss the behaviour and discuss ways of improving it. More serious incidents, or continued repetition of minor incidents, should be referred to the Headteacher or Assistant Headteacher. The behaviour may then be referred to the SENDCO and/or FLM. Where behaviour continues to be a concern advice may be sought from other agencies e.g. Stepping Stones Short Stay School.

Hierarchy of who deals with Unacceptable Behaviour*

1. Parent(s)/carer(s) meeting with Class Teacher;
2. Parent(s)/carer(s) meeting with Class Teacher along with the Key Stage Leader – Behaviour Contract/Agreement set with half termly review;
3. If Contract/Agreement is not successful after a half termly review, referred on to Assistant Headteacher for a 2nd half termly review with parents/carers;
4. If Contract/Agreement is not successful after a half termly review, referred on to Headteacher for further discussions with parents/carers.

****At any point in the hierarchy stages, the SLT can refer to Inclusion Hub and/or Stepping Stones Short Stay School.***

Racist Incidents

Racist Incidents should be recorded and coded as such on CPOMS. Regular monitoring of racist incidents will be undertaken by the Headteacher. Consideration of the guidance provided at

<https://www.lancsngfl.ac.uk/projects/ema/download/file/lancashire-guidelines-and-procedures-for-dealing-with-and-reporting-racist-incidents-in-schools.pdf> will be considered where necessary.

Bullying Incidents

Staff are reminded to refer to the school's "Anti-Bullying Policy and Procedures".

Use of Reasonable Force

As a last resort, if de-escalation strategies prove unsuccessful, school staff may need to use reasonable force to ensure pupils and staff are kept safe. For example, staff will physically separate pupils found fighting or a restraint/escort out of an area - used to keep child/others safe or to prevent damage to property. Any use of reasonable force will be reported to parents/carers.

Exclusion

Our school is mindful to ensure that it follows the statutory guidance for Exclusion available on gov.uk¹

As a last resort a child who constantly misbehaves will be given an internal seclusion; suspended from school and/or from lunchtimes for a fixed period of time. A very last resort would be a suspensions (fixed-term) or permanent exclusion – or there may be a referral to Stepping Stones for a placement when a child is at risk of permanent exclusion.

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the Management of Pupil Behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy and decides the standard of behaviour expected of pupils at the school – in consultation with the Senior Leaders, governors and other staff members as a collaborative approach, whilst seeking advice where needed in specific cases.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

The Family Learning Mentor works with children who are having difficulties with aspects of behaviour. This might be on a one-to-one basis or by provision of small group activities. The FLM will work with families to support them in managing and improving behaviour. The EHA (EARLY HELP ASSESSMENT) process may be used if appropriate.

The SENDCO will work with class teachers to provide programmes for children who have an identified need which impacts on their behaviour. These children may also have an Individual Education Journal or EHCP which identifies the need and the support given to the child.

Behaviour Off-Site from School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' School staff will sanction behaviour when the pupil is:

¹ <https://www.gov.uk/government/publications/school-exclusion>

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

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, 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.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items should be recorded on CPOMS and stored safely (normally with the Headteacher). Confiscated items would normally be returned to the parent/carer.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/vapes
- Inappropriate images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use Reasonable Force

School staff have a legal right to use reasonable force where and when necessary. All uses of reasonable force must be recorded on CPOMS using the Positive Handling sheet stored on the Server. This form was recommended during the Positive Handling training.

Positive Touching

Lytham Church of England Primary School does NOT have a 'no contact' policy. Such a policy presents a risk of placing a member of staff in breach of their duty of care towards a child or prevent them taking action needed to prevent a pupil causing harm.

The agreed list of permissible "positive touching" includes, but not restricted to:

- Holding hands
- "side" hugs
- Taking a child from parent (with consent)
- Hand on arm
- Sitting on knees (only very young children, and if child initiated)

Administering of first aid treatment is not included in this list nor is any action to do with performing actions associated with a health care plan. Members of staff who feel uncomfortable should seek support from another member of staff.

This policy is written in conjunction with the following publications:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Schools may also find it useful to take account of the SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Policy amended by Mrs. A Wooldridge, September 2023.

Review Date: September 2024.