

# BEHAVIOUR POLICY



As a **GOLD Rights Respecting School (UNICEF)** –this policy upholds

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

## ALL BEHAVIOUR IS A COMMUNICATION ABOUT FEELINGS

At Lyme we create a caring, friendly, safe, and inclusive environment for all our students so they can learn in a relaxed and secure atmosphere.

We have a positive school ethos which celebrates difference and diversity.

At Lyme we promote good citizenship and make it clear that poor behaviour choices including bullying are anti-social and contrary to our ethos. It is **wrong** and **will not be tolerated**.

If bullying occurs, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

### Legal/National Requirements

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education Act 2002 (Section 175)
- Education and Inspectors Act 2006 (Sections 89 & 90)
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014

- The Prevent Duty June 2015
- Keeping Children Safe in Education 2022

The Behaviour for Learning policy operates in conjunction with the following policies:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy and
- Disability Discrimination Policy
- Acceptable use of IT
- Care and Control – (inc Physical Restraint)

This policy has been formulated with regard Behaviour in schools Advice for headteachers and school staff September 2022

This policy reflects the school's general and specific duties, as detailed in:

- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Race -The definition of race includes colour, nationality and ethnic or national origins. Schools need to make sure that students of all races are not singled out for different and less favourable treatment from that given to other students.

#### Segregating students by race or ethnicity

Segregation of students by race is always direct discrimination. It would be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity.

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general Equality Duty and the specific duties.

#### Religion or belief

The Equality Act defines 'religion' as being any religion, and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

*Copies of this policy will be made available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, Braille, etc.)*

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At Lyme Community Primary School, values of respect for staff and other students, an appreciation of the value of education and a clear understanding of how our actions affect others are specifically taught through our PATHS and PSHRE curriculum and Assemblies. PATHS facilitates the development of self-control, emotional awareness and interpersonal problem-solving skills.

The promotion of excellent behaviour at Lyme is the responsibility of the WHOLE school community. We consistently reinforce routines for behaviour around school: In classrooms, in shared areas and on the corridors where we expect silent movement at breaktimes etc. and quiet, sensible behaviour in the dinner queues.

Parents are asked to support and reinforce our Behaviour for Learning policy. We send HOME/SCHOOL agreements out when a child starts at Lyme to communicate to parents our expectations and everyone's responsibilities with regard to students' behaviour at Lyme.

To support our pupils' choices, Children's Charters are displayed around the school to remind them of their rights. Posters around school will tell students what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help.

We provide clear guidance for KS2 children as signs in classrooms. **APPENDIX 1**

We don't take our 'good' children for granted. Staff at Lyme recognise our children's good behaviour and good learning in the following ways:

- Give verbal praise: The staff may congratulate the children with a simple 'well done' and explain why they are pleased. Our aim is to catch learners demonstrating the right attitude to learning.
- Give written praise: As a more permanent way of rewarding the children staff may comment in the children's books/work, saying why they are pleased.
- Stickers may be given from the class teacher or the head teacher. The midday supervisors sometimes use stamps for good lunchtime behaviour.
- Team Points: The children are divided into four teams and points can be given to the children for good work, trying hard, good manners, and being helpful or polite. *(1 team point for good work or behaviour, 2 team points for outstanding work or behaviour, 3 team points for exceptional achievement.)*

Points are collated weekly and announced in the celebration assembly. The winning team has coloured ribbons attached to the team cup.

- Each week, we nominate two students from each class to be 'achievers of the week' and receive a certificate in our celebration assembly.
- Chosen children are rewarded each week with a postcard of praise, sent directly to their homes from their teacher.
- We acknowledge all the efforts and achievements of children, both in and out of school with our 'Stars at Lyme' display.
- We award special responsibilities e.g. being a Prefect, Peer Listener, Student Councillor and Activity Leader etc.
- VIP Table – Each week, 2 children from each class are chosen to sit at a decorated table at dinnertime and given special treatment for displaying excellent manners and behaviour.
- All children who follow the rules are given 60 minutes Reward Time on a Friday afternoon where they can choose the activities.

### **CONSEQUENCES**

If students do not work or behave as they should, they will face consequences which depending on the situation can be:

- A non-verbal warning (e.g. warning look, shake of the head)
- A short, direct instruction
- A verbal warning
- If the pupil is disturbing others, they may be moved to another area of the room
- Completion/repeating of work at playtimes or dinnertime
- Discussion with Teaching Assistant/Teacher about the problem
- Go on RED = staying in at playtimes / dinnertime
- Informal chat with parent
- Loss of Reward Time in 5-minute penalties
- Discussion with the Head Teacher/Deputy/Pastoral Manager concerning the problem
- Formal discussion with parent concerning the child's behaviour
- Behaviour Book/record sent home regularly
- Restorative Justice may be used when appropriate
- Loss of privileges (after school clubs/responsibilities/school trips etc.)
- Regular reporting to a senior member of staff
- Individual Behaviour Plan
- In extreme cases exclusion

Bullying will not be tolerated at Lyme, and we make this clear in the information we give to pupils and parents when they join our school.

## **Recording of incidents**

Serious incidents of poor behaviour such as fighting, any reported bullying or sustained low level disruptive behaviour is recorded on our CPOMs system

## **OUR EXPECTATIONS**

With consistent routines for stopping and listening, we ensure effectiveness as the children become accustomed to our expectations. **(Hand clapping – teacher led with class response)** We recognise and reward good behaviour in public. We aim to manage behaviour as discreetly as possible. ('PIP' and 'RIP' praise in public, reprimand in private.)

As adults we carefully position ourselves in the room so we can see everything and stop anything before it escalates into a problem. We provide clear, direct instructions, and provide precise, descriptive praise for compliance.

## **CONSISTENT APPROACH**

There may be times where children make poor behaviour choices. Here we give a reminder of the expectations for their behaviour for learning delivered in class, privately to the child. The adult is making them aware of their behaviour and that the child has a choice to do the right thing. We are as discreet as possible to avoid disrupting others' learning and stop poor behaviour before it escalates.

If poor learning behaviour continues, it will incur a 5-minute penalty from Reward Time. Now, the child is asked to speak to an adult away from others. The reasons behind the behaviour are explored, the adult helps the child identify the feeling which is affecting their behaviour. We use language of choice, "If you choose not to ... you will face the sanction/consequence of ..."

Boundaries are reset and the child is asked to plan their next step as they return to class. Here, the child is given a final opportunity to re-engage with the learning/follow instructions. Continued poor behaviour choices will incur additional 5 minute penalties from Reward Time.

For incidents of more sudden, extreme behaviour, we use the PATHS – '3 steps for calming down' approach. We do not engage with children other than to tell them to 'stop' and 'take a deep breath.' When the child is calm again, we can talk about and resolve any issues.

**STEP 1** If a child is persistently making a bad choice and not responding to our efforts to divert them, they will be given a reminder of our expectations by the adult

in charge. If the child fails to correct their behaviour choices, they are given a warning.

If the child continues with poor behaviour choices, they will be given time penalties off their Reward Time in 5-minute intervals.

For serious instances of physical or verbal abuse the child will lose all their reward time AND go on a RED which means staying in at playtime outside the Head's office.

The **Equality Act 2010** states that 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities you are disabled.' When dealing with behavioural incidents staff should be aware of such disabilities and also have the necessary training to deal with them appropriately.

### **Children with challenging behaviour**

Some of our children have particularly challenging behaviour and the strategies deployed to deal with this will consider: -

- ❖ Advice from professionals
- ❖ Any additional needs
- ❖ Strategies that suit the child
- ❖ Any safety concerns
- ❖ Parental input

**STEP 2** Where behaviour is persistently below the standard required, strategies for support will be devised and actioned by the class teacher in consultation with our Helping Hands team. Notes on behaviour will be recorded on CPOMS and parents kept informed. Later meetings will review the impact of the plans put in place and will help to formulate other strategies that could be used before the student moves to Level 3.

**Y6 – addendum:** In our experience, if a child hasn't learned how to regulate their behaviour by Y6, then we need to prepare them for Secondary School where the consequences of bad choices are more punitive, i.e. detentions outside school hours.

Therefore, in Y6 the following consequences are in place:

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- Detention during lunch-times
- Behaviour checks; or being placed "on report" for behaviour monitoring.
- Strikes for PGL may be issued. For this holiday we run a system of 3 strikes and out.

**STEP 3** If the problem is more serious the child will move to a programme of support when strategies will be formally reviewed regularly and careful monitoring of events takes place to establish causes, patterns etc. Parents will be formally invited in to speak to the Pastoral Manager and SENDCo if necessary.

The discussion will inform an individualised, graduated response when the behaviour might be a result of educational difficulties, mental health issues, other needs or vulnerabilities. A **Risk Assessment (APPENDIX 2)** will be devised where a framework of rewards and sanctions is agreed with everyone working with that child. External agencies may be involved.

Strategies may include: -

- Referral to the Behaviour Intervention Team (BIT)
- 1-1 Helping Hands Team support
- A joint agency meeting
- Additional sanctions (discussed and agreed with parents) to be given at home

**STEP 4** In extreme cases where behaviour is not improving in response to any of the above strategies, a **Pastoral Support Plan (PSP)** will be implemented with a view to preventing the child from being excluded. This plan will involve the parents, child, SLT, Pastoral Manager, Teachers and TAs and external professionals involved with the child. If it is appropriate, at this point we would apply for funding and the child will move to 'Enhanced SEN Support'

### **STEP 5 Suspension or permanent exclusion**

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school therefore follows the standard guidance from the new Suspension and Permanent Exclusion, including pupil movement statutory guidance for maintained schools, academies, and pupil referral units which came into force from 1 September 2022. <https://www.gov.uk/government/publications/school-exclusion>

We use the St Helens Guidance for model letters.

<https://www.sthelens.gov.uk/article/2879/Information-for-schools>

### **Hate Related Incidents**

The school will not tolerate any bullying including racist bullying, homophobic bullying, and bullying related to gender, disability and religion.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **Our definition of bullying**

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences, or perceived differences. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time (STOP – several times on purpose)
- Difficult for victims to defend themselves against.

It can take many forms, but the main types are:

EMOTIONAL	being unfriendly, including, tormenting (e.g. hiding books, threatening gestures)
PHYSICAL	pushing, kicking, hitting, punching or any use of violence
RACIST	racial taunts, graffiti, gestures
SEXUAL	unwanted physical contact or sexually abusive comments
HOMOPHOBIC	because of, or focusing on the issue of sexuality
VERBAL	name-calling, sarcasm, spreading rumours, teasing
CYBER	all areas of internet, such as e-mail and internet chat room misuse AND: mobile threats by text messaging, sexting and calls and misuse of associated technology i.e. camera and video facilities
INDIRECT	spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

## **NEGLECT AND ANTI-BULLYING**

### **St Helens Safeguarding Children Partnership School Policy Appendix – April 2021**

#### **Introduction**

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.

Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by



addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

### **Context and Rationale**

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.

Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bullying behaviours themselves.

### **Victims**

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day to day life.
- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.
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### **Children Who Display Bullying Behaviours**

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.

- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

### **Opposing Views**

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.

### **Strategies to Prevent Bullying**

At Lyme our aim is to prevent rather than deal with bullying by:

- Proactively gathering intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place e.g. talking to pupils about issues of difference, sometimes in lessons and through dedicated events or projects.
- Involving parents to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Where appropriate, ensuring pupils understand the school's approach and making sure they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluating and updating procedures to take account of developments in technology and social media.
- Where appropriate, implement disciplinary sanctions with due regard to the needs and abilities of individuals in order that the consequences of bullying reflect the seriousness of the incident.

- Where appropriate, openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment by creating a safe space where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

### **Procedures for dealing with bullying behaviour**

Children are taught to report any incidents to staff whether they are the victims or observers of the behaviour.

The nature and level of support needed for the victim and perpetrator will depend on the individual circumstances and the level of need. This can range from a discussion with a member of staff with a plan devised (level 2) through to arranging sessions with our Pastoral TA or Manager, providing counselling via a referral to outside agencies or, in more serious cases, referring to the L.A. Behaviour Improvement Team, completing an EHAT (Early Help Assessment Tool) or referral to CAMHS (Child and Adolescent Mental Health Services).

Bullying, homophobic and racist incidents are documented on our CPOMs system and reported to Governors as a standing item in the Headteacher's Report.

Children can have difficulty understanding the difference between bullying and accidental, or one-off incidents. There is a significant difference and staff, and parents need to make this clear. At Lyme we follow the 'STOP' definition – several times on purpose.

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, child on child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and such behaviour should not be tolerated or passed off as "banter" or "part of growing up". We have adopted the following slogan, **'WATCH YOUR CHATTER, WORDS MATTER!'**

These behaviours are unacceptable:

- name-calling
- racist and sexist behaviour
- making threats
- abusing 'power' to make others feel small
- hurtful remarks and personal comments either directly or indirectly via social media
- dares – making someone do something they do not want to
- spreading rumours about others
- laughing at a hurt or upset person
- preventing someone getting help
- targeting specific individuals and excluding them from communal games
- mocking differences
- damaging work or belongings
- hiding belongings
- pressurising children to join in inappropriate behaviour
- unwanted deliberate physical contact
- other behaviour that makes someone feel unhappy.

Some forms of bullying are attacks not only on the individual, but also on the group to which they may belong. Within school we pay particular attention to:

- Racial harassment and racist bullying
- Hate crimes
- Sexual bullying
- The use of homophobic language
- Bullying of students who have special educational needs or disabilities.

It is also true that staff may be subject to bullying from students and staff are responsible for bringing this to the attention of the SLT. Equally it is true that staff may be subject to bullying from other staff, and this is covered in the school's Whistleblowing Policy and the LA's Bullying & Harassment Policy Statement for Schools.

These behaviours will not be accepted or condoned. All forms of bullying will be addressed.

### **Response Strategy**

We educate our students to be resistant to low level inappropriate behaviour by teaching them a specific script to use:

**Rights Respecting Script:** This reminds the pupil who is behaving badly of everyone's right to be safe.

*'Stop now, I have the right to be safe!'* (younger children)

*'Name-calling (or whatever the hurtful behaviour is) must stop now, thank you. 'I have a right to be safe and a responsibility to keep others safe'. (older children witnessing)*

### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should follow the procedures detailed in our Child Protection & Safeguarding Policy. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

#### **Playtimes**

We use SMILE to remind supervisors of their role:

S = scanning

M= moving

I = interacting

L = learning (through modelled play)

E = encouraging (catch them being good!)

Occasionally games become too rough. In this case, the adults on duty intervene, stop the game and talk to the children about more suitable activities.

Some children can lose their temper. Here adults intervene immediately using the PATHS – 3 steps for calming down. (Stop, take a deep breath, talk about the problem.) Children may be placed for a short 'time out' at particular points on the playground. Following time out to calm, their behaviour is discussed and children are supervised in apologising and making friends.

Persistent verbal and physical intimidation is not tolerated. (Several Times On Purpose.) As soon as staff are informed, in the short-term action is taken immediately by sending the child to a member of the SLT. In the longer term the action taken (Level 3) would involve all staff working with the children being informed and monitoring the children throughout the day based on the actions outlined in their Helping Hands support plan.

#### **Emotional and Behavioural Difficulties**

As in all schools we have children with a variety of special educational needs. Each type of special need has a particular approach and consequences for these children may be different. Children experiencing these problems have individual behaviour programmes. Their rewards and sanctions may be different.

## **Autism**

Children with autism can find school overwhelming at times. Adults enable them to formulate a plan to help them if they are feeling anxious.

## **Confiscation of inappropriate Items**

Children are only allowed to bring in toys/items of interest from home with the permission of the Teacher for a specific reason. Any item discovered in school without permission will be confiscated and returned at the end of the day to the child or the parent depending on what is considered appropriate.

Members of staff have the power to search for 'prohibited items' (listed in the government guidance) and the guidance will be followed regarding what to do if a dangerous or illegal item is discovered. Staff can also search for stolen items.

## **Physical Contact**

Situations in which physical interaction occurs between staff and pupils may be to either care for pupils who may be distressed or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum. In addition staff will also use positive touch to comfort pupils. Where possible, staff will always endeavor to use 'safe hugs' (sideways on) and the 'friendly hold' as defined in Team Teach training.

## **Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder with little or no force. The techniques implemented here will include 'turn, gather, guide' and the 'friendly or small child hold'. The important factor within these situations is the compliance of the child as a result of the intervention.

## **Use of Reasonable Force in Schools**

All members of staff are regularly updated regarding government guidance on the use of Reasonable Force.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.
- 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 as to whether it is necessary, reasonable and proportionate to the level of risk.

- If there is foreseeable risk, then a risk assessment **must** be undertaken, and a plan created to reduce the level of risk – this could be a Positive Handling Plan (PHP) or a Positive Behaviour Support Plan

### **Behaviour beyond the school gate**

Students are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or travelling to and from school.

Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any incidents occurring anywhere off the school premises, such as at another school or on public transport, outside the local shops, or in a town centre.

Where bad behaviour or bullying outside school is reported to school staff, it should be investigated and acted on. The school will always co-operate with the Police in any investigation of incidents which are thought to involve Lyme Community Primary School children.

We cannot be responsible for students' behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school.

### **Dealing with allegations of abuse against Teachers and other staff**


If an allegation is made against a member of staff we will follow the L.A's procedures. Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Monitoring and Review Behaviour Policy**

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:  Marie Cribb Head Teacher

Signed:  Caroline Unsworth Chair of Governors

**Agreed by Governors at the meeting on 29<sup>th</sup> September 2022**

## **Behaviour Support Flowchart.**

### **Step 1**

The adult will speak to the child and remind them of the school rules/expectations of behaviour. Adults will follow the system of consequences. Teachers record reflections and take appropriate action to contact parents to keep them informed.

### **Step 2**

Behaviour persistently causing concern or disruption will be recorded on CPOMs and a [Helping Hands Support Plan](#) will be put in place by the Teacher to actively promote improved behaviour. These plans will be reviewed regularly in discussion with parents and colleagues to see if improvements have been made.

### **Step 3**

In the longer term, where more serious, persistent poor behaviour continues, a formal approach to that child's needs would be devised in the form of a [Risk Assessment \(Appendix 2\)](#) involving the parents, Pastoral Manager and SENCo. The child will be added to and formally monitored on our SEN register.

### **Step 4**

Parents are involved formally in a Multi-Agency meeting. A time specific written strategy including targets for improvement devised and agreed in the form of a [Pastoral Support Plan](#).

### **Step 5**

Suspension or Exclusion



## APPENDIX 1 – KS2 Classroom Signs

### KS2 Classroom Rules

- 1) No **PHYSICAL OR VERBAL ABUSE**.
- 2) Stay in your place **UNLESS** asked to move or given permission to by an adult.
- 3) Follow a direct instruction, **FIRST TIME**.
- 4) **NEVER** answer back: stop, breathe, then... **SAY** how you feel.
- 5) **SIT SENSIBLY** (upright, 4 chair legs on floor; facing the front with hands in view) to show you're ready to learn.
- 6) **LOOK AFTER** school equipment. (Don't bend rulers or shred rubbers for example.)
- 7) **COMPLETE** the task given.
- 8) **SPEAK** to everyone respectfully and kindly **or** don't say anything!
- 9) No **SHOUTING** out, wait to be asked.
- 10) Ask **PERMISSION** to go to the toilet.

#### REWARDS

**CHOICE OF  
ACTIVITY  
FOR REWARD  
TIME**

#### CONSEQUENCES

For number 1

**INSTANT LOSS OF REWARD  
TIME AND RED**

For the rest, a warning will be given.

If you continue to make poor choices you will lose 5 minutes Reward Time.

## APPENDIX 2

### LYME COMMUNITY PRIMARY SCHOOL: RISK ASSESSMENT FOR USE WHERE POSITIVE HANDLING MAY BE INVOLVED

#### Details:

<b>Name</b>		D.O.B.	
<b>Teacher</b>		Year	

#### Risk Assessment Completed by:

Name		Date	
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#### Risk Assessment Agreed by:

	Print Name	Signature	Date
Pupil			
Parents Carers			
Headteacher			
Teacher			
Pastoral Manager			

#### Questions:

<b>1.</b>	<b>What is the cause of the concern? Describe the behaviour in question</b>	
<b>2.</b>	<b>Describe the foreseeable risk in clear, unambiguous terms. Include information about the type of risk e.g. injury to others, environmental damage, absconding.</b>	

3.	<b>Describe where and when the risks arise, when and to whom?</b>	
4.	<b>Is there a pattern? Does the risk arise at a particular time of day or during a particular activity? Please include information about the frequency and how recently the issue last arose.</b>	
5.	<b>Please give an appraisal of the severity of the risk. Circle (or show in bold) the appropriate number.</b>	4 = Severe 3 = Substantial 2 = Marginal 1 = Minimal
6.	<b>Please give an appraisal of the probability of harm or damage occurring.</b>	4 = Very Likely 3 = Likely 2 = Probable 1 = Unlikely
7.	<b>What are the external factors that contribute to the level of risk? Please include environmental cues, frustration, peer dynamics and indicate if they are short term or long term.</b>	
8.	<b>What sensory difficulties (or physical) difficulties need to be taken into</b>	

	<b>account? Are there issues that may impact upon the child's level of impulsiveness, perception of danger or emotional responses?</b>	
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## LOCATIONS AND ACTIVITIES AT GREATEST RISK

<b>Time/location of activity</b> <b>Type of Activity</b>	Arrival	Break times	Lessons	Lunchtimes	Practical activities
Absconding					
Disruption of lesson/routines					
Damage to property					
Inappropriate behaviour towards pupils					
Inappropriate language towards pupils					
Physical Aggression towards pupils					
Sexualised language or behaviour					
Inappropriate behaviour towards staff					
Inappropriate language towards staff					
Physical Aggression towards Staff					
<b>Other</b> – grabbing children and being very rough in her play					
Making loud noises, banging, increasing in volume if ignored					
Uncooperative, refusal to engage and follow guidance					

## RATING OF BEHAVIOURS CAUSING CONCERN

	<b>FREQUENCY</b> H – Hourly D – Daily W – Weekly M – Monthly	<b>INTENT</b> D – Deliberate O – Opportunistic R – Reactionary M- Misinterpretation	<b>HAZARD</b> 1 – Minimal 2 - Marginal 3 – Substantial 4 - Critical	<b>PROBABILITY</b> 1 - Unlikely 2 - Possible 3 - Probable 4 - Likely	<b>LEVEL OF RISK</b> = HAZARD X PROBABILITY
Disruption					
Self Harm					
Absconding					
Bullying					
Verbal Aggression					
Physical Aggression					
Vandalism					
Sexualised Behaviour					
Inappropriate Comments to Staff					
Bullying Comments to Staff					
Indirect Injury to Staff					
Direct Injury to Staff					

### Level of Risk Score:

- 1 – 3            Low
- 4 – 6            Moderate
- 8 – 10          High
- 11 – 16        Very High

A Level of risk score can be calculated for each behaviour and can be used to inform priorities.

**SCALING PREDISPOSITION TO RISK**

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	Normal range of behaviour given age, maturity, emotional difficulty and personal circumstances
<b>5</b>	
<b>6</b>	Occasional incidents of non-compliance or challenge associated with mood swings
<b>7</b>	
<b>8</b>	Regular incidents of non-compliance or challenge including aggressive confrontations with others and avoiding adult supervision
<b>9</b>	
<b>10</b>	Commonplace incidents of non-compliance or challenge including dangerous behaviour associated with impulsiveness, lack of anticipation and acceptance of consequentially, and absenting or absconding and ignoring adult advice and guidance.
<b>11</b>	
<b>12</b>	Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control, regular absenting from class necessitating monitoring and the undermining of adult authority to present challenge to the security of the structured environment.
<b>13</b>	
<b>14</b>	
<b>15</b>	Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour characterised by bullying and assault associated with premeditation, and undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students and adults.
<b>16</b>	

# How to respond

