



Leigh and Bransford Primary School

Behaviour & Conduct Policy

Reviewed: May 2021

Date of next review: May 2022

Signature (Chair of Governors)

Date:

LEIGH AND BRANSFORD PRIMARY SCHOOL

BEHAVIOUR & CONDUCT POLICY

POLICY STATEMENT

The ethos of this school is centred on the principles of respect for self and others as well as trust and responsibility. Every member of our school community should feel valued and respected. We are a caring community whose values, practices and organisation reflect the principles for which we strive. Therefore, all members of this community should be able to live, work, play and be happy in the safe and secure environment our principles underpin.

All staff within the school are expected to promote a caring, sharing and happy ethos where respect for others, their work and their property is promoted. Within this ethos, they can therefore follow the academic aims of the school so pupils strive to reach their full potential, and develop their skills.

PUPIL CODE OF CONDUCT

- Be kind to others in deed and word
- Show respect to members of staff and each other
- Be respectful of your own property and that of others
- Be polite at all times to all people
- Address others as you would like to be addressed
- Move around the school carefully and slowly
- Do all work tasks as well as you can
- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

POSITIVE REINFORCEMENT

- Teachers will praise and congratulate children on good behaviour and work.
- Children will be sent to another staff in order to praise and celebrate their achievements and efforts.
- Good learning and academic behaviour is supported and encouraged through merit awards in Friday's achievement assembly.

- Star of the day in each class is announced and given an age appropriate reward.
- All classes use the class dojo website, which gives points for good behaviour. This is linked to parents at home so they can see what the children have been praised for.
- Children are also given house points in quantities of 1, 5 or 10. These are collected in classrooms and counted up in the merit assembly on a Friday. Points are allocated to the appropriate houses and the children work towards being the winning house at the end of the year.
- There are also informal rewards for good and responsible behaviour which take the form of a job responsibility or extra privileges.

SANCTIONS

- Children are given verbal warnings for inappropriate low level behaviour.
- Staff use the class dojo system for giving red points to children who are not behaving in the agreed manner. Children who receive two red points are sent to time out during the next morning break. Parents have access to these dojo marks to reinforce positive behaviour at home.
- If children are sent to time out more than 2 times in one week, this will be recorded on the behaviour record and the Headteacher will send a letter home to parents with a possible follow up meeting.
- If behaviour seriously disrupts the running of the class, the child can be sent to work in a different area of the school or sent to a senior member of staff.

INDIVIDUAL CHILDREN

- If an individual child's behaviour is extreme, frequent or very disrupting, staff will develop a behaviour support plan to enable effective support and management of challenging behaviours. These plans will be developed in partnership with pupil, parents, staff and external agencies (as appropriate.) All parties will then work to support positive behaviour changes. Behaviour plans are reviewed and updated regularly.

ROLE OF THE TEACHER

- Teachers have high expectations of the children.
- Teachers ensure school rules and guidelines are followed.
- Teachers follow and promote the school's procedures with consistency.
- Using positive reinforcement
- Establishing clear routines
- Create and maintain a stimulating environment that encourages pupils to be engaged.

- Communicate expectations of behaviour in non-verbal ways e.g. visual prompts.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Start and conclude the day positively and start the next day afresh.
- To use the assistance of the SEN coordinator, for the provision of strategies to support particular pupils causing concern. If appropriate, specific children may then be added onto the SEN register and monitored accordingly.
- To liaise and work collaboratively with parents on all behavioural issues as they may be able to offer additional support.
- To work with the classroom TA in order to promote consistency or implement classroom rules
- If behaviour repeatedly disrupts the class, seek the help and advice from the deputy or the head.

ROLE OF THE HEADTEACHER

- To ensure the health and safety of all children
- To implement the school's behaviour policy consistently
- To support the staff implementing the policy, ensuring rewards and sanctions are applied consistently
- To keep a record of serious incidents and the actions taken on the online behaviour log
- To report to governors a termly overview of issues of behaviour and discipline
- To inform and/or involve parents as necessary
- To consider whether to use fixed term exclusions for serious acts of misbehaviour
- To work collaboratively with parents to resolve issues of poor behaviour
- To use reasonable sanctions or monitoring of behaviour which enable the pupil reported to improve their behaviour and attitude

ROLE OF THE GOVERNORS

- To be responsible for the ratification and review of the school's behaviour and conduct policy
- To support the head and teachers in their implementation of this policy
- To monitor the behaviour in school via governor visits and head teacher's reports
- To support the head on particular behaviour issues which may arise
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

ROLE OF THE PARENTS

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

PHYSICAL RESTRAINT

In some circumstances, trained staff (Team TEACH) may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in the correct way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

PUPIL TRANSITIONS

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will also be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

OUTSIDE AGENCIES

- We will bring in external agencies as required, for advice, guidance and training purposes. These agencies could be but not limited to Perryfields Pru, CCN team etc.

READ IN CONJUNCTION WITH:

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

- Equality act
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Using reasonable force in schools
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>