



Liskeard Hillfort Primary School

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Behaviour Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Every child needs to feel valued, involved and appreciated;
- We wish to develop healthy, happy, confident children who are ready and open to learning
- Good behaviour is not automatically learned but needs to be taught and supported by all adults – including parents/carers.
- If children have been through emotional turmoil, either for a short period or in the longer term, we need to understand the needs being signalled by that behaviour to help them re-engage with others and with learning. As a result, classroom behaviour can change and that we as teachers and support staff can assist children to manage their behaviour more effectively.
- A child with social, emotional and mental health (SEMH) difficulties is the school’s responsibility and not the sole responsibility of the class teacher.

As a school, Governors and staff seek and expect the following:

- All of the children in school to be happy, confident and secure.
- The adults in the school are calm, caring and considerate, providing excellent role models for the children to follow.
- All of our children to be kind, caring and considerate to one another.
- Everyone to care about the school, to look after the buildings and equipment inside.
- Everyone to respect the property of others, while developing the ability to involve and share.
- Parents/carers to appreciate our aims and support us in our work.



Our day to day approach will be patient and positive, knowing that children are individuals and respond well to praise and privilege. However, negative behaviour will not be ignored. It will be addressed through a range strategies.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect. Staff will follow the school values as much as the children.
- For staff to have high expectations for standards within the classroom with emphasis on good work habits, personal challenge and achievement for all abilities.
- To have high expectations for learning, for behaviour for learning in the classroom and for behaviour beyond the classroom. Emphasis will be placed on self-control, good conduct in and around the school, safe play and care for others.
- To provide an engaging, sequenced, broad curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of all pupils.
- To identify early, children on the SEN register who show social and emotional difficulties, in the classroom and beyond, with appropriate provision made.
- To provide an attractive learning environment and quality resources
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To give consistent encouragement and reward for good behaviour, providing incentives to encourage children to make positive decisions to choose good behaviour rather than bad
- To fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Our purpose is:-

- to maintain good levels of behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour



- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of staff, parents, governors and the Senior Leadership Team (SLT). Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents/carers and teachers work together through discussion and act upon any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Working with other agencies

The school recognises the legal duty of care in the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). For some pupils their behaviour difficulties may be so severe and complex that they may require a more sensitive and differentiated approach through the development of an Education Health Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

We also recognise that specialist behaviour intervention is required for some situations and for pupils who continue to exhibit inappropriate behaviour despite our efforts to help them. These



will be referred to the Special Education Needs Co-ordinator (SENCO) for further investigation. In some cases, the advice of an Educational Psychologist will be sought.

Behaviour for learning

Rather than focusing on unwanted behaviours, at Liskeard Hillfort Primary School we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need for learning – what the teacher wants them to do and why this will help them to learn. We believe putting a value on positive behaviours enables and maximises learning.

How our teachers establish a positive climate for learning is crucial to this. It begins with recognition that this is a core element and one that is directly under their influence. The teachers at Liskeard Hillfort Primary School will use approaches that aim to promote learning behaviour- those that develop positive relationships and an appropriate emotional climate in the classroom. These approaches will:

- focus on high quality teaching that engages and motivates children
- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupils and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.

Parental/carers Involvement

Our school policy is to involve parents/carers as soon as possible (when behaviour does not meet the required standard) and to work closely with them until behaviour problems are eliminated. In practice this usually means that weekly appointments are made to monitor progress both in school and at home. We send home a behaviour contract which has the school rules, rewards and consequences highlighted. We ask parents to discuss them with their children, sign it and return it to school.



Health and Safety expectations:

Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club and in EYFS/KS1 through the National Fruit Scheme.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school. Watches to be removed before PE/Swimming

PE Kit

School uniform policy to be observed.

School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents/carers are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled sensible shoes should be worn. Black shoes not trainers. Plain socks/tights to be worn.(navy, grey, black and white)

All clothes and shoes to be clearly named.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.



Mobile Phones

Mobile phones can only be brought to school by Year 5 and 6 children who walk to/from school on their own. They are handed to the class teacher for safe-keeping on arrival and collected from them at the end of the day.

Reward strategy:

100 Dojos: Bronze award

200 Dojos: Silver award

300 Dojos: Gold award

A maximum of 1 Dojo will be awarded at once and these will be awarded for demonstrating one of our Core values:

- Aspiration
- Challenge
- Courage
- Kindness
- Resilience

Dojos will also be awarded for homework, an excellent standard of written work and excellent contributions in lessons.

(In EYFS, each child needs to accrue 10 stickers on their individual chart in order to receive a reward.)

Star of the Week.

On a weekly basis, the class teacher can choose one child to receive Star of the Week. Children will be awarded Star of the Week for producing a piece of work that demonstrates excellence for that individual.

Class points

At the beginning of each week, each class begins with 20 class points. (Class points can be deducted.) If the class achieves 35 points by the end of the week, they will have accrued 15 minutes of reward time which they will receive at the end of each half-term.

In EYFS, at the beginning of the week, each class begins with zero and if they have achieved 10 class points by the end of the week, the class will receive reward time.



Consequences

Verbal warning

Final warning: as above

'Yellow' card: goes to a designated area of the classroom for 10 minutes.

'Red' card: child is sent to another classroom for the rest of the morning/afternoon respectively.

Member of SLT is to be alerted if a child's behaviour escalates.

Yellow and Red cards are recorded in the 'Behaviour Log.'

In EYFS, if a child receives 3 'Oops' within a day, they will have 'Time Out' in the class for 5 minutes. If the child's behaviour continues to escalate, they will be sent to the partner class for a designated period of time.

Exclusion

Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England 2012.'

The Government supports head teachers in using exclusion as a sanction where it is warranted. At Liskeard Hillfort Primary School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of pupil against those of the whole academy community. It is the school's responsibility to ensure that exclusions are not issued in the heat of the moment and only considered if there is a threat to the safety of others in the school or the pupil concerned.

While exclusion may still be the appropriate sanction, the Headteacher will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example, if pupil has suffered bereavement, has mental health issues or has been subject to bullying.



Fixed-term exclusion

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the academy's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion. Where exclusion does occur, we will risk assess for the safety of sending a child home on exclusion.

In exceptional cases, usually where further evidence has become known, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

Permanent exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

Parents' right to appeal

Depending on the type of exclusion, in most cases parents will have the right to make representations to the local governing body (or discipline committee). In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

Pupils' education while excluded from school

Liskeard Hillfort Primary School has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school days of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school, and must ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or Local Authority may issue a penalty fine.



On occasion, physical restraint will be deployed in the best interests of the child and it will be reasonable, proportionate and necessary. With all physical restraints, the parents/carers are informed and the restraint is recorded. The pupil will subsequently have an I.B.P (Individual Behaviour Plan) and a risk assessment to reduce the risk of restraint being used again.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. ('Behaviour and discipline in schools' – February 2014:DFE)

Confiscation of inappropriate items

This policy aligns with the description of what the law allows in the DfE Behaviour and Discipline in School: Advice for headteachers and school staff (2016) which can be found [here](#).

The law enables academy staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law also protects them from the liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Any item which staff consider to be dangerous or criminal must be brought to the attention of a senior member of staff immediately.

The Headteacher decides whether an item is to be confiscated and retained or disposed of.

Confiscated items

At Liskeard Hillfort Primary School staff confiscating items should hand these into a relevant member of the support staff designated by the Headteacher as soon as possible. They must also complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. The confiscated item must not be given to another pupil to hand in or be left in an unsecure area at any time.

The Senior Leadership Team will support all staff dealing with any serious misdemeanour occurring in school. They will ensure that incidents are investigated thoroughly.



The class teacher will be informed and incidents will be recorded in the class behaviour log and in individual pupil files. Parents/ carers in turn will be notified by telephone or letter straight away. Senior Leadership Team will follow up matters, engaging with the child in a thorough review of attitudes, values and behaviour.

The following list gives examples of what we believe constitutes a serious misdemeanour.

- fighting/physical assault
- persistent name calling/verbal abuse
- vandalism
- theft
- racist/homophobic abuse
- use of sexualised language
- bullying
- swearing
- throwing dangerously
- persistent disruptive behaviour
- defying staff
- running out of school
- damage to school property

Children with specific needs

The school acknowledges that a small minority of children for whatever reason lack the resources to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for specific specialist support which may be recorded as part of an education health and care plan. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

Individual Behaviour Plans (IBP) will be developed for pupils who need a personalised approach to behaviour development and management. The need for an IBP will be identified by teachers and parents working in partnership to identify specific needs and solutions. Analysis of the sanction system may also identify the need of a personalised intervention for key children.

Unfounded malicious allegations against a member of staff

Where a pupil makes an unfounded malicious allegation against a member of staff, the pupil could be either internally or externally excluded depending upon the circumstances. The terms



of exclusion depend on the nature and seriousness of the allegation. Some pupils may also be referred to an Educational Psychologist for assessment.

This does not affect the Academy's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Pastoral support for a member of staff accused of misconduct is outlined in the DfE Keeping Children Safe in Education guidance, can be found here and the academy Safeguarding Policy.

In order for Liskeard Hillfort Primary School's behaviour policy to work effectively, our aim is to work together to achieve a consistent, whole-school approach.

September 2021

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