



Linthorpe Community Primary School

Everyone is equal, everyone is different, everyone is welcome and everyone achieves their best.

Behaviour Policy

	Term	Year
Last Review Date/Policy Adopted	September	2024
Next Review Date	September	2025
Lead	Mrs George/Mr Albeson	

This school is an academy within The Legacy Learning Trust.



POLICY FOR BEHAVIOUR

Linthorpe Community Primary School works hard to be a caring community.

Our starting point is the belief that:

Every child has the right to feel safe at school
Every child has the right to feel valued and respected
Every child has the right to learn in an orderly environment
Every child has the right to be heard

- Linthorpe Community Primary School aims to provide an attractive and secure environment with an atmosphere, which promotes positive attitudes, high levels of self-esteem, care and consideration.
- We endeavour to provide a high-quality learning environment in which all our pupils feel happy, safe and secure.
- We want each child to achieve the highest possible standards of attainment and see behaviour as an integral part of the learning process.
- We hold very high expectations of pupil behaviour and promote an ethos within the school of community, tolerance and acceptance.
- We encourage all children to treat one another and property with respect and adopt socially acceptable behaviour traits.
- We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we will be offering our children the chance to participate in the life of our school and our community.

Aim

The school has three central aims in its approach to behaviour:

1. To promote high expectations of standards of behaviour
2. To set clear rules and guidelines concerning acceptable behaviour
3. To involve staff, children, parents and governors in promoting this policy

Objectives

- To encourage children to take responsibility for their own behaviour
- To develop self-respect and respect towards others
- To show respect towards their environment
- To show thoughtfulness and good manners

We therefore focus on our **'5 Rules to Remember'**

We work hard
We are kind
We are polite

We are honest
We are Linthorpe

How will we achieve our objectives?

- Praise is the key to creating a positive atmosphere where children have the opportunity to succeed
- Expectations that children know and understand
- Adults that lead by example
- High expectations and a consistent approach
- A positive, fresh start to every day
- Upholding and teaching pupils about British Values
- PHSE/Life skills/Relationships and Health Education
- Embedding our core values and vision into everyday life at Linthorpe

Specifically, children must be taught:

- To be polite to adults and other children
- To share and take turns
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others
- To move appropriately in and out of school building

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

The role of staff

Teachers and support staff have a vital role in supporting and maintaining standards of good behaviour within school. In order to achieve this staff are expected to:

- Promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity
- Meet and greet pupils positively each morning ready for a positive start
- Promote high expectations concerning behaviour, attitude and approach
- Reinforce and praise good behaviour, caring attitudes and “doing your best”, as well as rewarding success
- Develop an awareness of each child as an individual
- Understand that a sense of humour often diffuses a volatile situation
- Have a fair and consistent approach on applying rules
- Display a calm manner at all times
- Refer to the behaviour and not the child
- Have a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues
- Acknowledge that problems within school are a shared responsibility

The role of parents

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

- Encourage children to respect school
- Ask questions about their work and behaviour
- Show interest in their child’s progress
- Praise good reports and certificates sent home
- Support class teacher
- Visit school not just when there is a problem
- Discuss with Head teacher or class teacher any problem that could affect their child emotionally or academically within school
- Work in partnership with the school to address any ongoing or incidental behavioural concerns

The role of children

Children should appreciate that there are certain codes of behaviour that are acceptable and generate approval. These should include:

- Learning what good behaviour means
- Learning to care for one another
- Learning to value friendship
- Developing self-confidence and raise self esteem

- Speaking to all teachers, adults and children with respect
- Achieving as much as possible in all areas of their work
- Taking care of school and other people's property
- Moving calmly and quietly around school
- Following playground rules and the lining up skills list
- Treating others as they would wish to be treated
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently

Rewarding Good Behaviour

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Linthorpe Community Primary School:

- Teachers congratulate children with specific positive verbal and written praise
- House-points
- Star Awards
- Stickers and certificates for demonstrating our MAGICAL habits
- Responsibility [special jobs]
- Extra playtime for class attendance and House-point winners
- Letter/telephone call home to parents
- Celebration of achievements on our social media
- PIP and RIP – we aim to praise in public, reprimand in private

Unacceptable and disruptive behaviour

We **do not** tolerate:

- fighting or bullying, persistent name calling, swearing
- any form of racist, sexist, homophobic or discriminatory behaviour
- behaviour which may put a child's safety at risk
- rudeness to any member of staff or visitor to school
- failure to observe the rules of the school or follow instructions given by a member of staff
- stealing

In order to provide a clear framework for establishing good behaviour, known, understood and followed by all staff and children, we have adopted a positive behaviour policy.

This policy provides an agreed code of behaviour in the classroom, in communal areas, in the playground, around the school site and on educational visits. In addition to session time, the code also covers our extra-curricular activity clubs and our out-of-school care clubs. The rules for good classroom and playground behaviour are displayed in all classrooms and are referred to regularly. Central to its philosophy is the overt and frequent praising of good behaviour and the provision of a consistent framework of consequences for non-compliance. The behaviour framework is detailed and incorporates the wording of warnings ensuring that all of our children know what is expected of them, staff responsibilities and how we will communicate about their child's behaviour to parents (see appendix).

Reset steps

The sequence of actions, which give children several opportunities to correct unacceptable behaviour, is as follows:

1. A clear general instruction is given to all children
2. A personal reminder is then given to an individual child who has not followed instructions
3. This is followed by a personal warning
4. If non-compliance continues a child will be given a 3 minute 'reset' in their own class to reflect on his/her behaviour.

Immediate Reset

An immediate 'reset' which does not follow the normal process of personal warnings is issued for behaviour such as shouting across a classroom, pushing/running/barging when moving round school, hurting another child in play and poor attitude when responding to adults or peers.

If a child has repeated 'resets' across a week, it is likely they will be unable to take part in rewards such as additional play time for house point winners. This decision will be at the discretion of the class teacher/phase leader/other senior leaders.

Reflection

From time to time a child's behaviour will be so unacceptable that it will trigger an immediate reflection. Behaviour involving any form of bullying, physical violence, severe verbal attacks, swearing, damaging property with intent, theft, racist, sexist, homophobic or discriminatory behaviour, extreme disrespect or rudeness to adults and overt disobedience would be examples of this.

Also repeated breaches of school expectations would result in a reflection e.g. On the third occasion that behaviour requires a 'reset' in the same school day, the 'reset' will be replaced with a reflection.

The reflection period, 10 minutes in the EYFS, 15 minutes in KS1 and a 20-minute period in KS2 takes place in another class. The child will complete an appropriate reflection activity (EYFS, KS1 or KS2) which will guide them to consider the impact of their behaviour and how they might make different choices in future.

Report

For repeated patterns of unacceptable behaviour in breach of school rules a child will go on report for a period of one week in the first instance. The Headteacher will meet with the child to discuss the behaviour that has led to the sanction and to ensure the severity of this measure is understood. Behaviour is reported on across the day in every lesson and at break times and is reviewed by the school leader at the end of the week. Parents sign the report daily and are asked to deliver their child to/collect their child from the reception area for the fixed period. A review will take place at the end of week 1 to decide whether an extension is needed. Parents will be informed.

Monitoring and Recording

The class teacher keeps a record of all behavioural concerns. Serious behaviour incidents are recorded using the CPOMS system. This is important as it allows senior leaders to track and monitor behaviour in school and provide effective support to staff as needed. This also allows senior staff to be fully aware of and deal with incidents appropriately as they occur

e.g. racist incidents especially if they follow a pattern. Formal contact with parents – telephone calls and meetings will be arranged to discuss behavioural issues.

Bullying

The school takes the issue of bullying very seriously and any incidents will be fully investigated and addressed. A written record of any reports of bullying, investigation and outcome will be kept on CPOMS.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- calling names and verbal abuse;
- threatening and aggressive behaviours;
- pressuring them to give someone money or possessions;
- damage to possessions and property;
- spreading rumours about an individual or their family; or
- using text, email or social networking sites to write or say hurtful things (cyber bullying).
- planned ignoring or isolation

It is also bullying if someone feels hurt because of things said about ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Our school will not tolerate bullying and follows three main principles when addressing bullying behaviour:

- **we make sure that the person being bullied is safe**
- **we work to stop the bullying happening again;**
- **we provide support to the person being bullied**

As a school we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. Intervention strategies that address responses to behaviour can be used to help both the bullied and the bully.

Staff will be informed of the pupils' involved and appropriate action taken to prevent further incidents. This action may include:

- Obtaining an apology
- Imposition of sanctions
- Informing all parents concerned – bully and victim
- Providing support for both victim and bully

Our policy on the prevention and management of bullying is set out within the Anti-Bullying Policy.

Zero Tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case- by-case basis

The school has procedures in place to respond to any allegations or concerns that raise safeguarding concerns. This includes where the alleged behaviour involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behavior like interfering with clothes, or online harassment

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Make a phone call to parents after all incidents
- Support and educate them to improve their understanding and behavior
- Log the behavior on CPOMS under the category behaviour and alert the care team
- Monitor their behaviour for any recurrence
- Keep a log of all incidents of sexual harassment

- Escalate the sanction to a reflection if the pupil refuses to apologise in the first instance or behaviour continues to be repeated

Our Life Skills/RHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Safe Online Behaviours

Safe online behaviour is embedded within the curriculum across the whole school. Our whole school approach to online safety aims to address in an age appropriate way, the four areas of risk:

Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact; being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.

Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Smoothwall filtering and incident logs ensure that any inappropriate searches on school equipment (on site and remotely) can be picked up and dealt with swiftly. Online safety incidents (including cyber-bullying) are reported to the DSL and computing lead and logged on CPOMs along with action taken. Actions can include a behaviour sanction, discussion with child and parents, restricted use of school equipment or internet access, additional teaching support as a whole class, small group or 1-1, as appropriate.

SEND – SEMH issues

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs and disabilities (SEND)

If a child demonstrates, significantly consistent and challenging behaviours then the SENDCO will be informed. In accordance with the school SEND policy the need will be addressed through the code of practice and needs identified. A detailed analysis of the child's behaviour patterns will be made and areas requiring support and development identified.

Support for the child during 'trigger' situations may then be offered and the school will attempt to put forward support programmes and intervention strategies tailored specifically for the individual child.

These programmes may include strategies such as:

- Daily and weekly behaviour logs
- Individual reward systems
- Personal behaviour support programmes

- Monitoring of playtime/lunchtime behaviour
- 1:1 supervision during playtime/lunchtime
- A Behaviour Support Plan to modify and manage behaviours

Where appropriate the school may also contact outside agencies for support and advice – Educational Psychologist, CAMHS, Counselling, LA Outreach and Inclusion Service etc. Parents will be fully involved in all strategies and approaches and their success monitored by the SENDCO.

Behaviour Support Plans

In such cases as staff may need to manage ongoing challenging behaviours and interventions. A Behaviour Support Plan will be written by the SENDCO to ensure the most effective strategies are in place to minimise the risk of problem behaviours and make clear procedures for if behaviours escalate.

Positive handling strategies and physical intervention

A large proportion of staff are trained in Team Teach (positive handling). However, all teachers are charged with the care of children within their control and if a situation arose which needed immediate attention, the attending teacher is authorised to deal with it.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the Education and Inspection Act 2006, Section 93 and non-statutory advice from DfE July 2013. Using this guidance, staff will only intervene physically using positive handling for the following reasons:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Suspension and Permanent Exclusion

The school will only suspend or permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this Behaviour Policy, have failed to be successful.

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Headteacher, has the sole power to exclude pupils from school. In cases such as this, the LEA will always be informed.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events

- Consider if the pupil has special educational needs or a disability (SEND)

The school works within Middlesbrough LEA policy and guidance for Exclusion Procedures.

Off-site behaviour

DfE guidance identifies that schools and their teachers also have the power to discipline pupils who misbehave outside the school premises and outside school hours and as such may discipline pupils for misbehaviour when the pupil is:

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

Or misbehaviour at any time which:

- 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.

The sanctions outlined in this policy may be used in these circumstances.

Equal Opportunities.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We do not narrow our curriculum offer for any child.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

Appendix 1

Behaviour in the EYFS

Adults in the EYFS nurture and promote positive behaviour within the early years to give children the best possible start in life.

The **EYFS** framework describes 'positive behaviour' to consist of:

- **Emotional Intelligence:** Managing feelings and behaviour (self-regulation), being able to express your emotions effectively, and being empathic towards others.
- **Social Skills:** Being able to form positive, respectful relationships.
- **Cognitive Skills:** Having self-confidence and self-awareness, and the ability to understand different feelings.

We promote positive behaviour in the EYFS by providing:

- A predictable, consistent environment
- Understanding what typical behaviour at each stage of development looks like
- Age appropriate rules which focus on the behaviour we want to see e.g. kind hands
- Visual reminders of rules
- Enhancing self-esteem
- Teaching children to express themselves verbally and non-verbally
- Planning for and modelling good conflict resolution skills
- Adapting language to suit the needs of the child
- Distracting rather than confrontation
- Giving clear warnings of change and transition
- Anticipating problem times and being a 'step ahead'

Challenging behaviour in the EYFS

Adults in the EYFS at Linthorpe Community Primary School will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Providing time away from the situation to calm down (Time Out) before talking things through and supporting the child to think of solutions to put things right
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message
- In some cases, involving the SENDCo in setting up a SEN Support Plan with specific targets related to behaviour
- Liaising with other agencies e.g. health visitor, Early Years Specialist Support Service, to access further support and advice.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, physical aggression to children and adults, persistent harming of themselves or others and intentional damaging of property. Incidents such as these will be managed in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation (Reflection), spending some time with the Phase Leader or Assistant Head
- Seeking immediate support from other staff members within the classroom/vicinity
- Using positive handling techniques (Team Teach) for the child's own safety and the safety of others
- A school meeting with parents/carers and a senior leader to identify ways forward
- Referring to other services e.g. Outreach and Inclusion Team, Educational Psychology Service, Child and Adolescent Mental Health Service, for further guidance and support
- Implementing an Individual Behaviour Support Plan to ensure the most effective strategies are in place to modify behaviour
- Exclusion may be invoked after serious deliberation, where a child has endangered themselves or others in a way which makes their continued presence an unacceptable risk.

Core values and expectations of behaviour (To be displayed in every classroom and throughout school)

Four C's

- **Concentration** – We work hard and demonstrate our 'MAGICAL habits' in every lesson
- **Caring** – We are gentle, kind, respectful and helpful
- **Courtesy** – We are honest, polite and have good manners
- **Communication** – We listen and reflect on our words and actions

Specifically, children must be taught:

- To be polite to adults and other children
- To share and take turns
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others
- To move appropriately in and out of school building