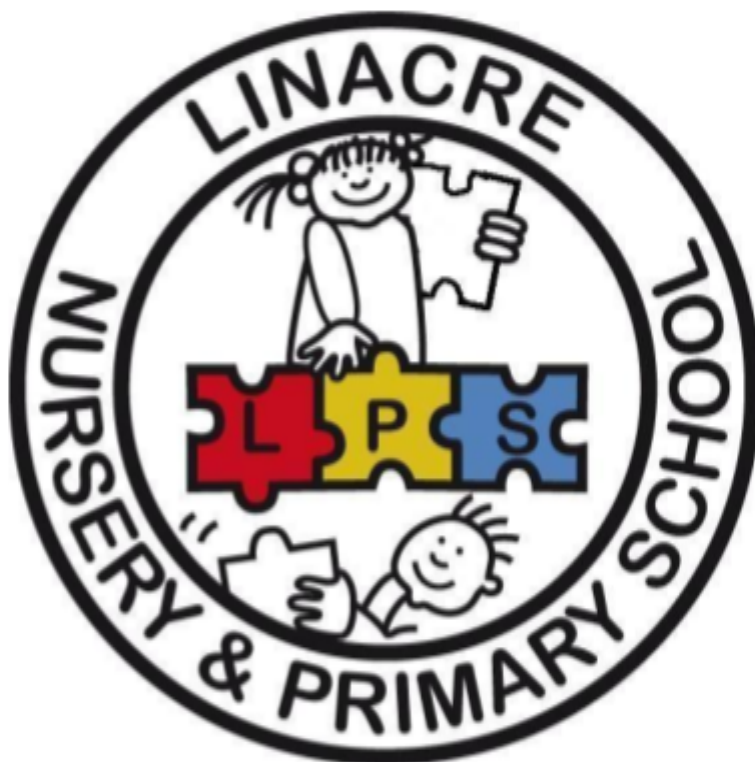


Linacre Primary School



Behaviour Policy & Blueprint

Date: September 2023

Staff member signed: Mrs J. Cliffe

Governor Signed:

Linacre Primary Behaviour Policy



At Linacre Primary School, we are committed to creating an environment where exemplary behaviour and strong relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The school has a clear code of conduct for behaviour and follows the Equality Act of 2010, which means that we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation. This video explains our approaches to behaviour in more detail. We do not tolerate any form of bullying. We expect everyone to treat others with kindness and respect and to care well for each other so that everyone can come to school without fear and feel safe in school. We encourage everyone to be vigilant and we will intervene promptly if there are any signs or reports of bullying.

Legislation

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
 - 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:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Aims of the Policy

1. To create a culture of exceptionally good behaviour: for learning, for community, for life
2. To ensure that all learners are treated fairly and shown respect
3. To promote good relationships
4. To help learners take control of their behaviour and be responsible for its consequences
5. To build a community which values kindness, care, good humour, good temper and empathy for others
6. To promote community cohesion through improved relationships
7. To ensure that excellent behaviour is a minimum expectation for all
8. To ensure that each and every child has the opportunity to reach their full potential
9. To ensure that all feel safe and free from any type of bullying and intimidation (including homophobic bullying).

Purpose of the Policy

To provide simple, practical procedures that help both staff and learners in the following ways:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Develop strong, positive relationships between pupils and staff
- Promote self esteem and self regulation
- Teach appropriate behaviour through positive interventions

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see behaviour blueprint).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's behaviour policy.

The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that principles and strategies are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (Log on CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- 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

School Rules

1. Look after yourself
2. Look after each other
3. Look after our school

Behaviour for Excellent Teaching and Learning High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school rules must be displayed in each learning space and referred to in conversations around conduct.

Expectations for Behaviour/Non Negotiables

We have high expectations of all of our pupils. Our expectations are made clear to children through our relentless routines and consistent approaches to behaviour management. We expect our pupils to:

- Try their best and engage in every lesson
- Follow instructions from any adult in school
- Show that I am ready to learn.
- Be kind to one another
- Follow the school rules at all times to ensure that everyone is safe in school
- Refrain from using any inappropriate or offensive language in or around school.

Be Consistent Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Regularly remind children to check their SLANT (Sit up, Listen, Ask and answer questions, No interruptions, Track the speaker)
- Apply strategies that link to high behavioural expectations and the building of character and trust
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Be calm when going through the steps - prevent before sanctions
- Always 'follow up' to retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP) It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills.

At school, ALL staff must work together to ensure that our agreed rewards and sanctions are applied fairly and consistently. Our rules form the cornerstone of the rewards and consequences system and will be displayed throughout the school. If children follow the rules they are rewarded; if not, sanctions are put in place.

Anti-Bullying

Please refer to our anti-bullying policy for detailed procedures in tackling bullying.

We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up and any victim of bullying will be well-protected immediately and in the future. PSHCE lessons will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends. We focus on inclusion and diversity across other subjects such as whole class reading, RE and through collective worship. Homophobic bullying will not be tolerated in anyway. Where homophobic language is used children will be taught that these words are not acceptable. Incidents such as the above will be recorded using our school's recording system, including any actions that have been taken as a follow-up.

Peer-on-peer abuse - (including sexual violence and sexual harassment)

Through training, we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and Local Academy Council are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported. All staff are aware of peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school curriculum and assemblies throughout the year. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.

In respect of sexual violence and sexual harassment between children, Linacre takes a proactive approach to prevent such incidents from taking place. Throughout our schools, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our pupils in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. into our curriculum in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2021.

Off site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Where a pupil's behaviour online breaches our acceptable use agreement or puts them or others at risk of harm or is deemed bullying then parents will be informed and the appropriate actions will be taken in line with the school safeguarding & child protection policy, e-safety and Local Authority guidance.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Putting themselves or others at significant risk
- Significantly damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be reasonable, proportionate and necessary
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and using the appropriate forms/logs

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils would be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

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. Should this not be possible face to

face then it will take place virtually. To ensure behaviour is continually monitored and the right support is put in place, information related to pupil behaviour MUST be transferred to relevant staff in order to best support them in transition and the forthcoming year.

Training

The Behaviour Policy is reviewed ongoing, and a refresher of the policy is planned for each September training day for all staff. The management of behaviour will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher. 10 The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- Restraint policy

Rewards

Our aim is to develop intrinsic motivation in respect to pupils' behaviour. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach. Verbal recognition/ Praise Specific verbal praise and encouragement for effort is given to children using age-appropriate language. Children are sent to the Headteacher or a member of the SLT to show good work. 'Class Dojo points' are awarded to pupils who demonstrate positive social behaviours around the school. These should be given when pupils go 'over and above' expected standards. This platform can be accessed at home so that parents can see how hard they have been working in school, and can respond accordingly.

Friday Assembly One child from each class is chosen to receive 'Star of the week'. This will be where a pupil has demonstrated something exceptional in class, or shown excellent progress. Children are also recognised for working hard to present their work neatly. Each Monday, Miss Gunnion meets with the children for 'Marvellous Monday' to award good behaviour and to have a milkshake and a treat.. Class Teachers send text messages home daily to show positive recognition for pupils working hard in class. Pupils are praised and acknowledged in the weekly newsletter.

Sanctions

Stepped Sanctions

Redirection ('Drive By') – this can be delivered to the whole class, use Minion Tickets

Reminder (a reminder of the 3 simple rules – could be non-verbal)

Verbal warning to 'Turn it around' (delivered privately where possible, making children aware of their behaviour and consequences if they continue). Staff to use the 30 second intervention.

Take child to the classroom door to speak privately and give opportunity to engage. Supportive actions to support behaviour – e.g child moved within class. Time Out if necessary on yard, stand with teacher. See below.

Time out – Lose part of their playtime. Parents to be informed (in person or by telephone by relevant staff member), record on CPOMS. Should only be used where the pupil hasn't responded.

Restorative follow-up meeting should happen before the end of the day, where possible, with Pastoral Officer, Mrs Forshaw.

Behaviour Plan if improvements are not seen, a child may be placed on a 'When/Then Behaviour Plan'. SLT should be informed and should be present at the meeting with parents/carers to discuss Plan.

All adults in school have a responsibility for promoting positive behaviour

Consequences for children who do not comply with our non-negotiables

Verbal Reminder of the golden rules following microscript



Time-out



Discussion with SLT/Time-out, possible internal or external exclusion



Meeting with parents, which may result in a behaviour plan

Depending on the severity of a particular incident, it may result automatically in an internal or external exclusion.

Appendix 1 - Behaviour Blueprint (Abridged version of Policy for Classroom displays and reference)

Linacre Nursery & Primary School Behaviour Blueprint

#successforall

September 2023



<p><u>Visible Adult Consistencies:</u></p> <ol style="list-style-type: none"> 1. All adults at Linacre are calm, considered and controlled at all times. 2. We are all relentlessly positive, having high expectations for all. 3. We build trusting relationships by catching the children being the best they can be. 4. We have clear routines to ensure that our children feel safe. These include: <ul style="list-style-type: none"> • Greeting the children at the door when they enter the classroom each day • We use the hand signal to gain attention • We have clear expectations for lining up/transitions (a Y6 child at the front of each line; Y6 monitors on the KS2 staircase; 5 Dojos handed to children who observe rules on lining up/transitions). Staff are to have high expectations of the children when moving around school. <p style="text-align: center;">PIP - Praise in Public RIP - Reprimand in Private</p>	<p><u>Our Rules:</u></p> <p style="text-align: center;">Look after yourself</p> <p style="text-align: center;">Look after each other</p> <p style="text-align: center;">Look after our school</p>
<p style="text-align: center;"><u>Routines/Expectations</u></p>	
<p><u>What you will see:</u></p> <p>Classroom</p> <ul style="list-style-type: none"> • SLANT (sit up, listen, ask and answer questions, no interruptions, track the speaker). • Children to stop when signalled by the bell and team stop signal. • Tidy, organised resources on tables with the children being responsible for this. • Children to be proud of their work, and celebrating the work of others. • Children to be proud of their work, celeb rating their work with others. • Engaging in meaningful discussion, and encouraging others. • Children being kind to others. • Pupils responding to their awareness of their own mood and feelings (Zones of Regulation). • Pupils saying please and thank you. <p>Corridor and communal areas</p> <ul style="list-style-type: none"> • Children to line up in register order and move around school quietly - 4S (straight, silent, smart, sensible). • Standing to one side to let others past. Holding doors open for visitors and adults, while greeting them with good morning/afternoon. • Returning to class as soon as possible. <p>Playground</p> <ul style="list-style-type: none"> • Treat others with kindness. • Play games that will not cause upset or offence. • Resolve conflict independently but be aware of when to seek help from school where needed. • Engage in restorative follow-up where needed. • Respond and speak to adults respectfully. • Freeze as soon as the whistle has been blown, and then wait for adult instruction to line up. • Come in from the playground using 4S model -(straight, silent, smart, sensible). 	<p><u>What you won't see anybody:</u></p> <p>Classroom</p> <ul style="list-style-type: none"> • Interrupting learning. • Off task. • Playing with items on the desk (with the exception of targeted fidget toys or sensory snacks). <p>Corridor and communal areas</p> <ul style="list-style-type: none"> • Running around communal areas. • Wasting learning time and not returning to class swiftly. • Moving around the school loudly. <p>Playground</p> <ul style="list-style-type: none"> • Using words or actions that may upset people. • Taking part in rough play. • Ignoring adult instruction. • Playing in an unsafe way.
<p><u>Stepped Sanctions</u></p> <p>Redirection ('Drive By') – this can be delivered to the whole class, use Minion Tickets</p> <p>Reminder (a reminder of the 3 simple rules – could be non-verbal)</p> <p>Verbal warning to 'Turn it around' (delivered privately where possible, making children aware of their behaviour and consequences if they continue). Staff to use the 30 second intervention.</p>	<p><u>Our Golden Values:</u></p> <p style="text-align: center;">Learning Inclusive Nurture Aspirational</p>

<p>Take child to the classroom door to speak privately and give opportunity to engage. Supportive actions to support behaviour – e.g child moved within class. Time Out if necessary on yard, stand with teacher. See below.</p> <p>Time out – Lose part of their playtime. Parents to be informed (in person or by telephone by relevant staff member), record on CPOMS. Should only be used where the pupil hasn't responded. .</p> <p>Restorative follow-up meeting should happen before the end of the day, where possible, with Pastoral Officer, Mrs Forshaw.</p> <p>Behaviour Plan if improvements are not seen, a child may be placed on a 'When/Then Behaviour Plan'. SLT should be informed and should be present at the meeting with parents/carers to discuss Plan.</p> <p>All adults in school have a responsibility for promoting positive behaviour</p>	<p>Challenge Resilience Excellence</p> <p>#successforall</p>
<p>Microscript:</p> <p>We use a 30 second intervention to support good behaviour choices:</p> <p>"I have noticed that you are not being ...(<i>refer to rules and child's behaviour</i>) right now.</p> <p>I need you to...</p> <p>Thank you for listening."</p> <p>Then give the child some 'thinking/take up' time.</p>	<p>Our vision</p> <p>At Linacre, we support and challenge the whole school community in order to reach the highest standards, ensuring long term success for all.</p>
<p>Restorative follow up:</p> <p>5 questions is sufficient, from the following:</p> <p><i>What happened?</i></p> <p><i>What were you thinking at the time?</i></p> <p><i>What have you thought since?</i></p> <p><i>Who has been affected?</i></p> <p><i>How did this make them feel?</i></p> <p><i>What should we do to put things right?</i></p> <p><i>How can we do things differently in the future?</i></p> <p>These questions to be used with the children involved in an incident in class and on the yard. Teacher/Pastoral Manager and/or SLT involvement. The adult who dealt with the incident is the person to complete this.</p>	<p>Over and Above Behaviours:</p> <p>When children go over and above our expectations for behaviour, they are rewarded with:</p> <p>Verbal praise and recognition</p> <p>Friday certificates to praise and acknowledge effort. These are shared during our whole school celebration assembly.</p> <p>Class Dojo</p> <p>Invites to 'Marvellous Monday' with the Headteacher.</p> <p>Virtual money for demonstrating the Linacre values</p> <p>Positive texts home.</p> <p>Acknowledgement in the weekly newsletter</p> <p>List names on the recognition board.</p> <p>Be given extra responsibilities - monitors, ambassador roles.</p>

Appendix 2 - Pupil Code of conduct

Pupil code of conduct

I will:

- Try hard in all lessons.
- Show respect and kindness to **all** adults and to each other.
- Show I am ready to learn in every lesson.
- Look after school equipment.
- Wear the correct uniform at all times, including shoes.
- Do not use any offensive or bad language.

- Follow our 3 school rules:
 - Look after yourself.
 - Look after each other.
 - Look after our school.

Signed:

Appendix 3 - Behaviour Plan

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour	Targets
Strategies for positive behaviour <ul style="list-style-type: none">• 	Early warning signs <ul style="list-style-type: none">•
Reactive strategies	Support after an incident <ul style="list-style-type: none">•

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Skills and Talents	Achievements

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Likes	Dislikes
Review (Date and observations/Impact)	

