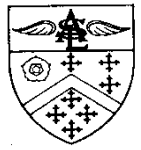




Latymer All Saints C of E Primary School

Behaviour Policy and Statement of Behaviour Principles



Our School Vision

In our school:

- we love deeply, respecting everyone and treating them with dignity;**
- we aspire with confidence, working hard and embracing challenge;**
- we serve God and our community, following the example of Jesus, to create a better world.**

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.”
Ephesians 5:2 (NLT)

Our School Values: Love, Aspiration, Service

The Latymer All Saints Behaviour Policy is monitored by the Governing Body and will be reviewed annually.

Approved by: Governing Body
Date: September 2024

Date: October 2024
Next review due by: September 2025

This policy must be read in conjunction with: Latymer All Saints C of E Primary School Child Protection and Safeguarding Policy; The Equality Act 2010; Keeping Children Safe in Education 2023; Behaviour in Schools: Advice for headteachers and school staff 2022; Searching, screening and confiscation: advice for schools 2022; Special Educational Needs and Disability (SEND) Code of Practice; Department for Education January 2016 and takes into account; Use of reasonable force in schools.

All these policies respect the impact on equality and the possible implications for children and staff with protected characteristics.

Governors’ Statement of Behaviour Principles

- All children, staff and members of the school community understands that they have a right to feel safe, valued and respected;
- All children, staff and visitors are free from any form of discrimination;
- All staff members and volunteers set an excellent example of Vision and Values of the school;
- Children are helped to take responsibility for their actions in line with the Vision and Values of the school;
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and children’s home life.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Aims

- Unpinned by the school’s **Vision and Christian Values of Love, Aspiration and Service;**
- Builds upon the British Values of Democracy, the Rule of Law, Individual Liberty and Tolerance of those with different faiths and beliefs and for those without faith;
- Promotes an environment based on mutual trust and respect and provide consistent opportunities for children to learn from mistakes through a restorative approach;
- Ensures the responsibility, safety and emotional well-being of all members of the school community;
- Summarises roles and responsibilities of all staff members for maintaining positive behaviours across the school community.

School Ethos

Latymer All Saints C of E School is committed to the safeguarding of our children and staff. In our school, we are committed to maintaining an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

The school community can achieve this by adhering to our School Vision and Values and LAS Seven Rules.

Members of the school community are: children, staff, parents/carers, governors and visitors.

All Staff members must at all times provide role models to children in how to speak and behave in school, remembering our aim is to nurture and educate in keeping with our Christian ethos.

Positive and Restorative Approach

In our school, we understand that behavior is a form of communication and it is a part of learning. Through our behaviour procedures, we give opportunities for self-reflection, the development of self-control and the option to explore positive solutions to problems. We utilize an attachment-aware approach which promotes understanding, forgiveness and restoration in line with our Christian ethos. Models of good behaviour are encouraged using a positive approach without drawing attention to negative aspects of social behaviour when possible.

Sanctions for unacceptable behaviour may be adapted, where necessary, to be in line with an individual child's Educational Health Care Plan (EHCP), SEND, individual needs or circumstances.

The Governing Body is responsible for

- Reviewing and approving the Behaviour Policy annually;
- Monitoring the effectiveness of the Policy;
- Holding the Headteacher to account for the implementation of the Policy.

Expectations of All Adults

- Create a calm and safe environment for all children;
- Establish and maintain clear boundaries of acceptable behaviour;
- Implement the Behaviour Policy consistently;
- Use the script for consistency and fairness;
- Record behaviour incidents promptly;
- Challenge children to meet the expectations in the policy;
- Provide a personalized approach to the specific behavioural needs of particular children;
- Follow up all behaviours including restorative conversations and communications with Year Group Leaders to communicate with parents;
- Follow the **PIP** and **RIP** approach when supporting children.

P Praise	R Reprimand
I In	I In
P Public	P Private

When praise is given, the aim is to be specific so that children can act upon the feedback. Occasions may arise when it is challenging to give a positive response, however, unhelpful criticism should be avoided. Staff members focus on giving children clear behavioural boundaries for them to feel secure. When boundaries are overstepped, children are told that the behaviour is unacceptable and they are given the opportunity to change it.

Expectations of the Headteacher, Senior Leadership Team and the Pastoral Team

- Be a visible presence around school at all times;
- Reassure all children that support is available to them to help them meet the behaviour standards;
- Ask children for feedback on their experience of the behaviour culture to support evaluation, implementation and improvement of the policy;
- Provide support and advice to adults;
- Ensure that the school environment encourages positive behaviour;
- Monitor the consistent implementation of the policy;
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines and how best to support all children;
- Provide rewards for children who are meeting the behaviour standards and support children in understanding the consequences when the standards are not met;
- Offer appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy;

- Ensure this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary;
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Expectations of Year Group Leaders

- To stand alongside colleagues to support, guide, model and show a unified consistency to the children and families;
- Encourage the use of positive phone calls/post cards amongst their team;
- Support behaviour development through Year Group Meetings to ensure consistency of the Policy;
- Know which children are consistently meeting expectations;
- Liaise with the SEND team to ensure prompt provision where needed.

Expectations of Parents and Carers

- Get to know the Behaviour Policy and reinforce it at home where appropriate;
- Support their child/ren in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child/ren's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Participate in any pastoral work following misbehavior (e.g. attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Take part in the life of the school and its culture.
- Attend Parent consultations and meetings

LAS Seven Rules

At Latymer All Saints C of E Primary School, we value and respect others. Knowing, understanding and following our Seven Rules is essential for our school to be a safe and happy learning environment.

The LAS Seven Rules apply to all members of our school community.

The LAS Seven Rules have been discussed with the children and their views considered. We have assemblies about the Seven Rules to promote children's understanding and social and emotional development. These are reinforced by all staff members. They are the reference points of expected behaviours for all and they are displayed in our classrooms, corridors, and throughout the school.

1. Love your school.
2. Take risks, make mistakes and learn.
3. Respect your school resources and environment.
4. Listen actively and be open to the views and feelings of others.
5. Ask for help when you need it.
6. Walk quietly in school to keep yourself and others safe.
7. Look smart, feel smart and learn smart!

Pupils with roles of responsibility




We believe that giving children responsibility encourages confidence and independence and brings about positive actions. Children aspire to become leaders: Prefects, Student Council Representatives, Monitors, Buddies, Sport Leaders. These roles are taken seriously and involve children making speeches and voting. All roles are democratically chosen. They are role models in our school of the LAS Seven Rules and meets with the Senior Leadership Team to influence positive change.

Rewards

Children are praised and rewarded in a number of ways for displaying good behaviour and discipline. In EYFS, children are taught the expectations of the school and supported to meet them in an age-appropriate way.

Class Dojo is used throughout the school by all staff members to reward children when they show the School's Values: Love, Aspiration and Service and well as following the School's Vision. These are shared with parents and carers. The Class Dojo will be used to provide regular appropriate updates.

Positive behaviours are rewarded with:

-  Verbal praise;
-  Stickers by staff and Senior Leaders for exceptional efforts;
-  Certificates in weekly Achievement Assemblies;

- ✚ Marbles and table points in teams;
- ✚ Participation in Social Skills groups and Lunchtime clubs
- ✚ Leaders in particular projects;
- ✚ Selected nominal gifts from Gift box
- ✚ Nomination and enjoyment of Fridays First lunchtime sitting with a member of the Pastoral Team or Senior Leadership Team.

Latymer All Saints C of E Primary School is committed to the safeguarding of our children and staff.

Definitions (These are for guidance and are not exhaustive)

Negative or Inappropriate Behaviour/Low Level Disruption are defined as:

- ❖ Disruption in lessons, in corridors between lessons, assemblies, break and lunchtimes;
- ❖ Non-completion of classwork or homework;
- ❖ Poor attitudes to learning;
- ❖ Disrespect to other children and/or adults;
- ❖ Inappropriate use of age-restricted apps/devices/games.

Serious misbehaviour

- ❖ Repeated breaches of the school expectations;
- ❖ Swearing or use of inappropriate language
- ❖ Theft;
- ❖ Sexual assault (intentional sexual touching without consent) or sexual violence, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- ❖ Fighting or physical actions that result in another child or adult being hurt;
- ❖ Racist, sexist, homophobic or discriminatory behaviour;
- ❖ Possession of any prohibited/banned items;
- ❖ Intentional damage of school's property;
- ❖ Any form of bullying.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or a 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.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial and Discriminatory	Racial taunts relating to any protected characteristics (gender, race, sexuality, faith-based, disability-based), gestures, manipulating/targeting vulnerable children/adults
Sexual	Explicit sexual remarks, display or sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices, or via images, audio, video, or written content

The issues of bullying, racism and intolerance are addressed within our curriculum and where incidents occur, we take them very seriously. **All such incidents are recorded and reported to the Governing Body.**

Child-on-child abuse

All staff members at Latymer All Saints C of E Primary School are aware that children can abuse other children (child-on-child abuse). We take all reports very seriously and will not tolerate this behaviour online or offline under any circumstances. Children whose behaviour fall below the school's expectations will be sanctioned.

Children affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when or where the incident(s) took place – at school, online, or outside of the school premises. The school’s Designated Safeguarding Lead (DSL) or Deputy, will lead the school’s initial responses. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate. Staff members will never condone or normalize sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or behaviour between children or towards other members of the school community. If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

Searching and Confiscation

Any prohibited items found in a child’s possession as a result of a search will be confiscated. These items will not be returned to the child. A search will only be carried out by a staff member of the same sex as the child and authorised to do so by the headteacher with another member of staff present as a witness to the search. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the parent/carer after a discussion with the child and Senior Leaders. These procedures should be appropriate to the age of the child.

Mobile phones

With many of our children travelling on public transport, children in Year 5 and Year 6 are allowed to have mobile phones on site. These are handed in the class teacher/adult in the morning and locked away until the end of the day. Adults will remind children at the beginning of the day to hand in their phones for safekeeping.

Consequences for Negative, Inappropriate or Unacceptable Behaviour – How can you help yourself? (See Appendix 1)

Child will:

- ❖ Spend time in the Reflection Zone within the classroom (maximum 5 minutes) to reflect on their choices and think about how to regulate themselves (with support from an adult when needed). **Under no circumstances must a child be sent to stand outside the classroom on their own.**
- ❖ Work with parents/carers to ensure unfinished work is completed, using a strategy that works best for the child;
- ❖ Attend Break/Lunchtime Reflection – time with a Senior Leader/Reflection Lead or Pastoral Team Lead to reflect on behaviour choices when the behaviour escalates or for more serious incidents. Parents/carers will receive a phone call or an email when their child has attended lunchtime reflection. This will also be logged so that Senior Leaders can check for persistent attendance at Reflection and address these.
- ❖ Attend meeting with parents/carers, the Class Teacher, Pastoral Team and a member of the Senior Leadership Team;
- ❖ Agree on a Behaviour Support Plan which will include a Behaviour Contract/Home-School Behaviour Log to ensure communication and consistency between home and school, reward charts or choosing time for individuals, intervention/provision to support self-regulation e.g. Play Therapy and Social Skills sessions individually or in groups;
- ❖ Be supported in Internal exclusion or Fixed-term Exclusion;
- ❖ With parents/carers agree for referral to the Behaviour Support Service where appropriate and/or another external agency to seek support with area of need/difficulty.

Specific Support Structures

- ❖ Red circle in all classes for staff members to summon emergency help from the first available adult;
- ❖ Individual Green Circles to be given to children by adults to release them to the Pastoral Team or a Senior Leader when necessary so that children can be responsible for their own behaviour as an opportunity to calm down;
- ❖ Calm Corners in each classroom to support children to manage their emotions and self-regulate;
- ❖ The Worry Box where children can post a concern. This will be checked by the Learning Mentors Daily;
- ❖ Two Learning Mentors – EYFS&KS1 and KS2. They work with children individually, or in a group, removing the child’s barriers of learning. The support is targeted to meet the needs of individual children and bespoke programmes are offered;
- ❖ MyMe support.

Our school recognises that children’s behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decision on whether a child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the we will co-operate with the local authority and other external agencies.

Considering whether a child displaying challenging behaviour may have unidentified SEND, the Inclusion Manager may evaluate 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.

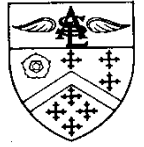
At Latymer All Saints C of E Primary School, we work hard to build great, professional relationships with all of our families and develop strong partnerships in promoting positive behaviours. We support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. We work together with the common purpose of helping everyone to learn and build the cultural capital to contribute positively in our society. We expect all members of our school community to support our vision and values in an effective and considerate way.

**In our school: we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge;
we serve God and our community, following the example of Jesus, to create a better world.**

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.”

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Our School Values: Love, Aspiration, Service

Consequences Step by Step

1. Verbal warning
2. Verbal warning 2
3. Time out in the classroom (5 minutes – safe place)
4. 15 minutes time out in a partner classroom with a reflection sheet.
5. Reflection with a member of the Behaviour Team