



# Behaviour Policy

This Policy was adopted by  
Laithes Primary

The ECM Trust Board on  
Review Date: September 2021

Signed:

Chair

Promoting positive behaviour is essential in creating the best climate for teaching and learning in which all members of the school community can thrive and feel respected, safe and secure, and ultimately make a good impact on the progress the pupils make.

## **Updated Policy**

Education settings in England closed on 20 March 2020 as part of Governmental direction for the management of the Coronavirus pandemic. Settings remained open for vulnerable children and those of key workers to attend where appropriate and possible. Attention turned to how children and young people's emotional wellbeing and mental health can be supported when settings move towards fully reopening. This policy has been updated with guidance shared to support the whole school community.

## **Principles**

At Laithes Primary School we recognise the need to teach values such as respect, fairness and inclusion, as well as knowledge and skills. These clear values are reflected in the school's vision and in its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community.

## **School Code of Conduct**

At Laithes, our school rules have been generated from the pupils and agreed upon during School Council meetings. The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. We expect that adults and pupils alike will follow our school rules.

### **Whole School Rules:**

We have a positive attitude

We treat everyone with respect and consideration

We always try our best

We use good manners

We move around school sensibly

These rules are supported by a coherent system of recognition and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the pupil:

- Should pupils choose to follow school expectations and behave appropriately, their behaviour will be recognised.
- Should pupils choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

All adults in the school will intervene with pupils in a consistent manner that encourages and promotes positive behaviour and looks to defuse and positively manage confrontation should it arise.

## Teaching and Learning: The development of Social, Emotional and Behavioural Skills

For Laithes Primary School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum.)

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- *a structured programme across all years in PSHCE*
- *within the use of Restorative Practice Protocols*
- *involvement of our Parent Support Advisor*
- *involvement of our Learning Mentor*
- *Thrive*
- *Beyond word book intervention*

*See policies and schemes of work*

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support with our learning mentor or beyond words workers, they use Restorative Practice procedures, beyond books and the thrive programme to support the child's social emotional mental health.

In these practical strategies for intervention, full use is made of support from the wider community of the LA, Educational Psychologists, Communication and interaction teams, Education Welfare Service, Police and multi-agency teams.

### Rewards and Recognition

To secure a positive climate for learning, we seek to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

All adults are expected to recognise positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities*
- *Outstanding on the behaviour Ladder*
- *Contact with parents/carers*
- *Sending pupil to visit another class or teacher to show their work*
- *Class rewards*

In addition to the above strategies, we have formal reward systems which are used to recognise and congratulate all pupils when they set good examples or show improvement in their own behaviour or attendance:

Class Dojos

Classes in Key Stage One and Key Stage Two use Class Dojo to reward student's behaviour and build positive learning habits by providing real-time feedback that recognise and reinforce values that underpin our school rules. They can also be rewarded for outstanding work.

Positive behaviours rewarded:

#### **KS1**

Helping Hands  
Listening Ears  
Looking Eyes  
Perfect Pencil  
Marvellous Manners

#### **KS2**

Working Together  
Good Listening  
Ready to Learn  
Best Presentation  
Marvellous Manners

School council decide annually on the prizes to be given for each key point milestone.

#### Attendance Awards

Good attendance (when pupils meet or exceed the school target) is recognised weekly as whole classes and half termly for individuals. Classes with the highest attendance are celebrated in a weekly assembly and are rewarded with 'extra' play time. Individual attendance is celebrated at the end of each half term with certificates, prizes, medals and trophies.

#### Special Mentions

Each week there is a whole school focus for a special mention. Class teachers, school council, lunch time supervisors and the Head teacher all nominate pupils to receive an award in the weekly special mention assemblies.

#### Behaviour Ladders

Each class will display a behaviour ladder which contains the following stages:

Outstanding  
Impressed  
Noticed  
Ready  
Warning  
Sanction  
Serious talk with the headteacher

Each child begins every day with their name/photo on 'Ready' and staff will try to take a positive approach to behaviour management by 'noticing' good behaviours for learning in order that children move up the ladder towards 'Outstanding.' Children who make their way all the way to 'Outstanding' will go to the Headteacher's office for a small prize. They should be aware of why their learning behaviours have been outstanding.

If a child is not following the class rules they will first be asked to move their name/ photo onto 'Warning'. If the behaviour continues they will lose a playtime and their name will be placed on 'Sanctions'. If any child continues to display poor behaviour following a loss of playtime they will go to SLT for a 'Serious talk with the headteacher'. A child can be asked to move their name back to 'Ready' if they display a positive change in their behaviour. Restorative practice should be used and children should clearly understand why their behaviour has not been good.

## Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At Laithes Primary School we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

The effectiveness of sanctions depends on a continuum of responses in a hierarchy. In usual cases of inappropriate behaviour the primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom. Adults are advised to:

- deal with the issue as it occurs;
- make it clear that they are condemning the behaviour not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- avoid humiliating or degrading sanctions;

Initial incidents and consequences will be dealt with by the class teacher or support staff.		
Behaviour	To be resolved by:	Strategies / procedures
Lack of concentration Disturbing others Calling out Not following reasonable instructions	Adults within the classroom / learning space	<ul style="list-style-type: none"> <li>• See Appendix C</li> <li>• “Work catch up” sanctions at lunch-time</li> <li>• Loss of playtime                Within a lesson, if a 2<sup>nd</sup> warning is necessary the child will go to the sanctions room at break time.             </li> </ul> <p>2 missed breaks in a week will lead to 15 minutes of Golden Time lost</p> <p>3 missed breaks in a week will lead to 30 minutes of Golden Time lost</p> <p>4 missed breaks in a week will lead to all of Golden Time lost</p>

**If behaviour persists class teachers / support staff should move through the following hierarchy:**

- 1. Key stage leader becoming involved.**
- 2. Deputy Head Teacher would deal with the situation**
- 3. Headteacher will become involved**

Behaviour	To be resolved by:	Strategies / procedures
Persistent and repeated low level behaviours as above Verbal abuse Bullying Fighting Wilful damage Truancy Racial harassment	Adults within the classroom/ learning space, in conjunction with:  Key Stage Leaders Assistant Head Teachers Headteacher  <i>mid-level interventions</i>	<ul style="list-style-type: none"> <li>• Pupil &amp; adults to discuss behaviour using RP approach</li> <li>• Positive use of sanction time</li> <li>• Daily behaviour feedback which may be in the form of verbal or written</li> <li>• Persistent loss of Golden Time is recorded. Parents are contacted if it is lost twice. Parents are invited in by the class teacher for a meeting if it is lost three times.</li> <li>• If this happens at lunchtime, the ‘time-out’ wall will be used</li> <li>• Persistent offending at lunchtime will result in parents being informed and a partnership agreement being drawn up. Future consequences to be outlined.</li> <li>• SLT to monitor situation and determine future actions</li> </ul>



Behaviour	To be resolved by:	Strategies / procedures
Persistent behaviours as above Serious, one-off behaviours such as assault and Intimidation of staff Inappropriate use of social media or online technology Wilful and repeated transgression of protective measures in place to protect public health	Headteacher, (Head of Trust, Governors as required )  <i>high-level interventions</i>	<ul style="list-style-type: none"> <li>• TAF Meetings</li> <li>• School / Parental agreement</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> </ul>

If the behaviour is persistent and staff have followed strategies and procedures, the staff member should move to the next tier of resolution.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils. Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

### Lunchtime Supervision

The responsibility for behaviour and discipline at lunchtime rests with the Headteacher. Teaching staff, Parent Support Advisor, Learning Mentor, School Meal Supervisors, School Sports Co-ordinator, Cover Supervisors and Teaching Assistants carry out duties in accordance with the Head of School's instructions and the Behaviour Policy Guidelines.

During lunchtimes we expect the same courtesies, good manners and respect for others as outlined in the Behaviour Policy. Children may be asked to sit on the reflection bench for a period of time to help them to regain control of over boisterous behaviour. Children who are rude or do not respond to SMSA instructions are noted and information passed onto the child's class teacher. Children who have been helpful can be rewarded with dojos and/or lunchtime supervisor certificates.

For serious incidents SMSA or other duty staff will send a child, supervised, into reception for the class teacher or SLT to deal with accordingly. The relevant person may consider it necessary to inform parents of instances of unacceptable behaviour or even to exclude pupils from school lunchtimes.

To encourage good behaviour the following routines will be established:

- Rota for Year Groups coming into lunch.

- School Sports-Co-ordinator and Cover Supervisor organise and run activities and sporting events for children to participate in every lunchtime.
- School Sports Co-ordinator organises activities for both SMSA's and Playground Leaders to run, and oversee this.
- All Classes will have a fixed rules board indicating the rules for wet lunchtimes and playtimes.
- Injured children should be sent to the supervisor on duty with the First Aid Trolley on the playground.
- If it begins to rain whilst the children are outside the senior member of staff will give the lining up sign and children will make their way into school in an orderly fashion.
- Should a wet lunchtime become dry, children will not leave the classroom for the playground until the member of staff on duty arrives in each classroom to inform staff that it is now an outdoor lunchtime.
- When a child is placed along the reflection wall, they should be told to 'think about why they are they and what would they choose to do differently' until the relevant member of staff decides they had reflected upon the situation.
- Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

### **Playground and Play Time Activities**

Children should be able to play in safety, and be secure from violence and bullying (See anti bullying policy). Their play should take into account the rights of others and also the rules of the school.

**Due to Covid, playtimes and lunchtimes are being staggered so that bubbles are not mixing. These are at different points at the day and ensure that all children get a break. One adult per class is supervising and producing organised games.**

### **Organisation**

Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

### Playground Games

There is a timetable, displayed on the sports noticeboard, as well as other areas around the school, detailing which specific year group and sport shall take place during lunch time, on each day. These sporting activities are led by the School Sports Co-ordinator alongside the Playground Leaders. In addition to this, the Sports Co-ordinator and Cover Supervisor are also responsible for the organisation of equipment and other activities that are led by SMSA's (information regarding these activities also detailed on the timetable).

Morning Play	10.45am to 11.00am
Lunchtime	12.00noon to 1.00pm
Afternoon Play	2.00pm to 2.15pm – <b>Only for KS1</b>

At times not working staff may choose to work through playtime or take the afternoon break at a time that best suits the needs of the children and the curriculum.

## Supervision

Children should be supervised by the class teacher at the start of play or lunchtime and ensure that children leave the classroom in an orderly manner to go to play.

At the end of play/lunchtime, class teachers should go to the yard to supervise their class from the line back into the cloakroom.

The recognition of good behaviour and sanctions apply to play/lunchtimes.

## **Expectations for positive behaviour off the school site**

At Laithes Primary School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

As such this policy has the following objectives in regulating behaviour off the school premises:

- *to maintain good order on transport, educational visits and at inter- school sporting activities*
- *to secure behaviour which does not threaten the health or safety of pupils, staff or members of the public;*
- *to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;*

To that extent, the school will:

- *work with transport providers to agree how behaviour on public or contract transport should be addressed*
- *make our expectations clear through a 'safe travel' lesson as part of pupils' transition to secondary school.*
- *liaise if needed with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.*
- *ensure that all applications for educational visits include clear statements to parents and pupils about behaviour standards and processes.*
- *ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips.*

## **New media (such as mobile phones, internet sites and chat rooms)**

Pupils are not allowed to have mobile phones in school.

Any pupil found with a mobile phone will have the phone confiscated and it will be kept in the office and the parent contacted. Technology can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate.

## **Abuse or intimidation of staff outside school**

Laithes Primary School will not tolerate abuse or intimidation of staff by present and former pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
- their first concern must be for their own personal safety;



- they should make clear that the pupil has been recognised, even if in a group of young people;
- they should then use their judgement about how to leave a difficult situation without provoking further confrontation (Refer to strategies in Annex D)

Members of staff who feel that they have been subject to abuse or intimidation by pupils outside of school should refer the issue in the first instance to the Headteacher.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school. Incidents involving former pupils will be reported to their Secondary school.

### **Racial Harassment and Bullying**

At Laithes Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at Laithes Primary School. Adults are advised to follow reporting procedures as outlined in the Race Equality and Anti-bullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

### **Confiscation**

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At Laithes Primary School, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:

*(For example, chewing gum, paper ball etc)*

All adults have the right to seize and retain but *not* dispose of the following items:

*(For example, mobile phone, MP3 player, cap, ring etc).* Such items must be returned at the end of the day.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, weapons, racist or pornographic material. This material should be referred to the Headteacher who will decide on most appropriate action to take, any item deemed as dangerous or unsuitable will only be returned to a parent. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

Weapons, knives or extreme or child pornography will always be handed over to the police and the pupils parents be informed

### **Detentions**

At Laithes Primary School, lunchtime Sanction can be set by any adult.

We believe that the sanction of detention must be:

- reasonable in the light of the seriousness of the misbehaviour
- reasonable to achieve a specific outcome

As such, detention time is to be used purposefully to either:

- allow pupils to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;
- to resolve more serious behaviour-related issues through "Positive Outcomes Meetings" using restorative justice approaches.

Under no circumstances are detentions to be used to denigrate or humiliate pupils, and such practices as lines, copying out, (*and similar*) are unacceptable.

Parents /carers will be notified before or after lunchtime detention is used and the behaviour that triggered the detention will be discussed fully.

### **Anti-bullying, Racism & Cyber bullying.**

See separate Anti Bullying and Racism Policy and Social Media Policy.

### **Fixed Term and Permanent Exclusions**

In occasional cases the Headteacher may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis.

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a child she will inform parents immediately giving a clear reason. The Headteacher will then inform the Local Education authority and the governing body of the decision. Parents may appeal the decision if they disagree with the Headteacher's decision. The appeal will be heard by the governing body that will make a decision as to whether or not to reinstate the pupil.

### **Monitoring and Reviewing**

The Headteacher is responsible for reviewing the effectiveness of this policy on a regular basis.

The Trust Board has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour Policy.

### **Covid 19 changes to managing behaviour – September 2020**

- Due to the pandemic and need for social distancing, PPE must be worn when carrying out any positive hold. Where a child is struggling to stay in class and a positive handling plan is being used often then a risk assessment will be devised for this individual child.
- Where possible children will social distance and restorative practice will be carried by staff wearing PPE.
- Due to the crossover of bubbles a sanctions room is no longer available during breaks/lunchtimes and therefore children will remain in their own classes when losing break time or brought up to the SLT office if they will not comply with what the teacher asks.

## Impact of the Coronavirus – Appendix A

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. DfE guidance on [mental health and behaviour in schools](#) can help identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or from specialist staff or support services. Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. The department has provided separate [guidance on remote education practices during the coronavirus outbreak](#).

The school have adopted the RESTORE approach to support during the current climate. Restore is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school. The restorative approach in schools is values-based and needs-led. It highlights the importance of relationships for emotional wellbeing, resolving conflict, preventing harm and building resilient communities.

RESTORE: Recognition, Empathy, Safety, Trauma, Opportunity , Relationships and Engagement

To support mental health and to stay safe, the schools curriculum will revolve around wellbeing. There are:

- opportunities for one-to-one conversations with trusted adults where this may be supportive. Talk, talk, talk.
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe.
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
  - Book Beyond words whole class sessions.

### Supporting Mental Health

An extensive multi-agency and multi-profession task and finish group (including young people from Stairways, parents/carers and education settings) from across Yorkshire & the Humber recognised the need to proactively combine their efforts and consider what the mental health needs of children and young people may be as a result of COVID-19 and how to respond to these needs. This resulted in the '[A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19](#)'. The ethos and principles of the overarching approaches for returning to education focus on key areas such as;

- Relationships (through re-affirming sense of connection and belonging)
- Recognition (including the noticing and wondering around feelings)
- Regulation (through development of whole setting practices which enable pupils to feel emotionally and physically safe)
- Routine (providing preparation for pupils regarding changes of routine/use of spaces which may come into place)
- Reflection (allowing time and space for both pupils and a setting's staff to reflect on what has happened including positives and challenges to enable a sense of loose shared experience to be developed). Key principles of this guide include;
- Not over-medicalising or jumping to diagnostic conclusions
- Appreciate that it is normal for children and young people to have various degrees of worry about returning to education - emotions are a part of normal, everyday life
- Understanding that every child or young person is unique, and their needs may change over time
- Viewing the reopening of education settings from a child or young person's perspective

- Building on existing strengths and skills of children, young people, parents/carers and education provision staff (for example, active listening with empathy can perform an important therapeutic function)
- Building on risk and protection factors for a child or young person's mental health

Addressing many of the following common mental health and emotional wellbeing needs will be incorporated into whole setting opportunities, such as PSHE lessons on living life with and after Coronavirus, open door policies, safe/calm spaces, regular class room check-in circles and dedicated mental health and emotional wellbeing sessions such as online meditation, yoga, breathing exercises, and mindfulness activities.

Staff will use the '[A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19](#)' to support children with specific questions, using the resources, guidance and ideas to tailor education for the class and individuals. Alongside these, families are to be reminded that they can contact the local health visiting or school nursing service for advice and support around any physical health or emotional wellbeing concerns.

### **Staff Wellbeing**

Many members of staff from education settings have continued to work throughout the Coronavirus restrictions. Like the children and young people they care for they too may be experiencing loss, abuse, burn-out or other difficulties. The phased re-opening of settings will likely add to their existing emotional burdens. Laithes Primary's Senior Leadership Teams will be proactive in ensuring that mental health and emotional wellbeing is a visible priority. We will:

- Follow the principles of consultation, communication and collaboration.
- Recognise and acknowledge the difficult circumstances collectively and model behaviours of kindness, empathy and compassion.
- Create opportunities to recognise and reward colleague's hard work
- Have identified mental health lead (Mrs Baker) with an open-door policy.
- Make the most of informal opportunities to check-in with each other.
- Change the narrative where– 'staff meetings' become 'wellbeing check-ins', discuss what went well and even better ifs and ensure school leaders themselves have support.
- Be aware of what local/national support is available and how to access it, such as helplines, IAPT, voluntary organisations and remember the NHS is still accessible for mental and physical health needs.
- Be as clear as possible on ways of working, per government advice, addressing concerns around use of restraint if applicable.
- Gather views on what is manageable and what staff feel is appropriate so there is a whole school approach and that this is consistent.
- Minimise academic pressure to achieve.

What individuals can do to look after themselves?

- Take time out to get sufficient sleep and rest, relax and eat regularly and healthily, staying well hydrated.
- Talk to people you trust and allow yourself to be comforted.
- Reduce outside demands and avoid taking on additional responsibilities.
- Spend time in a place where you feel safe and calm to reflect on what's happened over the course of the day/week. Acknowledge and allow feelings during this reflective time.
- Try to reduce your time spent looking at the news from media outlets and social media. Try scheduling 'digital power off' times, especially before bed.
- Use relaxation strategies e.g. slow breathing, self-talk or mindfulness
- Use the wellbeing planning tool for yourself, including knowing where to get outside support from if needed (Local Offer websites can inform this are linked to the guide)

**Appendix B**

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• <i>To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</i></li> <li>• <i>To enforce their school behaviour policy.</i></li> <li>• <i>To expect pupils and parents’ cooperation in maintaining an orderly climate for learning.</i></li> <li>• <i>To expect pupils to respect the rights of other pupils and adults in the school.</i></li> <li>• <i>Not to tolerate violence, threatening behaviour or abuse by pupils or parents.</i></li> <li>• <i>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises.</i></li> <li>• <i>To use reasonable force and other physical contact.</i></li> <li>• <i>To search pupils and confiscate property if it is reasonable in the circumstances.</i></li> <li>• <i>To discipline beyond the school gates with regards to matters that may have repercussions for the orderly running of the school day.</i></li> <li>• <i>To pastoral care for staff accuse of misconduct.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To ensure the whole school community is consulted about the principles of the school behaviour policy.</i></li> <li>• <i>To establish and communicate clearly measures to ensure good order, respect and discipline.</i></li> <li>• <i>To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</i></li> <li>• <i>To ensure the school behaviour policy does not discriminate against any pupil and that it promotes good relations between different communities.</i></li> <li>• <i>To ensure teachers’ roles in school discipline matters are consistent, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</i></li> <li>• <i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</i></li> <li>• <i>To support, praise and as appropriate reward pupils’ good behaviour.</i></li> <li>• <i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</i></li> <li>• <i>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</i></li> <li>• <i>To ensure staff model good behaviour.</i></li> <li>• <i>To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</i></li> <li>• <i>To keep parents informed of their child’s behaviour and, where necessary, support them in meeting their parental responsibilities.</i></li> <li>• <i>To work with other agencies to promote community cohesion and safety.</i></li> </ul>

**SCHOOL**

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• <i>To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</i></li> <li>• <i>To enforce their school behaviour policy.</i></li> <li>• <i>To expect pupils and parents’ cooperation in maintaining an orderly climate for learning.</i></li> <li>• <i>To expect pupils to respect the rights of other pupils and adults in the school.</i></li> <li>• <i>Not to tolerate violence, threatening behaviour or abuse by pupils or parents.</i></li> <li>• <i>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises.</i></li> <li>• <i>To use reasonable force and other physical contact.</i></li> <li>• <i>To search pupils and confiscate property if it is reasonable in the circumstances. ( any confiscated items will be kept till the end of the day and returned to the pupil or their parent, any item deemed as dangerous or unsuitable will only be returned to a parent) (Weapons, knives or extreme or child pornography will always be handed over to the police and the pupils parents be informed)</i></li> <li>• <i>To discipline beyond the school gates with regards to matters that may have repercussions for the orderly running of the school day.</i></li> <li>• <i>To pastoral care for staff accuse of misconduct.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To ensure the whole school community is consulted about the principles of the school behaviour policy.</i></li> <li>• <i>To establish and communicate clearly measures to ensure good order, respect and discipline.</i></li> <li>• <i>To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</i></li> <li>• <i>To ensure the school behaviour policy does not discriminate against any pupil and that it promotes good relations between different communities.</i></li> <li>• <i>To ensure teachers’ roles in school discipline matters are consistent, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</i></li> <li>• <i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</i></li> <li>• <i>To support, praise and as appropriate reward pupils’ good behaviour.</i></li> <li>• <i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</i></li> <li>• <i>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</i></li> <li>• <i>To ensure staff model good behaviour.</i></li> <li>• <i>To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</i></li> <li>• <i>To keep parents informed of their child’s behaviour and, where necessary, support them in meeting their parental responsibilities.</i></li> <li>• <i>To work with other agencies to promote community cohesion and safety.</i></li> </ul>

CHILDREN	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>•To contribute to the development of the school behaviour policy.</li> <li>•To be taught in environments that is safe, conducive to learning and free from disruption.</li> <li>•To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>•To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>•To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>•To act as positive ambassadors for the school when off school premises.</li> <li>•Not to bring inappropriate or unlawful items to school.</li> <li>•To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>•Never to harm or bully other pupils or staff.</li> <li>•To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>•To be made aware of the principles of the school behaviour policy.</li> <li>•To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>•To expect their children to be safe, secure and respected in school.</li> <li>•To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</li> <li>•To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>•To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>•To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>•To help ensure that their child follows reasonable instructions by school staff and adhere to school rules.</li> <li>•To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>•To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>•To be prepared to work with the school to support their child's positive behaviour.</li> <li>•To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>•To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>•If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</li> </ul>

## Appendix C

<p>Tactical ignoring</p>	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. <i>'Well done Phil – you remembered to put your hand up to answer a question.'</i></p>
<p>Partial agreement</p>	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work now I would like you to...'</i> <i>'Yes, it may not seem fair and now . . .'</i></p>
<p>When-then direction</p>	<p>Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>'When you have finished your work, then you can go out'</i> than. <i>'No, you cannot go out because you have not finished your work'.</i></p>
<p>Take up time</p>	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow pupils time to comply. Example includes: <i>'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help and I'll come back in a minute if you need any.'</i></p>
<p>Choice direction</p>	<p>Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'I need you to get on with your work or (consequences) - it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (explicit choice).'</i></p>
<p>Deferred consequences</p>	<p>Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'</i></p>
<p>Consequences and sanctions, rule reminders</p>	<p>Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime – full stop.'</i> <i>"What does the Code of Conduct say about how you are you expected to enter the room?"</i> <i>"What's our rule for working noise?"</i></p>