

Behaviour Policy and Statement of Behaviour Principles

Leadgate Primary School



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1. Aims of the Policy

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Related Policies and Documents

This policy links with a number of other school policies:

- Governors Statement of Behaviour Principles (* References to parent or parents are to mothers, fathers, legal guardians and carers)
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in areas around the school 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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- 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)

5. Expectations on Behaviour set by the DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance, 'Behaviour and discipline in schools', they advise that:

1. The Head Teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

2. When deciding what these measures should be, the Head Teacher must take account of the Governing Body's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the Governing Body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The Head Teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

6. Roles and responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering 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 they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring 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 (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly – class teacher is the first point of contact
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Governing Body's Statement of Behaviour Principles

The [Education and Inspectors Act 2006](#) and [DfE guidance, Behaviour in schools, July 2022](#), requires the Governors to make and frequently review a written statement of general behaviour principles to guide the

Head Teacher in determining measures to promote good behaviour. The Behaviour Policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils.

Our Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Making Sense of Behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
- Challenging behaviour includes behaviour that:
 - prevents participation in appropriate activities;
 - isolates the pupil from their peers;
 - affects the learning & functioning of other pupils;
 - drastically reduces the pupil's opportunities for involvement in ordinary community activities;
 - places the pupil or others in physical danger;
 - makes the possibility for future placement difficult;
 - perpetuates low self-esteem.

8. School Behaviour Curriculum

At Leadgate Primary School, it is a key aim that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure and motivated to learn. As a school community we aim to set challenging goals, develop lifelong skills and positive values to equip our pupils for an ever-changing world.

We aim to:

- Help all develop a love for learning

- Develop the emotional awareness of our pupils, allowing them to make choices and to recognise the responsibilities that these choices bring.
- Create a positive learning environment based on a quiet yet firm insistence on high standards of behaviour for all
- Ensure a high quality of teaching and learning in which all involved have a clear understanding of what is expected of them and the individual needs of learners are met
- Promote confidence, independence and teamwork through the key skills of Communication, Numeracy, ICT and Thinking.
- Support the whole school community in developing an awareness of the needs
- of the environment; promoting sustainability and responsibility for the future
- Maximise on the strengths available to the school through the wider partnership linking with parents and the local community and various supporting agencies.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their agreed own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, promoting and rewarding good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

We have high expectations of behaviour from our pupils. We treat all children fairly and apply this behaviour policy in a consistent way. However, treating fairly doesn't always mean treating everyone the same. Children will have different needs, causes for their behaviour and motivations for their choices and these factors are always taken into consideration.

Appropriate to their stage of development, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Mobile phones

We understand it is sometimes necessary for older children who, with written permission from parents, walk home independently, to bring mobile phones in to school. To ensure the safety of all children, the following rules apply and must be adhered to:

- Parental permission will need to be provided

- Pupils are required to place their mobile phone into a class safe box at the beginning of the school day. This is placed in Upper School office where it remains until the end of the school day and then returned to class and given back to pupils
- Pupils cannot turn their phones on when on school premises
- Pupils cannot use their phone during the school day
- Leadgate Primary School accepts no liability for loss or damage to phones brought into school by pupils.

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information

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 is 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.

Rewards

Children behave appropriately when they feel good about themselves and others, when they have good models to follow, when they achieve success and when they are valued. At Leadgate Primary School, we value the impact that positive praise has on children. *'Praise is the most powerful form of influencing children's behaviour'*.

Types of behaviours that will be praised (in line with each child's developmental stage):

- Keeping the school rules and class rules
- Completing work to the best of ability
- Being kind or considerate
- Moving around the school sensibly
- Showing improvement

- Demonstrating a positive attitude
- Continued good behaviour
- Being helpful
- Lining up sensibly
- Being polite
- Listening well
- Setting a good example

Rewards are an important way in which the school focuses on desired behaviours. At Leadgate Primary School, we praise and reward children for desirable behaviour in a variety of ways:

- Verbal praise
- Star added to our '**Reach for the Stars**' chart displayed in class
- Written praise through celebratory comments in marking
- 'Wow Moments' to share good news with parents
- Giving positive verbal feedback to parents/carers
- Special stickers awarded by staff
- Allowing children to share work with the rest of the class, other classes or teachers
- Showing work to the Headteacher
- Displays of children's work
- Sharing achievements in assemblies
- 'Star of the Week' in weekly celebration assemblies at Lower School
- A place at the 'VIP' table on Friday lunch times at Upper School
- Giving pupils additional responsibilities

Our whole school '**Reach for the Stars**' chart system is used in every class across school. A star may be given to reward a child if they've been working particularly hard or they have gone above and beyond what is expected. When a child has achieved 10 stars on their chart, they are able to choose a prize from their class prize box which is put together in collaboration with children and what they would like to see in the prize box.

Management of misbehaviour

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. Staff use positive reinforcement strategies to promote good behavioural choices at a developmentally appropriate level. Sometimes this is not enough and children continue to display unacceptable behaviour.

We have an outline of sanctions that is applied consistently across school, taking into account adaptations for children with SEND and the developmental stage of each individual child. Incidents of misbehaviour must be addressed 'in the moment' and sanctions applied immediately, where possible, or as close to the incident as possible.

Some of these sanctions include:

- A verbal reprimand
- Timeout in the classroom
- Timeout in a safe space or another classroom for a determined period of time
- Expecting work to be completed at home, or at morning or afternoon break
- Loss of a proportion (or in extreme cases ALL) of a break time
- Loss of a privilege
- Referring the pupil to a senior member of staff

We want our children to succeed and will continually support them in their understanding and application of acceptable behaviours. We believe early intervention is critical and therefore in the event of continuous Stage 2 behaviours, children will be placed on our 'Positive Behaviour Target Cards' where they will be set personalised behavioural targets to achieve throughout their day / week. When children successfully demonstrate these behaviours, their teacher will note a smiley face at each stage throughout their school day. Children have a target on how many smiley faces they need to achieve each day. This target may increase to demonstrate our raising expectations of their behaviour. When children achieve their agreed number of smiley faces each day, they will engage in a prior agreed reward which may include a short period of time where they can: listen to calming music, use age appropriate software on iPads, drawing / colouring in / playing with Lego. The reward is agreed with the class teacher. Parents / Carers will be informed by the class teacher if a Positive Behaviour Target Card is being used with their child.

Should the child continue to demonstrate unacceptable Stage 2 behaviours, staff will begin to apply Stage 3 of 'Management of Misbehaviour'. Details of our Management of Misbehaviour can be found in Appendix 2.

9. Anti-Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. ([DfE "Preventing and Tackling Bullying", July 2017](#)).

Bullying is defined as dominance of one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENCO/Inclusion Leader since further action e.g. counselling or referral to Social Services may be appropriate.

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs or Disability
- Bullying related to appearance or physical/mental health conditions
- Bullying related to gender, transphobic or sexual orientation
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances
- Cyber-bullying via text messages or the internet.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings; producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied

may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem. Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in Use to Address Bullying

Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has frequent PSHE sessions which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play areas.
- Providing pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others, a circle of friends may be used to help him/her resolve the problem.
- Regular and high-quality training for all staff.

Once a Bullying Incident has occurred:

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to Parents/Carers about Bullying:

If your child is being bullied, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Look less happy

- Come home with cuts and bruises
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities, and/or
- Be reluctant to come to school.

If your child is bullying, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Come home with toys and things you have not bought for them, and/or
- Have money that you cannot account for.

How can Parents help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing Prejudice and Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Head Teacher. The Head Teacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

10. Policy on Exclusions

- If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Leadership Team, in line with the Local Authority's ['Exclusion Guidelines'](#).

- In consultation with the Head Teacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.
- Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically.
- On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

11. Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour tracking used in our school will provide the Senior Leadership Team with an overview of pupil progress. If a pattern of dysregulated behaviours emerge, staff will begin a series of interventions.

Parents will be invited to a meeting to inform them that we have concerns about their child's behaviour. A member of the Senior Leadership Team/SENCO will discuss with parents' strategies to further support their child's behaviour. These may include:

- Home school books
- Behaviour charts
- Individual Education/Behaviour Plans
- Behaviour Support Programme

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

12. Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times, and as a last resort in incidents of extreme Stage 3 violent and aggressive behaviours, to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted. Our staff are periodically 'Team Teach' trained to ensure safe positive handling holds are used. Full details can be found in our Positive Handling Policy. Agencies involved within our school:

- Educational Psychology Service
- Education Welfare Service
- Local Authority Inclusion Service (SEND Outreach Team)
- Child Adolescent Mental Health Services (CAMHs)

The school will follow the Government guidance as set out in [Keeping children safe in education 2022](#). We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Head Teacher or other senior member of staff. If the allegation is against the Head Teacher, the Chair of Governors must be notified.

In all cases the Local Authority Designated Officer (LADO) must be notified and a HR Advisor from either LDBS/LA. (For further information please refer to the Government guidance as set out in [Keeping children safe](#)

[in education 2022](#)). Further advice can be obtained from the LADO or the Safeguarding in Education Team at Durham County Council.

13. 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. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Staff Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive Reinforcement
- The proper use of restraint (All staff will be able to access Team Teach training which will be renewed every 2 years)
- The needs of the pupils at our school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

15. Monitoring and Tracking Behaviour

Information regarding behaviour incidents is collected in school using behaviour logs and individual positive target trackers and is passed to the Whole School Behaviour Lead – Miss Pedro and where appropriate a member of Senior Leadership Team. The data is monitored on an ongoing basis, and necessary action taken.

Appendix 1:

Governing Body's Statement of Behaviour Principles

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

Our Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Beyond the School Gate

The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organised/related activity off site, and in the community.

Our school is inclusive; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the [Equality Act 2010](#).

Review

This statement and our Behaviour Policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

Management of Misbehaviour

We believe that everyone at Leadgate Primary School has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without feel of being hindered or hurt.

We recognise that learning self-regulation and socially appropriate behaviour is a developmental process and whilst our consequences ladder below is appropriate for most children, it is applied according to each individual child's stage of development. For example: If a key stage 1 child is developmentally at an EYFS level, the EYFS section of the consequence ladder would apply.

We have high expectations of behaviour from all children in line with their developmental stage. Through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide the needs for the individual child as well as ensuring the well-being and safety for everyone at Leadgate Primary School.

Children are always learning from the things they see and do and incidents of misbehaviour are no exception to this. Therefore, when an incident of misbehaviour takes place, the consequence will always be followed with a restorative conversation between the adult and child. This conversation will enable the child to reflect on what happened and what they could have done differently. This helps them to learn from the incident.

Stage 1 - Reminder	Stage 2 - Unacceptable	Stage 3 - Serious
Misbehaviour that can be effectively managed within a classroom environment by class staff.	Misbehaviour that can be effectively managed within a classroom environment by class staff – most of the time.	Very serious misbehaviour, or persistent Stage 2 misbehaviour, will result in the formal involvement of the Headteacher or Deputy Headteacher.

EYFS	Stage 1	Stage 2	Stage 3
Behaviours	Boisterous / rough behaviour Low level disruption Inappropriate language Inappropriate discussions and statements Teasing	Deliberately hurting others Persistent poor choices Persistently choosing not to follow simple one-step instructions. Repeated use of inappropriate language	Repeated cause of risks to the safety of other children and adults through behavioural choices. Repeated and intentional vandalism to the school buildings/property Repeated use of aggressive, violent behaviour with intent to cause injury
Consequences	Verbal reminders	Timeout with sand timer followed by a conversation with teacher / teaching assistant	SLT support Child may be moved to a quiet space in a different class
Adult Response	Talks about appropriate language and unkind words Discussions about class rules and how we can keep our class a calm and comfortable place to work / play for all children	Conflict resolution Discussions about kind hands and how others feel when they get hurt An informal chat may take place with parent. Positive Behaviour Target Cards	Headteacher / Deputy Headteacher speaks to child about behaviour and a formal meeting may be arranged with parents to discuss possible solutions to this problem. Support may be sought from external agencies. An Individual Behaviour Plan could be set up.

Key Stage 1	Stage 1	Stage 2	Stage 3
Behaviours	<p>Showing disrespect to others by choosing to: Be untruthful Not join in with learning without good cause Answer back Disobey instructions</p>	<p>Repeated / persistent use of Stage 1 types of behaviour over a sustained period of time. Name calling and use minor bad language Cause harm through carelessness Cause careless damage Inappropriate discussions and statements</p>	<p>Repeated cause of risks to the safety of other children and adults through behavioural choices. Repeated and intentional vandalism to the school buildings/property Bullying, racism Stealing, severe swearing Use of aggressive, violent behaviour with intent to cause injury Leave the school grounds without permission</p>
Consequences	<p>Expectation reminders Verbal warning 'Timeout' Move seats in the class</p>	<p>'Timeout' in a different class Loss of a proportion of a break time Loss of a proportion of a privilege (e.g. fun extra activity)</p>	<p>SLT support Internal exclusion Explore external agency support</p>
Adult Response	<p>Preventative actions / de-escalation</p>	<p>Conflict resolution Informally speak to parents if not an isolated incident Positive Behaviour Target Cards</p>	<p>Headteacher / Deputy Headteacher speaks to child about behaviour and a formal meeting may be arranged with parents to discuss possible solutions to this problem. Support may be sought from external agencies. An Individual Behaviour Plan could be set up.</p>

Key Stage 2	Stage 1	Stage 2	Stage 3
Behaviours	<p>Distract other children from learning Be untruthful Answer back Disruptive behaviour Inappropriate discussions / statements Lack of respect for a person or property Use of avoidance tactics Uncooperative actions</p>	<p>Showing disrespect to others by choosing to: Persistent use of Stage 1 type of behaviours over a sustained period of time Use isolated acts of violence- kicking, hitting, fighting biting etc. Use of direct verbal abuse / bad language comment to any member of the school community Repeated refusal to follow instructions Repeated refusal to complete work</p>	<p>Persistent or extreme use Stage 2 types of behaviour. Repeated use of abusive, threatening behaviour towards others Bullying, racism Dangerous behaviour Stealing, severe swearing Vandalising school buildings/property Use of aggressive, violent behaviour with intent to cause injury Leave the school grounds without permission</p>
Consequences	<p>Loss of a proportion of breaktime. Loss of a proportion of privileges</p>	<p>Loss of a proportion of breaktime/s. Loss of a privilege Complete an achievable amount of work during breaktime or at home Individual working space Moved to another class</p>	<p>SLT support Explore external agency support Internal exclusion</p>
Adult Response	<p>Verbal reminders about appropriate behaviours using positive reinforcement techniques.</p>	<p>Conflict resolution Discussion about school rules. Informally speak to parents. Positive Behaviour Target Cards</p>	<p>Pupils are informed that their misbehaviour is serious and must stop. Headteacher / Deputy Headteacher speaks to child about behaviour and a formal meeting may be arranged with parents to discuss possible solutions to this problem. Support from external agencies. An Individual Behaviour Plan could be set up. If the issue remains unresolved the final procedure may be exclusion for a named time.</p>

Appendix 3 – Positive Behaviour Target Cards

Name: _____



Positive Behaviour Target Card



Date: _____

Targets:

1. _____ 2. _____ 3. _____

Day							

Agreed Reward: _____

How many smiles do I need?

Teacher: _____

Name: _____



Positive Behaviour Target Card



Date: _____

Targets:

1. _____ 2. _____ 3. _____

Day							

Agreed Reward: _____

How many smiles do I need?

Teacher: _____

Name: _____

Date: _____



Positive Behaviour Target Card



Targets:

1. _____ 2. _____ 3. _____

Day								Number of smiles needed
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Agreed Daily Reward: _____

Teacher: _____

Name: _____

Date: _____



Positive Behaviour Target Card



Targets:

1. _____ 2. _____ 3. _____

Day								Number of smiles needed
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Agreed Daily Reward: _____

Teacher: _____



Appendix 5 - Letters to parents about pupil behaviour

First behaviour letter

Dear Parent / Carer,

Recently, your child, _____, has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them. If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter.

Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct. I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school with details of when is a convenient time to meet.

Thank you.

Name of child: _____

Convenient time to meet: _____

Parent name: _____

Parent signature: _____

Date: _____



Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Meeting:

Date:

Time:

Location:

If you wish to contact me, please call the school office :01207 610361

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____