

BEHAVIOUR POLICY

Person responsible

Headteacher

Rationale

The governors, staff, families and Langstone community are committed to achieving outstanding standards of behaviour. All children and adults deserve to learn and develop in an environment of positive behaviour and safety. Pupils can make exceptional contributions to this by making every effort to ensure others learn and thrive in an atmosphere of respect and dignity.

Aims of the school behaviour policy and practice We shall

- Develop the health, social and emotional learning of everybody in school
- Promote outstanding behaviour at all times
- Agree positive and consistent approaches to children's behaviour in school
- Provide clear procedures for recognising and rewarding the best behaviour and pupils' behavioural improvement
- Deal positively with unacceptable behaviour
- Provide a safe environment for all to learn

The Golden Rules for our school is:

- We work hard, we don't waste time (*effort, punctuality, enthusiasm, independence*)
- We listen, we don't interrupt (*engagement, courtesy*)
- We are kind and helpful, we don't hurt anybody's feelings (*co-operation, collaboration, calmness, consideration and orderliness*)
- We look after property, we don't damage things
- We are gentle, we don't hurt others
- We are honest, we don't cover up the truth (*respect, dignity*)

The standards are in brackets. They are derived from the Ofsted criteria. These will be monitored and used to judge overall success in achieving the school's ambition to have outstanding behaviour. These Golden Rules will be taught to all pupils as a part of the wider curriculum.

We will achieve these aims by:

- Celebrating good and improving behaviour. This will involve recognitions and rewards which are either whole school, such as the merit card system or stickers and notes to take home on the day for EYFS.
- Implementing clear procedures for managing behaviour throughout the school
- Actively valuing all children
- Developing all aspects of children's lives
- Using circle time materials including PSHE in the curriculum
- Supporting pupils and provides effective behaviour strategies through Zones of regulation
- Allocating resources, including staff, to support these aspects of the school's work - ELSA

6 The School Learning Environment

- Copies of the Golden Rule will be displayed for children and adults to use
- Children will be given opportunities to collaborate and cooperate by being given responsibilities for their learning including contributing to developing the environment (classroom monitors, school helpers)
- To ensure children's well-being - they will have access to drinking water at all times
- Children will be taught how to behave well in all parts of the school- **Be Excellent Everywhere**
- All adults will be clear about their role and responsibilities for pupil behaviour management

Rights and responsibilities

Everyone has rights and these are matched with individual and group responsibilities.

Rights of Pupils

Pupils have the right to

- Learn to the best of their ability
- Be treated with consideration and respect by other children and adults
- Be listened to
- Know what is expected of them
- Feel safe
- Be treated fairly

Responsibilities of Pupils

The responsibilities of pupils are to:

- Treat others with consideration and respect so they can learn
- Listen when it is others' turn to talk
- Follow instructions from adults
- Ask for help if they need it
- Do their best
- Be clear about the school's expectations of them

Rights of Staff

The rights of staff are to:

- Be treated with respect by everyone
- Teach without interruption

Responsibilities of Staff

The responsibilities of staff are to:

- Create a safe and stimulating environment for all to learn
- Treat pupils with respect
- Communicate regularly with parents
- Implement this behaviour policy

Rights of Parents/Carers

The rights of parents/carers are to:

- Know their children are treated fairly and with respect
- Know their children are safe

- To be able to discuss pupils' development with the school

Responsibilities of Parents/Carers

The responsibilities of parents/carers are to:

- Get their children to school regularly, on time and ready to learn
- Ensure children's wellbeing outside of school so that they have the energy and dispositions to learn & participate in their learning
- Ensure they treat other children with respect
Talk to children about their learning & encourage children's maximum achievement in all areas of school life
- Share responsibility for the behaviour of their child in school, be prepared to support their own child's behaviour including coming into school

Guidelines for developing outstandingly good behaviour

Research shows that praise is more effective than sanctions for creating a positive learning environment. We shall recognise children's good behaviour by:

- Giving verbal or written praise and/or stickers for effort and/or improvement in behaviour and learning
- Earning merits on their merit card, leading to celebrated success in an Achievement assembly where parents are invited.
- Being entered in the 'Gold Book' and subsequently read out in assembly where the actions can be used as a good model and aspiration for the rest of the school.
- Awarding stickers or certificates for helpful behaviour at lunch time. (Lunchtime staff or peers will decide which children should receive these recognitions.)
- Recognising and celebrating children's achievements in and out of school often in class assemblies
- Helping children who find it difficult to follow the rules by arranging an individual visual recognition system linked to rewards. E.g. personal sticker book or chart with an agreed reward.

PSHE and Circle Time

- PSHE and Citizenship are developed through Circle time, and PHSE across the whole curriculum
- Children are taught not to retaliate with aggressive behaviour but to seek adult support to be assertive, and resolve arguments
- The concept of the 'circle' or school/class family is fostered so that children support and encourage each other
- To encourage the child with social difficulties to accept the controls and share or take part
Where children have difficulties with behaviour or social skills other more individual approaches may be used such as "Circle of friends ".

Circle time

This is an opportunity for:

- All children to speak and feel valued
- Exploration of ideas, feelings and news
- Learning to trust each and to respect for the ideas and views of others
- Differences to be celebrated
- Sharing completed work e.g. after structured play, or to look at group work and to share the various achievements of groups and individuals.
- Learning to take turns and respect the rights of others.

Rules of circle time

- Listen to each other and know what skills constitutes a good listener
- Everyone has an opportunity to speak and know what skills constitute a good speaker •
No one is forced to speak
- Accept what anyone says

10 Child Protection

All adults must act if a child says anything that they consider might be a child protection issue. It must be reported as soon as possible and in any case by the end of the day, to the school's Designated Officer for Safeguarding Children (Headteacher or Deputy Headteacher).

11 Bullying

A school with outstanding behaviour standards is likely to have rare or no incidents of bullying. Pupils must be taught how to recognise bullying and how to speak up if they believe it to be a problem.

The school can then deal with the matter through the systems described. Proper records of incidents will be kept.

12 School Council

As part of PHSE and Citizenship each class nominates a representative on the School council to take forward ideas discussed in class.

13 Staged Approach for Sanctions for Inappropriate Behaviour in Class Time

- Praise other children nearby who display the appropriate behaviour to remind the child what is expected
- Use of non-verbal hand gestures e.g. look or hand sign
- Non-confrontational reminder of the rule that has been broken as displayed
- If a child persists they have a warning and a consequence is given. Their name is moved to the class "thinking zone (orange)". (If outside the classroom a verbal sanction is used by CT and acted upon when they return) Consequences given may vary according to child/situation/age. Consequences may be some or a part loss of playtime, lunchtime or Golden time this may be the point where the teacher employs a strategy to support child to reach desired behaviour e.g. move child away to sit by the TA.
- If the child's behaviour improves after a period then the teacher will move child's name back to the green area (Golden time choice)
- If the child's behaviour continues then their name is moved to the red area and the child will miss 5 minutes of their Golden time. Every time a child has to visit the 'red area' another 5 minutes of Golden time will be revoked
- Where a child has deliberately hurt another child physically then a consequence is given immediately and they are put in the red area. Teachers will inform parents if necessary •
If a child continues to show unwanted behaviour there is an increased consequence e.g. increased time removed from Golden Time
- If a child continues not to conform to the classroom rules then s/he has to take the work to do in another class. Length of time to stay in that class is agreed by the adults. Work allocated needs to be in a form that can be done independently

- If a child refuses to follow instructions and/or continues to be disruptive then a member of the Senior Leadership Team will be called. The child may be given time out to work elsewhere.
- When the child does not respond to a member of the SLT a parent may be called to come to school immediately
- Persistent disruptive behaviour will trigger a discussion with the Headteacher or another member of the SLT. If immediate action is required the school will contact a member of the SLT by telephone
- When a child continues to have significant difficulty a Pastoral Care Plan may be drawn up to set objectives and plan strategies to change the behaviours, this will include the support of an ELSA
- If the child fails to make progress then outside agencies such as the Local Authority (LA) Multi Agency Behaviour Support Services (MABs) may be used to support the school and parents in meeting the child's needs.
- If a child's behaviour causes significant dangers the governors will consider exclusion in line with LA and National guidelines.

14 Staged approach for Sanctions for Inappropriate Behaviour at Playtimes and Lunchtimes

- Praise of other children nearby who display the appropriate behaviour to remind the child what is expected
- Use of non-verbal hand gestures e.g. look or hand sign
- Non-confrontational reminder of the rule that has been broken as displayed
- If a child persists they have a warning and the consequence is given
If a child continues with the behaviour then the child has to walk with an adult for an agreed period of time
- The child is then allowed to return to play but is given the warning that if the behaviour continues the child will stand by the door with an adult for a given period of time
- When a child continues to break the rules the child has to speak with the Senior Supervisor (teacher at playtimes) and may spend time out with a designated member of staff
- Any persistent or serious incidents are reported to the class teacher who can apply classroom sanctions as appropriate and may remove minutes for Golden time if suitable. Serious incidents or persistent offenders are reported to the SLT.

Where the behaviour persists then procedures followed are the same as the last four bullet points outlined in section 13.

Lunchtime exclusions are used in line with LA Guidelines. Where a child is in receipt of a free school lunch arrangements are made for the child to receive their entitlement. Governors are informed of any child going home for periods of the school day.

15 Inclusion and application of the behaviour policy

At Langstone Infant Academy we aim to be inclusive of all children with a wide range of needs. In formulating the behaviour policy we recognise that some children will need specific arrangements and plans to develop and reach their potential within school. These plans would usually be in the form of

- Individual Pastoral care plans (School Action /School Action Plus)
- Pastoral support Plans (Local Authority plans for children who are at risk of exclusion) and when appropriate may be supported by the whole school team.

16 Exclusions

Internal Exclusions

Internal exclusion is an internal process within the school and is used when the objective is to remove a child from their class, not from the school site, for disciplinary reasons. An internal exclusion is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted. An appropriate, quiet space will be used with adult supervision for a period of either part of a day or a whole day. The decision to give an internal exclusion will be taken by the Head teacher and parents will be informed.

Children will be required to complete set work whilst excluded from class and this work will be provided by their teachers. Children will also be encouraged to reflect upon the reasons for their internal exclusion. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. It is important that the child understands exactly what they have to do and why they are doing it.

The number, duration and reasons for internal exclusions will be monitored.

Fixed Period Exclusions Where a pupil's behaviour endangers other people and him/herself, the Head teacher will deal with the incident and exclusion for a set period may be deemed appropriate following up to date guidance with reference to Portsmouth City Council's exclusion policy.

In this case the Head teacher will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
carry out an investigation to identify the reasons for the exclusion.
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee.
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- ensure that the pupil has work provided to complete at home throughout the exclusion. • convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance.
- notify both the local authority and the chair of the governing body and report to the relevant governor body committee of the details of the exclusion, as well inform Chichester Academy Trust; including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy and after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

17. Dealing with allegations against pupils including child-on-child abuse

At Langstone Infant School, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances,

the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with **Keeping Children Safe in Education September (2022)**. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. (see child protection policy on the school website)

18. Sexism and Sexual Harassment

At Langstone Infant School, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported.

These behaviours are most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be

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

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents we **may** take these actions.

- A verbal warning
- Restorative conversation with the pupil/pupils involved
- A phone call to parents/carers
- A meeting with parents/carers
- A period of internal exclusion (length dependent on incident)

Only after serious incidents we may

- Involve the police
- Issue a fixed-term exclusion (length dependent on incident)
- Issue a Permanent exclusion

The response to each incident will be proportionate. We will address '**lower-level**' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect.

(Please see the 'low level incidents' appendix in the child protection policy)

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in

- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police

Reviewed and updated September 2022

Next Review September 2023