



### Behaviour Policy

*“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)*

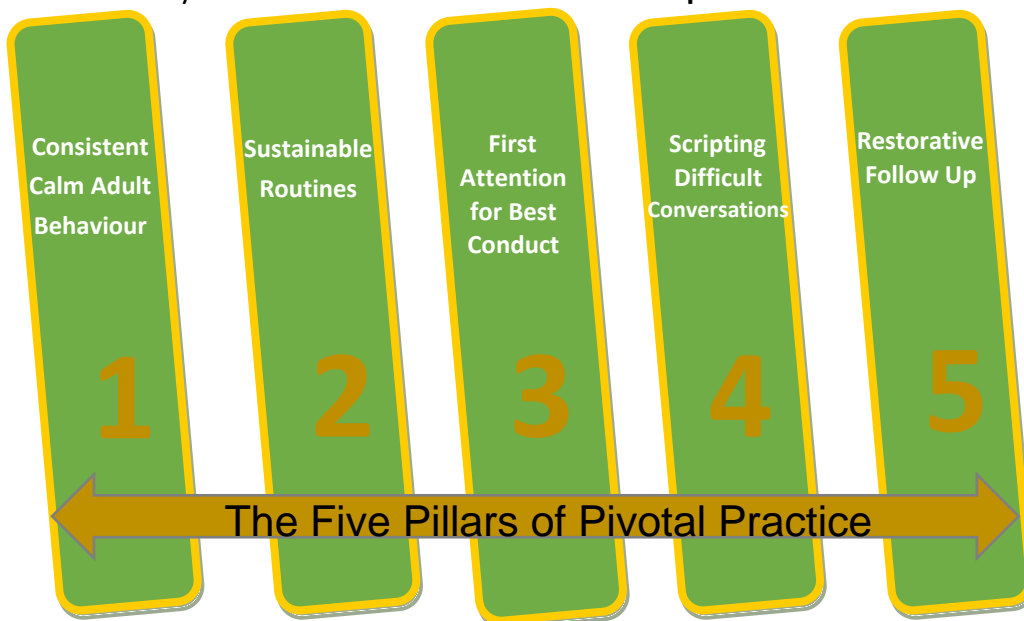


Lydiard Millicent CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides all staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners to be ready, loving and safe.

#### **Aims of the policy**

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**Adult Behaviours** *“When the adults change, everything changes”* (Pivotal Education) based on the book by Paul Dix.

## Expectations of ALL Adults

### **We expect every adult to:**

- **Meet and greet**
- Refer to '**Ready, Loving, Safe**'
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** when going through the steps. **Prevent** before sanctions
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are not behaving in a way that meets the school's expectations.

## Teachers

Teachers are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **We expect teachers to:**

- Be a visible presence around school to encourage appropriate conduct
- **Support** returning learners to learning by holding reparation meetings and having conversations with parents and children
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations
- Encourage use of the class and school rewards and promote positive communication
- Make sure that repeated issues are addressed in a timely and thorough manner before seeking the help of Senior Leaders.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **We expect Senior Leaders to:**

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** staff in managing learners with more complex or entrenched negative behaviours
- Ensure staff training needs are identified and targeted
- Use behaviour data (recorded on CPOMS) to target and assess interventions school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

## Recognition and rewards for effort

We recognise and reward learners who go ‘**over and above**’ our standards. Our staff at Lydiard Millicent CE Primary School recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is ‘**over and above**’. This may take the form of a positive note home, a phone call or a face to face chat. Children who consistently demonstrate the three core rules will be acknowledged with the agreed school rewards – see Appendix 4.

## Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### Steps in Managing Behaviour

Steps	Actions
1) Reminder	Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our three simple rules - <b>Ready, Loving, Safe</b> delivered privately wherever possible (or not obviously directed at one learner). Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Redirection (to the pupil)	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.  “stop, think, .....make the right choice”  “think carefully about your next step”
3) Intervention (Scripted)  (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. <b>Use the 30 second scripted intervention</b> <ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At Lydiard, we...</b> (refer to the 3 school rules – ready, loving and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• <b>Let’s talk about this ...</b> ( 5 minutes after class/during break)</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening.</b></li> </ul> What happens next will depend on the child – cool off, continuing with the lesson or follow up with repair at next available time

4) Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5) Repair	<p>Restorative Conversation</p> <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Imposition given if appropriate (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p><b>Consequences</b></p> <p>Communication with parent/ carer</p> <p>A formal meeting with parents/carers</p> <p>A formal meeting with parents/carers and SLT</p> <p>Exclusion</p>	<p>If a child has 3 incidents in a week requiring reflection the class teacher must inform parents (phone call). They must also log these incidents on CPOMS (online Behaviour Log).</p> <p>A KS Lead will work with class staff to take actions to address the behaviour and support the child. This will include a meeting between the class teacher and parents.</p> <p>If there is no improvement in the behaviour then a meeting with parents/carers, class teacher and a KS Lead will be arranged. This must be recorded on CPOMS (Behaviour Log). A clear monitoring plan, including rewards and consequences, will be put in place.</p> <p>If staff and/or parents still have concerns, the incidents will be escalated to the Head teacher.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

### Recording of behaviours

Any use of the 30 second script must be recorded by class staff in the class behaviour diary.

CPOMS will be used for repeated and serious incidents – see below.

### Repeated incidents

If the 30 second script has been used with a child on 3 occasions within a day or over 2 or 3 days, then the 3 incidents will be logged on CPOMS and an alert sent to the Key Stage Lead. The entry should include what has happened to this point.

Any meetings with parents should be recorded on the school template, uploaded to CPOMS and an alert sent to the Headteacher.

At this point, the Key Stage Lead will take action. If, after appropriate and reasonable steps have been taken, the behaviour does not improve, then further entries should be added and an alert sent to the Headteacher.

### **Serious incidents**

Incidents involving bullying; racist, sexist or homophobic comments or serious physical assault must be referred immediately to the Headteacher via CPOMS.

### **Exclusions**

#### **Fixed Term Exclusions**

Lydiard Millicent CE Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed-term exclusion. A reintegration meeting will be organised for the parents and a member of the Senior Leadership Team, this will include the pupil where appropriate. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return.

#### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The Academy Council of Lydiard Millicent CE Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

#### **Restorative Practice**

Lydiard Millicent CE Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room and on our Lydiard Millicent Behaviour Blueprint (see Appendix 1). Any form of humiliation or sarcasm is not acceptable. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and in a timely manner. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

*(Appendix 2 – Restorative Practice approach at Lydiard Millicent CE Primary School)*

#### **Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or

- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

### **Children with Social, Emotional and Mental Health Problems**

Behaviour can be a means of communication and we must ensure that all pupils are supported to communicate their needs safely and appropriately. Some children may have experienced trauma from adverse childhood experiences (A.C.E.) as well as toxic stress. A.C.E. can include physical and emotional abuse, neglect, caregiver's mental health and violence. The more A.C.E.s a child experiences the more likely they are to display adverse behaviours (dip in performance, poor choices and attendance) from the toxic stress their body is under. This can lead to long lasting wear and tear on the body and brain.

At Lydiard Millicent CE Primary School, we understand that some children will require further support with their social and emotional needs. Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. Where needed, we gain expert advice from Behaviour Support and the Educational Psychologist.

### **Child-on-Child Abuse and Bullying**

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- A program of PHSE lessons
- During internet safety week, we cover online bullying.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support. Child-on-child including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from e.g. Brooks Traffic Light tool, Police Support Officer, First Response and NSPCC Sexual Abuse advice.

At Lydiard Millicent CE Primary School, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing. All child-on-child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

## **Reasonable Force**

At Lydiard Millicent CE Primary School, some staff have received Team-teach training. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. *(Appendix 3 - details on the use of reasonable force)*

**Confiscation of Inappropriate Items** - please refer to the Positive Handling Policy

## Appendix 1 – The Lydiard Way (Behaviour Blueprint)



### The Lydiard Way

This is how we do it here...

At Lydiard Millicent CE Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

#### Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

#### Rules

Ready  
Loving  
Safe

#### Over and Above

Praise  
Recognition Tree  
Golden Lanyards  
Positive notes home  
Positive calls home

#### Sustainable Routines

1. Wonderful Walking
2. Legendary Lines
3. Terrific Transitions

#### Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

#### Micro-script

30 second scripted intervention

- **I have noticed that you are...** (having trouble getting started, wandering around etc.) right now.
- **At Lydiard, we...**(3 rules - Ready, Loving, Safe)
- **Because of that you need to...**(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **Let's talk about this at the end of...**
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...**  
Walk away.

#### Stepped Sanctions

1. **Reminder** (3 rules) privately if possible
2. **Redirection** (outlining behaviour and consequence)
3. **Intervention** (30 second script)
4. **Cool Off** (time in another area/thinking spot)
5. **Repair** (Restorative conversations)



## **Appendix 2 - Restorative Practice at Lydiard Millicent CE Primary School**

### **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

### **Restorative Practices in Schools is about:**

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

### **Appendix 3 – Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power. *Please*

*Note: Parental consent is not required to restrain a pupil.*

#### **What is reasonable force?**

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Communicating the school's approach to the use of force**

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.

Schools do not require parental consent to use force on a student.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

### **Legislative links**

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2008](#)

[Equality Act 2010](#)

[The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2014](#) [Education Act 2011](#)

[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

The Lydiard Way

This is how we do it here...

# REWARDS

## In Class Rewards

- Learning Behaviours – Gem Points; Merits
- Any positive behaviour - Stickers; Class Recognition Awards
- Positive notes home
- Positive calls home

## Out of class:

- Bonus Gem Points
- Gem Point Treats
- Golden Lanyards awarded by SLT
- Hot Chocolate Friday
- Headteacher's Reward

We make every effort to let parents know about positive behaviours.