



**Little Leigh Primary School**  
**Behaviour Policy**  
Approved by Governors June 2023  
Changes made for trial period June 2024



**Educating Hearts. Educating Minds.**

**We provide a safe and inclusive learning environment where everyone is valued and encouraged to aspire to be the best that they can be, with relationships at the heart of our approach.**

### Rationale

At Little Leigh Primary School, we aim to establish a happy and caring school community, which encourages respect for others' feelings, beliefs and possessions and we understand that such a community needs a structure to develop socially responsible behaviour that will equip children for life.

### Aims

We achieve positive behaviour for learning in school by:

- Encouraging children to work alongside three simple principles, Ready, Respectful and Safe.
- Demonstrating consistency in our expectations for all children.
- Fostering a culture built on positive relationships throughout school.
- Modelling positive behaviours to all children.
- Meeting and greeting children every day.
- Focusing on behaviours that we are looking for.
- Demonstrating clear routines and expectations within the school day.

### Encouraging Positive Behaviour for Learning in School

Our school rules are based on three principles, Ready, Respectful and Safe:

We are:

- **Ready to learn**

Children are active in their learning and will be demonstrating behaviours to ensure that learning potential is maximised to the best of their ability. Children will be listening at the right times, taking part in their learning, giving 100% effort and resilient towards challenge.

- **Respectful to others**

Children will be honest, show kindness, listen to others, solve conflicts calmly and respectfully and follow instructions from all adults.

- **Safe at work and play**

Children will play safely during break and lunch times, they will use equipment correctly and appropriately for its use and will ensure that school property is cared for to a high standard. Children to feel proud of their school.

### Behaviour Management

School staff set the tone for behaviour in their classrooms and around school. Staff must model pride in their environment, the tidiness of their working space, politeness and a calm manner in the face of negative behaviour.

Therefore, staff will:

- use consistent language (positive framing) when speaking with children about their behaviours; for example, 'well done, you have chosen to respect others by showing kindness'.
- model 'calm' when dealing with any child's negative behaviour; for example, 'You have chosen to stop \*\*\*\* from learning as you are talking when you shouldn't be – please listen.';
- emphasise the positive, including praise for good behaviour as well as good work;
- make sure the children are able to articulate R.R.S and what it stands for;
- greet each child each morning as they come into the classroom. Staff will be in their classrooms before children come in from playtime and lunchtime (KS2 on playground)– greeting the children positively.

### Reasonable Adjustments

Staff must recognise that for a small number of children, behaviour may not be a choice but an expression of anxiety. Where children demonstrate more distressing behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support by way of ensuring rubber boundaries are put in place. Senior Leaders will be available to work with the class teachers to support this. Staff will:

- Start with recording the behaviour (actions)
- Take time to analyse the underlying causes (setting and triggers)
- Analyse the consequences (results)
- Alter the triggers and/ or results
- Teach more appropriate responses
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident

### Recognition

Rewards are more effective than consequences in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

- Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded.
- Rewards will be applied fairly and consistently.
- Praise and rewards may be for an individual pupil, class, year group or whole school.

### **Rewards include:**

- Verbal praise to acknowledge learning behaviours.
- Stickers to initiate conversations with parents and carers at home.
- Taking work to show Head Teacher
- Each Friday in Celebration Assembly, 1 child from each class is chosen by their teacher to earn a 'School Award' certificate – these are given to children who have stood out that week in demonstrating model behaviours of one of the school rules.

- Dojo rewards –

All behaviour which demonstrates the school rules (RRS) rewarded with a Dojo point. When children reach one of the following milestones, they will receive a certificate:

50 Dojo points	Bronze
150 Dojo points	Silver
300 Dojo points	Gold
450 Dojo points	Platinum
600 Dojo points	Diamond

### Our Restorative Approach

Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff. Our current restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and use restorative language and questions to allow children to understand the impact of their behaviours.

During restorative talks with children regarding their behaviours, examples of the questions include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you/we need to happen now?

Consequences	
Behaviour	Approach
<b>Step 1</b> Rule Broken <b>Warning Given</b>	Identify the rule the child has broken. Remind the child of a time they were behaving how you would like them to. Finally, ensure they have understood what you have said. Make clear that the behaviour must stop. If the behaviour continues, they will receive a consequence.  <i>Reasonable adjustment made for Reception and Key Stage One based on the age of the children:</i> <ul style="list-style-type: none"> <li>• 1 gentle reminder</li> <li>• 1 formal warning</li> </ul>
<b>Step 2:</b> Child repeats poor choice or breaks another rule.  <b>Consequence Given</b>	Explain that as they have already had one warning and the behaviour has continued, they will miss their break or equivalent time at lunch as a consequence. If the child is given a warning in the afternoon, they will complete their consequence at break time the next day. Children will be given 5 minutes respite time to go to the toilet, have a snack and fresh air. Parents will be informed before the end of the school day either via phone, email or face to face conversation. At this point, staff will record behaviour incident on CPOMS (recording system) for SLT to be notified. Staff to record as 'Consequence Time Given – Parents Informed'.

<p><b>Step 3:</b> Continuation of poor behaviour over a period of time.</p>	<p>If a child's negative behaviour has been recorded 3 times on CPOMS (recording system) following the protocol above, then the class teacher is to contact parents to arrange a meeting. Parents are informed of the 3 occasions and that their child is at risk of being put onto a 'Behaviour Plan.'</p> <p>If a child's behaviour does not improve after the meeting with parents (ie. a further 3 occasions recorded on CPOMS), then a meeting will be planned with the class teacher, parents, child and a senior leader. (EYFS, Y1, Y2 – JP, Y3, Y4, Y5 and Y6 – CN) It is a senior leaders' decision to place a child on a Behaviour Plan. Meeting minutes to be added to CPOMS to document actions.</p>
<p>'Red Card Behaviours'</p> <p>Any act of deliberate, physical or verbal violence.</p>	<p>Some behaviours are deemed serious enough to warrant a consequence WITHOUT a warning. The following behaviours will be given a consequence instantly:</p> <ul style="list-style-type: none"> <li>• Any act of deliberate physical violence</li> <li>• Any act of deliberate verbal abuse</li> <li>• Use of inappropriate or offensive language</li> <li>• Discriminatory behaviour or language.</li> <li>• Bullying - Repeated acts of targeted physical, emotional or verbal abuse to one particular child over time (see Anti – Bullying Policy for further details).</li> </ul> <p>There may be occasions where unwanted behaviours warrant more than one consequence time (a series of lunch or break times). It will be at the discretion of the senior leadership team to decide on the length of the consequence. Parents will be informed at every opportunity.</p>

### Behaviour Plan

A behaviour plan will be suggested to parents after a series of repeated, consistent consequences given due to poor behaviour during the school day. The decision to implement a behaviour plan is at the discretion of the senior leadership team alongside the child's class teacher. The behaviour plan will identify small actions to enable the child to make positive behaviour choices on a regular basis. It will include steps to success and clear rewards for positive choices. Consequences will be adjusted to reflect the needs of the child (this may be different based on individual circumstances).

### Exclusion

We recognise that there may be rare occasions when a pupil's behaviour is such that their exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Little Leigh Primary follows the

guidance in Section 3 of the DfE's 'Exclusions from Maintained Schools' September 2017 with particular reference to 'a guide to the law.' The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. As a school, Little Leigh Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour.