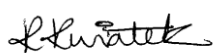




Policy for Behaviour

Values

Love – Courage - Respect

Approved by	FGB
Approved on	9 th October 2024
Review date	October 2025
Headteacher	

Our Vision

Lockerley Church of England Primary School is built upon our three core values of **Love, Courage and Respect**.

A drive for all children to show love in their hearts, courage in their learning and respect for each other.

Aims

All members of our school community have the right to learn in a safe and secure environment where they are able to thrive.

- All adults will respond to behaviour with a clear and consistent approach at all times, leading by example.
- Embed our school values of Love, Courage and Respect
- Pupils to have high standards of their own and others' behaviour.
- Raise awareness of appropriate behaviour and promoting it through positive reinforcement.
- Ensure consequences take account of individual needs, age and an understanding of the pupil with due consideration to their specific and individual context.
- Provide, for pupils, staff, governors, parents and visitors, a framework of procedures used to effectively manage matters concerned with both positive and negative behaviour.

Our rules

At Lockerley we have a simple code which everyone must follow:

- Be safe
- Be respectful
- Be ready to learn

Promoting Positive Behaviour

At Lockerley we believe that children should be intrinsically self-motivated to give their best and make the right choices. We promote children to appreciate that achievement comes from effort and learning. We therefore do not use token economies to motivate children but rather give visible recognition to promote positive behaviour. This includes:

The meet and greet – member of our school community will always meet and greet each other with recognition, positivity and mutual respect.

Community celebration – our community will give and receive positive messages which celebrate achievement, learning and behaviour. Every member of the school community is responsible for this.

Above and Beyond – we will champion those who consistently give their best and who are deliberately bothered about the well-being of their community. In the school reception there will be an 'Above and Beyond' board. If a child demonstrates behaviour which is above our normal expectations, they will be recognised and their name will be put on the board for the day and they will receive a positive note home to share the success.

Recognition Board – In each class there is a recognition board where a desired behaviour is written at the top and the aim is for all children in the class demonstrate the behaviour and get their name on the board. The aim is for everyone to have their name on the board and the class can celebrate a collective 'whoop!' This is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction.

Weekly award – our class and school community will take the time to celebrate someone from each year group each week, giving and recording kind comments and recognising achievements. This is linked to our school values is announced in Fridays Collective Worship

Positive cycle – A token is given to each pupil who receives a weekly award to place in a charity pot in assembly passing on their good deed/ behaviour to another.

Responding to Behaviour

All children make incorrect behaviour choices during their time at school and it is the adults' duty to support them in developing the behaviours they that need to become socially competent members of the community.

At Lockerley we use stepped consequences and agreed scripts to support children in managing their behaviour. At all points we ensure that the children know that they are supported and that we care about them and their behaviour whilst reinforcing our school rules.

Step	Action	Script*
1. Reminder	The child[ren] will be reminded of rules	(Name) Are you.... <i>being safe</i> .(refer to rule)
2. Last chance	Identify the behaviour and give the child[ren] a choices of how to change their behaviour.	(Name) You are not being safe because you are....you need to either stop the behaviour and go back to your learning or come to me so you can calm down and we can talk about it together.
3. Consequence	There will be the offer of time out to calm down, think, and compose. A repair and restore conversation will be held where those who are harmed are identified and ownership of putting right the wrong is given. A simple imposition will be given with a pay back of lost learning time. Parents will be contacted.	A repair and restore script

*Script

Using a script helps all adults to be consistent in their approach and remain emotionally neutral. A script should leave the pupil thinking about their actions and knowing someone believes they are better. They allow adults to deal with difficult behaviours while protecting the relationship they have with the pupil. We recognise that the adult's response needs to take account the needs of the pupil at this time and their ability to receive and process the guidance being given.

At Lockerley we teach the children that we care about them and their learning. There is therefore the expectation that learning time that is lost through wrong behaviour choices are compensated for. This ensures the child does not have gaps in their learning or fall behind their peers. We do this by:

- Offering catch up time at a mutually convenient time. This may be during a break time or at another agreed point in the day and is supported by an adult.
- Working with parents to enable missed work to be completed at home
- Parents will be invited in to have a conversation with the teacher if their child has had a 'Repair & Restore' conversation (Stage 3).

Outside agencies

We have a close working relationship with Primary Behaviour Support and they will support individuals when the strategies we have tried to teach in school to promote positive behaviour have not been successful.

Physical Intervention

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a pupil's movement against his or her will. This will only be completed by a member of staff who has completed 'Team Teach' training. Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)

There may be occasions where we need to use physical intervention strategies to prevent a child hurting themselves, others or property. In doing so we always follow the advice and guidance provided to us by Hampshire and Isle of Wight Educational Psychology Service (HIEPS) and the DfE. This advice may change but if needed to ensure the safety of the child, other children, staff or property we will continue to use physical intervention. Staff will be instructed afterwards to ensure they clean their hands and any other areas that have come into contact with a child. Children will also be instructed to clean their hands. The advice we follow can be found at: <http://hants.gov.uk/childrens-services/childrenandyoungpeople/educationpsychology/heps-policies>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Full records of any physical intervention used will be kept in the 'Physical Intervention' folder in the HT office. Parents will always be informed as soon as is possible, but no later than the end of the working day, of any instances of physical intervention used. Lockerley Primary School has 2 members of staff who are trained to 'Team Teach Level 2' standard.

Extreme unacceptable behaviour

When the policy has been followed but not been successful for individuals the parents will be informed of the incident and asked to come in to discuss the problem. The types of behaviour may include but are not restricted to:

- Continued and deliberate defiance
- Fighting or deliberately hurting others
- Bullying
- Racism
- Deliberate damage/vandalism to school property
- Swearing
- Theft
- Actions which are deemed to be dangerous to self or others

Where one of these occurs, at least one of the following consequences will apply:

- Involvement of a member of SLT/Headteacher/Assistant Head
- Meeting with parents to discuss the matter
- Exclusion from lunchtime/playtime
- Involvement of appropriate outside agency

Exclusions

The Headteacher has the right to exclude a pupil from school either for a fixed period or permanently. Exclusion is a serious step and will only be used as a final sanction when the Headteacher has determined that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school. Any exclusion will be reported to the Chair or Vice Chair of the Governing Body and to the Local Education Authority. We follow the Hampshire County Council Exclusion Guidelines.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Written: Oct 2019

Reviewed: Oct 24

Review: Oct 2025